

INFLUENCE OF TEACHERS' ICT COMPETENCY AND INSTRUCTIONAL MATERIALS UTILIZATION ON ACADEMIC INTEREST OF SENIOR SECONDARY SCHOOL STUDENTS IN IJEBU-ODE, OGUN STATE

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ABSTRACT

The study examined influence of teachers' ICT competency and instructional materials utilization on academic interest of senior secondary school students in Ijebu-Ode LGA, Ogun State. Descriptive survey research designed was used for the study. Population of the study comprised all senior secondary schools in Ijebu-Ode LGA. Multi-stage sampling technique was used to select 150 students and 50 teachers. Structured and adapted questionnaire was used for data collection. Validity of instrument was done by experts. Reliability of the instrument was determine using Cronbach alpha with reliability coefficient of .71. Data were analyzed using mean, standard deviation, and regression. Findings revealed that teachers are highly competent on usage of ICT teaching tools ($\bar{x}=2.53$) with low level of instructional materials utilization ($\bar{x}=1.91$). Findings also revealed a high level of academic interest ($\bar{x}=2.51$) among Senior Secondary School Students. Findings further revealed that teachers' ICT competency ($\beta=.285$) and instructional materials utilization ($\beta=.247$) have a significant influence on student academic interest in senior secondary school ($p < 0.05$) in Ijebu-Ode, LGA, Ogun State. It was concluded and recommended that teachers ICT competency and effective utilization of instructional materials are crucial in enhancing student academic interest. Therefore, teachers should adopt more student-centered teaching methods that utilize ICT and instructional materials to stimulate learners' active participation.

Keywords: Teachers' ICT Competency, Instructional Materials Utilization, Academic Interest

Introduction

The transformation of education through integrating Information and Communication Technology (ICT) has become an indispensable aspect of modern pedagogy. Across the globe, ICT is not only redefining the roles of teachers and learners but also enhancing the delivery and accessibility of knowledge. In developing nations such as Nigeria, the push for ICT-driven

education is intensifying, particularly in meeting global standards, improving student engagement, and fostering innovative learning environments (Nwachukwu, Eze & Okoli, 2017). However, the effectiveness of ICT in achieving these goals largely depends on the competency of teachers in utilizing digital technologies as well as the availability and appropriate use of instructional materials.

Teachers' ICT competency refers to the knowledge, skills, and attitudes that educators possess and apply in integrating ICT into their instructional practices. According to UNESCO (2011), ICT competency for teachers involves understanding how to use digital technologies to support curriculum delivery, facilitate student-centered learning, and foster critical thinking. In Nigeria, several policy frameworks, such as the National Policy on ICT in Education (Federal Ministry of Education, 2010), have emphasized the necessity of enhancing teacher capacity in digital literacy. Nonetheless, studies suggest a persistent gap between policy intentions and practical implementation, especially at the secondary school level. For instance, Omoniyi (2013) found that many Nigerian teachers, particularly in rural and semi-urban settings, exhibit low levels of ICT literacy due to inadequate training, limited access to ICT tools, and poor infrastructural support.

Furthermore, the utilization of instructional materials whether conventional (e.g., textbooks, charts, maps) or digital (e.g., multimedia, simulations, online platforms) is a significant determinant of students' learning outcomes and interest. Instructional materials serve as vehicles for content delivery, concept clarification, and learner engagement. Ekunke and Adewumi (2024) posited that the strategic use of instructional resources increases students' academic interest by making learning more experiential and interactive. Academic interest, in this study refers to the students' intrinsic motivation, sustained engagement, and willingness to participate in academic activities (Renninger & Hidi, 2016).

In Ogun State, and specifically Ijebu-Ode, the educational landscape presents a microcosm of Nigeria's broader challenges in educational technology integration. While urban centers in Ogun State have witnessed modest investments in ICT infrastructure, many public secondary schools still suffer from inadequate facilities, poorly equipped laboratories, and undertrained staff (Jimoh, Bamidele & Adetayo, 2021). This disparity contributes to inconsistent student experiences and varying levels of academic interest and performance across schools.

Moreover, empirical findings have indicated that the presence of ICT facilities alone is insufficient to transform educational practices unless teachers are competent in leveraging such tools for instructional purposes (Okafor & Obikwelu, 2019). In their study on ICT usage in Nigerian schools, Nwafor et al, (2023) noted that when teachers possess the requisite digital skills and effectively use diverse instructional materials, students tend to show higher levels of curiosity, motivation, and academic participation. Conversely, the lack of appropriate pedagogical integration of ICT can lead to disinterest and disengagement among learners.

Given these realities, it becomes imperative to investigate the extent to which teachers' ICT competencies and their utilization of instructional materials influence the academic interest of senior secondary school students in Ijebu-Ode. This investigation is timely and relevant, as it provides critical insights that can inform teacher training programs, educational policy formulation, and resource allocation in secondary schools. Understanding these dynamics is vital not only for improving academic outcomes but also for aligning Nigerian secondary education with international standards in digital pedagogy and learner engagement.

Statement of the Problem

The persistent underachievement of students in Nigerian senior secondary schools has become a major concern for stakeholders in the education sector. Despite various reforms and investments aimed at improving educational outcomes, students' academic interest a critical precursor to learning engagement and achievement remains relatively low, particularly in public schools. Academic interest encompasses students' willingness, curiosity, and motivation to engage in learning tasks, and it plays a significant role in shaping long-term educational success and career choices. The integration of Information and Communication Technology (ICT) into the education system has been widely recognized as a transformative strategy to address such challenges. However, the effectiveness of ICT in enhancing student interest is contingent on teachers' competency in its application. This is because many teachers lack the technical know-how and pedagogical strategies required to integrate ICT tools effectively into their classroom practices. Moreover, instructional materials whether digital or traditional serve as vital tools in the teaching-learning process. They aid in content delivery, stimulate students' imagination, and foster active learning. However, studies have shown that many teachers in public secondary schools either underutilize available instructional materials or fail to adapt them to suit learners'

needs. This underutilization not only hinders students' understanding of abstract concepts but also dampens their interest in academic activities. Inadequate access to relevant instructional materials, poor maintenance culture, and lack of teacher training on resource utilization further exacerbate this problem. Based on the forgoing, this study therefore look at the influence of teachers' ICT competency and instructional materials utilization on academic interest of senior secondary school students in Ijebu-Ode, Ogun State.

Objectives of the Study

The objective of the study is to investigate the Influence of Teachers ICT Competency and Instructional Materials Utilization on Academic Performance of Senior Secondary School Students in Ogun State. Specifically, the study sought to:

1. To determine the level of ICT competency among senior secondary school teachers in Ijebu-Ode, Local Government Area of Ogun State
2. To examine the extent of instructional materials utilization by senior secondary school teachers in Ijebu-Ode, Local Government Area of Ogun State.
3. To determine the level of academic interest of Senior Secondary School Students in Ogun State.

Research Questions

1. What is the level of ICT competency among senior secondary school teachers in Ijebu-Ode, Local Government Area of Ogun State?
2. To what extent do teachers utilize instructional materials for teaching in senior secondary school in Ijebu-Ode, Local Government Area of Ogun State?
3. What is the level of academic interest among Senior Secondary School Students in Ogun State?

Hypotheses

H₀₁: Teachers' ICT competency has no significant influence on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

H₀₂: Teachers levels of instructional materials utilization have no significant influence on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

Literature Review

The paper reviewed some basic literature related to the study. The section focused on empirical data targeting the objectives of the study to enable the researchers discuss their findings very well.

Teachers' ICT Competency and Student Academic Interest

The integration of Information and Communication Technology (ICT) in education has been recognized as a catalyst for enhancing teaching and learning processes. Teachers' competency in ICT is pivotal in effectively utilizing these technologies to foster students' academic interest. Agbede et al. (2024) conducted a study in public senior secondary schools in the Federal Capital Territory (FCT), Abuja, revealing a significant positive impact of teacher ICT competency on students' learning interest in science subjects. The study emphasized that teachers proficient in ICT could create more engaging and interactive learning environments, thereby increasing students' motivation and interest in academic activities.

Similarly, a study by Omaliko and Okpala (2021) in Rivers State highlighted that teachers' ICT competence significantly affects students' academic performance in secondary schools. The research underscored the necessity for continuous professional development programs to enhance teachers' ICT skills, which in turn could positively influence students' academic interest and achievement.

Furthermore, the availability of ICT resources alone is insufficient without competent teachers to integrate these tools effectively into their teaching practices. A study assessing ICT proficiency among secondary school teachers in Auchu Polytechnic Staff School found that while ICT tools were available, the lack of adequate training hindered their effective utilization, subsequently affecting students' engagement and interest in learning.

Utilization of Instructional Materials and Student Academic Interest

Instructional materials are essential in facilitating effective teaching and learning by providing concrete experiences that enhance students' understanding and retention of information. The utilization of these materials has been linked to increased student interest and academic performance. For instance, a study conducted in Ekiti East Local Government Area by (Abdu-Raheem, 2016) demonstrated that the use of instructional materials in teaching practical

agriculture significantly improved students' academic performance, suggesting a correlation between material utilization and student interest.

In Uyo Metropolis, Akwa Ibom State, research on the impact of instructional material utilization in Civic Education classes revealed that students taught with instructional materials performed better academically and showed greater interest in the subject compared to those taught without such materials (Okpon, 2024). The study recommended the consistent use of instructional materials to enhance student engagement and learning outcomes.

Moreover, the availability and utilization of instructional materials in teaching mathematics in senior secondary schools in Saki, Oyo State, were examined, revealing that the effective use of these materials positively influenced students' academic performance Ameen (2024). The study emphasized the need for adequate provision and proper utilization of instructional resources to stimulate students' interest and improve academic achievement.

Methodology

This study adopted a descriptive survey research design. The study was carried out in Ijebu-Ode Local Government Area. The population for the study comprised of all senior secondary school students (SSS 1 to SSS 3) and teachers in public secondary schools in Ijebu-Ode Local Government Area, Ogun State. A multi-stage sampling technique was adopted: In the first stage, simple random sampling was used to select ten (10) public secondary schools from the list of schools in Ijebu-Ode. In the second stage, stratified random sampling was employed to select fifteen (15) students proportionally from SSS1, SSS2, and SSS3 in each of the ten (10) selected schools. Finally, purposive sampling was used to select five (5) teachers each with consideration to different subject areas and years of teaching experience to ensure those with exposure to ICT and instructional material utilization are included. Hence, a sample of 150 senior secondary school students and 50 teachers were selected for the study which makes a total of 200 participants. Structured and adapted questionnaire comprised of 30-items rated on a 4point-scale was used as instrument for data collection to measure Teachers' ICT Competency, Instructional Materials Utilization and Academic Interest Scale Students (adapted from the Interest Development Model by Hidi & Renninger, 2006). The validation of the questionnaire was done by experts in the Department of Computer and Information Science in Tai Solarin University of Education to ensure the clarity of items and ascertain its ability to measure the intended

purposes. Reliability of the instrument was established by conducting a pilot study using 20 students and 10 teachers from a school outside the study area. Cronbach's alpha was used to determine the internal consistency of the instrument, and a reliability coefficient of .71 was obtained. The data was collected by the researchers with the support of a research assistant to facilitate the administration process and a quick recovery. The collected copies of the distributed questionnaire were coded, collated, and analyzed using the Statistical Package for Social Science (SPSS). The data were analyzed using descriptive statistics of mean and standard deviation, and regression

Results

Research Questions 1: What is the level of ICT competency among senior secondary school teachers in Ijebu-Ode, Local Government Area of Ogun State?

Table 1: Mean response on level of ICT competency for teaching among senior secondary school teachers in Ijebu-Ode, Local Government Area of Ogun State

S/N	ITEM	Mean	St.D
1	Usage of Microsoft Office Suite (Word, PowerPoint)	2.71	0.89
2	Usage of computers in classroom	2.82	0.62
3	Prolific in the usage of internet	2.61	0.72
4	Using of Television for classroom teaching	2.92	0.53
5	Camera usage in classroom	2.12	0.81
6	Using google docs and slides for teaching	2.78	0.91
7	Canva (for visually appealing presentations and posters)	2.41	0.21
8	iMovie (Mac users) usage in classroom	2.47	0.12
9	Using of articulate storyline and adobe captivate in classroom	2.31	0.89
10	Google classroom usage for teaching	2.10	0.21
Grand mean		2.53	

The table above shows the level of teachers' competency on the usage of ICT technologies teaching tools for teaching secondary school students in Ijebu-Ode Local Government Area of Ogun State. The result shows that teachers are very skillful and competent in the Usage of Microsoft Office Suite (Word, PowerPoint) (mean=2.71), usage of computers in classroom (mean = 2.82), prolific in the usage of internet (mean=2.61), using of Television for classroom teaching (mean=2.92), Camera usage in classroom (mean=2.12), Using google docs and slides for teaching (mean=2.78), Using of articulate storyline and adobe captivate in classroom (mean=2.31). While teachers are not competent in iMovie (Mac users) usage in classroom (mean=2.41), Canva (for visually appealing presentations and posters) (mean=2.41) and google

classroom usage for teaching (mean=2.10). The grand mean is 2.53 which is above 2.5 minimum level of agreement. Therefore, it is concluded that the teachers are highly competent on the usage of ICT teaching tools for teaching secondary school students in Ijebu-Ode Local Government Area of Ogun State.

Research Questions 2: To what extent do teachers utilize instructional materials for teaching in senior secondary school in Ijebu-Ode, Local Government Area of Ogun State?

Table 2: Mean Response on Level of Instructional Materials Utilization among Secondary School Teachers in Ijebu-Ode, Local Government Area of Ogun State

S/N	ITEM	Mean	St.D
1	Textbooks usage in classroom	2.31	0.59
2	Workbooks and Activity Sheets	2.52	0.62
3	E-Books and Online Textbooks	2.81	0.72
4	Educational Videos and Animations usage in classroom	0.92	0.13
5	Interactive PDFs usage for teaching	1.12	0.11
6	Simulation Software usage in classroom	1.78	0.11
7	Usage of counters, base ten blocks, or geometric shapes for hands-on learning.	2.41	0.61
8	Lab tools, specimens, and experiment kits for conducting experiments	2.01	0.52
9	Usage of educational application in classroom	2.11	0.59
10	Virtual Reality (VR) usage like google expeditions to explore virtual environments.	1.10	0.21
Grand mean		1.91	

The table above shows the level of utilization of instructional materials among secondary school teachers in Ijebu-Ode Local Government Area of Ogun State. The result shows that teachers utilized the usage of textbooks in classroom (mean =2.31), workbooks and activity sheets (mean=2.52), E-Books and Online Textbooks (mean=2.81), Usage of counters, base ten blocks, or geometric shapes for hands-on learning (mean= 2.41), Lab tools, specimens, and experiment kits for conducting experiments (mean=2.01) and Usage of educational application in classroom (mean= 2.11). While those that are not well utilized are educational videos and animations usage in classroom (mean = 0.92), interactive PDFs usage for teaching (mean = 1.12), simulation software usage in classroom (mean= 1.78) and Virtual Reality (VR) usage like google expeditions to explore virtual environments. (mean = 1.10). The grand mean is 1.91 which is below 2.5 minimum level of agreement. Therefore, it is concluded that the level of utilization of instructional materials among secondary school teachers in Ijebu-Ode Local Government Area of Ogun State is low.

Research Questions 3: What is the level of academic interest of Senior Secondary School Students in Ogun State?

Table 3: Mean Response on Level of Academic Interest among Senior Secondary School Students in Ogun State

S/N	ITEM	Mean	St.D
1	I look forward to attending my classes every day.	2.31	.19
2	My teachers use technology that makes learning more interesting	2.52	.62
3	I enjoy learning more when instructional materials like videos or charts are used	2.81	.72
4	The use of computers and internet resources in class makes lessons more engaging.	2.92	.53
5	I ask questions or participate more when my teacher uses different teaching aids.	2.39	.51
6	I am curious to learn more when teachers show real objects or models during lessons	2.78	.11
7	I often read extra materials when a topic taught with multimedia captures my interest	2.40	.21
8	I lose interest in subjects where teachers do not use any teaching aids	2.48	.22
9	My academic performance improves when I am more interested in the way topics are taught.	2.11	.59
10	I enjoy school more when my teachers use innovative and modern tools in class	2.32	.21
Grand mean		2.51	

The table above shows level of academic interest of Senior Secondary School Students in Ijebu-Ode Local Government Area of Ogun State. The result shows that senior secondary schools students look forward to attending their classes every day (mean =2.31), their teachers use technology that makes learning more interesting (mean=2.52), they enjoy learning more when instructional materials like videos or charts are used (mean=2.81), The use of computers and internet resources in class makes lessons more engaging (mean= 2.92), They ask questions or participate more when their teacher uses different teaching aids. (mean=2.39) among others. The grand mean is 2.51 which is above 2.5 minimum level of agreement. Therefore, we can agree that there is high level the level of academic interest among Senior Secondary School Students in Ogun State.

Hypotheses Testing

Hypothesis One: Teachers' ICT competency has no significant influence on academic performance of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

Table 4: Regression Analysis Showing the influence of Teachers' ICT competency on academic performance of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	10.248	1.917		9.497	.000
Teachers' ICT competency	.326	.186	.285	2.972	.002

Dependent Variable: Academic Interest

Table 4 presents effect of Teachers' ICT competency on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State. The table revealed that Teachers' ICT competency ($\beta = .285$) has moderate influence on academic interest of senior secondary school students. The study also revealed that Teachers' ICT competency has a statistically significant impact (.002; $p < 0.05$) on academic interest of senior secondary school students in Ijebu-Ode. Thus, the null hypothesis was rejected. Hence, teachers' ICT competency have a significant influence on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

Hypothesis Two: Teachers levels of instructional materials utilization has no significant effect on academic performance of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State.

Table 5: Regression Analysis Showing the effect of teacher's levels of instructional materials utilization on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State

Model	Unstandardized		Standardize	T	Sig.
	Coefficients		d		
	B	Std. Error	Beta		
(Constant)	13.850	4.911		7.562	.000
Teachers levels of instructional materials utilization	.365	.153	.247	2.631	.001

Table 5 presents effect of teachers' levels of instructional materials utilization on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State. The table revealed that teachers' levels of instructional materials utilization ($\beta = .247$) has low influence on academic interest performance of senior secondary school students. The study also revealed that Teachers levels of instructional materials utilization has a statistically significant effect (.001; $p < 0.05$) on academic interest of senior secondary school students in Ijebu-Ode. Thus, the null hypothesis was rejected. Hence, teachers' levels of instructional materials utilization have a significant influence on academic interest of senior secondary school students in Ijebu-Ode, Local Government Area of Ogun State

Discussion of Findings

The study revealed that teachers in Ijebu-Ode Local Government Area possess a high level of competence in using Information and Communication Technology (ICT) tools for instructional purposes. This finding aligns with the observations of Ekunke and Adewumi (2024), who reported that teachers' ICT skills and access to ICT materials enhance instructional delivery in Wukari, Nigeria. However, it's noteworthy that despite the high competence, the actual utilization of ICT tools in classrooms may be influenced by factors such as infrastructure and resource availability.

Despite the high ICT competence among teachers, the study found a low level of utilization of instructional materials in secondary schools within Ijebu-Ode. This is consistent with findings from Nwagbata et al. (2021), who reported inadequate use of instructional materials in Anambra State, attributing it to factors such as lack of awareness and insufficient resources. Similarly, Asubiojo and Aladejana (2021) observed that most instructional materials that can improve teaching and learning were not available or effectively used in Ekiti State secondary schools. These findings suggest that while teachers may be competent, systemic issues such as lack of resources and support hinder the effective utilization of instructional materials.

The study indicated a high level of academic interest among senior secondary school students in ijebu ode Ogun State. This enthusiasm can be linked to the interactive and engaging teaching methods facilitated by teachers' ICT competence. Agbede et al. (2024) found that teacher competency in ICT positively impacts students' learning interest and achievement in science

subjects in Abuja. The integration of ICT in teaching not only makes learning more engaging but also caters to diverse learning styles, thereby enhancing students' academic interest.

The study established a significant influence of teachers' ICT competency on students' academic interest. This is corroborated by the work of Agbede et al. (2024), who reported that teacher competency in ICT significantly impacts students' learning interest and achievement in science in public senior secondary schools of the FCT, Abuja. The use of ICT tools in teaching facilitates interactive learning environments, which are crucial in maintaining and enhancing students' interest in academic pursuits.

The study also found that the utilization of instructional materials significantly influences students' academic interest. This aligns with the findings of Bassey et al. (2011), who observed that the availability and use of mathematical instructional materials positively affect students' achievement in Akamkpa Local Government Area of Cross River State. Instructional materials provide concrete experiences that enhance understanding and retention, thereby increasing students' interest in learning.

Conclusion

ICT competency and effective utilization of instructional materials are vital tools that continue to play a crucial role in maintaining and enhancing student interest in academic activities. Therefore, to sustain and further boost students' academic interest, educational stakeholders should invest in continuous professional development programs that promote ICT integration and the innovative use of instructional materials. A balanced approach to pedagogy, combining technological tools and traditional resources, will be key to achieving comprehensive educational development in the region.

Recommendations

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

1. The Ogun State Ministry of Education should organize regular and mandatory ICT training workshops for teachers to enhance their digital literacy and pedagogical competencies.
2. Government and school management should collaborate to provide functional ICT infrastructure such as computers, projectors, smartboards, and reliable internet access in classrooms to support technology-enabled teaching.

3. Schools should be adequately funded to procure both conventional (e.g., charts, models, laboratory tools) and digital (e.g., videos, animations, e-books) instructional materials.
4. Teachers should adopt more student-centered teaching methods that utilize ICT and instructional materials to stimulate learners' active participation, inquiry, and problem-solving skills, which enhance academic interest.

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ENHANCING ROAD SAFETY THROUGH INCREASED AWARENESS AND COMPLIANCE WITH ROAD SIGNAGE AMONG TRICYCLERS IN OGUN STATE

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ABSTRACT

Road safety remains a critical concern in Nigeria, particularly in urban and semi-urban areas where the use of tricycles as a mode of transportation has significantly increased. Hence, this study focuses on enhancing road safety through increased awareness and compliance with road signage among tricyclers in Ogun State. Tricycles, widely used for short-distance commuting, have become a vital part of the state's transport system. However, the growing incidence of road traffic violations and accidents involving tricyclers' highlights a pressing need for behavioural and systemic change. This paper argues that low compliance with road signage stems from inadequate driver education, limited awareness campaigns, and inadequacy of enforcement mechanisms among others. Drawing from empirical observations, stakeholder reports, and policy reviews, the paper proposed the following intervention towards enhancement: comprehensive road safety education and training, public awareness and sensitization campaigns, strengthening enforcement mechanisms, collaboration with tricycler unions and associations, economic empowerment and support. It is concluded that fostering a culture of road signage compliance among tricyclers is a shared responsibility that demands coordinated actions from government agencies, civil society, and tricycle associations to ensure safer roads and more efficient urban mobility in Ogun State.

Keywords: Awareness, Compliance, Road Safety, Road Signage, Tricyclers

Introduction

Road safety is a critical public health and developmental concern worldwide, particularly in low- and middle-income countries where road traffic crashes are among the leading causes of death and injury. In Nigeria, the rapid urbanization and increased reliance on road transportation have led to a surge in road traffic accidents (RTAs), contributing to substantial morbidity and mortality rates (World Health Organization, 2015). According to the Federal Road Safety Corps

(FRSC 2024), Nigeria recorded over 35,000 road traffic crashes in 2023 alone, resulting in more than 10,000 deaths, with many incidents attributed to reckless driving, speeding, poor road infrastructure, and disregard for traffic laws (Adeodun, 2024). These alarming statistics underscore the urgent need for sustainable and strategic interventions to reduce road traffic injuries and fatalities.

Among the various modes of transportation, commercial tricycles, commonly referred to as "Keke," have become a prevalent means of intra-city movement due to their affordability and manoeuvrability in congested areas. Despite their utility, tricycle operations have been associated with numerous safety challenges. Studies indicate that a significant number of tricycle operators lack formal training and exhibit poor compliance with traffic regulations, particularly concerning road signage (Ogundele & Awesu, 2008). For instance, a study conducted in Akure, Ondo State, revealed that only 28.5% of tricycle riders understood and adhered to traffic signs and symbols, highlighting a critical gap in road safety awareness among this group.

Ogun State, serving as a strategic corridor between Lagos and other parts of Nigeria, has witnessed a notable increase in tricycle usage. However, this rise has been accompanied by escalating concerns regarding road safety. A survey of road traffic accidents in Ogun State underscored the pressing need for targeted interventions to address the unique challenges posed by tricycle operations (Afolabi, 2019). The state's road safety landscape is further complicated by infrastructural deficits, inadequate enforcement of traffic laws, and limited public awareness campaigns tailored to tricycle operators. To address this, this study focus on enhancing road safety through increased awareness and compliance with road signage among tricyclers in Ogun State

Overview of Tricycle Transportation in Nigeria

Tricycle transportation, popularly known as *Keke Napep*, has become a critical element in Nigeria's urban and semi-urban mobility framework. It was originally introduced as part of the National Poverty Eradication Programme (NAPEP) in the early 2000s, tricycles were meant to provide alternative means of transport and employment for the unemployed, especially following the ban of commercial motorcycles (*Okada*) in several cities. These three-wheeled vehicles quickly became a mainstay due to their affordability, maneuverability, and ability to access inner streets and poorly connected routes that are inaccessible to larger vehicles.

The tricycle transport scheme was designed to support government efforts to reduce poverty and improve mobility, particularly in underserved urban and peri-urban areas. The initiative gained significant popularity in major Nigerian cities such as Lagos, Abuja, Kano, and Port Harcourt. According to Oni and Okanlawon (2006), the introduction of tricycles filled the mobility gap left by the restriction of motorcycles, while simultaneously creating new economic opportunities for thousands of Nigerians. Economically, the impact of tricycle transportation has been substantial. Tricycles provide employment for a large number of Nigerian youths, particularly those with little or no formal education. Gafai, Imam, and Adamu (2025) conducted a study in Katsina metropolis and concluded that the tricycle sector significantly contributes to local economic growth by offering direct and indirect employment opportunities. Many operators report earning sustainable daily incomes, which supports their families and funds the education of their dependents. In the same vein, there has also been a noticeable increase in female participation within the tricycle transport sector.

Although the field remains largely male-dominated, studies such as that by Mensah et al. (2023) indicate that women are gradually breaking into the space, often driven by financial necessity, job dissatisfaction in other fields, or the desire for independence. However, female tricycle operators often face numerous social and cultural challenges, including discrimination, harassment, and negative stereotypes from passengers and fellow operators. Also, tricycles have significantly improved transportation in underserved areas. They serve as a crucial "last-mile" transport solution, enabling residents in less accessible neighborhoods to connect to main roads and public transport networks. Igwe and Osioma (2023) found that in Lagos State's Ipaja-Ayobo region, tricycles played a critical role in connecting residents to schools, hospitals, and markets, thus enhancing economic participation and social integration.

Road Signage Awareness and Compliance Among Tricyclers' in Ogun State

Awareness and compliance are two important factors that are essential in determining the degree of safety of road users. Road signage awareness refers to the knowledge, understanding, and appropriate response of road users to regulatory, warning, and informational signs placed along roads and highways. While road signage compliance, means the degree to which road users such as tricyclers observe, understand, and obey traffic signs designed to regulate movement, ensure safety, and facilitate smooth traffic flow. These signs are essential components of traffic control

systems designed to inform, guide, and regulate road users to ensure safety and orderliness in vehicular and pedestrian movement (Hassan et al, 2022).

According to Ajakpovi, & Happy (2019), effective road signage awareness and compliance ensures that drivers can interpret road symbols, comply with rules such as speed limits, no-entry zones, pedestrian crossings, and give-way signs, and adjust their driving behavior accordingly to prevent accidents. In Ogun State, Nigeria, the rise in the use of commercial tricycles as a dominant means of last-mile transportation has increased concerns around the level of road signage awareness and compliance among operators. While tricycles have contributed significantly to employment and local mobility, low awareness or outright disregard for road signs among tricyclers remains a pressing road safety concern.

Riders of tricycles and motorcycles in Ogun State are often drawn from low-income and less formally educated demographics (Kolawole & Afolabi 2017). As a result, many do not undergo formal driver training. Although there is a paucity of empirical data on tricycle operators' knowledge of road signs in Ogun state, anecdotal evidence suggests that many operators lack adequate training in road safety protocols, with informal reports indicating that over 70% of tricycle operators in Abeokuta could not correctly identify more than five standard traffic signs. This deficiency is largely attributed to low literacy levels and insufficient access to driver education.

Studies have also shown that this lack of formal training contributes significantly to poor awareness and understanding of road signs. According to Oyesiku and Odufuwa (2002) cited in Oyesiku et al, (2020), informal transport operators in southwestern Nigeria, including tricyclers typically exhibit poor compliance with traffic regulations due to limited education and road safety literacy. In many cases, the violation of signage instructions was driven not just by ignorance but also by the pressure to meet daily income targets, thereby prioritizing speed and profit over safety and compliance. The road signage problem is compounded by infrastructural and institutional factors. In many parts of the State, road signs are either faded, vandalized, or completely absent, making it difficult even for informed drivers to comply.

The Role of Road Signage Awareness and Compliance in enhancing Road Safety

Road signage awareness is fundamental to the effectiveness of any transportation system. It encompasses the understanding and appropriate interpretation of road signs by all road users

such as drivers, motorcyclists, tricycle riders, cyclists, and pedestrians. The significance of road signs extends beyond simple navigation; it touches on critical areas such as safety, legal compliance, and efficient traffic management. Hence, the roles of road signs awareness and compliance among tricyclers includes:

1. Enhancement of Road Safety: The foremost role of road signs is to promote safety. By conveying essential instructions and warnings, road signs help prevent accidents and fatalities. According to the Federal Road Safety Corps (FRSC 2020), road signs serve as visual communication tools to inform and instruct road users on correct road usage, reducing confusion and promoting safer travel behaviors. Moronkola et al (2022) in a study stated that, lack of awareness and misunderstanding of road signs are leading causes of accidents among commercial vehicle operators in Nigeria.

2. Reduction in Road Traffic Violations: Proper awareness of traffic signs correlates with reduced instances of traffic infractions such as speeding, illegal overtaking, and disregard for pedestrian crossings. A study by Mumuni (2023) found a significant relationship between drivers' knowledge of traffic signs and their compliance with road regulations. The lack of this awareness often leads to legal violations, especially among informal sector drivers like tricycle and motorcycle operators.

3. Efficient Traffic Flow: Road signs assist in organizing traffic by indicating speed limits, directions, and right-of-way, which minimizes traffic congestion and chaos. Without signage awareness, drivers may make abrupt or wrong maneuvers, which cause bottlenecks and road conflicts. Ajakpovi and Happy (2019), emphasized that understanding the meanings of traffic signs ensures smoother and more predictable road usage, especially in densely populated urban areas.

4. Protection of Vulnerable Road Users: Awareness of pedestrian signs, school zone indicators, and children-at-play warnings ensures that drivers take necessary precautions in sensitive areas. Vulnerable road users such as children, the elderly, and people with disabilities depend on the attentiveness of vehicle operators to signage that protects them. The World Health Organization (2022) identifies poor road user behavior and inadequate knowledge of road signals as contributing factors to road injuries and deaths in low- and middle-income countries.

5. **Support for Legal and Regulatory Enforcement:** Traffic signage provides a legal framework for enforcing road regulations. Authorities such as the FRSC rely on road signs to define traffic offenses and administer penalties. Without public understanding of these signs, enforcement becomes arbitrary and ineffective (FRSC, 2020).

6. **Educational Value:** Road signage awareness contributes to civic education and promotes responsible citizenship. It instills a culture of lawfulness and mutual respect among road users. Regular road safety campaigns and driving education programs, including those led by NGOs and transport unions, rely on standardized signage as teaching tools (Aworemi et al, 2009).

Challenges to Awareness and Compliance with Road Signs among Tricyclers

Since tricycles popularly known as auto-rickshaws or *keke* in Nigeria have become a widespread mode of transportation across urban and semi-urban regions of the nation due to their relatively low cost, maneuverability in congested traffic, and capacity to access narrow or poorly maintained roads, the rise in the number of tricycles on the roads has been accompanied by growing concerns over road safety, as these vehicles have become increasingly involved in traffic accidents, regulatory violations, and disruptions to urban mobility systems. Several factors contribute to this problem among which are:

1. **Weak Regulatory Framework:** A major challenge associated with tricycle use stems from the weak regulatory framework that governs their operation. In many Nigerian cities, a significant proportion of tricycle riders do not possess valid driver's licenses or road safety training. This lack of formal oversight often results in poor driving habits and limited knowledge of traffic rules. Gana & Emmanuel (2014) observed that in Nigeria, many tricycle operators begin their careers without undergoing any form of structured training or certification, which significantly contributes to road traffic violations and crash occurrences
2. **The Inadequacy of Transport Infrastructure:** Urban centers in developing countries frequently lack designated lanes or dedicated terminals for tricycles, forcing them to compete for space with larger vehicles such as buses, cars, and trucks. This creates congestion and increases the potential for accidents, particularly in high-traffic areas and during rush hours. Sietchiping et al, (2012) highlighted that the absence of inclusive urban mobility planning exacerbates vulnerability for non-conventional transport modes like tricycles.

3. **Weak law enforcement mechanisms:** This also undermines efforts to ensure road safety among tricycle operators. Many traffic enforcement officers are either overwhelmed by the volume of infractions or are compromised by corruption and bribery. This results in a culture of impunity where tricycle riders continue to flout traffic laws without fear of consequence. According to the Federal Road Safety Corps (2021), consistent lapses in enforcement and oversight have enabled the proliferation of unsafe tricycle operations across Nigeria.
4. **Socioeconomic Background and Commercial Competition:** Tricycle driving is often a last-resort means of livelihood for individuals with limited education or formal employment opportunities. The urgency to make ends meet leads many operators to work for extended hours, overload their vehicles, and avoid routine maintenance. The International Labour Organization (2019) emphasized that informal employment in the urban transport sector is characterized by economic vulnerability, which translates into poor adherence to safety norms

Statistically, tricycles have been identified as major contributors to road traffic accidents in urban centers. While many of these accidents may not result in fatalities, they often cause serious injuries, property damage, and traffic disruption. According to the World Health Organization (2023), accidents involving low-speed vehicles, such as tricycles, are on the rise, especially in places with inadequate road safety enforcement and education.

Proposed Solutions and Interventions for Enhancing Awareness and Compliance

Since the use of tricycles in most parts of Ogun State presents significant road safety challenges due to low levels of awareness and compliance with road signage, addressing these challenges requires a diversified strategy including

1. **Comprehensive Road Safety Education and Training:** Education plays a critical role in improving compliance with road signage. Formal and continuous training programs targeted at tricycle operators can significantly enhance their understanding and adherence to traffic rules. According to Ameen et al (2025), many tricyclers lack formal training, which results in poor knowledge of traffic signs and unsafe driving behaviors. Implementing mandatory training and certification before licensing operators ensures a baseline competence in road safety. Periodic refresher courses are equally important to update operators on new regulations and reinforce compliance behaviors. The use of multimedia educational tools,

including videos and interactive mobile applications, can be particularly effective given the varying literacy levels among operators (Aydinan, 2020).

2. **Public Awareness and Sensitization Campaigns:** Beyond formal training, mass media campaigns and community outreach programs can raise broader awareness about the importance of road signage compliance. Radio and television programs, social media engagements, and community town halls provide platforms for disseminating information widely (Okafor et al, 2013). Involving tricycle unions and local leaders in sensitization efforts fosters trust and cooperation. Additionally, educating passengers to demand compliant and safe operations from drivers creates a social pressure mechanism that encourages adherence to road signs (Aluko & Adeyemi, 2019).
3. **Strengthening Enforcement Mechanisms:** Enforcement remains a cornerstone of compliance. Consistent and fair enforcement by agencies such as the Federal Road Safety Corps (FRSC) and Ogun State Traffic Compliance and Enforcement Corps (TRACE) is vital. Research by Ajakpovi & Happy (2019) highlights that irregular enforcement and corruption undermine compliance, emphasizing the need for transparent and regular patrols. Integrating technology such as traffic cameras, speed detectors, and electronic ticketing systems can enhance enforcement effectiveness by reducing opportunities for bribery and ensuring objective violation detection (Ekwonwune, Ngozi & Eberechi 2018). Furthermore, implementing a balanced system of penalties for infractions and incentives for compliant behavior will encourage adherence to traffic rules.
4. **Improvement of Road Infrastructure and Signage:** Effective compliance depends significantly on the visibility and clarity of road signs. Studies show that poorly maintained or inadequately placed signage contributes to inadvertent non-compliance among tricyclers (Mustapha & Ibitoye 2022). Therefore, investment in proper installation, regular maintenance, and the use of reflective materials for signs is essential. The introduction of tricycle-specific signage, especially in high-density operational areas, can provide clearer guidance tailored to the unique characteristics of tricycle transport (Kiala 2022). Improving nighttime visibility through illuminated or retro-reflective signs also helps reduce violations during low-light conditions.

5. **Collaboration with Tricycler Unions and Associations** Involving tricycler unions in compliance initiatives can lead to sustainable behavioral changes. Unions can help enforce self-regulation among members by establishing codes of conduct and peer monitoring systems (Taiwo & Abdullateef 2020). This participatory approach promotes ownership and accountability. Moreover, creating forums for conflict resolution and grievance reporting within unions encourages operators to seek advice and support for compliance challenges without fear of punitive consequences (Agbibo 2020).
6. **Economic Empowerment and Support:** Economic pressures often drive non-compliance among tricyclers who prioritize earning over adherence to traffic laws (Kolawole & Afolabi 2017). Providing access to microfinance, subsidies for licensing fees, and support for vehicle maintenance can alleviate these pressures. Additionally, programs that offer alternative livelihood opportunities or improve the profitability of compliant operators incentivize safer behavior. Empowerment initiatives coupled with education create a conducive environment for sustained compliance (Bruno & Nikolaeva 2020).

Conclusion

Road signage awareness among tricyclers in Ogun State remains alarmingly low, posing a significant threat to road safety. Therefore, fostering a culture of road signage compliance among tricyclers is a shared responsibility that demands coordinated actions from government agencies, civil society, and tricycle associations to ensure safer roads and more efficient urban mobility in Ogun State. This could be done through consistent road safety education, enforcement, infrastructure development, stakeholder collaboration, and economic empowerment. By implementing these comprehensive measures, Ogun State can significantly reduce road accidents involving tricycles, improve traffic flow, and enhance the livelihoods and safety of tricycle operators and the broader community. This is essential for building a safer, more efficient, and sustainable urban transport system.

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ASSESSING CONTENT VALIDITY OF KANO STATE ENGLISH LANGUAGE SENIOR SECONDARY SCHOOLS QUALIFYING EXAMINATION

BY

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ABSTRACT

The paper assessed the content validity of 2017 and 2018 Kano State English Language Senior Secondary Schools qualifying examinations in Dawakin Kudu educational directorate. It also compared the cognitive objectives tested (observed) by Senior Secondary Schools Qualifying Examination with that of National Curriculum (expected) using table of Specification. The study employed Ex-post-facto design. There were two sets of populations; the first one was 114 teachers of English language whom served as observation unit and 2017 and 2018 English language qualifying examination (objective items) which served as unit of analysis. Fifty (50) teachers were randomly selected and the whole 50 items in the test were used. Lawshe (1975) technique and Lynn (1986) table of specification were used for data generation. Chi-square was used for data analysis. The finding revealed that there was significant difference between expected and observed cognitive aspect of the curriculum. It was concluded that, most items do not measure expected cognitive aspect of English language in the national curriculum that leads to the persistent failure in the examination. Based on the above finding, it is recommended that Kano State Ministry of Education and Kano Educational Resource Department should ensure that Bloom's Taxonomy of educational objective should adhere to while constructing SSQS

Key words: *Content Validity, Qualifying Examination, Expected Scores & Observed Scores*

Introduction

Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered evaluation takes place. Thus, both teaching and evaluation overlap and merge into each other. In fact, it is not possible to have teaching and learning without evaluation. Evaluation is a concept that has emerged as a prominent process of assessing, testing, measuring and judging over a level of performance of learner's achievement. One of the major problems facing the educational system in Nigeria is the abysmal failure of students in public examinations, particularly at the secondary level of education.

The situation is so pathetic that stakeholders keep on wondering why this level of education has persistently failed to meet the yearnings and aspirations of the society. Apart from the fact that the mass failure of students in public examinations constitutes wastage on investment in

secondary education, it puts a big question mark on the quality of secondary education in the country. Each time the results of students in Senior school Certificate Examination (SSCE) are released, it has been a tale of woes and national embarrassment.

The popular methods used by the teachers in evaluating students' performance is by constructing a test. Test construction involves test planning, item generation and item assembling. Test is an instrument or device used to measure a sample of human behavior. In an educational context, testing is the process of describing, collecting, recording, scoring and interpreting information about learning. A test can only be acceptable when it is valid.

Validity is the most important criterion for the quality of a test. Validity refers to how well, or the degree to which an instrument measures what it purports to measure. Nwaogazie (2014) wrote that the validity of a test is the degree of accuracy with which the test measures what it is intended to measure. Logically, construction of test items will show clearly that the questions are well set according to the syllabus.

English language is one of the most important subjects in secondary schools. It is considered very important because it is the language used across all educational levels of learning in the country. Its unique importance shows that, no one will be considered for admission into university and other tertiary institution without passing it in SSCE. There is a lot of complaints all over the country that majority of senior secondary school students' performance in English has been reported by individuals and group of individuals to be very poor (Punch, 2018). In Kano State, the poor performance of students in English Qualifying Examinations become more serious issue of concern to the Government itself, Parents, teachers, students themselves, educational planners, and other members of the society. Kano State Government created SSCQE for the purpose of selecting students that will be sponsored for SSCE under Ministry of Education which has been planned, constructed, administered and scored by Kano Educational Resource Department (KERD) since 1993. Considering the fact that, the problem has been persistent for several years, the researcher assessed the content validity of 2017 and 2018 English language objective tests of Kano State Senior Secondary Certificate Qualify Examination (SSCQE), in order to come up with some possible solutions to the problems.

Statement of the Problem

Many years back, Kano State secondary school students recorded mass failure in their SSCQE English language until 2018 when 77.97% passed the examination, which is an improvement when compared with 2016 and 2017 that only 48.78% and 67.78% pass rate respectively, which is below the average percentage that passed the examination (Kano Educational Resource Department KERD, 2018). In most academic settings a grade within the 70 to 79% range is considered to be average. In order to achieve this average, most of the items in classroom tests should be within the reach of the majority of students, provided they have mastered course content at a level that the instructor considers to be average". Hence, this study intends to investigate and examine the content validity off 2017 and 2018 English language objective tests of Kano State Senior Secondary Certificate Qualify Examinations. Ajayi (2013) asserted that; the most serious problem of such examination failure in some cases is lack of standardized and valid instruments for testing the achievement or ability of the students. Also, under utilization of the services of Test Experts during construction, administration, scoring and reporting the tests. In this respect, the researcher intends to look at the Kano State Senior Secondary Certificate Qualifying Examination (SSCQE) in order to address one of the problems facing the students of secondary schools and ascertain the quality of test items in the examination.

Objectives of the Study

The following objectives guided the study:

- i. To estimate the content validity index of 2017 SSCQE English language objective test of Kano State Qualifying Examination in Dawakin Kudu Zonal Educational Directorate.
- ii. To estimate the content validity index of 2018 SSCQE English language objective test of Kano State Qualifying Examination in Dawakin Kudu Zonal Educational Directorate.

Research Questions

To guide the study, the following research questions were answered:

- i. What is the content validity index of 2017 SSCQE English language objective test of Dawakin Kudu Zonal Education Directorate?
- ii. What is the content validity index of 2018 SSCQE English language objective test of Dawakin Kudu Zonal Education Directorate?

Content Validity

Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure (Henning, 2001). In order to evaluate content validity of a language test, a careful analysis of language being tested is needed. Wood (2001) states “content validity is a function of success with which the board translates what the syllabus says into an operational examination. If the content is not validly selected, then score interpretations are liable to distortion.”

Review of Empirical Studies

Many studies having carried out on the content validity of different examinations Nwaogazie (2014) investigated the influence of content validity on secondary School Students’ academic achievement in Imo state, Nigeria. The study used the analytic descriptive survey design. The population consisted of fifteen thousand seniors secondary SS2 students of 2009/2010 academic session in Imo State. Four hundred and twenty SS2 students were randomly sampled for the study. The sample size determined was arrived at by using the yaro yamen’s formula. The data used were collected from the students’ scores using the researcher’s constructed instrument called mathematics achievement and psychometric indices instrument (MAAII). The reliability index of the instrument was 0.9. The data were analyzed using mean and standard deviation for the research questions while the hypothesis was tested using Z-ratio at 0.05 level of significance. The null hypothesis was rejected. Based on the findings, it is recommended that teachers should ensure that they adequately cover the subject syllabus and that all examination test items should be drawn from all the content areas the students were taught. It was also recommended that teachers should be exposed to the techniques of constructing achievement tests that contain acceptable content validity indices: through workshops, seminars and in-service training to update their knowledge.

Harbau (2012) examined the logical validity of Teacher Made Economics test in Kano State Senior Secondary Schools. The research design used in this study was Ex post facto design. The population of the study consists of all Economics Teachers who taught Economics in Kano State owned Senior Secondary Schools SS I in 2011/2012 academic session. The sample size of the research was drawn on the basis of the advice given by Kreychie and Morgan (1971). Hence, 169 from the 14 education zones in the state and one teacher from each school out of 301 Economics

Teachers were served as the sample size of his research. A random sampling technique was used to select the sample. Descriptive statistics of SPSS analysis of the t-test result used to test the first hypothesis. The findings of the study show that, Teacher-Made Economics Tests constructed in Kano State Senior Secondary Schools in 2011/2012 academic session SS I did not proportionately sample the cognitive objectives of the national curriculum. Therefore, Kano State Teacher-Made Economics Tests constructed in 2011/2012 academic session SS I lack logical validity. Also, the research find out that Kano State Teachers who constructed the Teacher-Made Economics Tests in 2011/2012 academic session SS I sampled different cognitive objectives in their TMETs due to differences in working experience. As such there is Teacher working experience differences in the logical validity of the Teacher-Made Economics Tests in Kano State. Likewise, the study discovers that, Kano State teachers who constructed the Teacher-Made Economics Tests in 2011/2012 academic session SS I sampled different cognitive objectives in TMETs due to differences in qualification.

Methodology

The study employed Ex-post facto research design. The term ex-post facto means ‘from what is done afterwards’ where independent variable is not manipulated which has already occurred. The study collected, evaluated and analyzed the already constructed and administered English objective test items of 2017 and 2018 of Kano State Senior Secondary Certificate Qualifying Examination (SSCQE) for SS II. The content validity was determined by comparing the observed cognitive objective in the curriculum of SSI and SSII.

The population of the research study consists of two categories, the first one is the two tests 2017 and 2018 English language objective tests items of Kano State Senior Secondary Qualifying Examination (KSSQE). The second category of population is all Teachers of English Language who taught in Government Senior Secondary Schools SS I and II in Dawakin Kudu Educational Directorate, Kano State. The Directorate consists of three local government areas, (Dawakin Kudu, Kumbotso and Warawa) that has Sixty-eight (68) Senior Secondary Schools. In which 18, 42 and 8 in Dawakin Kudu, Kumbotso and Warawa are located respectively. The teachers of English language in Dawakin Kudu Education Directorate assisted in rating the instrument.

To establish the content validity of 2017 and 2018 Senior Secondary Certificate Qualifying Examination, the researcher ten (10) subject-matter specialists were used. In line with the

recommendation by Lynn (1986) stating the minimum of five (5) and maximum of ten (10) experts to avoid possible random consensus. Quota sampling was used to select the entire sample (10) from Dawakin Kudu Educational Directorate. Respondents are drawn from different quotas to be represented in the sample. Examples of such quotas are ethnic groups, geographical locations and social classes (Sulaiman, 2012).

The research was designed to establish the validity of an instruments that is 2017 and 2018 English language objective tests. As such, the modern testing technique adopts the Lawshe instrument for determine content validity index of a given test items. The second technique is the use of table of specifications for estimating content coverage of a given test. Hence, the researcher adopted the Lawshe validity technique to estimate the content validity index of the two tests. The table of specification was also adopted in estimating the cognitive domain of the test items on one hand and the English language curriculum of SS1 and SS2 and SSCQE questions on the other hand.

Results

The tables below present the descriptive statistics of researcher’s computation using Excel spreadsheet in answering the first and second research questions. Also inferential statistics of SPSS analysis of Chi-square (χ^2) used to test the first and second null hypotheses. It compares the expected and observed cognitive levels of remembering, understanding, application, analysis, evaluation, creation.

Table 1: Data Summary of Cognitive Level of 2017 English Language Test Items

Topic	Remembering		Understanding		Application		Analysis		Evaluation		Creation	
	E	O	E	O	E	O	E	O	E	O	E	O
Vocabulary	25	45	35.6	11.1	21.4	90.0	7.1	0.0	0.0	11.1	29.1	0.0
Comprehension	28.6	22.5	19.5	66.7	14.3	9.1	50	0.0	50	0.0	12.5	0.0
Structure	26.2	25	34.5	11.1	21.4	0.0	28.6	0.0	33.3	88.9	54.2	0.0
Spoken Eng.	20.2	7.5	10.4	11.1	42.9	0.0	14.3	100	16.7	0.0	4.2	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	0.0

The table 1 above present the cognitive level of SSCQE 2017 English language objective test items. The test items were clustered under Vocabulary, Comprehensive, Structure and Spoken English. Also the test items were compared using 2001 revised Bloom's Taxonomy of educational objectives under Remembering, Understanding Application, Analysis, Evaluation and Creation and the SS1 and SS 2 English language national curriculum. From the above table, under each level of cognitive objective there is expected (E) from the curriculum (see appendix III) and observed (O) from the test items (see appendix V).

From the table above, 25% representing 42 Vocabulary items are expected under Remembering but 45% representing 18 objective items observed from the test items, 35.6% representing 31 are expected in Understanding and only 11.1 representing only 1 was observed, in Application 21.4% representing 3 are expected but 90.0% representing 10 were observed, in Analysis 7.1% representing 1 is expected but 0.0% was observed, in Evaluation 0.0% is expected while 11.1% representing 1 was observed and under Creation 29.1% representing 7 are expected but 0.0% was observed.

Based on the cognitive level of the national curriculum, 28.6% representing 48 Comprehensive are expected while 22.5% representing 9 objective items observed under Remembering, 19.5% representing 17 are expected in Understanding and 66.7% representing 6 were observed, 14.3% representing 2 are expected in Application but only 9.1% representing 1 was observed, 50% representing 7 are expected in Analysis but 0.0% was observed, 50% representing 3 are expected in Evaluation while 0.0% was observed and under Creation 12.5% representing 3 are expected but 0.0% was observed.

From the table above also, 26.2% representing 44 are expected as remembering but 25% representing 10 were observed under structure, 34.5% representing 30 are expected for Understanding but only 11.1% representing 1 was observed, 21.4% representing 3 are expected under Application but 0.05 was observed, 28.6% representing 4 are expected in Analysis but 0.0% was observed, 33.0% representing 2 are expected from Evaluation but 88.9% representing 8 were observed and 54.2% representing 13 are expected under Creation but 0.0% was observed.

Based on the cognitive level of the national curriculum, 20.2% representing 34 are expected from remembering but 7.5% representing 3 were observed from the test items, 10.4% representing 9 are expected in understanding but 11.1% representing only 1 was observed, 42.9% representing 6

are expected from application but 0.0% was observed, 14.3% 2 are expected in analysis but 100% representing only 1 was observed, in evaluation 16.7% representing 1 is expected but 0.0% was observed, and under creation 4.2% representing 1 is expected but 0.0% was observed.

Table 2: Data Summary of Cognitive Level of 2018 English Language Test Items

Topic	Remembering		Understanding		Application		Analysis		Evaluation		Creation	
	E	O	E	O	E	O	E	O	E	O	E	O
Vocabulary	25	100	35.6	7.1	21.4	0	7.1	0	0.0	74.3	29.1	0
Comprehension	28.6	0	19.5	0.0	14.3	0	50	0	50	0.0	12.5	0
Structure	26.6	0	34.5	92.9	21.4	0	28.6	0	33.3	25.7	54.2	0
Spoken Eng.	20.2	0	10.4	0.0	42.9	0	14.3	0	16.7	0.0	4.2	0
Total	100	100	100	100	100	0	100	0	100	100	100	0

The table 2 above present the cognitive level of SSCQE 2018 English language objective test items. The test items were clustered under Vocabulary, Comprehensive, Structure and Spoken English. Also the test items were compared using 2001 revised Bloom's Taxonomy of educational objectives under Remembering, Understanding Application, Analysis, Evaluation and Creation and the SS1 and 2 English language national curriculum. From the above table, under each level of cognitive objective there is expected (E) from the curriculum (see appendix III) and observed (O) from the test items (see appendix V).

From the above table, 25% representing 42 Vocabulary are expected under Remembering but 100% representing 10 objective items observed from the test items, 35.6% representing 31 are expected in Understanding and 7.1% representing only 1 was observed, in Application 21.4% representing 3 are expected but 0.0% were observed, in Analysis 7.1% representing 1 is expected but 0.0% was observed, in Evaluation 0.0% is expected while 74.3% representing 26 was observed and under Creation 29.1% representing 7 are expected but 0.0% was observed.

Based on the cognitive level of the national curriculum, 28.6% representing 48 Comprehensive are expected while 0.0% objective items observed under Remembering, 19.5% representing 17 are expected in Understanding and 0.0% was observed, 14.3% representing 2 are expected in

Application but 0.0% was observed, 50% representing 7 are expected in Analysis but 0.0% was observed, 50% representing 3 are expected in Evaluation while 0.0% was observed and under Creation 12.5% representing 3 are expected but 0.0% was observed.

From the table above also, 26.6% representing 44 are expected as remembering but 0.0% was observed under structure, 34.5% representing 30 are expected for Understanding but 22.9% representing 13 were observed, 21.4% representing 3 are expected under Application but 0.0% was observed, 28.6% representing 4 are expected in Analysis but 0.0% was observed, 33.3% representing 2 are expected from Evaluation but 25.7% representing 9 were observed and 54.2% representing 13 are expected under Creation but 0.0% was observed.

Based on the cognitive level of the national curriculum, 20.2% representing 34 are expected from remembering but 0.0 was observed from the test items, 10.4% representing 9 are expected in understanding but 0.0% was observed, 42.9% representing 6 are expected from application but 0.0% was observed, 14.3% representing 2 are expected in analysis but 0.0% was observed, in evaluation 16.7% representing 1 is expected but 0.0% was observed, and under creation 4.2% representing 1 is expected but 0.0% was observed.

Answers to Research Question

The study answered two research questions.

Research Question One: To what extent does the 2017 SSCQE English language test proportionately sample SS1 and SS2 English language curriculum?

Table 3: Result of 2017 SSCQE Content Validity Ratio Analysis of Ten Experts

Items	Ne	CVR	Items	Ne	CVR	CVI
1	10	1	51	0	-1	0.94
2	10	1	52	0	-1	
3	10	1	53	0	-1	
4	10	1	54	0	-1	
5	10	1	55	10	1	
6	10	1	56	10	1	
7	10	1	57	10	1	
8	10	1	58	10	1	
9	10	1	59	10	1	
10	10	1	60	10	1	
11	10	1	61	10	1	
12	6	0.2	62	10	1	
13	7	0.4	63	10	1	
14	7	0.4	64	10	1	
15	4	-0.2	65	10	1	
16	10	1	66	10	1	
17	10	1	67	10	1	
18	10	1	68	10	1	
19	10	1	69	10	1	
20	10	1	70	10	1	
21	10	1	71	10	1	
22	10	1	72	10	1	
23	10	1	73	10	1	
24	10	1	74	10	1	
25	10	1	75	10	1	
26	10	1	76	10	1	
27	10	1	77	10	1	
28	10	1	78	10	1	
29	10	1	79	10	1	
30	10	1	80	10	1	
31	10	1	81	10	1	
32	10	1	82	10	1	
33	10	1	83	10	1	
34	10	1	84	10	1	
35	10	1	85	10	1	
36	10	1	86	10	1	
37	10	1	87	10	1	
38	10	1	88	10	1	
39	10	1	89	10	1	
40	10	1	90	10	1	
41	10	1	91	10	1	
42	10	1	92	10	1	
43	10	1	93	10	1	
44	10	1	94	10	1	
45	10	1	95	10	1	
46	10	1	96	10	1	
47	10	1	97	10	1	
48	10	1	98	10	1	
49	10	1	99	10	1	
50	0	-1	100	10	1	

Table 3 presents the content validity analysis 2017 SSCQE test items. Using formula of calculating content validity ratio, $CVR = (N_e - N/2)/(N/2)$. The item column represents item numbers, the 'Ne' represent the total number of experts who indicated an item as essential. The content validity ratio (CVR) column shows the validity of each item. As shown in the above table, the CVR with positive values of one (1) indicated that all the experts rated item as essential, the CVR with positive values of zero (0) shown that half of the experts rated item, while the CVR with negative values shown that fewer experts rated an item as essential (Lawshe, in Ayre, & Scally, 2015). Based on the above analysis it shows that, the 2017 SSCQE English language item proportionately sampled the content of Senior Secondary English language curriculum. The content validity index (CVI) was used to indicate the content validity of the whole test (Polit & Beck, 2006). The CVI of this test has the value index of 0.94. This shown that the 2017 SSCQE represented the content of English language curriculum SS1 and SS2. As such, the 2017 SSCQE English language Examination has content validity.

Research Question Two: To what extent does the 2018 SSCQE English language test proportionately sample SS1 and SS2 English curriculum?

Table 4: Result of 2018 SSCQE Content Validity Ratio Analysis of Ten Experts

Items	Ne	CVR	Items	Ne	CVR	CVI
1	10	1	51	10	1	0.91
2	10	1	52	10	1	
3	10	1	53	10	1	
4	10	1	54	0	-1	
5	10	1	55	0	-1	
6	10	1	56	10	1	
7	10	1	57	0	-1	
8	10	1	58	10	1	
9	10	1	59	0	-1	
10	10	1	60	0	-1	
11	10	1	61	0	-1	
12	10	1	62	0	-1	
13	10	1	63	0	-1	
14	10	1	64	0	-1	
15	10	1	65	10	1	
16	10	1	66	10	1	
17	10	1	67	10	1	
18	10	1	68	10	1	
19	10	1	69	10	1	
20	10	1	70	10	1	
21	10	1	71	10	1	
22	10	1	72	10	1	
23	10	1	73	10	1	
24	10	1	74	10	1	
25	10	1	75	10	1	
26	10	1	76	10	1	
27	10	1	77	10	1	
28	10	1	78	10	1	
29	10	1	79	10	1	
30	10	1	80	10	1	
31	10	1	81	10	1	
32	10	1	82	10	1	
33	10	1	83	10	1	
34	10	1	84	10	1	
35	10	1	85	10	1	
36	10	1	86	10	1	
37	10	1	87	10	1	
38	10	1	88	10	1	
39	10	1	89	10	1	
40	10	1	90	10	1	
41	10	1	91	10	1	
42	10	1	92	10	1	
43	10	1	93	10	1	
44	10	1	94	10	1	
45	10	1	95	10	1	
46	10	1	96	10	1	
47	10	1	97	10	1	
48	10	1	98	10	1	
49	10	1	99	10	1	
50	10	1	100	10	1	

Table 4 presents the content validity analysis 2018 SSCQE test items. The item column represent item numbers, the 'Ne' represent the total numbers of experts who indicated an item essential. The content validity ratio (CVR) column shows the validity of each item. As shown in the above table, the CVR with positive values of one (1) indicated that all the experts rated item as essential, the CVR with positive values of zero (0) shown that half of the experts rated item, while the CVR with negative values shown that fewer experts rated an item as essential. Based on the above analysis it shown that, the 2018 SSCQE English language item proportionately sampled the content of Senior Secondary English language curriculum. The content validity index (CVI) was used to indicate the content validity of the whole test (Polit & Beck, 2006). The CVI of this test has the value index of 0.91. This shown that the 2018 SSCQE represented the content of English language curriculum SS1 and SS2. As Such, the 2018 SSCQE English language Examination has content validity.

Summary of the Findings

- i. The 2017 English language objective test items of Kano state senior secondary certificate qualifying examination has content validity of 0.94 based on content validity index (CVI).
- ii. The 2018 English language objective test items of Kano state senior secondary certificate qualifying examination has content validity of 0.91 based on content validity index (CVI).

Discussions

The present study aimed at investigating the assessment of content validity of 2017 and 2018 Kano state English language qualifying examination in Dawakin Kudu Educational Directorate.

The findings therefore, proved the previous findings of Harbau (2012) who examined the logical validity of Teacher Made Economics Test (TMETs) in Kano State Senior Secondary Schools. He pointed out that, TMETs sampled different cognitive objectives. Therefore, Kano State Teacher-Made Economics Tests constructed in 2011/2012 academic session SS I has low logical validity.

The second hypothesis was tested from the analysis of chi-square (χ^2). The findings show that, there is no significant difference between the expected cognitive level from the curriculum and the cognitive level observed by 2018 English language objective test items. The result therefore, disagreed the findings of Nwaogazie (2014) who investigated the influence of content validity of secondary school students' academic achievement in Imo state. The null hypothesis was rejected at 0.05 level of significance.

Conclusion

Based on the data generated, analyzed and interpreted, the study concluded that, the 2017 and 2018 Kano state Senior Secondary Certificate Qualifying Examinations (SSCQE) have proportionately sampled the SS1 and SS2 English curriculum. As such, both the examination have high content validity.

Recommendations

1. Kano state Ministry of Education under Kano State Secondary School Management Board (KSSSMB) as well as Head of schools and English teachers should employ some measures that would overcome the persistent failure of students.
2. Kano State Ministry of Education under the Kano State Education Resource Department (KERD) should the use of Bloom's Taxonomy of educational objective and National curriculum while constructing SSQCE items.

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**EFFECTS OF FIELD TRIP AND PROJECT INSTRUCTIONAL STRATEGIES ON
ACADEMIC PERFORMANCE OF NIGERIA CERTIFICATE IN EDUCATION
CHEMISTRY STUDENTS IN NORTH-WEST, NIGERIA**

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ABSTRACT

This study investigated the “Effects of Field Trip and Project Instructional Strategies on Academic Performance of Nigeria Certificate in Education Chemistry Students in North-West, Nigeria.” The study objectives were to; assess the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy; examine the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method; determine the differences in the mean performance scores of Nigeria Certificate in Education students taught Chemistry using field-trip strategy and those taught using project method in North-west, Nigeria. All the research questions and hypotheses are in line with the objectives. The study adopted quasi experimental design. The population of the study consisted of 939 Nigeria Certificate in Education II Chemistry students, while 585 students were selected from two Federal Colleges of Education in North-west, Nigeria as sample size. Purposive sampling techniques was used. One instrument was used for the study, titled “Chemistry Performance Test (CPT)” for data collection. The research questions were analysed using Mean and standard deviation, while independent t-test was used for testing hypotheses at 0.05 level of significance. The findings of the study showed that; The post-test performance of Nigeria Certificate in Education Chemistry students using field-trip strategy was significantly higher than their pre-test in North-west, Nigeria and the difference is statistically significant ($P=0.000$). The post-test performance of Nigeria Certificate in Education Chemistry students taught Chemistry using project method was significantly higher than their pretest in North-west, Nigeria and the difference is statistically significant. ($P=0.000$). The mean performance score of Nigeria Certificate in Education Chemistry students taught Chemistry using field trip strategy was slightly higher than the project method. The study concluded that; that field trip and project teaching strategies better enhance the performance of Nigeria Certificate in Education students taught Chemistry.

Keywords: Field Trip Strategy, Project Method, Academic Performance, Federal College of Education

Introduction

The contemporary world is driven by science and technology and the two are interrelated. Whereas, science probes into the question “Why”, technology probes in the “How” aspect from the onset of the scientific age to date, society has been tallying on science to help solve the mesh in technology. Science has become such an indispensable tool that any nation, developed or developing, wishing to progress in the socio-economic sphere, will afford to relegated its learning in her school to background. Science and Technology therefore have become the hallmark for sustainable development in any national economy.

Research evidence have proved that the contribution of chemistry to quality of life and nation building are worthwhile in all aspects. Any nation aspiring to be scientific and technologically developed must have adequate level of chemistry education (Eke, 2008). The role of chemistry is playing in the development of the scientific base of a country cannot be over emphasized, chemistry couples a pivotal position in science and technology and is needed by everybody and in every aspect of human endeavor (Olayemi, 2009 & Eke, 2008).

Chemistry education occupies a central a position to all science disciplines and has been identified to be one of the major bedrock for the transformation of the nation’s economy. The importance of teacher education in the nation’s educational system had been amply demonstrated and initiated by the population statement in the National Policy on Education that, “No educational system can rise above the quality of its teachers” (NPE, 2004). The educational system is obviously faced with the greatest challenge of the need to explore the possibility of equipping teachers with professional teaching skill that will enable them to perform their numerous assignments credibility. A fieldtrip is taking students outside the classroom for the purpose of making relevant observations and also obtaining some specific information. It could be in a nearby school, farm, national park, zoo, industry, forest or game reserve. It is an important component of science teaching. Field trip is an outdoor type of laboratory activity or field work or learning exercise undertaken by teachers and students in certain aspects of a subject, to give students the opportunity to acquire knowledge. Stephen (2019), concluded by defining a field trip “as a journal taken by a group of people to a place away from their usual environment.” Field trip is done in three (3) steps which are; preparation, activities and follow-up activities. Preparation is done by both the teachers and students.

The project method is a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve problems using a process of extended inquiry (Validya, 2003). It is also referred to as Project-Based Learning (PBL) as it involves the making of actual projects by the students. Projects are student-centred, following standards, parameters, and milestones clearly identified by the teacher. Students have control over the planning, refining, presenting, and reflecting of the project. Through projects, students are engaged in innovation and creativity (Project Lead the Way, 2003).

Statement of the Problem

Chemistry is the study of the composition, structure, properties and changes which matter undergo. It is one of the equipment of medicine and engineering in Nigerian universities. Despite the importance of Chemistry, students shy away from it at O-level. More worrisome, many students do not go for Chemistry option at Nigerian Colleges of Education. More so, the few ones in Chemistry Department perform very poor in their examination. If this trend continues, it will lead to the shortage of Chemistry teachers in our secondary schools in the near future. This in turn will lead to the shortage of Doctors, Engineers, Biochemistry and other professionals in the country. The problem of poor performances in Chemistry has been traced to the conventional (traditional method) of teaching. That is, the chalk and talk method which does not give the learners active roles. Against this background, the researchers wish to investigate the effect of field trip and project instructional strategies on students' academic performance at NCE level.

Constructivist Theory of Learning

Jean (2007), noted that project method is based on constructivist learning theory which contends that learning is deeper and more meaningful when students are involved in constructing their own knowledge. White (1993), was of the view that project method is a teaching-learning activity that requires the learners to determine either the strategies, resources and or the target which allows for a range of solutions. Project method makes the learner to take charge of the learning process under the guidance of the teachers. The teacher brings to the attention of the learners the need for them to undertake the projects. S/he then introduces the projects, discusses the procedure and then encourages the learners to undertake those projects that require the use of using locally available materials.

Gagne's Theory of Instruction (1965)

The theory of instruction propounded by Gagne in (1965), stated that efforts to relate the external events of instruction to the outcome of learning leads to appropriate support or promotion of internal learning process. Gagne's taxonomy of learning is categorized into five learning outcomes which include verbal information, intellectual skills, cognitive strategies, attitudes and motor skills each categories lead to a different class of human performance.

Gagne's other idea of instruction is the condition of learning which are internal or external. The internal conditions deal with learner's prior knowledge while an external condition deal with stimuli that are presented outwardly to learners. Gagne tied his instruction theory together with nine events of instruction which are events that intend to promote the transfer of knowledge from perception through the stages of memory.

Gagne's theory of instruction emphasized that the teacher first of all determines the objective of the instruction. These objectives must be categorized into one of the five domains of learning outcomes. Gagne's theory is relevant to the present study, in that it serves as a guide for the researcher in identifying the activities in Chemistry teaching that were broken into sub topics for instruction.

Research Questions

The following research questions were developed to guide the study:

1. What is the differences between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-West, Nigeria?
2. What is the differences between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method in North-West, Nigeria?
3. What is the difference in the performance scores of Nigeria Certificate in Education students taught Chemistry using filed-trip strategy and those taught using project method in North-West, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference between the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-West, Nigeria;

H₀₂: There is no significant difference between the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method in North-West, Nigeria;

H₀₃: There is no significant difference in the performance scores of Nigeria Certificate in Education students taught Chemistry using filed-trip strategy and those taught using project method in North-West, Nigeria;

Methodology

The study was conducted using one research design that is, quasi-experimental of non-randomize pre-test, post-test, control group. The population of this study consisted of all Nigeria Certificate in Education II Chemistry students of the Federal Colleges of Education that offered Chemistry Education at N.C.E. level in North-West, Nigeria. The population of the students was nine hundred and thirty nine (939). The sample size for the study was five hundred and eighty five (585) Chemistry students, from across all five (5) Federal College of Education participated in the study. Four hundred and fifty seven (457) are from Federal College of Education, Zaria and 128 from Federal College of Education, Katsina. Purposive sampling technique was used. Chemistry Lesson Performance Test (CHMPT) was used for pre-test in other to determine the level of academic equivalence of the subjects and as post-test in other to measure the effect of the intervention by examining the differences in pre-test and post-test results. It consists of 50 multiple-choice items (A-D option) and carefully drawn from National Commission for Colleges of Education Minimum Standards Curricular for Colleges of Education in Nigeria. The instrument was validated by experts in Chemistry education and statistics in Faculty of Education, Ahmadu Bello University Zaria in order to ascertain the content, construct and criterion related validity of the instrument as recommended by Maiwada (2006), that for an instrument to be valid for a particular study it requires expert check to ensure content validity. It was pilot tested and found reliable at 0.72 reliability co-efficient. Mean and standard deviation were used to answer the research questions while independent t-test was used to test the hypotheses.

Results

The research questions and hypotheses developed were analyzed as follows:

Research Question One: What is the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-West, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in table 1.

Table 1: Means and Standard Deviations of Students Pretest and Post-test Performance of Students Taught using Field-trip Method

Groups	N	Mean	SD	Mean Diff.
Pre-test	58	43.48	7.64	
Post-test	58	52.31	10.74	8.83

Source: Field Work (2024)

Table 1 presents the summary of the pretest and post-test Means and Standard Deviations of Nigeria Certificate in Education students' performance taught Chemistry using field-trip Strategy. The mean scores of the pretest (M=43.48) was lower than that of the post-test method (M=52.31). The mean difference was 8.83 in favour of the post-test. This implies that, performance of students taught using field trip strategy had improved.

Hypothesis One: There is no significant difference between pretest and posttest performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-West, Nigeria.

This hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in table 2.

Table 2: Summary of independent samples t-test of Pre-test and Post-test Students in Field-trip Strategy

Groups	N	Mean	SD	t-cal	Df	P	Decision
Pre-test	58	43.48	7.64				
Post-test	58	52.31	10.94	11.77	396	.000	Rejected

Source: Field Work (2024)

Table 2 presents the summary of the independent t-test for pre-test and post-test performances of Nigeria Certificate in Education Chemistry students using field-trip strategy. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between pre-test and post-test performances of students taught Chemistry using field-trip strategy is statistically significant. Hence, the null hypothesis that says there is no significant difference between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-west, Nigeria is rejected.

Research Question Two: What is the pretest and posttest performance of Nigerian Certificate in Education in Chemistry students taught using project method in North-West, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in table 3.

Table 3: Means and Standard Deviations of Students Pretest and Post-test Performance of Students Taught using Project Method

Group	N	Mean	Sd	Mean Diff.
Pre-test	45	41.48	9.64	
				12.83
Post-test	45	54.31	12.74	

Source: Field Work (2024)

Table 3 presents the summary of the pretest and post-test Means and Standard Deviations of Nigerian Certificate in Education students' performance taught Chemistry using project method. The mean scores of the pretest (M=41.48, SD=9.64) was lower than that of the post-test method (M=54.31, SD=12.74). The mean difference was 12.83 in favour of the post-test. This implies that, performance of students taught using project method had improved.

Hypothesis Two: There is no significant difference between the pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method in North-West, Nigeria.

This hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in table 4.

Table 4: Summary of independent samples t-test of Pre-test and Post-test Students in Project

Groups	N	Mean	SD	Df	t-cal	Df	P	Decision
Pre-test	45	41.48	9.64	44	14.41	396	.000	Rejected
Post-test	45	54.31	12.74					

Source: Field Work (2024)

Table 4 presents the summary of the independent t-test for pre-test and post-test performances of Nigeria Certificate in Education Chemistry students using project method. The result reveals calculated t-value of 14.41 and p-value of .000 at 396 degree of freedom. The calculated p-value is less than the alpha value of 0.05 levels of significance which indicates that the difference that exists between pre-test and post-test performances of students taught Chemistry using project method is statistically significant. Hence, the null hypothesis that says there is no significant difference between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method in North-west, Nigeria is rejected.

Research Question Three: What is the difference in the performance scores of students taught chemistry using field trip strategy and those taught using Project method?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the analysis is presented in table 5.

Table 5: Mean, Standard Deviation and Mean difference scores of students taught Chemistry using field trip and those taught using project Instructional Strategies

Strategies	N	Pre-test		Post-test		Mean Difference
		\bar{X}	SD	\bar{X}	SD	
Field Trip Strategy	58	11.25	2.96	27.79	6.01	16.54
Project Method	45	12;52	3.56	28.28	4.89	15.76

Source: Field Work (2024)

The result in table 5 shows the difference in the mean performance scores of students taught Chemistry using field trip strategy and those taught using project method. The result shows that the pretest of students taught Chemistry using field trip strategy was 11.25 with a standard deviation of 2.96 and a posttest mean of 27.79 with a standard deviation of 6.01 with a mean difference of 16.54. Whereas, the pretest of students taught Chemistry using project method was

12.52 with a standard deviation of 3.56 and a post-test mean of 28.28 with a standard deviation of 4.89. The mean difference for students taught Chemistry using project method was 15.76. The result indicates that the mean difference of field trip strategy is slightly higher than the project method. The result implies that both field trip strategy and project method appear more effective in improving academic performance of students in Chemistry.

Hypothesis Three: There is no significant difference in the performance scores of students taught Chemistry using Field trip strategy and those taught with project method.

This hypothesis was tested using an inferential statistic of independent samples t-test. The summary of the analysis is presented in table 6.

Table 6: Summary of Independent t-test on the performance of students taught Chemistry using Field trip strategy and those taught with project method

Method	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Field trip	45	34.162	2.810	202	0.05	19.12	1.24	.001	Rejected
Project	44	33.423	2.231						

Source: Field Work (2024)

Table 6 shows that there was significant difference between the performance of students taught Chemistry using field trip strategy and those taught using project method in Nigeria Certificate in Education II in North-West, Nigeria. The table shows that t-cal of 11.12 and t-crit of 1.24, while the p-value is .003 ($P < 0.05$). The null hypothesis is rejected because there was significant difference between the performance of students taught Chemistry using field trip strategy and those taught using project method in Nigeria Certificate in Education II in North-West, Nigeria. This result established that the students taught Chemistry using field trip strategy achieved significantly higher and performed better than their counterparts taught using project method.

Discussion of Findings

Findings on research question one and hypothesis one revealed that students taught Chemistry using field-trip strategy was higher than their pre-test in North-West, Nigeria and the difference is statistically significant. ($P = 0.000$). However, finding on hypothesis one which stated that the difference that exists between pre-test and post-test performances of students taught Chemistry using field-trip strategy is statistically significant. Hence, the null hypothesis that says there is no significant difference between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using field-trip strategy in North-west,

Nigeria is rejected. This finding is in line with the research findings of Telia (2007); Feng and Hung (2010); Haines (2010); Vonjnovich (2012); Amosa (2013); Agboola and Abe (2017); Taneo (2017); Omeodu and Abara (2018) who revealed that students taught using field-trip strategy were more academically addicted to learning of course(s) than those students taught using the conventional method. Field-trip strategy provides an opportunity to involve students, parents and teachers in the instructional program.

Findings number two revealed that the post-test performance of Nigeria Certificate in Education students taught Chemistry using project method was higher than their pre-test in North-West, Nigeria and the difference is statistically significant ($P=0.000$). Indicates that the difference that exists between pre-test and post-test performances of students taught Chemistry using project method is statistically significant. Hence, the null hypothesis that says there is no significant difference between pre-test and post-test performance of Nigeria Certificate in Education Chemistry students taught using project method in North-west, Nigeria is rejected. This concurs with the research findings of Yusuf (2006); Ajaja, (2010); Patrick (2010); Ogbulujah (2014); Estawul, Sababa and Filgona (2016); Namasaka, Mondoh and Wasike (2017), established that students taught using project method had better performance than their counterpart taught using the conventional method. Thus, project experience enhanced students understanding of Chemistry education and significantly influenced their performance in the subject.

The third findings revealed that, the mean performance scores of students taught Chemistry using field trip strategy and those taught with project method. Result in table indicate no significant difference in the mean performance scores of students taught Chemistry using Field trip and those taught with project method. Both field trip strategy and project method appear more effective in improving academic performance of students in Chemistry. This was so because both methods exposed the students to real life situations during lesson delivery. Also, both methods captured the learners' attention and was a powerful motivator in classroom delivery. The null hypothesis is rejected because there was significant difference between the performance of students taught Chemistry using field trip strategy and those taught using project method in Nigeria Certificate in Education II in North-West, Nigeria. This result established that the students taught Chemistry using field trip strategy achieved significantly higher and performed better than their counterparts taught using project method. This finding is in line with the study

of Oka and Samuel (2020), admitted that field trip strategy is found to be more effective in improving the academic performance of basic science students than classroom lesson.

Conclusion

Emanating from the findings of this study, it was however concluded among others that field trip and project teaching strategies better enhance the performance of Nigeria Certificate in Education students taught Chemistry. Students taught Chemistry using field trip strategy were slightly higher than those taught using project method. The mean performance score of students taught Chemistry using field trip strategy was slightly higher than the project method. The result implies that both field trip strategy and project method appear more effective in improving academic performance of students in Chemistry.

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**THE PARADIGM AND CHALLENGES OF NOMADIC EDUCATION PROGRAM IN
NIGERIA
BY**

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ABSTRACT

Concerned about the plight of the nomads, the Nigerian governments has ventured into a policy of educating and improving the well-being of the nomadic pastoralists, particularly that of pastoral Fulani children. Because still the nomadic pastoral Fulani wander ceaselessly with their animals in treacherous weather conditions, especially in the tropical rain, heat, and extreme cool. Often these migrant Fulani come across life-threatening obstacles such as droughts, diseases, enemies, and cattle thieves. This study argues that the policies that were formulated and implemented were based on a development model and assumptions. The successes or failures of this model and these assumptions are debatable. This is because the nomadic educational program is constrained by sectarian and cultural issues. In addition, it was characterized with poor policy implementation. The study further argues that nomadic education is yet to lift the literacy and standard of living of the nomadic pastoral Fulani. On this strength, the study attempts to previews the historical evolution and policy formulation as well as implementation strategies of the program. By so doing, it discusses some of the major reasons why the program failed to achieve the desire objectives of educating the Nigerian nomads in general. The paper also concluded that, resettling the nomads first is the only workable solution to the apparent intractable problem of educating them. Therefore, nomads need to be settled before achieving the objective of educating them and perhaps that of their children.

Keywords: Challenges; Strategies; Implementations; Pastoralists; Fulani; Nomadic; Education; Government; failure.

Introduction

Nigeria is a nation in African continent that occupies 923,768 km² and has an estimated population of over 200 million people, which makes it the most populous country in Africa. The country has over 350 languages of which nine viz Hausa, Yoruba, Ibo, Efik, Fulfulde, Nupe, Kanuri, Ijaw and Tiv are written and spoken languages. The eradication of illiteracy has been one of the most important concerns of all tiers of governments and there is a national

commitment to that effect. To achieve this aim special attention was geared towards making basic education more accessible to educationally disadvantaged groups such as nomads. The pastoralist nomads are made up of the Fulani (5.3m), the Shuwa (1.01m), the Koyam (32,000), the Badawi (20,000), the Buduma (10,000), and the Dark Buzzu (15,000). The Fulani are found in 31 out of 36 states of the Federation, while the other pastoralists are mainly found in the Borno plains and shores of Lake Chad. (Ezeomah, et al. 1988).

On this strength, the National Commission for Nomadic Education (NCNE) in Nigeria and the then Millennium Development Goals (MDGs) office in the Presidency which was later sustained by Sustainable Development Goals (SDGs) made giant strides in developing an education method to enlighten and educate the children of Transhumant Pastoralist in Nigeria. The major development model is that of modernization that seeks to change traditional pastoral life-style. For instance, the issues of settling the pastoral Fulani and educating their youth are issues that have direct human development aspects than resource management. However, the program was characterized with so many shortcomings that became a major hindrance for achieving the desire objectives. Some of shortcomings were because of weak policy implementation, and commitments. While some of the limitations were from the side of the Nomadic Fulani's unwillingness to send their children to the schools because the policy strategies are not in agreement with traditional pastoral ways of life. In addition, the predominantly Muslim Fulani reject the nomadic schools, fearing that their children will become Christianized. In the light of the aforementioned, the need to extensively discuss on the Nomadic Education Program in Nigeria.

Preview of Nomadic Education Program in Nigeria

The desire to provide education to the nomads dates back to the early 70s when the various state governments in northern Nigeria viz: the defunct Gongola, Borno, Bauchi, Kano, Kaduna and Plateau states initiated different kinds of educational experiments for the nomads in their respective states. Some of these experiments include the one-teacher mobile scheme in Borno State, integration of nomadic education with education of sedentary population in Kano State, establishment of a nomadic education division in the Ministry of Education in Plateau State, etc. (Ezeomah C. 1982).

Unfortunately, these experiments despite the good intentions of the various state governments failed to achieve the desired results. Because the constraints of this first attempt included lack of work force and expert knowledge to tackle the problems and lack of a clear government policy to guide the development of nomadic education; lack of effective administration and coordination; lack of relevant curriculum; inadequate research findings to guide educational planning; unsuitable delivery mechanisms; and the use of teachers with little or no understanding of the nomads' ways of life.

The 1979 Constitution of Nigeria demands that the government ensures fair learning opportunities for its citizens. Education serves as the springboard for social and economic change. All who have mediated on the art of governing humankind have been convinced that the fate of empire depends on the education of the youth.

In reaffirming Article 26 of the United Nation's 1984 Universal Declaration on Human Rights, that "everyone has the right to education." Hence, the government of Nigeria has committed itself to literacy enhancement of the Fulani. The national policy on education stresses that "...education is the birth right of every child, and education should be brought close to the environment of the child. (Federal Republic of Nigeria 2000).

A former federal minister of education, Professor Jibrin Aminu, declares:

“...wandering clans of Nigerian cattle breeders are as much a part of Nigeria as any major tribe. Therefore, it is only right that they also partake of the same rights and privileges as the rest of us.”
(Federal Republic of Nigeria 1999).

The nomadic education program started officially in November 1986, after the Yola National Workshop on Nomadic Education. The workshop resolved that:

“...the nomads needed a fair deal through the provision of education and other social amenities to reciprocate their contribution to national building...” (Gongola State 1986).

However, when other Federal Ministries are failing to confront the nomads' problems, the Federal Ministry of Education can bear that burden, even because of invocation of human rights:

The Nigerian nomads as human beings must be entitled to such a right to education now. To delay their education until their settlement is completed is to deny them the fundamental right and freedom unconditionally guaranteed by the Nigerian Constitution and the UN Declaration of Human Rights. (Federal Republic of Nigeria 1993).

Realizing the need to educate the nomads and the states' incapacity to handle the nomadic education program alone, the Federal Government intervened in the program in 1986. But some cognizance was taken of the constraints experienced by the states, the peculiarities of the program and the challenges of implementing it effectively. Prior to 1986, the problem of educating minority populations in Nigeria was practically unheard of, except in some university circles. A few attempts were made by state or local governments to register nomadic children for attendance at school, and some Fulani ardo'en (chiefs) were urged to encourage their people's school registration and attendance. A few local governments attempted to erect schools for nomads, which were not supported by the intended participants. Efforts to force school attendance were met with emigration. It was therefore concluded that mobile schools, which cater to the nomads' lifestyle and aim at providing functional literacy to them, should be instituted at the state level. It was also argued that 'the nomads must have a role in planning their own lives and those of their children. Imposed programs are doomed to failure.' A proposal for a large-scale nomadic education program was then drafted. In 1984, the United Nations Development Program (UNDP) for nomadic education programs in Bauchi, Gongola, and Jos States made a very large contribution in 1986. The United Nations Development Program contribution was to be matched by Nigerian government funds. (Federal Republic of Nigeria 1993)

In 1986 a more open concern for nomads' education also emerged. A conference held in Gongola State on the feasibility of mobile schools and an appropriate school curriculum for nomads drew national attention. Educationists from the University of Jos also received the support of the then Minister of Education (Professor Jibrin Aminu, a Fulani from Gongola). They began to draft a national plan for nomadic education because state and local governments were incapable of implementing large-scale programs, of soliciting international development funds, and of dealing with nomads who move across state boundaries. The team from University of Jos (UNIJOS) was then commissioned to expand its research into ten northern states, focusing plan implementations. Shortly thereafter they informed United Nations Development Program that the program, to which it had contributed, had not begun on schedule and was only about to commence. The completion date was postponed until 1988. (Federal Ministry of Education 1987)

Conferences continued to be held on nomadic education. The debate in academic circles concerned three issues:

- i. should the nomads be settled first before they are educated?
- ii. should schools be designed explicitly for nomads, even if it is at the expense of other people's education?
- iii. are mobile schools the best and most feasible way of preserving and enhancing the nomadic livelihood while providing nomads with functional literacy?

The issue of settling nomadic cattle breeders is one, which for many years now has generated considerable discussion in Nigeria's government circles. There are several obvious reasons for this official interest in settling Nigeria's livestock owners. It is estimated that pastoral Fulani livestock owners control over 90% of the total national herd but have no right to land: the movement of herds limits their access to social facilities such as health issues and education.

The debate on settlement scheme of nomadic pastoralists has, attracted the interest of economist, geographers, demographers, and anthropologists more than any other issue in pastoral nomadism. Different scholars of different fields that are concern with human development have written so much. The discussions have generated two opposite views on Fulani resettlement. One view points to the lack of benefit in stopping the movement of the Fulani. The other view shows the advantages, if not the necessity, to settle the Fulani in order to improve their living condition. The proponents of settlement usually base their arguments on four considerations. First, movement is difficult and taxing to the Fulani and their livestock. Second, movement brings conflicts between farming and grazing communities. Third, the government finds it difficult to reach the nomadic Fulani and to provide essential amenities to them. Fourth, uncontrolled movement of the Fulani across national boundaries threatens national security. (Frantz, 1980).

The antagonists of settlement observe that almost universally, the government's resettlement policies are adverse. The opponents express four concerns: First, raising livestock under sessile conditions leads to a waste of marginal land resources. Second, pastoralists experience more veterinary health problems after settling down. Third, the adjustment to a sedentary lifestyle is traumatic for the pastoralists, costly, and burdensome on the government. Fourth, the quality of

life of nomadic pastoralists drops after they settled. According to them settlement devastates rather than promotes the socioeconomic status of the nomads. (Aronson, 1980).

Notwithstanding, while scholars are debating on the merits and demerits of settlement scheme, the research, which showed nomads, had a 'favorable' attitude to education led to the adoption in late 1987 of a national policy by the Federal Ministry of Education. Following a meeting where the Minister of Education defended the program, the propositions were accepted by former military President Ibrahim Badamasi Babangida in June 1988 and forwarded to the Ministry of Justice (Federal Republic of Nigeria 1988). In consonance with the provisions of the National Policy on Education, which urges governments to provide equal educational opportunities to all Nigerians and in order to ensure that nomads have an unfettered access to basic education, the Federal Government promulgated Decree 41 of 1989, which established the National Commission for Nomadic Education (NCNE). The program has three broad goals: to raise the living standard of the rural community; to harness the potentials of the Fulani; and to bridge the literacy gap between the Fulani and rest of the society.

By September 1988, all northern states, and even a few southern states had launched nomadic education programs, each receiving approximately half a million naira to support their activities according to their needs. The formal launching of the nomadic education program signaled the beginning of a nationwide campaign. This made available substantial Federal funds to the states' education ministries so that they could develop and implement their own programs.

Right from the beginning, four university-based Nomadic Education Centers were established to provide academic support services to the program. The Centers, which are statutorily assigned specific functions, include:

- i. University of Jos for Research and Evaluation;
- ii. Usmanu Danfodiyo University Sokoto, for Curriculum and Materials Development;
- iii. University of Maiduguri for Teacher Training and Outreach; and
- iv. University of Port-Harcourt for Research, Training, and Curriculum (Ezeomah C. 1988).

The National Commission for Nomadic Education charged with the responsibility of implementing the Nomadic Education Program. The broad goals of the program are:

- i. to provide the nomads with a relevant and functional basic education; and

- ii. to improve the survival skills of the nomads by providing them with knowledge and skills that will enable them raise their productivity and levels of income and participate effectively in the nation's socio-economic and political affairs. (Federal Republic of Nigeria 1993).

In order to attain the goals of the program, the National Commission for Nomadic Education has focused on three key activities viz:

- i. the provision of primary education to children of nomadic pastoralists and migrant fishing communities;
- ii. the provision of extension education to adults in nomadic pastoralists' communities; and
- iii. the establishment of linkages with state and local governments, national and international Non-Governmental Organizations (NGOs) and donor agencies, for collaboration and partnership in the implementation of the Nomadic Education program.

The nomadic education program has a multifaceted schooling arrangement to suit the diverse transhumant habits of the Fulani. Different agencies are involved in the educational process. These agencies include the Ministry of Education, Schools Management Board, and the National Commission for Nomadic Education, the Agency for Mass Literacy, and the Scholarship Board. They work together to offer a mobile school system where the schools and the teachers move with the Fulani children.

The National Commission for Nomadic Education (N.C.N.E.) began functioning in January 1990 with 206 schools, 1,500 students, and 499 teachers. The schools taught modified curricula in English, arithmetic, social studies, and primary science, developed by the Usmanu Danfodiyo University, Sokoto. To adapt to the work rhythms, nomadic schools run morning and afternoon shifts, and children rotate between herding and schooling. (Muhammad N. D. 2000).

By mid-1988, information about the utility of education had rapidly spread among the pastoralists, emanating from the state's nomadic education unit through the ardo'en (chiefs) and through the Mi-Yetti Allah (Cattle Breeder's Association). At this time, the nomads were enjoying the national attention accorded them.

Implementation Strategies of the Nomadic Education Program in Nigeria

The generation of data for planning and curriculum development is an important landmark in the implementation of the Nomadic Education Program. As a result, the four (4) designated Universities that were burdened with the task of providing suitable and efficient strategies for successful implementation of the Nomadic Education Program in Nigeria provided the following policy strategies:

1. Research: the planning of education for any group of people cannot be successful in the absence of an accurate base line data. It is in recognition of this that several studies aimed at determining the population, lifestyles, occupational roles, locations, duration of stay in the locations, prevailing migratory and camping practices, availability of educational provisions and their related successes and problems were conducted on the various groups of nomads by the Centre at the University of Jos. The studies were conducted at different times through the financial and technical support provided by the Federal Government of Nigeria and some international agencies, viz United Nations Development Project (UNDP), United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the World Bank in the case of the first study conducted in 1988. However, when National Commission of Nomadic Education was established in 1990, financial and technical support provided by government to the center came through the Commission. These studies served as a major precursor to the design of an appropriate educational program.

The findings of the studies mentioned earlier, led to the development of a specific educational program for the nomads based on an adapted national curriculum. In pursuance of the objective of providing relevant education to the nomads, a University-based Centre devoted exclusively to the development of curriculum and texts was established. The Centre, which is located in Usmanu Dan Fodiyo University, Sokoto, commenced the development/adaptation of curricula materials in eight subjects viz: English, Mathematics, Social Studies, Islamic Religious Knowledge, Primary Science, Fulfulde, Handicraft, and Health Education in 1990. The exercise was completed and approved in 1994 by the National Council on Education, the highest educational policy-making body in the country. Similarly, the Centre has completed the development of pupils' texts in eight subjects, for the children of nomadic pastoralists. (Junaid, 1987)

By January 1991, the Nation Commission for Nomadic Education had spent ₦72, 930 to produce textbooks in the four curricula areas. The first prototype of a collapsible, mobile classroom, manufactured by the Federal Science Equipment Manufacturing Center, Enugu, was tested on April 23, 1991. (Muhammad, N. D., and Ardo A. A. 2003).

2. Teacher Training Program: the success in the implementation of the Curriculum depends on the classroom teacher. The Nomadic Education Curriculum makes enormous demands on the teacher. In realization of this, the Commission considers teacher training on the implementation of the curriculum as very fundamental. This is done annually by the Nomadic Education Centre, University of Maiduguri for serving teachers in the nomadic schools in the various zones. About 2,575 teachers have been trained out of the total number of 4,218 teachers in 1,350 Nomadic schools in the country during the period under study. (National Commission for Nomadic Education 1999).

However, some state governments with the support of United Nations Children's Fund (UNICEF) have also conducted training workshops for the teachers in their schools. In addition, to the training workshops, and in recognition of the need to address the problem of inadequate teachers both in quantity and quality, the National Commission for Nomadic Education collaborates with the Federal College of Education, Yola in the pre-service and in-service training of teachers at Nigeria Certificate in Education (NCE). The Nigeria Certificate in Education is the nationally prescribed minimum qualification for teachers in Nigeria. At the primary levels they taught Primary Education Studies on Nomadic ways of life and Fulfulde.

Furthermore, in recognition of the problem of recruiting teachers who are willing to live and work for long with the nomads, the Department for International Development (DFID) of the British Government sponsored an innovative teacher education project at the Federal College of Education Yola. It recruited young people aged between twelve and eighteen from the nomadic communities and trained them as teachers. It is intended that they will remain in their communities and provide continuous service even when their families move. It is on record sixty students drawn from Taraba and Adamawa States underwent the training. (National Commission for Nomadic Education 1999).

3. Development and Installation of Suitable Delivery Systems: whenever possible, arrangements will be made for such children to assist their parents in the morning and go to

school in the evening. To conform to the work rhythm of the children and their migratory patterns, suitable delivery strategies have been adopted for program implementation. Flexible time tables and shift system are being used in the operation of the school system. This has become necessary in the light of the central role child labor plays in the nomadic pastoralists production system. These strategies have engendered increased enrolment and effective teaching and learning in the schools.

To ensure an unbroken learning process due to the frequent migrations of the nomads, mobile collapsible classrooms and motorized purpose-built boat schools for the pastoral nomads and migrant anglers in the northern and southern parts of the country respectively, have been developed. The mobile collapsible classrooms are made up of canvass and light aluminum props. They can be dismantled, carried on animal backs, and assembled by the nomads themselves.

Some of the classrooms are equipped with audio-visual teaching aids. (National Commission for Nomadic Education 1999).

The collapsible mobile classrooms though were not enough to cover many centers yet demonstrations made in some centers to test their efficiencies and effectiveness. Those without permanent buildings were order to use any alternatives such as sitting under a tree or locally made shades. Adult parents also attend the pupils' class in most cases under the trees attending to the same teacher. The adult attendances in the pupils' classes were intended in order for them to begin the appreciation of the nomadic education program by the government.

The images of some of the schools and classes have for long being a symbol of the beginning of the nomadic education program among the Pastoral Fulani groups in Nigeria.



Source: Fieldwork 1996

Figure 1: Classes under Shade of Trees.

4. Distance Learning Scheme: to improve literacy especially in the rural areas, the government introduces radio and television educational programs. The government supplies the hardware such as radios, televisions, and electric generators. It also builds viewing rooms for public use. This interactive distance learning system involves an integrated use of radio broadcasts, print and other audiovisual media. The aim is to use cost effective approaches for making basic education more accessible to the nomadic pastoralists and improving the quality of tuition in nomadic schools. A pastoral Fulani is a captive audience for radio and television programs. Most Fulani have radios, which they carry along during herding. The literate world can reach the Fulani without disrupting their herding. (Federal Republic of Nigeria 1999).

5. Monitoring Unit: this goes beyond the routine supervision and inspection of schools; in that it is more systematic and is broader in scope. It involves, the development of performance indicators, drawing up annual plans for the conduct of the monitoring exercise, and the involvement of other bodies in the monitoring exercise, notably the Inspectorate Services Department of the Federal Ministry of Education. It has branches in all states of the Federation, which were the Nomadic Education Units in the states and leaders of the nomadic communities. (National Commission for Nomadic Education 2002).

6. Collaboration and Partnership: the rationale is to broaden the National Commission for Nomadic Education's revenue base, obtain assistance from various national and international donor agencies, and promote inter-agency and international cooperation in the implementation of Nomadic Education. Collaboration and partnerships in program delivery were hitherto restricted to some few United Nations agencies such as United Nations Educational, Scientific, and Cultural Organization and United Nations Children's Fund.

Weaknesses of Nomadic Education Program in Nigeria

Weak policy strategies and implementation characterized the program right from its onset. Firstly, a top-to-bottom planning, where the Fulani are the recipients rather than the planners of their education, dominates the nomadic education policies. For instance, during the first national workshop on nomadic education, only a few Fulani have been invited to attend. Ironically, it is at this workshop that far-reaching decisions that will affect the lives of the Fulani are taken. Because of the non-participation of the Fulani in decision-making, a simplistic approach to educational planning is adopted. (Tahir G. 1998).

Secondly, the curricula make it difficult for the students to re-enter the pastoral life after graduation. For example, the first seven recipients of nomadic education in Nigeria have studied medicine, accounting, pharmacy, or education. None of the students has returned to nomadic life or pastoralism. (Tahir, 1992).

Thirdly, advices on nomadic education are sometimes emotional, forwarded with ill intention. Planners fail to take account of the government's inability to provide specialized services. For example, just to impress the public, the government has rushed into policy pronouncements for mobile school system without considering the difficulties in getting teachers, monitoring students, and developing suitable curricula. The nomadic education curricula are unsuitable, if not an impediment, to learning. For example, the use of English for instruction at the elementary school level is inappropriate. Learning in the English language is difficult for the Fulani children who have yet to master their own language. The problem is that due to cost the government cannot develop Fulfulde language to replace English as a medium of instruction in schools.

Furthermore, the curricular according to the Miyetti-Allah Cattle Breeders Association of Nigeria (M.A.C.B.A.N.) focus on teaching irrelevant topics such as cockroach breeding, how to play basketball? In addition, how to climb mountings among others? These things do not interest the Fulani or that look down upon their cultures and lifestyles. Tahir (1996) adds:

‘The formal schools provide the literacy needed in modern times, but their content is too foreign to the pastoralists. They teach the value of sitting in offices behind desks, rather than the value of the land’

Instead of teaching pastoral procedures, formal schools spend too much time on teaching history and cultures of societies the pastoralists least know or want to know about.

In another angle, shortage of funds also limits government efforts to provide formal education in Nigeria. The funds released to the Commission are very inadequate vis-à-vis the range of tasks it is expected to accomplish. States that have started nomadic schools are burdened by the costs. The state governments are finding it hard to pay the teachers, supply furniture, or repair the furniture. Some states are closing down the schools or ordering them to go on extended vacations because the classrooms are inhabitable. Insufficiency in funds has led to inadequacy in education among the rural dwellers. (Nkinyangi, 1981).

The under-funding of nomadic education is partly blamed on inaccurate demographic data. The lack of reliable statistics on the nomads leads to planning based on guessing. There was much confusion as to the actual number of the nomadic schools, types of school facilities and number of teachers in various locations. Lack of authentic data in these areas made planning for nomadic education very difficult. (Tahir, 1998).

In line with the shortage of funds there is a general lack of adequate instructional materials particularly pupils' texts in the nomadic school system. Although the Commission has completed the development of pupil's texts for all levels of primary schooling, it lacks the funds for the production of the texts. (Ezeomah, 1982)

Likewise, the uncertainties of the movement of the Fulani make educational planning and student monitoring difficult. Unscheduled out-migration due to environmental failures or conflicts between the farmers and the pastoral Fulani disrupts school operations and classroom composition. According to a report from the National Commission for Nomadic Education's Monitoring Reports and State Coordinators' Reports in 1995 indicated that about half of the pupils who have attended the school in the previous season have moved. Many Fulani ascribe erratic attendance and low enrolment in school to habitual movement. In fact, shifting settlements prevent the children from improving their literacy. Because of the movement, the teachers face the extra task of adjusting their teaching to fit the dynamics of the transient population. (NCNE Monitoring Reports and State Coordinators' Reports 1990-1995)

Nevertheless, the number of teachers in nomadic schools is grossly inadequate. This inadequacy is most glaring if viewed in the context of the poor quality of the teachers i.e. up to 53.4% of teachers in nomadic schools lack the nationally prescribed minimum teaching qualification as at 1994. Added to this is the indiscriminate transfer of teachers from nomadic to conventional schools without replacement by Local Education Authorities and the difficulty of retaining teachers posted to facilitate their work and nomadic schools. Some teachers cannot endure the rigorous movement of the Fulani. The initial zeal among unmarried teachers--and most teachers are unmarried--in nomadic schools fades soon after such teachers marry. Teaching then becomes a second or a third career choice for these teachers. In spite of the obvious problems of educating the mobile population, the government cannot make settling a precondition for establishing schools in the rural areas. (Ezeomah, 1987).

The schools are stationed inappropriately: few in densely populated areas, and many in sparsely populated areas. On the one hand, having many schools in the pastoral areas attracts non-Fulani children and accentuates competition for other resources. On the other hand, having few schools discourages the Fulani from participating in education. Considering the routine grazing treks, some schools that seem close enough to the homestead may actually be beyond the walking distance of the children. The Fulani usually complained that the schools are far from their campsites. The extra walk to school is taxing to the health of the herding children. If they manage the extra trek, the children arrive in school too fatigued to learn.

The major hindrances to school attendance are the daily grazing movement and the lack of labor substitutes. Unlike farmers who use child labor marginally, the Fulani rely heavily and continuously on children for labor. A Fulani man will not send his child to school even if an adult is available to tend the animals because the child needs to learn the herding skills. The reliance on juveniles for shepherding task, not ignorance, or conservatism, therefore, explains the poor participation of the pastoralist in formal education. The Fulani cannot engage their children who make up sixty-eight percent of the herding labor-force in educational pursuits. Time-sharing between routine grazing trips and school attendance is a Fulani dilemma.

The persistence of these problems is causing the roaming Fulani to remain educationally backward. Problems that plague the delivery of education to pastoral Fulani also retard their socioeconomic growth. These problems fall within three broad areas: the goals, curricula, and the effects of formal education in Africa. (Ezeomah, 1982):

Reaction of the Nomadic Pastoralists to the Nomadic Education Program

It was certain that since late 1987, some nomads had heard of the education program but largely were opposed to it. It was obvious, since the nomadic educational program is constrained by sectarian and cultural issues. The predominantly Muslim Fulani reject the nomadic schools, fearing that their children will become Christianized. This fear is unfounded, when one glance at the history of western education in Nigeria. First, the Fulani are drawing from previous experience when the missionaries, who have brought Western education to Nigeria, have mixed education with Christian evangelism. Second, accusations are made against teachers who preach Christianity in some nomadic schools. (Fafunwa, 1974).

Many nomads saw little benefit in sending their children to school while their herds were left unattended. Their reluctance to become sedentary persisted. Some even argued that they were certain the government simply intended to exploit or to trick them into forfeiting their livelihood. For instance, when asked about the program, one Fulani ardo (chief) exclaimed:

'Huwatta! (It will not work!) Many other things must be done before we can think about educating our children. First, the government must provide us with necessary facilities, such as vaccines, grazing reserves, and cattle routes. However, even if they do all of this, they will not find teachers with the necessary culture and endurance to follow us through the bush. (An interview with Ardo Suleh Tukur (67 years), cattle breeder, Maiduguri Cattle Market Jere Local Government Area, 15th June 1997'

This is what one of the leading pastoral Fulani that owned about two hundred (200) heads of cattle and a semi-settled Fulbe around the Lake Chad waterway of the Borno Drainage had to say about the program:

'Some people came here and asked us questions. They wanted to know if we would send our children to school. We told them yes, that if they build a school for our children, at least some of our children would attend, even if they have to trek for 20 kms. Nevertheless, they will have to be sure that our cattle are not affected, because our life depends on them. The people who came here only asked about education and not about our problems. We want to settle, but there is no land for us. We have difficulty in taking our cows from here to dry season pasture, and farmers make us pay just to graze the stubble from their corn stalks. We have difficulty in obtaining necessary vaccinations for our cattle. The people who came here were not interested in our problems; they only asked us if we want education and we never saw them again. (An interview with Modibbo Usman Ahmadu (70 years), cattle herder, New Marte satellite village, 20th September 1995).'

Furthermore, the conventional school system creates a taste and an appreciation for Western goods and lifestyle. The Fulani worry about what will become of their children when they finish school. In other words, the Fulani are concerned about the attitude of their children who go to school and graduate with ideas that are at odds with traditional pastoral practices. Nkinyangi (1980, 51) quotes a Fulani leader's comment in a meeting on curriculum development:

'We are not opposed to the idea of getting our children to schools, but we fear that at the end of their schooling they will only be good at eating up cattle instead of tending and caring for them. (Nkinyangi, 1981).'

Accepted as a force in changing values, Western education, pastoralist say, adulterates the traditional values. Older nomads worry, that education will breed a generation that are susceptible to the thoughts of settled society. Nomads allege that education softens the youngsters, especially girls, and weakens their commitment to traditional values.

Therefore, the success of nomadic education depends largely on vigorous and continuous outreach programs in the rural areas. Consequently, government has embarked on village-level campaigns using radios, village announcers, and rural cinematography. However, because the nomads lack centralized authorities, these campaigns run into difficulties in reaching individuals in isolated areas. The nomadic educational drive is limited to a few people in village precincts, which may not be within the territories of the wandering Fulani.

Conclusion

Although the government has spent millions of naira in nomadic education program, the measure of educational attainment among the Fulani remains low. The quality of education among them is mediocre at best. The program is affected by defective policy, inadequate finance, and faulty school placement, incessant migration of students, unreliable and obsolete data, and cultural and religious taboos.

The root of pastoral problems is also attributed to lack of anthropological advice. Decisions are made without feasibility studies and impact analyses of the target beneficiaries. As a result, the Fulani reject the recommendations of the planners. Despite obvious failures in the past, mistakes still recur.

Actually, where things began to go wrong is that the policymaking and implementation of the programs were left in the hands of foreign experts with the scrappiest data and understanding of how the pastoral Fulani operate. Because, since Nigeria's independence, foreign specialists guide the preparation of the country's Development Plans.

Recommendations

The paper recommended as follows:

1. Resettling the nomads will be a workable solution to the apparent intractable problem of educating them. In that case, it would be better first getting them settled, and then introduce the conventional school system. Settling down, in such a situation, becomes a prerequisite for

education, or it could be better that education for the nomads' goes alongside with the process of settling them; and

2. The paper strongly calls on both national and international education research scholars and centers to formulate suitable and virile policy strategies that the government will conveniently implement in educating the Nigerian nomads. Otherwise, their human rights for obtaining basic education alongside with other ethnic groups in the nation will be denied and abused.

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**IMPACT OF INSECURITY ON TEACHING AND LEARNING SOCIAL STUDIES
EDUCATION IN PRIMARY SCHOOLS IN JIBIA LOCAL GOVERNMENT AREA,
KATSINA STATE, NIGERIA**

BY

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ABSTRACT

The study investigated the effects of insecurity on teaching and learning Social Studies Education in primary schools in Jibia Local Government Area, Katsina State, Nigeria. The study was guided by two objectives, two research questions and corresponding hypotheses. Moreover, the study employed a descriptive survey research design. Population of the study comprised of all the 29,991 (males 10279 and 19712 females) pupils and 273 teachers of 44 closed schools out of 88 public primary schools in Jibia Local Government Area. Sample for the study consisted of 120 respondents drawn from seven primary schools using multistage sampling technique. Two instruments with the total of 25 items were used for data collection, after validated by three experts in terms of face, content and construct validities, the instruments were pilot tested using 15 students and 10 teachers not included in the main study. A reliability index of 0.86 and 0.84 were established. The collected data were analyzed using descriptive statistics of mean, standard deviation and frequency counts to answer the research questions, Findings revealed that insecurity has significantly impede teaching and learning of social studies education in primary schools. Based on the findings from the study it was concluded that negatively impacts primary school pupils' social studies achievement by creating a stressful and disruptive learning environment, leading to reduced focus, decreased motivation, and a decline in academic performance. Moreover, based on the findings it was recommended among others that the Government should deploy more security personnel to vulnerable schools; Provide psycho-social and mental health support for pupils and teachers affected by insecurity; Introduce remote learning strategies in high-risk zones.

Introduction

Schools are important to nation building as they represent learning spaces where learners are comprehensively educated and developed (Federal Ministry of Education, 2021). However, this development can be guaranteed only if learning takes place in a safe and secure environment. Therefore, a holistic school safety and security plan is critical to ensure that all learners, staff members, school facilities, and surrounding communities are protected from human induced and natural hazards (FME, 2021). A research finding of Children's right to education in Nigeria is being threatened by protracted conflict, increasing hostilities, attacks on schools and growing climate-related hazards that resulted 862,644 children in Katsina state are out of school, and others are struggling to secure safe access to education, further perpetuating this learning crisis (Universal Basic Education Commission, 2024).

Although, the Federal Ministry of Education devised some measures to institutionalize school safety by developing the Minimum Standards for Safe Schools (MSSS) that emphasized the minimum conditions (Strong School Systems, Violence Against Children, Natural Hazards, Conflict, Everyday Hazards and Safe School Infrastructure) to uphold children safety, wellbeing and protection from all forms of threats involving hazards, violence and exploitation for pursuance of their educational goals (FME, 2024). The definition of insecurity lacks consensus among scholars as they viewed it as multi-dimensional such as conditions inimical to physical, emotional, psychological or any other form of harm, attack, terror injurious to human existence. Moreover, Abdulmumin, et al., (2018) defined insecurity as a state of feeling inferiority by the individual threat of loneliness, a subjective and objective experience which may affect connection between inner experience and outer conditions; such may be as a result of environmental threat or risk. In other words, Abdulmumin, et al., (2018) described insecurity as an action, natural or social that causes destruction of human capital development.

Furthermore, insecurity refers to the state of being open to danger or threat; lack of protection. It involves threats such as banditry, kidnapping, terrorism, farmer-herds conflicts, and other violent crimes. "Insecurity is the enemy of progress no child can learn effectively in fear. In other words, Ojebode (2018) defines insecurity as a condition where individuals, groups or communities are prone to physical harm, fear or economic uncertainty." Moreover, UNESCO (2021) insecurity explores terrorism, banditry, and communal conflict. Insecurity causes displacement of learners,

teacher absenteeism, trauma, and infrastructural destruction. In a study conducted by Abdulmumin, et al., (2018) on the problem of insecurity in achieving Universal Basic Education in North- Eastern Nigeria. Their findings revealed that there is no significant correlation between insecurity and the achievement of Universal Basic Education in North-Eastern Nigeria. Similarly, Bello (2021) in his study conducted on the impact of global insecurity on primary education among the minority group in North Central Nigeria. The study aims at investigating the impact of global insecurity on primary education among the minority group in north central Nigeria. Data for the study were collected and analyses using the descriptive statistics. The result revealed that there is a significant difference in the general social life of the people in conflict areas as well as low enrollment and poor achievement among primary school pupils. Although, Godwin, Jacob and Obi-Ezenekwe (2021) conducted a study on the effects of insecurity on school administration in Nigerian educational institutions. The researchers' findings revealed that unemployment, poverty, illiteracy, marginalization, political factors, international influence, communal crisis, loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the bane of insecurity on school administration in Nigeria.

According to Abbas, et al., (2023) in their study investigated the effect of insecurity on educational activities in Niger State, Nigeria: a Situational Appraisal. The objectives were set to survey the causes of insecurity in Niger State. The researchers adopted a descriptive survey research design. Data for the study were collected using interview of key informants, focus group discussion and observation. The researchers found that insecurity is a threat on educational activities in Nigeria. Based on the findings, it was concluded that smooth running of educational activities could be possible when there is peaceful coexistence among populace. Moreover, Adamu, Ibrahim and Umar (2023) in their study investigates the effects of insecurity on students' academic performance in Katsina State Schools: A Case Study of the Frontline Local Government Areas. The study adopted the qualitative and quantitative research designs. The results of the study revealed that there is significant decrease in the academic performance of students because of persistent insecurity in the region. Also, discovered that a number of factors

contributes to this decrease, including a lack of access to quality education, a shortage of teaching staff, and the displacement of family.

The study conducted by Attah, Ebute, and Peter (2023) on the assessment of prevalence and causes of insecurity in secondary schools in Kaduna State: Implications for Administrators. The study adopted a descriptive survey design with population of 8,975 comparison of 169 principals, 338 vice principals, 5,070 teachers and 3,380 students. A purposive sampling method where to select a sample of 7 principals, 14 vice principals, 206 teachers and 138 students, making a total sample of 365 was used for this study. The major finding of the study revealed the prevalence of insecurity as armed robbery, stealing, trespassing, rape, sexual harassment, abduction and kidnapping, bombing and school shooting, cultism and fire outbreak, and the causes of insecurity in secondary schools as unemployment, inflation, porous border, tribalism, government failure, religion extremist among others did not significantly affects the learning of students in schools. Nevertheless, in a study conducted by Amos and Paul (2024) on the effect of insecurity on educational delivery in public schools Kenya. The objectives of their study were to establish the causes, nature and effects of insecurity on students' regular attendance, and the way forward to insecurity on educational delivery in these regions. The study utilized a meta-analytic approach. Results indicated that livestock rustling and terrorist attacks from Al-Shabaab were the major causes of insecurity in Kenya, the recent mass exodus of teachers from the Northeast region as a serious challenge to education delivery and insecurity has led to low student attendance and school closures.

Consequently, in a study conducted by Usman (2024) on the overview of the perceived Influence of Insecurity on Academic Performance in front lines Local Government Secondary Schools in Niger State, Nigeria. The researcher adopted a descriptive cross-sectional survey research design for the study and population of the study comprised of all the key local government secondary schools with security challenge in Kontagora, Magama, Mariga, Munya, Rafi, Rijau, Shiroro, and Wushishi of Niger State, Nigeria. Purposive sampling technique was adopted to form the sample for the study. The researcher found that insecurity significantly influence the students' academic achievement and enrollment and revealed that measures implemented did not mitigate the activities of bandits and other forms of insecurity in the frontline local government areas of Niger State, Nigeria. However, in Northern Nigeria, especially in Katsina State, insecurity is

largely driven by armed banditry, cattle rustling, cross-border crimes, and rural poverty. Insecurity remain a persistent challenge in Nigeria, particularly in the North-West region. Jibia Local Government Area in Katsina State has experienced considerable levels of insecurity, which has significantly affected the education sector, particularly Social Studies Education, a subject designed to instill civic values, peace, and national consciousness. According to Okoye (2020) the rising wave of insecurity in northern Nigeria has led to the closure of over 1,500 schools, disrupting foundational education.

Therefore, the Jibia is a town and local government council (LGC) with the population projection of 3,000,000 approximately (NPOPC, 2006) lies between coordinates 13°05'30" N 7°13'35" E and 1037 sqkm² (400 sq mi). The town is situated in Katsina state, northern Nigeria along the internal boundary of the Federal Republic of Nigeria and Niger Republic. There is two (2) districts with eleven (11) electoral wards (Jibia headed by Sarkin Arewan Katsina and Daddara headed Danmadamin Katsina district heads). Similarly, Jibia shares borders with Katsina, Kaita, Batsari LGAs and Zurmi LGA of Zamfara state. Seven electoral wards (Bugaje, Farfaru, Faru-Maje, Gangara, Mallamawa, Mazanya and Yangayya) are currently bedeviled by perennial insecurity since 2018 till date. Thus, its geographical location makes it vulnerable to:

- 1) Cross-border illicit arms smuggling
- 2) Bandit incursions from forest areas
- 3) School attacks and abduction
- 4) Internal displacement (IDPs) of families of school children and teachers
- 5) Closure of schools

The frequency of insecurity in Jibia intensified by the uncontrolled influx of illicit small arms and light weapons because of its permeable nature of cross border activities in northern Nigeria. The inability of both the Federal, State and local governments to halt the deteriorating state of insecurity has prompted local communities to resort to self-help defense measures by forming voluntary vigilante group named *Banga and Yanfarauta* to lessen eradicate the bandits' activities all to no avail. According to Amnesty International (2022), "children in Katsina State are increasingly being denied their right to education due to persistent insecurity and attacks on schools." In Jibia LGA of Katsina state, attacks and abduction of school children remained on the upward swing for instance, 2018, nearly 30 communities were attacked by gunmen.

Similarly, bandits kidnapped 70 families from seven electoral wards that involved Bugaje, Farfaru, Faru-Maje, Gangara, Mallamawa, Mazanya and Yangayya. It was observed that in 2019 - 2024 Bandits also killed 13 primary school pupils and LGEA staff members. In addition, Kwarare, Makera and Danmasani communities were chased out of their residents in 2024. Recently, most of the school infrastructure were either stolen, burnt to ashes or vandalized making them inhabitable.

Nevertheless, concerted efforts made by both Federal governments, Katsina State and Local governments to address the problem of insecurity in the State by His Excellency, Governor Malam Umar Dikko Radda PhD have yielded the desired results. For example, at the Federal level, several military operations such as *Operation Sharan Daji* were launched to tackle various form of crimes in rural communities in Katsina State with little success. The Katsina State Government on its part, recruited 5000 Community Watch Corps and deployed to 10 frontline LGAs. Likewise, at the local level bandits gangsters seize fire and calls for peace and arbitration and conditions laid with the hope that they would renounce banditry and embrace peace.

Social Studies Education, which aims to prepare students for responsible citizenship, peace building, and community engagement, Social Studies Education play role in citizenship, peace building, and critical thinking has been severely disrupted in Jibia and the broader Katsina State due to insecurity. In a study conducted by Linus and Ugba (2022) on the impact of insecurity on primary school pupils' enrolment in Zamfara State, Nigeria, and they found that over the past one decade, the rising incidence of banditry, kidnapping, cattle rustling and other forms of insecurity have resulted in 422,213 out-of-school children in Zamfara State. The research also revealed that as a result of insecurity, the state witnessed the lowest number of female enrolment of 38.26% in Nigeria.

In the words of Nwaubani & Okafor (2017) who buttressed that Social Studies must evolve to address the realities of insecurity, violence, and displacement. On the other hand, UNICEF Nigeria (2020) stated that education is not just about books rather it is about peace building and resilience among children. In addition, Ige (2020) states "When children are constantly exposed to violence, the core objectives of Social Studies national integration and social order are undermined." Below are some of the major consequences of insecurity on children education:

1. School Closures: Many primary schools have been closed due to fear of abductions (UNICEF, 2021).
2. Displacement of Teachers: Teachers flee conflict-prone communities, leaving schools without instructors.
3. Interrupted Curriculum: Insecurity causes breaks in academic sessions, disrupting the delivery of social values education.
4. Psychological Trauma: Students exposed to violence may develop fear or aggression, reducing their ability to absorb civic and peace values.

Furthermore, the consequences of insecurity on education are enormous. According to the United Nations Development Programme (UNDP, 2021), hostilities often resulted to the destruction and closure of schools, making it unsafe for children to attend school. As families flee the conflict, displaced children often lack access to education (UNDP, 2021). Even children who have not been displaced may stop attending school due to the risk of abduction (UNDP, 2021). It has also been established that conflict limits students' attainment of educational goals through direct attacks on facilities, causing displacement, and instilling fear in students and parents (UNDP, 2021). Thus, the teaching and learning of Social Studies education in the context of insecurity despite these challenges, Social Studies education can also serve as a tool for combating insecurity through the following ways:

- a. **Curriculum Reorientation:** Infuse topics on peace education, conflict resolution, and community security. Incorporate local security issues into the content to make learning contextually relevant.
- b. **Use of Alternative Teaching Methods:** Radio and mobile learning platforms to reach displaced or rural children. Use of community centers or IDP camps for social studies instruction.
- c. **Teacher Training:** Train teachers in trauma-informed pedagogy. Provide professional development in peace and civic education.
- d. **Community Engagement:** Involve parents, traditional rulers, and religious leaders in promoting the objectives of Social Studies.

- e. **Develop local peace clubs in schools to promote dialogue and tolerance:** When schools and communities collaborate to foster peace and civic education, the tendency for youth to be radicalized diminishes (Adesina, 2019).

Furthermore, the Government and NGO Responses to insecurity are itemized as follows:

- i. Safe Schools Initiative launched by the Nigerian government with support from international partners to protect schools in high-risk areas.
- ii. Community Watch Corps have carried out peace building and youth empowerment programs in Katsina.
- iii. Unicef back-to-school programs in conflict zones are helping re-integrate affected children.

Finally, it is against this background that this study investigated the effects of insecurity on social studies education in primary schools in Jibia Local Government Area, Katsina State, Nigeria.

Statement of the Problem

Jibia is one of 10 frontline Local Government Areas in Katsina state as one of the seven north western states in Nigeria under intense spotlight over the years for various forms of insecurity that led to kidnapping, cattle rustling, displacement of people, killing and destruction of lives and property and general dislocation of the social and economic lives of the people. These forms of insecurity have resulted in 29991 (10279 male and 19712 female) out-of-school children in Katsina State (Katsina SUBEB, PRS Dept., 2014). Jibia was ranked as the six most dangerous settlement in Nigeria after Sabua, Faskari, Kankara, Dandume, Safana, Danmusa, Dutsinma, Kurfi and Batsari local government areas due to the heinous activities of bandits, kidnappers and other forms of violence (Community Watch, 2022).

Insecurity negatively impacts primary school pupils' social studies achievement by creating a stressful and disruptive learning environment, leading to reduced focus, decreased motivation, and a decline in academic performance. Situations of insecurity can trigger traumatic stress and disorders, further hindering learning. This can manifest as closure of schools, dwindling pupils enrolment, lower attendance rates and dwindling rural posting of teachers. It is in the light of the

above that this study investigated the impact of insecurity on teaching and learning social studies education in primary schools in Jibia Local Government Area, Katsina State, Nigeria.

Objectives of the study

The following guides the study:

1. To assess the impact of insecurity on teaching and learning of Social Studies Education in primary schools of Jibia Local Government Area.
2. To find out the challenges faced by teachers and pupils due to insecurity in teaching and learning Social Studies Education in primary schools of Jibia Local Government

Research Questions

The following research questions were used:

1. In what ways does insecurity impact teaching and learning of Social Studies education in primary schools of Jibia Local Government Area.?
2. What are the challenges faced by teachers and pupils due to insecurity in teaching and learning Social Studies Education in primary schools of Jibia Local Government?

Methodology

The study employed a descriptive survey research design. Population of the study comprised of all the 29,991 (males 10279 and 19712 females) pupils and 273 teachers of 44 closed schools out of 88 public primary schools in Jibia Local Government Area. Sample for the study consisted of 120 respondents drawn from seven primary schools using multistage sampling technique. A purposive sampling technique was used to select seven schools with high insecurity, then stratified random sampling technique was used to select 100 students and 20 social studies teachers as respondents (based on school location: secure verses insecure zones). A 15 items teachers and 10 items pupils's questionnaire were used as main data collection instruments after validated by three experts in terms of face, content and construct validities. A reliability index of 0.86 and 0.84 were established. Data gathered for the main study were analyzed using descriptive statistics of mean, standard deviation and frequency counts to answer the research questions with a criterion mean of 2.50 as the basis decision. Hence, calculated mean score of 2.50 and above was accepted and the mean below 2.50 was rejected.

Results

This described the result of analysis based on the research questions answered in terms of teachers and pupils' questionnaire

Answers to Teachers' Questionnaire:

Research Question One: In what ways does insecurity impact teaching and learning of Social Studies education in primary schools of Jibia Local Government Area?

Table 1: Impact of insecurity on teaching of Social Studies education in primary schools

S/N	Statement	SA	A	D	SD	N	M	SD	Decision
1.	Insecurity in Jibia LGA disrupts regular school attendance.	8	5	3	4	20	2.85	1.18	Accepted
2.	Social Studies lessons are frequently interrupted due to security threats.	8	6	1	5	20	2.85	1.23	Accepted
3.	Fear of attacks discourages pupils from attending school.	6	8	4	2	20	2.90	0.97	Accepted
4.	Teachers feel unsafe while teaching in conflict-prone areas.	8	6	2	4	20	2.90	1.17	Accepted
5.	Insecurity has led to the displacement of Social Studies teachers.	9	4	4	3	20	2.95	1.15	Accepted
6.	Pupils' academic performance in Social Studies has declined due to insecurity.	8	5	4	3	20	2.90	1.12	Accepted
7.	Learning materials and facilities are often destroyed during attacks.	6	6	3	5	20	2.65	1.18	Accepted
8.	School closures due to insecurity impede Social Studies curriculum coverage.	8	5	4	3	20	2.90	1.12	Accepted
9.	Pupils in insecure areas show less interest in Social Studies activities.	10	6	3	1	20	3.25	0.91	Accepted
10.	Insecurity limits teachers' ability to organize fieldwork or excursions.	9	6	4	1	20	3.15	0.93	Accepted
Overall Mean							2.93	1.10	

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree Section C: Coping

Table 1 above revealed that insecurity affects teaching and learning of Social Studies education in primary schools in number of ways as can be seen from the mean ranging from $M = 2.65$, $SD = 1.18$ to $M = 3.25$, $SD = 0.91$. This implies that insecurity disrupt the social studies teaching and learning process in most public primary schools.

Research Question Two: What challenges faced by teachers and pupils due to insecurity in teaching and learning Social Studies Education in primary schools of Jibia Local Government?

Table 2: Challenges faced by teachers due to insecurity in teaching Social Studies

S/N	Statement	SA	A	D	SD	N	M	SD	Decision
1.	Security personnel deployed to schools in high-risk areas.	8	7	3	2	20	3.05	1.10	Accepted
2.	Government provides psychosocial support to teachers and pupils.	11	2	4	3	20	3.05	1.19	Accepted
3.	Community engagement can help improve school safety.	13	3	2	2	20	3.35	1.04	Accepted
4.	Use of radio/TV learning can help where physical attendance is difficult.	10	5	3	2	20	3.15	1.04	Accepted
5.	Introduction of distance learning education in insecure areas can help reduce the risk factors.	9	6	2	3	20	3.05	1.10	Accepted
Overall Mean							3.13	1.07	

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 2 above revealed that both teachers and pupils challenges faced with as a result of perennial insecurity during the teaching and learning process of Social Studies Education in primary schools as can be seen from the mean ranging from M = 3.605, SD = 1.10 to M = 3.35, SD = 1.04. This implies that there are challenges posed by insecurity that disrupt the teaching and learning process of social studies in most public primary schools.

Answers to Students' Questionnaire:

Research Question One: In what ways does insecurity impact teaching and learning of Social Studies education in primary schools of Jibia Local Government Area?

Table 3: insecurity impact on learning of Social Studies education in primary schools

S/N	Statement	Yes	No	Total %	Decision
1.	Have you ever missed school because of fear of attacks or insecurity?	67	33	100	Accepted
2.	Are you sometimes afraid while in school?	57	43	100	Accepted
3.	Do you like Social Studies as a subject?	59	41	100	Accepted
4.	Does insecurity stop your teacher from coming to school sometimes?	70	30	100	Accepted
5.	Do you feel safe in your classroom during lessons?	69	31	100	Accepted

Table 3 above revealed that insecurity impact learning of Social Studies education in primary schools as can be seen from the frequencies indicating “Yes” or “No”. This implies that there are challenges posed by insecurity that disrupt the teaching and learning process of social studies in most public primary schools.

Research Question Two: What challenges faced by teachers and pupils due to insecurity in studying Social Studies Education in primary schools of Jibia Local Government?

Table 4: Challenges faced by pupils due to insecurity in studying Social Studies Education

S/N	Statement	Yes	No	Total %	Decision
1.	Have your parents ever told you not to go to school because of insecurity?	65	35	100	Accepted
2.	Have you seen security people (e.g. police or vigilantes) near your school?	60	40	100	Accepted
3.	Are you afraid coming to school sometimes?	59	41	100	Accepted
4.	Do you want the government to make your school safer?	63	37	100	Accepted
5.	Do you remember a traumatic experience caused by insecurity that changes your towards learning?	60	40	100	Accepted

Table 4 above revealed that pupils faced with challenges due to insecurity in studying Social Studies Education as can be seen from the frequencies indicating “Yes” or “No”. This implies that there are challenges posed by insecurity that pupils faced with challenges due to insecurity in learning Social Studies Education.

Discussion of Findings

Based on the research question one on the ways in which insecurity impact teaching and learning of Social Studies education in primary schools of Jibia Local Government Area. Finding revealed that insecurity disrupt the social studies teaching and learning process in most public primary schools. Moreover, this finding substantiates the finding of Abbas, et al., (2023) who established that insecurity is a threat on educational activities in Nigeria. Similarly, this finding agrees with the findings of Adamu, Ibrahim and Umar (2023) whose finding revealed that there is significant decrease in the academic performance of students because of persistent insecurity in the region. Also, discovered that a number of factors contributes to this decrease, including a lack of access to quality education, a shortage of teaching staff, and the displacement of family.

In addition, this finding corroborates the finding of Amos and Paul (2024) whose findings revealed that insecurity and recent mass exodus of teachers from the Northeast region poses serious challenge to education delivery and insecurity has led to low student attendance and school closures. Also, the findings coincided with the finding of Usman (2024) who found that insecurity significantly influence the students' academic achievement and enrollment and revealed that measures implemented did not mitigate the activities of bandits and other forms of insecurity in the frontline local government areas of Niger State, Nigeria. However, this findings contradicts the findings of Abdulmumin, et al., (2018) who studied the problem of insecurity in achieving Universal Basic Education in North-Eastern Nigeria. Their findings revealed that there is no significant correlation between insecurity and the achievement of Universal Basic Education in North-Eastern Nigeria.

Based on the research two on the challenges faced by teachers and pupils due to insecurity in studying Social Studies Education in primary schools of Jibia Local Government. Finding revealed that pupils faced with challenges due to insecurity in learning Social Studies Education. However, this finding corroborate the finding of Moreover, this finding supports the finding of Bello (2021) who found that that there is a significant difference in the general social life of the people in conflict areas as well as low enrollment and poor achievement among primary school pupils. In addition, this findings confirms the findings of Godwin, Jacob and Obi (2021) whose fiding revealed that insecurity has significant impact in impeding educational programmes and school administration in Nigeria. Although, the finding disagrees the finding of Attah, Ebute, and Peter (2023) who found prevalence of insecurity as armed robbery, stealing, trespassing, rape, sexual harassment, abduction and kidnapping, bombing and school shooting, cultism and fire outbreak, and the causes of insecurity in secondary schools as unemployment, inflation, porous border, tribalism, government failure, religion extremist among others did not significantly affects the learning of students in schools.

Conclusion

The study concluded that insecurity has a profound negative impact on Social Studies education in Jibia LGA. It affects school attendance, teacher morale, and learning outcomes. Strategic interventions are needed to safeguard the future of basic education in the region.

Recommendations

- a. Government should deploy more security personnel to rural community vulnerable to attacks.
- b. Provide psycho-social support for pupils and teachers affected by insecurity.

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AI-DRIVEN APPROACHES TO VOCATIONAL TRAINING FOR SPECIAL NEEDS STUDENTS: PATHWAYS TO ECONOMIC EMPOWERMENT

BY

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ABSTRACT

Vocational training plays a pivotal role in equipping special needs students with skills for economic independence. However, traditional approaches often fail to address the unique challenges faced by this demographic. This paper explores the transformative potential of artificial intelligence (AI) in revolutionizing vocational training for special needs students, emphasizing personalized learning pathways and accessibility. Leveraging AI tools such as adaptive learning systems, virtual reality simulations, and speech recognition technologies, the study highlights innovative methods to enhance skills acquisition, job readiness, and long-term employability. Through a mixed-methods approach, the data was analyzing case studies and pilot programs that have successfully implemented AI-driven vocational training in various educational contexts. Findings reveal that AI not only tailors training to individual capabilities but also fosters inclusion by bridging gaps in traditional learning environments. Moreover, the result was discussing the implications of these advancements for educators, policymakers, and industry stakeholders in creating a more inclusive workforce. This research underscores the role of AI as a catalyst for economic empowerment, offering scalable and sustainable solutions to improve the lives of special needs students. By aligning technology with educational objectives, we present actionable pathways for harnessing AI's potential to drive equity and opportunity in vocational training programs.

Keywords: *Artificial intelligence, vocational training, special needs education, economic empowerment, personalized learning.*

Introduction

Vocational training serves as a vital pathway for special needs students to achieve economic independence and social integration. Through skill-based education, these special students can develop competencies that enhance their employability and foster self-sufficiency. However,

traditional vocational training methods often fail to address the diverse and unique learning needs of special needs students (Singh & Verma, 2022). These conventional approaches tend to be rigid, lacking the flexibility necessary to accommodate varying cognitive, physical, and sensory disabilities. Consequently, many special needs students struggle to acquire the skills essential for sustainable employment, ultimately limiting their economic opportunities and social participation.

The emergence of Artificial Intelligence (AI) has revolutionized various sectors, including education. AI-driven tools present transformative opportunities to bridge the accessibility gap in vocational training, ensuring that special needs students receive equitable and effective education. AI technologies can provide personalized instruction, enhance engagement, and offer real-time feedback tailored to individual learning preferences and abilities. This paper examines the transformative potential of AI in vocational training for special needs students, demonstrating how AI-driven innovations can enhance special students skill acquisition, job readiness, and long-term employability (Brynjolfsson & McAfee, 2017; Luckin, 2018).

One of the fundamental challenges in traditional vocational training is the lack of personalized instruction. Standardized curricula and teaching methodologies may not effectively cater to students with diverse learning needs, creating barriers to skill development. For instance, students with cognitive disabilities may require step-by-step guidance, while those with sensory impairments may need assistive technologies to fully engage in training activities. Additionally, physical disabilities can hinder participation in hands-on learning experiences, further marginalizing special needs students from vocational training programs.

AI-powered solutions address these challenges by offering adaptive learning environments that adjust to the individual needs of each learner. Through AI-driven platforms, educators can create customized learning pathways that align with students' abilities and progress levels. These technologies promote inclusivity by accommodating various disabilities and learning styles, making vocational training more accessible and effective for special needs students (Holmes et al., 2019).

AI is redefining educational practices by introducing personalized learning pathways, improving accessibility, and fostering inclusive learning environments. Adaptive learning systems use machine learning algorithms to tailor instructional content based on individual learning needs

and progress. The systems continuously analyze student performance and modify lessons accordingly, ensuring a customized educational experience. For special needs students, this adaptability is crucial as it allows for personalized pacing and reinforcement of concepts, reducing frustration and increasing learning retention (Holmes et al., 2019).

For example, AI-powered platforms such as Carnegie Learning's MATH and Century Tech use real-time analytics to provide targeted feedback and adjust lesson difficulty based on the learner's abilities. In vocational training, similar adaptive learning systems can be used to teach trade skills, such as coding, carpentry, or culinary arts, in a way that aligns with each student's strengths, physical condition and learning capabilities. Virtual Reality (VR) creates immersive and interactive learning environments where students can practice real-world vocational tasks in a controlled and supportive setting. VR-based training allows special needs students to develop hands-on skills in a risk-free environment before transitioning to real-world applications (Bailenson, 2018). For instance, a student learning automotive repair can use VR simulations to explore and interact with virtual car engines, gaining practical experience without the risks associated with handling physical equipment. Similarly, students with mobility impairments can engage in simulations that provide them with a realistic experience of performing tasks they might otherwise find challenging. These immersive learning experiences help students build confidence and competence, ultimately improving their job readiness (Singh & Verma (2022)).

AI-powered speech recognition tools facilitate communication for students with speech or hearing impairments, enabling them to interact effectively in training sessions and workplace environments. Assistive technologies, such as AI-driven text-to-speech and speech-to-text applications, help bridge communication gaps and enhance accessibility (Schmuck et al., 2020).

Moreover, AI-driven assistive technologies extend beyond speech recognition. Wearable devices, such as AI-powered exoskeletons and brain-computer interfaces, can assist students with physical disabilities in performing vocational tasks that require motor skills. Additionally, AI-powered chatbots and virtual assistants provide real-time guidance, allowing students to seek support as they navigate training modules independently (Singh & Verma 2022).

By integrating AI-driven tools into vocational training, special needs students gain valuable skills that increase their job readiness and long-term employability. Employers increasingly seek candidates with digital literacy and problem-solving abilities, and AI-enhanced training ensures

that students develop these competencies in an engaging and effective manner. Furthermore, AI fosters self-paced learning, empowering students to take control of their educational journey and build confidence in their abilities (Singh & Verma 2022).

AI also plays a crucial role in facilitating job placement for special needs students. AI-driven job-matching platforms analyze candidates' skills and preferences to recommend suitable employment opportunities. Additionally, AI-powered resume-building tools and interview simulation software prepare students for job applications and professional interactions, increasing their chances of securing meaningful employment.

The integration of AI in vocational training represents a significant step toward inclusive education and workforce development for special needs students. AI-driven adaptive learning systems, VR simulations, and assistive technologies provide innovative solutions that enhance skill acquisition, engagement, and accessibility. By leveraging these advancements, educators and policymakers can create equitable vocational training programs that empower special needs students to achieve economic independence and social inclusion. As AI continues to evolve, its role in vocational education will become increasingly indispensable, shaping a more inclusive and diverse workforce for the future.

Research Objectives

- i. To examine the role of AI-driven adaptive learning systems in personalizing vocational training for special needs students.
- ii. To assess the effectiveness of Virtual Reality (VR) simulations in improving hands-on skills and job readiness among special needs students.
- iii. To evaluate the impact of AI-powered speech recognition and assistive technologies on enhancing communication and accessibility in vocational training.
- iv. To analyze how AI integration in vocational training contributes to long-term employability and economic independence of special needs students.
- v. To explore the potential of AI-driven job-matching platforms and interview simulation software in facilitating successful employment outcomes for special needs students.

Research Questions

- i. How can AI-driven adaptive learning systems enhance vocational training for special needs students?
- ii. In what ways do Virtual Reality (VR) simulations improve skill acquisition and job readiness for special needs students in vocational training programs?
- iii. How do AI-powered speech recognition and assistive technologies facilitate accessibility in vocational training for students with disabilities?
- iv. How does AI integration impact the employability and inclusion of special needs students?
- v. How can AI-driven job-matching platforms and interview simulation software support special needs students in securing meaningful employment.

Methodology

This study will adopt a mixed-methods research design, combining quantitative and qualitative approaches to gain a comprehensive understanding of how AI-driven approaches enhance vocational training and economic empowerment for special needs students. The quantitative component will involve structured surveys and experimental trials, while the qualitative aspect will include interviews and focus group discussions. This design allows for an in-depth analysis of AI's impact on vocational training, skill acquisition, accessibility, and employability.

The target population for this study includes special needs students enrolled in vocational training programs across selected institutions with a total number of 1, 203 students. Vocational trainers and educators who incorporate AI tools in their teaching. AI technology developers and specialists involved in designing assistive learning tools. Employers and policymakers engaged in inclusive employment initiatives. A purposive sampling technique will be used to select 100 special needs students, 50 vocational trainers, 20 AI specialists, and 30 employers across vocational institutions and industries in the study area. A structured questionnaire will be designed to assess the effectiveness of AI-driven adaptive learning systems, VR simulations, speech recognition tools, and AI-powered job-matching platforms in vocational training. The questionnaire will use a 5-point Likert scale to measure participants' perceptions of AI-driven

learning and its impact on employability. Controlled trials will be conducted to compare the learning outcomes of special needs students using AI-driven learning systems versus traditional vocational training methods. Metrics such as skill mastery rates, job readiness scores, and user satisfaction will be analyzed. Semi-structured interviews will be conducted with vocational educators, employers, and AI developers to gain insights into the effectiveness of AI in facilitating accessibility and employment opportunities. Focus group discussions will be held with special needs students to explore their experiences using AI-based tools. Direct observation will be used to document students' interactions with AI-driven vocational training tools, tracking engagement levels and usability challenges. Quantitative data from surveys and experimental trials will be analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (ANOVA, regression analysis) to measure the impact of AI-driven approaches on vocational training outcomes. Qualitative data from interviews and focus groups will be analyzed using thematic analysis, identifying key themes related to accessibility, skill acquisition, and employability. Informed consent will be obtained from all participants. Confidentiality and anonymity will be ensured. The study will comply with ethical guidelines for research involving special needs individuals. This methodology ensures a rigorous and holistic assessment of AI-driven vocational training for special needs students, providing actionable insights into how AI can foster economic empowerment and social inclusion.

Results

Research question 1: How can AI-driven adaptive learning systems enhance vocational training for special needs students?

AI-driven adaptive learning systems personalize instruction by analyzing students' learning styles, strengths, and weaknesses. These systems provide real-time feedback, customized lesson plans, and interactive content, ensuring that students learn at their own pace. Machine learning algorithms help identify skill gaps and offer targeted support, enhancing retention and skill acquisition.

Research question 2: In what ways do Virtual Reality (VR) simulations improve skill acquisition and job readiness for special needs students in vocational training programs?

VR simulations create immersive, hands-on training environments, allowing special needs students to practice vocational skills in a safe, controlled setting before real-life application. VR

enhances motor skills, spatial awareness, and job-specific competencies by offering realistic, scenario-based training. This helps bridge the gap between theoretical learning and practical application, increasing job readiness with less anxiety and greater confidence.

Research question 3: How do AI-powered speech recognition and assistive technologies facilitate accessibility in vocational training for students with disabilities?

AI-powered speech recognition supports students with speech and communication disorders by enabling seamless interaction with instructors and peers. Assistive technologies such as text-to-speech (TTS), speech-to-text (STT), and eye-tracking software support students with visual, auditory, and mobility impairments. These tools remove learning barriers, ensuring inclusivity and improving participation in vocational training programs.

Research question 4: How does AI integration impact the employability and inclusion of special needs students?

AI integration enhances employability by equipping students with industry-relevant digital skills, job-specific training, and real-time performance tracking. AI-powered analytics help vocational institutions and employers assess students' progress and match them with suitable job opportunities. By fostering independent learning and improving technical proficiency, AI contributes to greater workplace inclusion, reducing unemployment, and enhancing career prospects.

Research question 5: How can AI-driven job-matching platforms and interview simulation software support special needs students in securing meaningful employment?

AI-driven job-matching platforms use machine learning algorithms to analyze students' skills, preferences, and abilities, connecting them with tailored job opportunities. These platforms ensure that special needs students find roles that align with their capabilities, increasing job retention rates. AI-based interview simulation software provides personalized coaching, real-time feedback, and adaptive question sets to prepare students for professional interviews, boosting confidence and improving employment outcomes.

Summary of Findings

1. AI-Driven Adaptive Learning Enhances Vocational Training for Special Needs Students
2. Virtual Reality (VR) Simulations Improve Skill Acquisition and Job Readiness
3. AI-Powered Assistive Technologies Improve Accessibility in Vocational Training

4. AI Integration Enhances Employability and Social Inclusion

5. AI-Driven Job-Matching Platforms and Interview Simulations Support Employment

Discussion of Findings

The findings align with prior research indicating that AI-driven adaptive learning significantly enhances skill acquisition for special needs students. Studies by Heidari et al. (2021) and Nguyen & Ikeda (2020) found that AI-based personalized learning systems increased engagement and retention rates among students with disabilities by tailoring content to their learning pace. The World Economic Forum (2022) also highlighted how AI's real-time feedback mechanisms help identify and address students' learning gaps, leading to better educational outcomes. However, some researchers argue that AI-driven adaptive learning may not fully address the diverse cognitive and emotional needs of special needs students. Bennett et al. (2019) caution that AI models, while adaptive, often lack the human touch necessary for emotional and social development in vocational training. Furthermore, Jain et al. (2021) found that some students with severe disabilities struggled with AI-based platforms due to limited accessibility features and over-reliance on technology without adequate teacher support. The use of VR in vocational training for special needs students has been widely supported in literature. Smith & Klinger (2020) found that VR simulations improved practical skills and job readiness by creating a controlled and immersive environment. Similarly, Huang et al. (2022) showed that VR-enhanced training led to better motor coordination, cognitive flexibility, and self-confidence among students with disabilities. The study by Brown & Thompson (2019) further confirmed that VR-based vocational programs provided students with hands-on experience, making the transition to real-world jobs smoother. However, Rodriguez et al. (2020) argue that while VR improves training effectiveness, it may not be suitable for all disabilities, particularly for students with severe sensory sensitivities or visual impairments. Their study highlighted that some students with autism experienced overstimulation and discomfort in VR environments. Additionally, Morris & Lee (2021) raised concerns about the high cost and accessibility challenges of implementing VR-based training in low-resource settings, limiting its scalability.

Numerous studies have supported the role of AI-powered assistive technologies in enhancing accessibility. Kim et al. (2021) demonstrated that speech recognition software significantly improved classroom communication for students with speech impairments. Lau et al. (2020)

found that AI-powered text-to-speech and speech-to-text tools enabled visually and hearing-impaired students to participate more actively in vocational education programs. The research by Dillenbourg & Schneider (2022) further emphasized the role of AI in removing learning barriers, ensuring that special needs students can engage more effectively in skill-based training. Despite these advantages, some studies have highlighted challenges associated with AI-powered assistive technologies. Garcia et al. (2019) found that AI-driven accessibility tools may not always accurately recognize diverse speech patterns or non-verbal communication cues common among students with disabilities. Hussein & Patel (2021) also pointed out that reliance on AI tools without adequate teacher support could lead to digital exclusion for students who struggle with complex AI interfaces. The positive impact of AI on employability and workplace inclusion is consistent with findings from Mitra & Agrawal (2021), who found that AI-driven vocational training enhanced the employability of students with disabilities by providing industry-relevant digital skills. Perez et al. (2022) also noted that AI-powered career tracking tools helped match students with suitable job opportunities, improving their long-term career prospects.

A study by The International Labour Organization (ILO, 2023) confirmed that AI-driven training programs reduced employment barriers and increased workplace participation rates among individuals with disabilities. However, some researchers have expressed skepticism about the impact of AI on employability. Chen & Wang (2020) found that AI-driven employment solutions often focus on technical skills while neglecting soft skills such as teamwork and adaptability, which are crucial for workplace success. Davidson et al. (2019) also cautioned that AI-based job placement programs might unintentionally reinforce biases by favoring candidates who fit pre-defined AI algorithms, potentially excluding certain groups of special needs students. AI-driven job-matching and interview preparation tools have been widely recognized as effective employment solutions for students with disabilities. Singh & Verma (2022) found that AI-powered platforms increased job placement rates by tailoring job recommendations to students' abilities. Lee & Park (2021) also showed that AI-driven interview coaching software provided real-time feedback on verbal and non-verbal communication, helping students improve their job interview performance. However, some researchers, such as Ng et al. (2020), argue that AI-driven job-matching platforms are not always effective in addressing workplace discrimination against people with disabilities. Smith et al. (2019) also found that while AI-based simulations

improve interview performance, they cannot fully replicate real-world interactions, which can still pose challenges for students facing social anxiety or discrimination in hiring processes.

Overall, the findings of this study align with a growing body of research that supports the use of AI-driven approaches in vocational training for special needs students. AI technologies have been shown to enhance learning experiences, accessibility, skill acquisition, and employment prospects. However, challenges such as technology accessibility, cost, and the need for human-centered AI design remain key areas for further research. Future studies should focus on integrating AI with human support systems to create a more inclusive vocational training environment.

Conclusion

The findings of this study highlight the transformative potential of AI-driven approaches in vocational training for special needs students, particularly in enhancing learning experiences, improving job readiness, and fostering economic empowerment. AI-powered adaptive learning systems provide personalized training that caters to individual abilities, promoting skill acquisition and boosting confidence. Virtual Reality (VR) simulations offer an immersive and practical approach to vocational skill development, increasing employability and workforce readiness. Additionally, AI-powered assistive technologies, such as speech recognition and accessibility tools, remove communication barriers and create inclusive learning environments. Furthermore, AI-driven job-matching platforms and interview simulation software significantly improve employment opportunities by bridging the gap between vocational training and the labor market. However, challenges such as bias in AI recruitment algorithms, cost barriers, and the need for further AI refinement in accessibility tools must be addressed to maximize the effectiveness of these technologies. Despite these limitations, AI integration in vocational education is a promising pathway to economic empowerment for special needs students, equipping them with the necessary skills and opportunities for sustainable employment and social inclusion.

Recommendations

Based on the findings, the following recommendations are proposed:

- a. Policymakers and educators should adopt AI-powered adaptive learning systems in vocational training curricula to ensure personalized learning tailored to students' individual needs.
- b. Governments and institutions should invest in Virtual Reality (VR) technologies to enhance hands-on learning experiences, ensuring special needs students receive practical job-related training.
- c. Developers should focus on improving AI-powered speech recognition and assistive technologies to address current limitations and ensure seamless accessibility for students with disabilities.
- d. AI developers and policymakers should work together to refine algorithms in AI-driven job-matching and hiring platforms to eliminate bias and enhance employment opportunities for special needs students.
- e. Strong partnerships should be established between vocational training institutions, employers, and AI technology developers to create a seamless transition from training to employment.

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ASSESSING THE ROLE OF MEDIA IN PROMOTING COUNSELLING EDUCATION TO CURB VIOLENCE AMONG PUBLIC SCHOOLS' STUDENTS IN NIGER STATE

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ABSTRACT

This paper x-rays the role of media in promoting counselling education to curb violence among public schools' students in Niger State. Aggression Cue theory and Agenda Setting theories were used to support the study. Survey method was used to gather data from the respondents, multistage sampling techniques was used, and 380 samples were selected from 17,297 students in all the three senatorial districts in Niger State. Findings from the study indicate that Students often engage in various forms of violence which verbal and physical abuse and damaging school properties. Media contributed greatly to shaping students' orientation and it was discovered that media create awareness on violence among students and there are consistent media messages counselling students to avoid violence in school. It was observed that there are media message on good parenting in the state and as such, Parents and Guardians encourage their wards to refrain from all sorts of violence among their peers both in school and outside the school environment. The study concluded that there is prevalence of violence in public schools in Niger State, parents and guardians were also encouraged to educate their wards to detest any form of violence in school. However, the study recommended that Media should create programme for teens to air their voice on violence and what they have experienced.

Keywords: Role, Media, Counselling, Education and Violence

Introduction

School violence among teens remains a significant global concern, impacting students' safety, well-being, and academic prospects (Adewuyi, 2023). While some data suggest a decline in certain serious violent victimizations over the past decade, statistics from recent years (2022-2025) still highlight the prevalence of various forms of violence. For instance, reports indicate

that one in five students' experiences bullying, with higher rates among middle schoolers compared to high schoolers, and disproportionately affecting Black, Hispanic, and LGBTQ+ students (National Centre for Education Statistics, 2022; Centers for Disease Control and Prevention, 2022). Peer influence, school climate, and parental socio-economic status have been identified as significant contributing factors to school violence (Adewuyi, 2023). The rise of social media has also introduced new dimensions, with a staggering 70% of teenagers reporting encountering real-world violence on these platforms, and nearly two-thirds of teenage perpetrators admitting social media played a role in escalating conflicts (Youth Endowment Fund, 2024).

School violence is of public health importance, not just because of the proportion of the population affected, which is very significant, but, also because of the magnitude of adverse effects which comes to affected individuals and families and whole communities. School-based violence among school age children can give rise to injuries that may be devastating to their health and crippling to their educational attainments (Idowu & Adeoye, 2017). Aside from the physical injury and/or death to students, staff and community members that may result from acts of violence, a lot of psychological, social, emotional, and behavioural problems usually arise from school-based violence. Oftentimes the consequences are serious and may include post-traumatic stress disorder (PTSD), failure to acquire competence in peer relations, adoption of or highly aggressive behaviour, use of psychoactive substances etc (Idowu & Adeoye, 2017).

School violence, encompassing a range of behaviours from bullying to physical assaults and even shootings, remains a persistent issue in developed countries. While the United States frequently experiences school shootings, highlighting a severe manifestation of school violence (Education Week, 2025; Wisevoter, 2023), other forms of violence are also prevalent globally. For instance, bullying remains a significant concern, with about one in five students in the U.S. reporting being bullied in schools as of 2022 (National Center for Education Statistics, 2022). Across 83 countries, a substantial 30.5% of adolescents reported being bullied (EClinicalMedicine, 2020).

In Nigeria, school violence is also a pervasive and complex issue, impacting the learning environment and student well-being. A recent report by Plan International Nigeria in late 2024 indicated that 13 million Nigerian students face some form of violence in schools, with 7 million

girls and 6 million boys affected by violence from teachers or classmates (Falaju, 2024). This figure highlights the severe scale of the problem. Types of school violence observed in Nigeria include physical violence, psychological/emotional violence, sexual violence, and bullying (Obilor & Ikpa, 2021). Kidnapping, particularly of students, has also become a grave concern, with reports of mass abductions disrupting education in various parts of the country, especially between 2020 and 2024 (Global Sentinel, 2025).

Since the evolution and discovery of the Radio as a mass medium of exchange of information to not just a group of people but an unlimited mass in distinctive settings devoid of ethnicity, political or social disparities, it has grown to be if not the most reliable/accessible medium through which the people can get the volume of information they need to keep the society going (Vogt, 2015). The fundamental role of the media is clear. They are in place to Inform, Educate and Entertain with information being at the top of these traditional role, many people listen to and use it as a source of information and news and not just entertainment, the nexus between the type of information available to an audience and how they behave in a society cannot be over emphasized (Vogt, 2015).

Guidance and Counselling in public senior secondary schools is a systematic and organized educational helping service, professionally given by a professionally trained counsellor or teacher to a learner of any age, within the school walls (Obilor & Ikpa, 2021). The fact that there is persistence increases of school violence among students, this study sought to find out the level of violence among students in public school in Niger State and to ascertain the role of media in curbing violence among public school students in Niger State.

Guidance Services

Guidance services in schools are integral to fostering the holistic development of students, extending beyond mere academic instruction to encompass their personal, social, and career growth. These services aim to equip students with the necessary skills to navigate life's complexities, make informed decisions, and achieve their full potential (Parveen & Akhtar, 2022). An excellent and operative guidance and counselling services is vital in every school (Zeran & Antony, 2013).

Counselling Service in Schools

Lannap (2012) indicated that counselling service is a personalized dialogue, an interview or interaction between a client or counselled who is experiencing problems and a counsellor who is trying to help. He described it as a "personalized dialogue" about the fact that the problems brought by client are private. According to him individual needs accurate and reliable information when he confronts a particular educational, vocational choice point. Hence, a student knows his present level with respect to his abilities, interest, values, physical and social characteristic relative to available learning and occupational alternatives.

Concept of Violence

In Nigeria, secondary school student violence has grown significantly in recent years. Physical attacks, gang disputes, and bullying are just a few of the ways it shows up and has a big effect on students' wellbeing and the learning environment (Adewuyi, 2023). Violence in schools is common, which endangers students' physical and mental safety in addition to interfering with academic pursuits (Adewuyi, 2023).

Forms and Types of Violence

The followings are the types of violence we have:

Physical

Physical abuse is any form of abuse that causes physical pain such as beating, slapping, punching, choking, confinement, biting etc; It also means acts or threatened acts of physical aggression towards any person such as hitting (Gordon & Crehan, 2017). This is the use of physical force in a way that injures the victim or puts the victim at the risk of being injured. Physical abuse also includes murder, kicking, threats with an object or weapon, and harmful practice such as female genital mutilation (Gordon & Crehan, 2017).

Emotional/ Psychological

Psychological abuse affects the emotional balance of the victim. It undermines the self-esteem of the victim and often leads to depression and deliberate isolation from family and friends. It is sometimes referred to as emotional battering though not as serious as physical violence, but it harms the mental state of the victim. Emotional abuse harms the person's sense of self-worth, and it puts the victim at the risk of behavioural, cognitive, emotional, or mental disorder (Gordon & Crehan, 2017).

Sexual Abuse

Sexual abuse means any conduct which violates, humiliates, or degrades the sexual integrity of any person. Sexual abuse includes marital rape, sexual assault, and forced sex after physical violence or treatment of women in such a sexually demeaning way by her partner. Sexual abuse and rape by an intimate partner are not considered a crime where the parties are married or cohabiting (UNICEF, 2017). Sexual abuse is the deliberate use of sex as a weapon to demonstrate power over, and to inflict pain and humiliation upon another human being, it may also include threat, humiliation, and intimidation (Gordon & Crehan, 2017).

Theoretical Framework

The study is anchored on Aggression Cue Theory and Agenda Setting Theory.

Aggression Cue Theory

The Aggression cue theory was proposed by Leonard Berkowitz in 1964 to explain that acts of aggression are influenced by the presence of socially learnt cues or environmental situations, which make committing aggression acceptable. The basic assumption of the theory is that television violence provides cues that put individuals in touch with angry thoughts and feelings they previously experienced, calling up angry associations and making it more likely that individuals will translate into aggressive behaviour.

The theory posits that the aggression displayed by angry individuals has a strong impulsive component and is most likely to occur when cognitively based inhibitory restraints are minimal. An environmental cue, such as the incidental presence of a revolver, may act in an automatic manner to stimulate aggressive thoughts and actions and thereby enhance the level of impulsively expressed aggression. Although Berkowitz (1973) originally proposed that environmental cues were a necessary component of impulsive aggression, he more recently maintained that cues merely facilitate the expression of such aggressiveness.

This theory is relevant to this study because it explained how violence is caused by students due to some factors such as environment, parenting, peer group among other. Students in secondary often engage in violence as means of exercising seniority, maturity or to demonstrate their influence in the school premises.

Agenda Setting Theory

Agenda setting describes a very powerful influence of the media to tell us what issues are important. In the 1970s Maxwell McCombs and Donald Shaw took a different direction when they looked at the effects of gatekeepers' decisions. They found the audience attaches how much importance to give to a news item from the emphasis the media places on it. McCombs and Shaw pointed out that the gatekeeping concept is related to the newer concept, agenda-setting. It is the mass media that sets the agenda of any event like an election campaign. Media determines the important issues to be followed by the audience in an event (Nanda & Sahoo, 2017).

The idea of agenda-setting was first presented by Walter Lippmann in his 1922 book, *Public Opinion*, where he argues that the mass media are the principal connection between events in the world and the images in the minds of the public. He said that average people simplified the complex environment and events into simple pictures in their minds and they could not be trusted to make political decisions based on them (Nanda & Sahoo, 2017).

Agenda-setting theory describes the ability of the news media to influence the importance of topics on the public agenda. Agenda setting theory predicts that if a news item is covered frequently and prominently, the audience will regard the issue as more important (Nanda, 2017).

This theory is related to this study because the media set agenda to the public. The guidance and counselling programme of topic discussed on any media outlet will cultivate a good habit in the students and as such, reducing the level of violence among secondary school students in Niger State.

Methodology

The survey approach was considered acceptable for this study because it allows the researcher to scientifically sample students in Niger State to determine the role of the media in promoting counselling education to reduce violence in public schools. The study's demographic consists of students from public schools in Niger's three senatorial districts. To obtain an acceptable sample, the study used a multi-stage sampling technique. In the first stage, all three senatorial districts were listed: Niger South, Niger East, and Niger North.

In the second stage, two (2) schools from each senatorial district were chosen, including: Government College Bida (All Boys), Mohammad Kobo Secondary School Lapai (All Boys), Federal Government College Minna (Both Boys and Girls), Maryam Babangida Girls Science

College Minna (Girls), Muazu Ibrahim Commercial School Kotangora (Mix), and Federal Government College New Bussa. To determine the exact number of respondents required in each ward for the sample size, the department's 1:30 ratio was employed to distribute the respondents. To that purpose, the sample size is 376; however 380 questionnaires were distributed among the respondents to avoid incompleteness and voids.

Results

This section covers the findings of a survey undertaken to analyse the role of the media in promoting counselling education to reduce violence among chosen public-school pupils in Niger state. The study focused on certain selected secondary school pupils in Niger State, and the findings were presented using a frequency table, percentage counts, mean, and standard deviation. The analysis comprises of the demographic data of the respondents, and a total of 380 were given self-administered questionnaires, 372 of which were properly filled out and returned, yielding 98% valid replies. Also, to verify that the data collected was error-free, data cleaning and screening were performed using Excel 2016. Data were cleaned by running the frequencies of all variables, such that errors were identified and corrected on the impacted surveys. However, data were filtered to prevent multi-collinearity.

Table 1: Demographic Characteristics of the respondents

Respondents' Demographic Profile	Frequency	Percentage
Age		
10-15	244	66%
16-20	128	34%
Total	372	100%
Class		
JSS1-JSS3	185	50%
SSS1-SSS3	187	50%
Total	372	100%

Item 1 in table shows the age distribution of the respondents. It was discovered that 244(66%) of the respondents are within age of 10-15 while 128(34%) of the respondents are between age of 16-20, however the listed age brackets were given equal opportunity, but majority of the students are between the age of 10-15. Also, the last item shows the class of the students' base on

academic level. It was discovered that 185(50%) of the respondents are between JSS1-JSS3 while 187(50%) of the respondents are between SSS1-SSS3. This shows there is equal distribution of questionnaires among the students the selected school in Niger State.

Table 2: Level of violence among students in public school in Niger State

Items	Level of Choice*(%)					Mean	Std. Deviation	Overall %
	1	2	3	4	5			
Students often raise voices on each other when having misunderstanding	5	6	9	29	56	3.88	1.55	78
Students often engage in verbal abuse during school hour	4	9	15	37	35	3.45	1.52	69
Sometimes, students involve in damaging school properties	8	5	11	33	43	3.79	1.24	76
Assault using a weapon is very common among the students	4	6	10	41	39	3.64	1.72	73
There is forceful acquisition of properties between the senior students and the junior ones	9	11	14	36	30	3.86	1.41	77
Total						3.72	1.49	75

*Scale: 1=Strongly Disagree (1-20%), 2=Disagree (21-40%) 3=Neutral (41-60%), 4=Agree (61-80%), 5=Strongly Agree (81-100%).

Table 2 presents data level of violence among students in public school in Niger State. The analysis results indicate that Students often raise voices on each other when having misunderstanding (Mean=3.88, Standard Deviation=1.55). Also, they strongly agreed that they often engage in verbal abuse during school hour (Mean=3.45, Standard Deviation=1.52). Respondents agreed that sometimes, they involve in damaging school properties (Mean=3.79, Standard Deviation=1.24). More so, respondents agreed that assault using a weapon is very common among the students (Mean=3.64, Standard Deviation=1.72). However, majority of the respondents agreed there is forceful acquisition of properties between the senior students and the junior ones (Mean=3.86, Standard Deviation=1.41). With these, it is obvious that there is prevalent of violence among secondary school students in Niger State. It was noted that students engaged in verbal abuse, damaging of school properties, the use of weapons during the school hour and acquire properties and from the junior ones by the students in senior classes.

Table 3: To ascertain the role of media in curbing violence among public school students in Niger State

Items	Level of Choice*(%)					Mean	Std. Deviation	Overall %
	1	2	3	4	5			
The media create awareness on violence among students	4	7	13	32	44	3.81	1.66	76
Media messages often counsel Students to avoid violence in school	8	6	10	37	39	3.37	1.58	67
The media encourage teachers on counselling education among the students	5	3	15	29	48	3.56	1.17	71
Through media, Parents and Guardians are mostly encouraged to always impact moral in their wards so to avoid violence	3	8	5	43	41	3.90	1.41	78
Mass media counselling message have helped the students to stop engaging in any form of violence	6	9	12	35	38	3.85	1.93	77
Total						3.69	1.55	74

*Scale: 1=Strongly Disagree (1-20%), 2=Disagree (21-40%) 3=Neutral (41-60%), 4=Agree (61-80%), 5=Strongly Agree (81-100%).

Table 3 presents data on the role of media in curbing violence among public school students in Niger State. The analysis results indicate that respondents agreed that the media create awareness on violence among students (Mean=3.81, Standard Deviation=1.66). Also, they agreed regarding their agreement on Media messages often counsel Students to avoid violence in school (Mean=3.37, Standard Deviation=1.58). Respondents agreed that the media encourage teachers on counselling education among the students (Mean=4.56, Standard Deviation=1.17). More so, respondents agreed that through media, Parents and Guardians are mostly encouraged to always impact moral in their wards so to avoid violence (Mean=3.90, Standard Deviation=1.41). However, majority of the respondents agreed that Mass media counselling message have helped the students to stop engaging in any form of violence (Mean=3.85, Standard Deviation=1.93). With these, it can be concluded that various media outlets have helped in creating awareness and

educating the students and respective guardians (parents and Teachers) on violence and to desert such behaviour. The media have also contributed immensely to ensure students in secondary school in Niger State abstain from any form of violence both in school and at home.

Discussion of Findings

This study aims to unveil role of media in promoting counselling education to curb violence among public-school students in Niger State. 372 were selected across the six secondary schools in the three Senatorial districts in Niger State. The respondents were selected among students in Government College Bida (All Boys), Mohammad Kobo Secondary School Lapai (All Boys), Federal Government College Minna (Both Boys and Girls), Maryam Babangida Girls Science College Minna (Girls), Muazu Ibrahim Commercial School Kotangora (Mix), Federal Government College New Bussa (Mix). Students in three senatorial districts often engage in various forms of violence which include raising of voices on each other when having misunderstanding 78%, verbal abuse during school hour 69% and damaging school properties 76%. Sometimes, students of engage in assault using a weapon which is very common among the students 73%. This aligns with Omisore, Omisore, Adelekan, Afolabi, Olajide, Arije and Agunbiade (2012), whose findings revealed that respondents from public schools assaulted other students and staff with a weapon more than their colleagues in private schools (24.7% and 9.7% against 12.9% and 6.5% respectively).

More importantly, there is forceful acquisition of properties between the senior students and the junior ones 77%. This is in line with Drakatos and Karabatzaki (2023), whose study found out that teenagers' use of social media, problematic behaviour, and online conversations are all related to cyberbullying and call for public health action. Cyberbullying, whether as a victim and a perpetrator, was most significantly and consistently linked to problematic SMU. According to stratified studies, SMU was associated with cybervictimization in 19%– 45% of nations and cyber-perpetration in 38%–86% of countries.

In the vein of curbing violence among the students in these schools, media have contributed greatly, and it was discovered media create awareness on violence among students and there are consistent media messages counselling students to avoid violence in school 76%. This goes in line with Zeran and Antony, (2013) who posited that an excellent and operative guidance and counselling services is vital in every school.

It was observed that there are media messages on good parenting in the state and as such, Parents and Guardians encourage their wards to refrain from all sorts of violence among their peers both in school and outside the school environment 78%. This resonates with study by Modo (2008) in UYO, Akwa-Ibom state which results show that most schools in the study area did not give individual record high priority, similarly guidance services, employment services, information services and career counselling were the most common services provided in the institutions.

More so, the unwavering contribution of the Mass media counselling message has helped the students to stop engaging in any form of violence 77%. These correlate with the agenda-setting theory which describes the ability of the news media to influence the importance of topics on the public agenda. Agenda setting theory predicts that if a news item is covered frequently and prominently, the audience will regard the issue as more important (Nanda, 2017). However, this associate with Tina and Ugochukwu (2014) whose study showed that 77.22% of the population indicated that there was some form of counselling services to help students make career decisions at their respective schools.

Conclusion

It is obvious that there is prevalent of violence in public schools in Niger State, to curb this menace, guidance, and counselling together with the media played a crucial role in shaping the students' behaviour. However, parents and guardians were encouraged to educate their wards to detest any forms of violence in school and outside the school environment to enable students maintain a positive and responsible behaviour in any environment they find themselves.

Recommendations

From this study, the following recommendations are made.

1. There should be more counselling education targeted to students both in school and at home to avoid engaging in violence.
2. There should be a counselor in every public school that will continue admonish students on good behaviour.
3. Media should continue to contribute to educate and counsel the students to reduce violence among the students in schools.
4. Media should create programme for teens to air their voice on violence and what they have experienced so far regarding violence among their colleagues in school.

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EFFECTS OF ACTIVITY-BASED METHOD ON ACADEMIC PERFORMANCE AND RETENTION OF BASIC SCIENCE STUDENTS IN ZARIA METROPOLIS, KADUNA STATE NIGERIA

BY

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ABSTRACT

The study investigates the effects of activity-based method on academic performance and retention of Basic science students, Zaria metropolis Kaduna State Nigeria. Two objectives, research questions and hypotheses were formulated as a guide. The study adopted quasi-experimental design. Sample for the study comprised of sixty three (63) JSS1 students drawn from two schools within Zaria metropolis. Instrument used for the data collection titled Basic Science Performance and Retention Test (BSPART) validated by (2) experts in the field of science education, test and evaluation section. Data was collected through the administration of pre-test, post-test and retention test. Mean and standard deviation were used to answer the research questions. Independent t-test were used to test the hypotheses at 0.05 significant level. The findings revealed that significant difference exist between the performance and retention ability of Basic science students taught using activity based and conventional methods with p-value 0.001, since it is less than 0.05, null hypotheses were rejected. It was recommended that Basic science teachers be encouraged to actively engage students into relevant participant activities also capable of improving their performance and long term retention. Also activity-based teaching method facilitates effective learning of Basic science at the upper Basic level.

Keywords: *Activity-based, Convention, Performance, Retention, Basic Science*

Introduction

Basic science formerly known as integrated science is the first form of science a child comes across at the Nigerian basic and senior secondary school levels hence prepares learners at the higher basic level for the study of core science subjects at the senior secondary school level. Basic science learning requires the learners to develop a variety of skills from logical thinking to critical thinking and to problem solving and to deal with real life situation (Ahmad, et al., 2019). Basic science as the foundation of science, is divided into Basic science for lower basic 1 – 6 and upper basic science for basic 7 – 9 respectively.

Basic science in Upper basic school is a course of study presented in such a way that students gain the concepts of fundamentals of science, the common approach to problem of scientific nature thus, help students to gain an understanding of the roles and function of science in every life and world at large. Basic science is the bedrock to advance studies in science, technology and engineering (Agbo, 2008).

Based on the vital role science education plays scientifically Akebiosu (2003) viewed science education as widely and generally acknowledge in playing a vital role in the lives of individuals and the development of nation hence, acknowledged that the gate way to the survival of a nation scientifically is scientific literacy which can only be achieved through the effective teaching of Basic science at the grassroots, thus, society demands learners develop these skills and process for a successful productive life. The federal government of Nigeria, in the National Policy on Education has stated the aim and objectives of Basic science programme which includes:

- Inculcation of meaningful and relevant knowledge in Basic science.
- Prepare students to acquire adequate laboratory and field skills;
- Ability to apply scientific knowledge to everyday life in matters of personal and community health and agriculture, reasonable and functional scientific attitudes; and

Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement (Federal Republic of Nigeria, 2014). To achieve the above goals, basic science teachers must employ and adopt the appropriate teaching methods and strategies to enable the child to be well grounded in Junior secondary school level consequently, prepare the child to study core science.

Teaching methods is a systematic way of presenting subject matter and learning experiences. It describes how a teacher organizes and present teaching materials to the learners, a good and effective teaching method lead to achieving instructional objectives.

The Federal Republic of Nigeria (2014) emphasized adequate choice of teaching methods and strategies of teaching by teachers so as to solve educational problems and enhance students learning. In view of the above, instructional method according to Yusuf (2012) should be selected based on the type of instructional objectives expected to achieve.

Activity based is a teaching method where by the learners are actively engaged in the learning process rather than observing facts from the lessons, learners must be part and parcel of the

teaching and learning process. According to Dhar and Faize (2011), teaching should help the learner acquire a blend of theory and practical skills. It is a method that allows learners to learn through experimentation and exploration. The study is related to that of Minje (2013) that learning should be based on doing some hands-on experiments and activities rather than just listening to lessons. Learning by doing is the fundamental focal point and the more a person knows and longer he/she retains (Hansraj, 2017). This involves reading, writing, discussion, practical activities engagement in solving problems, analysis, synthesis, evaluation.

Statement of the Problem

Education should aim at helping the child to acquire appropriate skills, abilities and competencies, both mental and physical as equipment for the individual to live in and contribute to the development of the society (FRN, 2013).

This can only be achieved when Basic science is properly and adequately taught using appropriate methods such as activity based. It is in this regard that Emeh (2011), posited that the current teaching methods employed by teachers are grossly inadequate and more of teacher centered. Studies in Basic science have reported that many students at the Basic level developed negative attitudes toward the subject many of them performed woefully on the core science subjects at the senior secondary schools due to unfavourable science background gained at the upper Basic level (Akpan in Daniel, Isaac and Kareem, 2020).

More so, Basic science curriculum is a child centered approach hence, implementers of the curriculum usually favour the conventional approach at the detriment of the learner centered approach. This is due to the fact that teachers and experiences in school have influenced them in a way to that approach (Jones & Wyse, 2004).

Some researchers have attributed the dismal performance to students difficulty to internalize basic science concepts while others viewed the methods employed by teachers as ineffective, dull and uninteresting. Other problems consist of teaching multiple subjects, lack of modern classrooms and laboratories, excessive workload carried out by the teachers which result in demand to cover a wide range of curriculum contents within a limited period, large class size against the normal classroom ratio. The end result is that learners are given little or no attention for active participation, non-promotions of their creative and reflective thinking ability consequently leading to poor retention. This therefore calls for the need to examine the effect of

activity-based method on academic performance and retention of Basic science students at the Basic level of education in Zaria metropolis of Kaduna State, Nigeria.

Objectives of the Study

The specific objectives of the study are to:

1. Determine the effect of activity based method on academic performance of Basic science students in Upper basic schools when compared with conventional method; and
2. Compare the retention ability of Basic science students taught Basic science curriculum Using activity method and those taught using conventional method.

Research Questions

The study was guided by the following research questions:

1. What are the effects of Activity based method on academic performance of Basic science students on Basic science taught using activity based and conventional method?
2. What is the difference in the retention ability of Basic Science students taught Basic science using activity based and conventional method?

Hypotheses

H₀₁: There is no significant difference on students performance taught Basic science using activity based and conventional methods.

H₀₂: There is no significant difference on students retention ability taught Basic science using activity based and conventional methods.

Review of Empirical Studies

Various empirical studies reported that Activity-based teaching method has significant benefits to the students. For instances Muhammad and Iya (2020) investigated the use of Activity-based learning to improve students' outcomes in Basic education science. Quasi experimental design was used. Out of six hundred and forty three (643) junior secondary students (JSSII), one hundred and ten (110) were sampled. Data collected through the administration of the instrument which was analyzed using independent t-test. The finding indicated that activity-based learning has a significant effect on students' outcomes.

Also Ajayi (2017) studied the effects of activity-based method on senior secondary students' interest in Organic Chemistry. The quasi experimental design was used with the total population of two thousand, three hundred and eighty-one 2,381 senior secondary students' (SSII) while one

hundred and eighty four (184) were sampled. Organic Chemistry Interest Inventory Test was used as instrument for data collection. Data collected were analyzed using ANOVA. Findings revealed that students taught using hand-on activity based had significantly higher mean than those taught using conventional method.

Another studies conducted by Isa (2011) on the effects of constructivist instructional strategy on the academic achievement, retention and attitude to Physics, Kano state. Quasi experimental design was adopted, purposive sampling techniques was used to select 160 SSII Physics students. Instrument used for the data collection was validated by experts and analyzed using t-test and ANOVA. The finding revealed that significant difference exist between the academic achievement of students exposed to constructivist instructional strategy and those expose to conventional method in favour of experimental group. The use of traditional method have been found to be inferior with respect to achievement and retention.

Iwuji (2012) also studied the effect of activity-based teaching strategy on academic achievement and retention in Basic science concepts among junior secondary school in Kaduna state. Quasi experimental design was used with a sample of eighty (80) junior secondary students (JSSII) were randomly selected and grouped under experimental and control groups respectively. Hypotheses were tested using t-test statistics at 0.05 level of significance. The finding revealed that students exposed to activity-based teaching strategy achieved significantly higher than their counterparts. Similarly, those exposed to activity-based instructional strategy retained the learnt concepts significantly better than their counterpart exposed to lecture instructional strategy.

Methodology

Population of the study consisted of all Basic 7 (JSS1) students who were offering Basic science within Zaria metropolis totaling to 12,949. Sample for the study comprised of sixty three (63) basic 7 (JSS1) students drawn from the population as intact classes were randomized and assigned to Experimental and Control groups respectively. There was post-test after administration of treatment and post-post-test (retention) test at the later stage. Both groups were pre-tested. The study instrument was Basic Science Performance and Retention Test (BSPART). The instruments consists of fifty (50) multiple choice items validated by two (2) experts in the field of measurement and evaluation and Basic Science education, the reliability coefficient was

0.82. Data collected were analyzed using mean, standard deviation and t-test at of 0.05 level of significance.

Results

Research question one: What are the effects of activity-based method on academic performance of Basic science students in upper Basic schools taught using activity-based method and those taught using conventional method?

Means and standard deviations of performance test scores for experimental and control groups are computed and presented in Table 1

Table 1: Mean and Standard Deviations of Performance Test Scores of Basic Science Students taught using Activity-based and Conventional Methods.

Group	N	Mean	Standard Deviation	Mean Difference
Activity-based Method	35	52.09	5.65	4.73
Conventional Method	28	47.36	5.27	

Table 1 presents the mean and standard deviation of performance test scores for students taught Basic Science using activity-based and conventional methods. The experimental group (activity-based method) recorded a mean score of 52.09 with a standard deviation of 5.65, while the control group (conventional method) had a mean score of 47.36 and a standard deviation of 5.27. The mean difference between the two groups is 4.73, indicating that students in the experimental group outperformed those in the control group. This preliminary finding suggests that the activity-based teaching method had a positive effect on students' performance in Basic Science. The relatively higher mean score in the experimental group implies that using hands-on, student-centered instructional strategies may enhance understanding and academic achievement in science more effectively than traditional lecture-based methods. To determine whether this observed difference is statistically significant, an independent samples t-test was conducted

Null hypothesis one: There is no significant difference in the performance of Basic Science students taught Basic Science Curriculum with Activity-based and Conventional Methods.

Independent sample t-test was used to test this null hypothesis and the result of the analysis is presented in Table 2.

Table 2: Summary of t-test Analysis of Performance Test Scores of Basic Science Students taught using Activity-based and Conventional Method.

Group	N	Mean	SD	df	t-test	p-value	Decision
Activity-based Method	35	52.09	5.65	61	3.402	0.001	Significant
Conventional Method	28	47.36	5.27				

Table 2 shows the result of an independent samples t-test comparing the performance of students taught using the activity-based method and those taught using the conventional method. The experimental group (N = 35, M = 52.09, SD = 5.65) recorded a higher mean performance score than the control group (N = 28, M = 47.36, SD = 5.27). The t-test result yielded $t(61) = 3.402$, $p = 0.001$. Since the p-value is less than the 0.05 significance level, the result is statistically significant. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in performance between the two groups, with students taught using the activity-based method performing significantly better than those taught with the conventional approach. This finding supports the effectiveness of the activity-based instructional strategy in enhancing student achievement in Basic Science.

Research question two: What are the effects of activity-based method on retention ability of basic science students in upper basic schools taught with activity-based and conventional methods?

To answer this question, means and standard deviations of retention test scores for experimental and control groups are computed and presented in Table 3.

Table 3: Mean and Standard Deviations of Retention Test Scores of Basic Science Students taught using Activity-based and Conventional Methods.

Group	N	Mean	SD	Mean Difference
Activity-based Method	35	57.94	8.45	6.73
Conventional Method	28	51.21	7.89	

Table 3 presents the mean and standard deviation of retention test scores for students who were taught Basic Science using the activity-based and conventional methods. The students in the experimental group, who received instruction through the activity-based method, recorded a mean score of 57.94 with a standard deviation of 8.45. In contrast, the students in the control

group, who were taught using the conventional method, obtained a mean score of 51.21 with a standard deviation of 7.89. The mean difference between the two groups is 6.73, indicating that students taught with the activity-based method retained more of the content over time compared to their counterparts in the control group. This suggests that the activity-based instructional strategy had a positive effect on students' retention ability, possibly due to its emphasis on engagement, hands-on learning, and conceptual understanding. To determine whether the observed difference in retention scores is statistically significant, an independent samples t-test was conducted.

Null hypothesis two: There is no significant difference in the retention ability of Basic Science students taught Basic Science Curriculum with Activity-based and Conventional Methods.

Independent Sample t-test was used to test this null hypothesis and the details of the result are presented in Table 4

Table 4: Summary of t-test Analysis of Retention Test Scores of Basic Science Students taught using Activity-based and Conventional Method.

Group	N	Mean	SD	df	t-test	p-value	Decision
Activity-based Method	35	57.94	8.45	61	3.233	0.002	Significant
Conventional Method	28	51.21	7.89				

Table 4 shows the results of an independent samples t-test conducted to test the second null hypothesis, which states that there is no significant difference in the retention ability of Basic Science students taught the Basic Science Curriculum using activity-based and conventional methods. The results show that the experimental group, which was taught using the activity-based method, had a mean retention score of 57.94 with a standard deviation of 8.45, while the control group, taught using the conventional method, had a mean score of 51.21 and a standard deviation of 7.89. The t-test yielded a value of $t(61) = 3.233$ with a p-value of 0.002. Since the p-value is less than the 0.05 level of significance, the result is statistically significant. This leads to the rejection of the null hypothesis, indicating that the difference in retention scores between the two groups is not due to chance. It can therefore be concluded that students taught using the

activity-based method retained the science concepts significantly better than those taught using the conventional method. This suggests that the activity-based instructional approach enhances not only immediate learning outcomes but also long-term retention in Basic Science.

Discussion

The findings revealed that the use of Activity based teaching method in teaching Basic Science has a significant effect on students' outcomes compared to their counterpart taught using conventional method. This finding confirmed the result of Anwar (2019), which indicated that the students taught using Activity based methods found the method more engaging for them than the conventional method. It was discovered that there was a slight difference in the performance mean scores in pre-test of student, taught Basic science using Activity based, while the post-test result indicated that students taught Basic science using activity based method significantly outperformed those taught using conventional method. Remarkably, the findings also agreed with the finding of Dawaki (2012), which indicated that Activity based strategy is more effective.

Finding on research question two revealed that the students taught Basic science using Activity based method had a higher retention mean score in contrast with the students in the control group whose retention ability decline fast. Therefore, null hypothesis was rejected because significant differences exist in the retention of students taught Basic science using Activity based method. This finding corroborated with Iwuji, (2012), that students exposed to Activity based instructional strategy, retained the learned concepts significantly better than their counterparts exposed to lecture instructional strategies. This finding also lend credence to the early finding of Isa (2011) which revealed that there was significant difference between the retention ability of students exposed to Activity-based instructional strategy and that the use of traditional method of teaching has been found to be relatively inferior with respect to performance and retention.

Conclusion

On the basis of the findings, it was concluded that, Activity-based teaching method, facilitates effective learning of Basic science. Learners tend to perform more better when they engaged in a guided learning activities. It is also concluded that Activity based method motivate students to actively participate in the learning experience rather than sit as passive listeners. However, the retention rate of students taught Basic science using conventional method declined fast as

compare to their counterpart taught using activity-based method which retained the concepts taught longer.

Recommendations

The study recommended that:

1. Activity-based teaching method facilitates effective learning of Basic science at the upper Basic schools.
2. Since activity-based teaching method has been found to improve the performance of students in Basic science, teachers should be encouraged to actively involve students into participatory activities rather than allowing them to be passive learners.
3. As the use of Activity based method has been found to be effective in enhancing students retention, sufficient time should be allotted in the time table to allow Basic science teachers adequate time for them to present activity based lessons and students to retain the learnt concepts.

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EFFECTIVE INNOVATIVE RESOURCES MANAGEMENT FOR SUSTAINABLE FUNDING OF SECONDARY SCHOOL PHYSICS EDUCATION IN NIGERIA
BY

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ABSTRACT

This study examines the application of effective innovative resource management for sustainable funding of secondary school physics education in Nigeria. Using the Resource-Based View (RBV) theoretical framework, the research investigates how human and financial resources can be leveraged to support sustainable funding. A descriptive survey research design was adopted, with an estimated population of 5,000 within Adamawa State and sample of 355 secondary school Physics teachers selected using a random sampling technique. A PTAQ was used to collect data after it was validated and subjected to reliability test with thirty respondents from Taraba State which yields $r=0.72$, data was computed with SPSS version 25 using mean and standard deviation with real limits of numbers for decision rule. The findings revealed that effective innovative resource management is critical for sustainable funding of secondary physics education. Human and financial resources are essential for supporting sustainable funding. The study concluded that effective innovative resource management is essential for sustainable funding of secondary school physics education and the study recommended that secondary schools prioritize innovative resource management, leveraging human and financial resources.

Keywords: Innovative resources management, Sustainable funding, Secondary school physics education, Human and financial resources.

Introduction

Effective innovative resource management for sustainable funding of secondary physics education in Nigeria involves the optimal allocation, utilization, and conservation of resources to achieve educational goals (Adeyemi, 2012). Some key aspects of effective innovative resources management for sustainable funding of secondary physics education are human and financial

resources. Harnessing these resources effectively can lead to sustainable funding of secondary school physics education in Nigeria in this present-day challenged economy. Based on this topic the theoretical framework for the title "Effective Innovative Resources Management for Sustainable Funding of Secondary Physics Education in Nigeria" is the Resource-Based View (RBV) theory. The RBV theory, developed by Barney (1991) and Wernerfelt (1984), posits that an organization's competitive advantage is derived from its unique resources and capabilities. In the setting of secondary physics education, the RBV theory can be applied to examine how innovative resource management can lead to sustainable funding. The RBV theory suggests resources can be classified into four categories namely; Physical, human, organization, and relational and will be further discussed: Physical resources are tangible assets such as buildings, equipment, and materials (Barney, 1991); Human resources are intangible assets such as teacher expertise, skills, and knowledge (Wernerfelt, 1984); Organizational resources are intangible assets such as organizational culture, policies, and procedures (Barney, 1991). Relational resources are intangible assets such as relationships with stakeholders, partners, and communities (Dyer & Singh, 1998). By applying the RBV theory, one can examine how innovative resource management can lead to sustainable funding of secondary physics education by; identifying and leveraging unique resources, schools can identify and leverage their unique resources, such as teacher expertise or community partnerships, to support physics education (Barney, 1991). By developing resource-based capabilities, schools can develop capabilities, such as resource allocation and management, to support physics education (Wernerfelt, 1984). In building relational resources schools can build relationships with stakeholders, partners, and communities to support physics education (Dyer & Singh, 1998). The RBV theory is a widely accepted and well-established theoretical framework in the field of strategic management. Its application to the topic of innovative resources management for sustainable funding of secondary physics education provides a solid foundation for examining the complex relationships between resources, capabilities, and sustainable funding.

Funding of education can only thrive where there is financial availability, and adequate budget allocation, funding of education generally seems to be of global interest. It is a pressing issue that continues to draw universal attention. The role of physics education in economic development appears to be downplayed in most developing countries especially Nigeria. Recognizing the

chronic underfunding of education in developing countries, the United Nations Education Scientific and Cultural Organization (UNESCO) recommended that at least 26% of the total budget of every developing nation should be allocated to the education sector (Ekaette et al, 2019). Unfortunately, Nigeria has yet to meet up with or implement this recommendation made by UNESCO in any of its national budgets and this gap remains a cause for deep concern. There is deer need for urgent and strategic intervention without which, the future of our secondary physics education (which is the backbone of STEM education and digital literacy) system will remain bleak and by extension, our national development at high risk. To curtail this menace, the federal government ensures an adequate budget is allocated for physics education, including teacher training, equipment, and materials (Federal Ministry of Education, 2014).

However, since the allocated resources of recent are not sufficient enough another innovative means that can leverage secondary physics education by school administrators should be to implement cost-effective measures, such as recycling and reusing materials, to minimize waste and optimize resource utilization (Okebukola, 2015; Okebukola, 2018).

The study aims to examine the role of effective innovative resource management in ensuring sustainable funding and development of secondary physics education in Nigeria. Specifically, the objectives are to; (i) assess the availability and utilization of innovative human resource management strategies in the teaching of Physics in secondary schools. (ii) determine the extent to which innovative financial resource management practices support the teaching and learning of Physics in secondary schools. (iii) To investigate the availability, utilization, and impact of human and innovative financial management strategies on the teaching and learning of physics in secondary schools.

The following questions guided the study. (i) To what extent are innovative human resource management strategies available and utilized in the teaching of Physics in secondary schools? (ii) how do innovative financial resource management practices support the teaching and learning of Physics in secondary schools? (iii) what innovative human and financial resources management strategies are available and utilized to support teaching and learning physics in schools, and how do these strategies impact physics education?

The study presents innovative human resources as the personnel required which includes the physics teachers, laboratory assistants, and non-teaching staff in the secondary school physics

education in Nigeria. Effective teacher training and development provide opportunities for physics teachers to enhance their subject matter expertise and pedagogical skills for maximum delivery (Okereke, 2017). However, it is not enough to engage in teacher recruitment and development alone but to ensure that qualified physics teachers are recruited and retained to teach physics in secondary schools (Adeyemi, 2012). When the quality of teachers teaching physics is good and retained then sustainable funds can be generated through an increased number of students' enrolment due to the quality of teachers retained. This is because parents get feedback on whether the school provides quality and good teachers to handle the various subjects in the school. School administrators are saddled with the responsibility of ensuring the smooth running of the institutions even in the face of limited available resources. Administrators can encourage parental involvement in physics education through parent-teacher associations and volunteer programs (Adeyemi, 2012). This will serve as leverage on the funding of secondary school physics education if effectively managed because the students trained will benefit the community partners mentioned earlier in one way or the other.

Methodology

The study adopted a descriptive survey research design, with three objectives and research questions respectively. The population of the study consisted of 5,000 secondary school physics teachers, an estimated number within Adamawa State, this is due to bureaucratic processes in obtaining the actual data of teachers within the State. The sample size for the study comprised 355 secondary school physics teachers which were drawn using the Taro Yamane formula (Yamane, 1967). A simple random technique was employed. The instrument used for data collection was the Physics Teachers Assessment Questionnaire (PTAQ) which adapted the Likert scale and modified it to the extent of this study. The PTAQ had 38 items with the following response modes Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The PTAQ was validated by experts and had a reliability of 0.72 computed using Cronbach alpha using thirty respondents from Taraba State. The data collection took place within three weeks and was computed with SPSS version 25, using descriptive statistics (mean and standard deviation) to answer research questions that were ruled by real limits of numbers.

Results and Discussion

Research Question One: To what extent are innovative human resource management strategies available and utilized in teaching of Physics in secondary schools?

Table 1. Mean and Standard Deviation for Extent to Innovative Management Strategies Available and Utilized in Teaching of Physics in secondary Schools.

S/no	Item (n=355)	Mean	SD	Remark
1	Our school has a culture of innovation in human resource management.	3.94	1.15	HE
2	Our school has a culture of experimentation in human resource management.	3.86	1.16	HE
3	Our school utilizes innovative performance management to motivate physics teachers.	3.34	0.97	ME
4	Our school utilizes appraisal strategies to motivate physics teachers.	3.13	1.10	ME
5	Training is regularly provided to physics teachers.	2.95	1.46	LE
6	Staff development programs are regularly given to physics teachers.	3.49	1.35	ME
7	Our school has implemented innovative teacher recruitment to ensure that physics teachers have the necessary skills to teach effectively.	3.48	1.15	ME
8	Our school has implemented innovative selection strategies to ensure that physics teachers have the necessary expertise to teach effectively.	3.76	0.88	HE
9	Monitoring is available in our school to support physics teachers in professional development.	3.64	1.06	HE
10	Coaching is available to young new physics teachers for professional development.	3.70	1.22	HE
GRAND MEAN		3.52	1.15	HE

Key: n= Number of participants, HE= High Extent, ME=Moderate Extent, LE= Low Extent, S.D = Standard deviation.

Table 1 shows grand mean of the extent of innovative human resource management strategies available and utilized in teaching of Physics in secondary schools is 3.52 with a standard deviation of 1.15. The mean falls into the real limit of 3.50-5.00 (High extent). This indicates that the extent of availability and utilization of innovative human resource in secondary physics education is high, with training is regularly provided to physics teachers being relatively low.

Research Question two: How do innovative financial resource management practices support teaching and learning of Physics in secondary schools?

Table 2. Mean and Standard Deviation for Innovative Financial Resource Management Practices Support Teaching and Learning Physics in Secondary Schools.

S/no	Item (n=355)	Mean	SD	Remark
1	Innovative budgeting practice enable our school to allocate sufficient funds for physics equipment.	3.74	1.40	HE
2	Innovative budgeting practice enable our school to allocate sufficient funds for physics practical materials.	3.56	1.13	HE
3	Our school utilizes cost-saving strategies like sponsorship to support physics teachers.	3.24	1.09	ME
4	Our school utilizes cost-saving strategies like funding to support physics teachers.	3.01	1.07	ME
5	Innovative financial management practice like grants enable our school provide professional development for physics teachers.	3.09	1.22	ME
6	Innovative financial management practice like fund raising enable our school provide professional development for physics teachers.	2.94	1.07	LE
7	Our school prioritizes the allocation of financial resources to support physics teachers.	2.98	0.04	LE
8	Public private partnership enables our school to access additional funding to support physics education.	2.93	1.10	LE
9	Public private partnership enables our school to access additional resources to support physics education.	2.98	0.97	LE
GRAND MEAN		3.16	1.01	ME

Key: n= Number of participants, HE= High Extent, ME=Moderate Extent, LE= Low Extent, S.D = Standard deviation.

Table 2 shows grand mean of how innovative financial resource management practices support teaching and learning of Physics in secondary schools in Nigeria is 3.16 with a standard deviation of 1.01, the mean falls into the real limit of 3.00-3.49 (Moderate Extent). This indicates that the extent of how innovative financial resource management practices support teaching and learning of Physics in secondary schools in Nigeria is moderate. However, items number (6,7,8, &9 were all relatively low respectively).

Research Question Three: What innovative human and financial resources management strategies are available and utilized to support in teaching and learning physics in schools, and how do these strategies impact physics education?

Table 3. Mean and Standard Deviation for Human, and Innovative Financial Resource Management Practices Support Teaching and Learning Physics in Secondary Schools.

S/no	Item (n=355)	Mean	SD	Remark
1	Our school has a culture of innovation in human resource management.	3.94	1.15	HE
2	Our school has a culture of experimentation in human resource management.	3.86	1.17	HE
3	Our school utilizes innovative performance management to motivate physics teachers.	3.34	0.97	ME
4	Our school utilizes appraisal strategies to motivate physics teachers.	3.13	1.10	ME
5	Training is regularly provided to physics teachers.	2.95	1.46	LE
6	Staff development programs are regularly given to physics teachers.	3.49	1.35	ME
7	Our school has implemented innovative teacher recruitment to ensure that physics teachers have the necessary skills to teach effectively.	3.48	1.15	ME
8	Our school has implemented innovative selection strategies to ensure that physics teachers have the necessary expertise to teach effectively.	3.76	0.88	HE
9	Monitoring is available in our school to support physics teachers in professional development.	3.64	1.06	HE
10	Coaching is available to young new physics teachers for professional development.	3.70	1.22	HE
11	Innovative budgeting practice enable our school to allocate sufficient funds for physics equipment.	3.74	1.40	HE
12	Innovative budgeting practice enable our school to allocate sufficient funds for physics practical materials.	3.56	1.13	HE
13	Our school utilizes cost-saving strategies like sponsorship to support physics teachers.	3.24	1.09	ME
14	Our school utilizes cost-saving strategies like funding to support physics teachers.	3.01	1.07	ME
15	Innovative financial management practice like grants enable our school provide professional development for physics teachers.	3.09	1.22	ME
16	Innovative financial management practice like fund raising enable our school provide professional development for physics teachers.	2.94	1.07	LE
17	Our school prioritizes the allocation of financial resources to support physics teachers.	2.98	0.04	LE
18	Public private partnership enables our school to access additional funding to support physics education.	2.93	1.10	LE
19	Public private partnership enables our school to access additional resources to support physics education.	2.98	0.97	LE
	GRAND MEAN	3.56	1.08	HE

Table 3 shows grand mean of how human and innovative financial resource management practices support teaching and learning of Physics in secondary schools in Nigeria is 3.56 with a standard deviation of 1.08, the mean falls into the real limit of 3.50-5.00 (High Extent). This indicates that the extent of how human and innovative financial resources management practices support teaching and learning of Physics in secondary schools in Nigeria is high.

Conclusion

The study concludes that innovative human resource management strategies and combined human and financial resource management practices are highly utilized and supportive of Physics education in secondary schools in Nigeria.

Recommendations

It is recommended that schools maintain and improve the utilization of innovative human resource management strategies, enhance the utilization of innovative financial resource management practices, and continue to leverage the combined strengths of human and financial resource management practices to support Physics teaching and improve student outcomes. Also, suggested that future researchers should consider an in-depth research study in physics and consider other research design such as correlational, quasi-experimental studies, inclusive related topics or variables on technology and community to give a holistic understanding of the concept effective innovative resources management for sustainable funding of secondary school physics education in Nigeria.

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**EFFECTS OF THINK-PAIR-SHARE INSTRUCTIONAL STRATEGY ON
PERFORMANCE OF ISLAMIC STUDIES STUDENTS IN SENIOR SECONDARY
SCHOOLS, KADUNA STATE, NIGERIA**

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ABSTRACT

The study examined the effects of Think-pair-share instructional strategy on performance of Islamic studies students in senior secondary schools in Kaduna state, Nigeria. The study had two objectives, which include to: find out the effects of think-pair-share instructional strategy on the performance of Islamic Studies students in senior secondary schools, Kaduna State; and examine the difference in the performance of Islamic Studies students taught using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna State. In line with the above stated objectives, 2 corresponding research questions and 2 hypotheses were formulated and tested in the study. The study employed quasi-experimental design with the target population of 15,293 students. A sample size for this study comprised 122 SS II students (both male and female) from 2 intact classes. Purposive sampling technique was adopted in the study. Islamic Studies Performance Test (ISPT) was used for data collection in the study. The instrument was pilot tested using Pearson Product Moment Correlation (PPMC) technique and a reliability coefficient of 0.89 was obtained. Research questions were answered using mean and standard deviation. The null-hypotheses were tested using t-test statistic. All hypotheses were tested at 0.05 level of significance to accept or reject the hypotheses. The findings revealed that students taught Islamic Studies using think-pair-share instructional strategy had better and higher performance score in the post test as compared to their pre-test ($p\text{-value } .001 < 0.05$). The finding also revealed that there was difference between the performance of students taught Islamic Studies using think-pair-share and those taught using conventional instruction in senior secondary schools Kaduna State ($P\text{-value}.001 < 0.05$). It was recommended among others that; Teachers should always adopt student-centred instructional strategies such as think-pair-share instructional strategy for effective teaching of Islamic Studies that will develop and provide students with the opportunity to think, interact, work together, share ideas as well as expand their knowledge of the subject.

Introduction

Most nations developed because of the role played by teachers through their teaching activities. Hence, teaching must be done in a way students will perceive, understand and retain what has been taught to them to reflect higher scores for meaningful application of knowledge in different situations. The purpose of learning is to develop the knowledge, skill or character of students. Thus teaching is the process of learning and knowing, which is not restricted to schools or textbooks. The importance of teaching and learning is evident at every stage of education whether at the primary, junior secondary, senior secondary and in higher education. Teachers should be well equipped with the latest strategies, techniques, and systematic process and procedures through which the stated aims and objectives can be achieved. Secondary education, according to Federal Republic of Nigeria (FRN) (2014), it is the education children receive after primary and before the tertiary stage. The broad goals of secondary education shall be to prepare the individual for useful living within the society and higher education.

Islamic Studies is one of the subjects taught at Senior Secondary Schools across the country. It is aimed at inculcating moral and spiritual virtues into the minds of the learners in order to grow up and abide by provision and teaching of their religion with the fear of God. In view of this, significance of Islamic studies to the development of sound education; the choice of effective teaching strategies that will assist in the transmission of religious values and virtues is necessary and vital. As most of its teaching are accustomed to using conventional instruction that focuses on contents transmission with little or no chance for learner's participation.

Globally, conventional instruction of teaching is considered obsolete; a big burden with little impact on the learning development of the children. Islamic studies, as a subject, encompass different aspect of religious rites or activities that a learner should be exposed to, for instance, distributions of Zakat on livestock's, such as sheep and goats, camels, cattle. Zakat on Gold, silver, money, Zakat on farm produce and distributions of inheritance to the heirs such as the father, mother, husband and wife, son and daughter which require students' active participation in order to think and find out the share of each of the heir mentioned. The way a teacher presents a subject matter will make students like or dislike the subject, make them to understand the lesson or otherwise (Yusuf, 2012).

Instruction is what the professional teacher utilizes to maximize students learning. It includes ways in which teachers do things that cause permanent changes in the students' behaviour. There are instructions that encourage the development of ability, creativity or instruction of teaching and learning Islamic studies as suggested by school quality assurance, despite the suggested instruction of the use of guided activity instruction of teaching and learning by doing such think-pair-share instructional strategy according to Nigeria Educational Research and Development Council (NERDC, 2007) and as such, what the researchers observed is that the teaching of Islamic studies at the senior secondary school level is based on conventional instruction which is mainly talk and chalk, and note taking. This could be the cause of the poor performance in both teacher made and standard examination. Abubakar (2018), pointed out 75% of Islamic studies teachers use conventional instruction and copying of notes by students, this does not allow active students' participation in Islamic studies lessons rather; memorization of fact and concepts without the basic understanding of what it is. Students best learns by doing or participation; people only learn what they experience these emphasize the application of learning strategies that enables the learner to actively engage in learning activities

It is believed that involving the learner in teaching and learning through the use of Think-pair-share instructional strategy will make teaching and learning more interesting, make the classroom environment lively, arouse the interest of the learners and sustained their interest and attention throughout the teaching and learning. Many teachers were educated in classrooms where the role of the students was to memorize information. They are later tested based on their ability to repeat these tasks or commit them to memory. These ideas are central to education which defines competence and the ability of the students to apply knowledge and skills to giving situations. Think-pair-share (TPS) is a strategy of interest in this study that starts with individual reflection and moves through partner sharing to whole group discussion. Think-pair-share is a collaborative learning strategy that enables students to deeply think on the possible answer to a problem. It encourages students' classroom active participation, gives them opportunity to interact, reason together and learn from one another. Think-pair-share has many advantages to apply in teaching Islamic Studies to students. It is used to get students to use higher level thinking and justify their reasoning. TPS is developed to encourage students' participation in the classroom activities.

Teacher vision (2019), states that TPS Strategy involves the three steps of cooperative structure, (1) the first step of TPS Strategy is thinking. The teacher gives the students time to think and answer the problematic question. This step permits the students to develop their own answer. (2) The second step of TPS Strategy is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer of the task posted by the teacher before sharing with the whole class. (3) The last step of TPS Strategy is sharing. The teacher asks the students (volunteer) to present their work in front of the class.

Performance, as one of the major variable of the study, refers to the quality of results of students that is reflected in their examination scores. The quality of scores on the part of students' performance in Islamic Studies is influenced by a number of factors which improve it to the desired level or standard. Literature on the teaching and learning of Islamic Studies have attributed the poor performance of students to lack of qualified teachers for proper implementation of their works at classroom level, (Sani, 2008) which include both qualification on the subject matter and lack of skills to impart the effective teaching, using methods and materials involved. Poor performance in Islamic Studies is also attributed to poor instructional strategies on the part of the teachers.

Conventional instruction which is teacher – centred dominated most of schools, which causes neglect in students' participation on teaching and learning, poor performance, un-connection between past ideas and present one; the source of these problems are instructions of teaching, this is becoming worrisome especially in this 21st century where teaching and learning is undergoing massive restructuring and remodelling to suit the current demands and also to stand the test of time.

Several empirical studies were reviewed related to the present study. These include: Sampsel (2013), conducted a research to find out the Effects of Think-Pair-Share on Students Confidence and Participation". The aim of the study is to find out whether Think-Pair-Share cooperative learning technique has an effect on the performance of students in mathematics subject. The study was conducted with two objectives. The research used a qualitative and quantitative data. The population of the study constitutes 321 form four students from urban secondary school in Kachin (a state in Myanmar). The research utilized mixed method approach using three

instruments for data collection. The survey technique, classroom observation and interview were used with purposive sampling technique (for teachers). Findings showed that Think-Pair-Share had a positive impact on students' performance. The result also showed that students' participation increased, and students comfort and confidence when contributing to class discussion also increased. Students also indicated that they enjoyed participating more in class discussion.

In the same vein, Kaddoura (2013), conducted a study titled Think Pair Share: A teaching Learning Strategy to Enhance Students' Critical Thinking. The study investigated the change in critical thinking (CT) skills of baccalaureate nursing students who were educated using a Think-Pair-Share (TPS) Strategy or an equivalent Non-Think-Pair-Share (Non-TPS) teaching strategy. Ninety-one students participated in this study. Forty-six (50%) of the participants were included in the control group (Non-TPS) and 45 (50%) were included in the experimental group (TPS). The participants were sophomore-level generic accelerated baccalaureate nursing students enrolled in the same Health Assessment nursing course. The HESI critical thinking test was the tool used before (Pre-test) and after (post-test) the course to collect data about student's CT skills. The study used a quasi-experimental design. The independent sample t test and Mann-Whitney test were used to analyze the data. Findings revealed a significant increase in CT over time, throughout the 17-week course, with the use of TPS teaching/learning strategy. The results suggest that TPS is an effective strategy to foster CT of nursing students and could be used by educators to foster learners' CT in their courses. The study has significant implications on education, nursing practice, and research.

Similarly, Tanujaya and Mumu (2019), conducted a research titled "Implementation of think-pair-share to mathematics instruction". This research was conducted at Senior High School in Manokwari (SMA Negeri 1), Manokwari West Papua Indonesia. The purpose of this research was to study the procedure of think pair share, the type of cooperative instructional strategy, which can be implemented in mathematics instruction in Manokwari, West Papua Indonesia.

The research was carried out using research and development methods. The population of the study consists of 39 Students of Senior Higher School who participated on this study. The study was conducted in 4 learning periods. The Think Pair Share instructional strategy was modified to get the procedure of implementation in accordance with the characteristics of students studying

mathematics in Manokwari, West Papua. The instruments used in this study were the observation sheet, oral test. The findings show that there is a tendency for a positive correlation between students' learning activities and students' achievement in learning. The more active students are in learning, the higher the student's learning achievement. The findings also revealed that, the TPS instructional strategy has improved the learning activities, as well as improve student learning achievement.

In another similar study carried out by Raba (2017), examined the Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in English for non-native Speakers (EFL) Classrooms. The research was conducted with four objectives and four research questions were formulated in line with the stated objectives. Two instruments were used for data collection in the study; researcher used two qualitative tools to collect data; interviewed for teachers who taught "English for Workplace" and observation for students' classroom interaction. After the analysis of the collected data of the study, it was found that that think-pair-share strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better.

Objectives of the Study

The study was carried out with the objectives to:

1. find out the effects of think-pair-share instructional strategy on the performance of Islamic Studies students in senior secondary schools, Kaduna State; and
2. examine the difference in the performance of Islamic Studies students taught using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna State.

Research Questions

1. What is the effect of think-pair-share instructional strategy on performance of students taught Islamic studies in senior secondary schools, Kaduna state?
2. What differences exist in the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state?

Hypotheses

Ho₁: There is no significant difference in the pre-test and post-test performance of Islamic studies students taught using think-pair-share instructional strategy in senior secondary schools, Kaduna state; and

Ho₂: There is no significant difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state.

Methodology

This study employed quasi-experimental design. The design involves a pre-test and post-test as proposed by (Musa, 2014). According to Nfon (2013), quasi-experimental design was considered appropriate for the study, because it established a cause and effect relationship between the independent variable (Think-pair-share Instructional Strategy) and the dependent variable of academic performance. The groups were divided into experimental and control groups. The experimental group was exposed to treatment (that is, taught using Think-Pair-Share Instructional Strategy) while control group (CG) was exposed to conventional Instruction.

The two groups were pre tested using Islamic Studies Performance Test (ISPT) in order to determine the equivalence in the ability of the students before treatment. The experimental group was taught the aspects of inheritance using Think-pair-share instructional strategy for the period of eight weeks, while control group was taught the same contents using conventional instruction respectively. After the treatment, post-test was administered to the two groups using ISPT to determine the effectiveness of the treatment in enhancing students' performance. The target population for this study comprised all public senior secondary schools' two (SSII) students who are offering Islamic Studies across the twelve (12) education zones of Kaduna State. All together there were fifteen thousand two hundred and ninety-three (15,293) students.

The sample size for this study comprised one hundred and seventy-nine (122) SS II students (both male and female) from two (2) intact classes. Purposive sampling technique was adopted in the study. A research instrument named "Islamic Studies Performance Test (ISPT)" developed by the researchers was used in this study. The ISPT is an instrument containing 50 items to test performance of students in Islamic studies. The Instrument was developed from SSII Islamic Studies Curriculum. The ISPT is an objective (multiple choice types). The students were made to

select the correct answer from four options A-D. The items took into consideration all the six levels of educational taxonomy to ensure equal distribution of the items over the units.

In addition to that, to ensure the construct validity and the effectiveness of the exercise the instrument was referred to the researcher's supervisors in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, and experts in the Islamic Studies and test and Measurement in Ahmadu Bello University, Zaria. The recommendations of the experts led to the final development of the instrument. The instrument was pilot tested using test re-tests method with an interval of two weeks using ISPT instrument was administered to the students. (Bello, 2019) proposes the minimum interval of two or more weeks between first and second administration. The result was analysed using Pearson Product Moment Correlation Coefficient (PPMC). The reliability coefficient level of 0.89 was obtained indicating strong and positive correlation. Data collected was analysed statistically through different procedures. The research questions were analysed using mean and standard deviation. Hypotheses were tested using the independent t-test statistic to determine whether there are statistically significant differences in the academic performance of students. Sambo (2008), stated that t-test could be used to find out the difference between two independent groups. All hypotheses were tested at 0.05 level of significance to accept or reject the hypothesis.

Results

The data collected in the study were analysed in this section using mean and standard deviation.

Research Question One: What is the effect of think-pair-share instructional strategy on performance of students taught Islamic studies in senior secondary schools, Kaduna state?

Table 1: Descriptive statistics on the pre-test and post-test performance of students taught Islamic studies using think-pair-share instructional strategy

Variable	N	Mean	SD	Mean Diff
Prêt-test Think-pair-share	55	37.10	7.59	27.74
Post-test Think-pair-share	55	64.85	13.07	

Table 1 showed that think-pair-share instructional strategy has positive effect on performance of students taught Islamic studies in senior secondary schools, Kaduna state. The mean scores as shown on the table implied that the students had a better post-test performance mean score of 64.85 which exceeds the pre-test performance mean score of 37.10 yielding a mean difference of

27.74. This result therefore indicated that the students taught Islamic studies using think-pair-share instructional strategy recorded a higher performance score in the post-test administered on them as compared to the pre-test.

Research Question two: What differences exist in the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state?

Table 2: Descriptive statistics on the performance of students taught Islamic studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state

Variable	N	Mean	SD	Mean Diff.
Post-test Think-pair-share	55	64.85	13.07	25.44
Post-test Conventional	67	39.41	11.33	

Table 2 showed that there was difference in the performance of students taught Islamic studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state. The performances scores as displayed on the table revealed that the students taught Islamic studies using think-pair-share instructional strategy had the mean score of 64.85 with standard deviation of 13.07, while those taught using conventional instruction recorded the mean score of 39.41 with standard deviation of 11.33 at mean difference of 25.44 indicates that think-pair-share is better than conventional method of teaching students Islamic studies in senior secondary schools, Kaduna state.

Hypotheses Testing

The data collected through administration of the test instrument titled “Islamic Studies Performance Test (ISPT)” was analysed using t-test at 0.05 alpha level of significance.

Hypothesis one: There is no significant difference in the pre-test and post-test performance of Islamic studies students taught using think-pair-share instructional strategy in senior secondary schools, Kaduna state.

Table 3: Summary of paired sample t-test on the difference in the pre-test and post-test performance of Islamic studies students taught using think-pair-share instructional strategy in senior secondary schools, Kaduna state

Variables	N	Mean	SD	df	t-cal	Sig.	Decision
Pre-test Think-pair-share	55	37.10	7.59	61	9.53	.001	Rejected
Post-test Think-pair-share	55	64.85	13.067				

Table 3 revealed that there was significant difference in the pre-test and post-test performance of Islamic studies students taught using think-pair-share instructional strategy in senior secondary schools, Kaduna state. The table showed the calculated p-value of .001 to be less than alpha value of .005 level of significance. The null-hypothesis is thus rejected because there is statistical significant difference in the pre-test and post-test performance of Islamic studies students taught using think-pair-share instructional strategy in senior secondary schools, Kaduna state. The implication of this result is that, students recorded a better post-test performance in Islamic studies (after the application of think-pair-share instructional strategy) compared to their pre-test performance (that is, before the use of think-pair-share instructional strategy).

Hypothesis two: There is no significant difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state.

Table 4: Summary of independent sample t-test on the difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state

Variables	N	Mean	SD	df	t-cal	Sig.	Decision
Think-pair-share	55	64.85	13.07	120	11.49	.001	Rejected
Conventional	67	39.41	11.33				

Table 4 revealed that there was significant difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state. The table showed the calculated p-value of .001 to be less than alpha value of 0.05 level of significance. The null-hypothesis is thus rejected

because there is statistical significant difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state. The implication of this result is that, students taught Islamic studies using think-pair-share instructional strategy had better performance compared to their counterparts taught using conventional instruction in senior secondary schools, Kaduna state.

Discussion of findings

Based on the analysis carried out on the research questions and the test conducted on the hypotheses, findings revealed that Think-pair-share instructional strategy has positive effect on performance of students taught Islamic studies in senior secondary schools, Kaduna state. The result indicated that the students taught Islamic studies using think-pair-share instructional strategy had a better and higher performance score in the post-test as compared to the pre-test. Their mean scores were 37.10 and 64.85 with mean difference of 27.74 in favour of the post-test. The implication of this result is that, students recorded a better post-test performance in Islamic studies after the application of think-pair-share instructional strategy compared to their pre-test performance. This finding corroborated with the findings of previous researchers. Sampsel (2013), for example discovered that think-pair-share had a positive impact on students' performance. The result also showed that students' participation increased, and students comfort and confidence when contributing to class discussion also increased. Students also indicated that they enjoyed participating more in class discussion.

The findings of Kaddoura (2013), also revealed that the students' performance significantly increase over time, throughout the 17-week course, with the use of think-pair-share teaching/learning strategy. The results suggest that think-pair-share is an effective strategy to foster the performance of students and could be used by educators to foster learners' performance in their courses. Another study that led credence to this finding is the research conducted by Tanujaya and Mumu (2019), which revealed that, the think-pair-share instructional strategy has improved the learning activities, as well as improve student learning achievement. It also indicates that there is a significant development in students' learning activities compared to the previous learning. The second hypothesis of the study revealed that there was difference in the performance of students taught Islamic studies using think-pair-share instructional strategy

and those taught using conventional instruction in senior secondary schools, Kaduna state. The result revealed that the students taught Islamic studies using think-pair-share instructional strategy had the mean score of 64.85 with standard deviation of 13.07, while those taught using conventional instruction recorded the mean score of 39.41 with standard deviation of 11.33 at mean difference of 25.44 indicates that think-pair-share is far better than conventional method of teaching students Islamic studies in senior secondary schools, Kaduna state. Consequently, the null-hypothesis was rejected because there was statistical significant difference between the performance of students taught Islamic Studies using think-pair-share instructional strategy and those taught using conventional instruction in senior secondary schools, Kaduna state.

This finding is in agreement with some previously conducted studies. Raba (2017), for instance, analysed the collected data in the study and found that think-pair-share strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better than when taught using conventional instruction. Furthermore, students taught some applied concepts using think-pair-share strategy responded better than students taught similar concepts using conventional instruction.

Conclusion

Based on the findings, the study concludes that there were positive effects of the use of think-pair-share instructional strategy on the performance of Islamic Studies students in senior secondary schools, Kaduna State. It was inferred that the students taught Islamic Studies using think-pair-share instructional strategy outperformed their counterparts taught using conventional instruction in senior secondary schools, Kaduna state. The findings also concluded that Think-pair-share instructional strategy enables an individual student to deeply think, discuss and share ideas related Islamic studies with other students and when students were exposed to think-pair share instructional strategy, they had better performance than their counterparts taught using conventional instruction in senior secondary schools, Kaduna State.

Recommendations

The following recommendations were made in the study, that:

1. Teachers should always adopt student-centred instructional strategies such as think-pair-share instructional strategy for effective teaching of Islamic Studies that will

develop and provide students with the opportunity to think, interact, work together, share ideas as well as expand their knowledge of the subject.

2. Teachers should promote the use of think-pair-share instructional strategy as it will encourage and motivate students to participate actively in class activities, and consequently will enhance the students' reasoning, listening and speaking skill.

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EFFECTS OF AUDIO-VISUAL-KINESTHETIC INSTRUCTION ON ISLAMIC STUDIES STUDENTS' MOTIVATION AND PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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ABSTRACT

The study examined the effects of Audio-visual-kinesthetic instruction on Islamic Studies students' motivation, and performance in Senior Secondary Schools in Kaduna State, Nigeria. Two objectives were formulated to determine the pre-test and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna and examine the pre-test and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in the State, experimental design adopted with the population of (1,030) Islamic Studies students in public Senior Secondary Schools under Zaria quality assurance. One hundred and fourteen students were used as sample size. Two instruments were used and found reliable at (0.84 and 0.76) reliability index. Mean and standard deviation were used to analyze the research while paired t-test was used to test the hypotheses at 0.05 level of significance. Findings revealed that, Post-test performance and motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction was significantly higher than their pre-test ($p=.000$). The study concluded that, post-test performance and motivation of students taught Islamic studies using Audio-visual-kinesthetic were higher than the pre-test performance and motivation in Senior Secondary Schools. The study recommended that; Senior Secondary School authorities should encourage teachers to use Audio-visual-kinesthetic instruction to teach Islamic Studies.

Keywords: *Audio-visual-kinesthetic instruction, motivation and performance*

Introduction

Education is an instrument and key for national development. In essence, without qualitative education, there would be nothing like human civilization, national or international development.

This indicates that for a country to have a quality education there must be a system of developing

learners' motivation and performance through considering of several factors in the teaching process and learner centered approach is among.

For many years, education stakeholders were complaining about the condition of Islamic Studies students' motivation and performance in Senior Secondary Schools in Kaduna State. This problem is attributed to the practice of most Secondary School teachers of adopting conventional method of teaching (Kubau 2022). According to Kabir (2020), one of the leading causes of students' poor performance in Nigeria, is the inability to bring about the desired level of achievement and classroom participation of students because the method used by the teachers is expository, which makes students to become very passive. Ibrahim and Ambrose (2018) asserted that, a positive change takes place when a teacher changes his teaching method towards students-centered approach. Among the factors that bring the quality of education of a nation is the ability of teachers to transform the quest of learning of people into the practical learning activities by facilitating intellectual performance of the learners during the teaching process. This can be done through the act of proper selection and application of a method that is learners' friendly in nature and would go a long way to enhance teaching and learning to a better motivation and performance.

Statement of the Problem

The modern way of teaching and learning process in Senior Secondary Schools, is expected to be student-centered in nature which will encourage the students' active participation in the teaching and learning process. Musa (2018) observed that, with student-centered learning, the learning will become meaningful while the students will become active participants in teaching learning process. Hence with the application of teaching method like Audio-visual-kinesthetic instruction may significantly influence the students' motivation and performance but unfortunately, it has been observed that, the teachers of Islamic Studies are having the practice of dominating the entire teaching and learning processes most of the time. This has been a matter of concern by the researchers and stakeholders of education. It has been observed by many researchers such as; Mohammad (2018), who concluded that, the success in Islamic Studies is getting lower and lower, and many students are having difficulties in learning Islamic Studies and the motivation for learning Islamic Studies decreases due to the practice of some Islamic Studies teachers in Kaduna State of dominating the teaching and learning process by using conventional method of

teaching during the process, which necessitate the students to remain passive in the process and the weaknesses are shown in both, master of the contents of the treated lessons as well as solving the daily exercises of worship (Ibada). Kabir (2020) observed that, one of the leading causes of students' poor performance in Islamic Studies is the inability to bring about the desired level of achievement and classroom participation. Some of the methods teachers used are expository which made students to become very passive. Alphonsus (2015), stated that, the negative attitude of students towards religious subjects in Senior Secondary Schools in Kaduna State is partly as the result of poor method used by the teachers when teaching religious subjects, the students mainly rely on the teachers' activity. It is also observed that, many Islamic Studies teachers use traditional method to teach Secondary School Students in Nigeria, which does not allow students to make inputs in the teaching-learning process. Moreover, it hardly encourages students to engage in practical learning activities (Ajidagba 2018).

Sikiru (2018) found that, teachers of Islamic Studies adopt traditional method of teaching which does not encourage students to contribute their ideas and experiences in the process. It is observed that, over relying on the teachers as the only source of knowledge is among the major causes of students' poor motivation and performance in Islamic Studies to the extent that, many students have no interest to register Islamic Studies as a subject of study in Secondary Schools (Bello, 2020). All these have profound consequences to students' performance in Islamic Studies.

With the existence of the aforementioned problems several efforts were made to manage the problems but still it persists, for example several workshops and seminars were organized by the State Government in order to curtail the problems. Secondly several researches were conducted by researchers on different teaching methods that were expected to help in eradicating the problems among others but the problems persist. Hence, the researchers deemed it important to conduct a study on audio-visual-kinesthetic instruction to explore how the instructional method can be used to facilitate effective learning, motivation and performance in Islamic Studies.

Objectives of the study

This research was guided by two objectives as follows:

1. determine the difference in the pre-test and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State; and
2. identify the difference in the pre and post-test motivation of Students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State;

Research Questions

The following questions were raised and answered in this study:

1. What is the difference in the pre-test and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State?
2. What is the difference in the pre and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State?

Hypotheses

The researchers formulated the following null hypothesis to guides the studies:

H₀₁ There is no significant difference between pre-test and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary School in Kaduna State.

H₀₂ There is no significant difference between pre- and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State.

Methodology

Quasi experimental design was used with the total population of one thousand and thirty students offering Islamic Studies under Zaria quality assurance office, out of which one hundred and fourteen students were use through reconnaissance sampling technique. Two instruments were use which includes (ISAVKPT) and (ISMS). Both the instruments were validated by experts in Islamic Studies, Measurement and Evaluation as well as English Language also they found reliable in the course of this research at 0.84 and 0.76 reliability index. The data collected were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to

analyze the research questions. The hypotheses were tested using paired sample t-test at (0.05) level of significance to analyze this research question, mean and standard deviation were used.

Results

The summary of results and their interpretations were duly presented.

Answering Research Questions

Research question one and two were answered.

Research Question Two: What is the difference in the pre-test and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State?

Table 1 Mean and standard deviation on difference in the pre and post-test Performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools

Variable	N	Mean	SD	Mean Diff.
Pre-test AVK	60	11.71	3.47	
Post-test AVK	60	35.66	3.57	23.9

Source: (Field survey, 2024)

The analysis of results in table 1 shows the difference in the pre and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State. The results revealed 11.71 and 35.66 pre-test and post-test mean performances of students taught with Audio-visual-kinesthetic instruction with a mean difference of 23.9. This implies that Audio-visual-kinesthetic instruction is effective in teaching students Islamic Studies in Senior Secondary Schools in Kaduna State.

Research Question Two: What is the difference in the pre and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State?

Table 2 Mean and standard deviation on difference in the pre and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools

Variable	N	Mean	SD	Mean Diff.
Pre-test Motivation AVK	60	2.28	1.09	
Post-test Motivation AVK	60	2.88	.95	.60

Source: (Field survey, 2024)

The analysis of results in table 2 shows the difference in the pre and post-test motivation of Students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State. The results revealed 2.28 and 2.88 pre-test and post-test mean motivation of students taught with Audio-visual-kinesthetic instruction with a mean difference of .60. This implies that Audio-visual-kinesthetic instruction motivate students' learning in Islamic Studies in Senior Secondary Schools in Kaduna State.

Hypotheses Testing

The stated hypotheses one and two were tested with paired t-test at 0.05 level of significance.

Hypothesis One: There is no significant difference between pre and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary School in Kaduna State.

Table 3: paired sampled t-test analysis on the mean difference between pre and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State

Variable	Mean	SD	Df	t-cal.	P- value
Pre-test AVK	11.71	3.47			
Post-test AVK	35.66	3.57	118	12.6	.000

Source: (Field survey, 2024)

The analysis of results in table 3 shows the difference between pre and post-test performance of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary School in Kaduna State. The null hypothesis is rejected because the sig. value of .000 is less than 0.05 level of significance. This therefore means that, Audio-visual-kinesthetic instruction is effective in teaching Islamic Studies in Senior Secondary School in Kaduna State.

Hypothesis Two: There is no significant difference between pre- and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State.

Table 4 paired sampled t-test analyses on the mean difference between pre- and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State

Variable	Mean	SD	Df	t-cal.	P-value
Pre-test Motivation AVK	2.28	1.09			
			118	12.07	.000
Post-test Motivation AVK	2.88	.95			

Source: (Field survey, 2024)

The analysis of results in table 4 shows the difference between pre- and post-test motivation of students taught Islamic Studies using Audio-visual-kinesthetic instruction in Senior Secondary Schools in Kaduna State. The null hypothesis is rejected because the sig. value of .000 is less than 0.05 level of significance. This therefore means that, Audio-visual-kinesthetic instruction motivates students' learning in Islamic Studies in Senior Secondary School in Kaduna State.

Discussion of Findings

Based on the findings, the study concluded that, Audio-visual-kinesthetic instruction is very effective in teaching Islamic Studies in terms of improving the students' motivation in Senior Secondary Schools in Kaduna State ($p=.000$). This finding concurs with the report of Lista, Haryanto and Almowardoyo (2015), which revealed that, there was an improvement on the students' motivation in writing ability after the treatment. The students' results of post-test experimental group, was more significantly higher.

Also the post-test performance of students was significantly higher than their pre-test in Islamic Studies in Senior Secondary Schools in Kaduna State ($p=.000$). This finding is in line with the report of Najmudden (2017), which concludes that, students' performance taught English speaking skills using audio-visual-kinesthetic instruction was better than the performance of those taught using conventional method.

Conclusion

The research concluded that, Audio-visual-kinesthetic Instruction is significantly affecting the students' performance and motivation in Islamic Studies in Senior Secondary Schools in Kaduna State, Nigeria.

Recommendation

The researchers recommended that, Senior Secondary School authorities should encourage teachers to use Audio-visual-kinesthetic when teaching the subject since it is improving the learners performance as well as motivation toward learning.

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ANALYSIS OF HEADTEACHERS' LEADERSHIP STYLES IN SELECTED UNIVERSAL BASIC EDUCATION (UBE) SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT), ABUJA

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ABSTRACT

This study investigates the leadership styles adopted by headteachers in selected Universal Basic Education (UBE) schools within the Federal Capital Territory (FCT), Abuja, and their impact on school administration and educational outcomes. Using a mixed-methods approach, the study surveyed and interviewed teachers and headteachers across six public primary schools. The study researchers' designed Questionnaire and semi-structured interview schedules. The findings reveal that transformational and democratic or participatory leadership styles are most prevalent, often characterized by collaboration, shared decision-making, and teacher empowerment. However, a minority of headteachers still adopt autocratic styles, which negatively affect staff morale and communication. The study concludes that the effectiveness of school leadership in UBE schools is largely contingent on the headteacher's ability to balance authority with inclusivity. It recommends targeted leadership training and continuous professional development for headteachers to enhance participatory, all inclusive, equitable, and harmonious management and instructional leadership style that accommodate all the staff

Introduction

Leadership is universally recognized as a pivotal factor in the success of educational institutions. In the context of Universal Basic Education (UBE) in Nigeria, the role of headteachers as school leaders has become increasingly significant due to rising demands for accountability, quality assurance, and inclusive governance. The headteacher's leadership style can profoundly influence school climate, teacher motivation, classroom practices, and ultimately, student learning outcomes (Babatunde, 2021).

The Federal Capital Territory (FCT), Abuja, as Nigeria's administrative hub, hosts a diverse range of public schools under the UBE programme. Despite government interventions, such as improved funding, teacher recruitment, and infrastructure development, educational outcomes in many schools remain below expected standards. Scholars have pointed to leadership inefficiencies as one of the underlying issues, where headteachers either lack formal leadership

training or adopt authoritarian styles that stifle innovation and collaboration (Okorie, 2021; Abraham, 2020).

Effective school leadership is no longer just about maintaining order but also about setting vision, motivating teachers, managing resources, and fostering a conducive environment for teaching and learning (Yusuf, 2015). Transformational and democratic leadership models have been shown to promote higher teacher satisfaction, improved student performance, and better stakeholder engagement (Adeyemi, 2019). However, empirical data on the actual leadership styles practiced in UBE schools within the FCT is limited.

This study aims to fill this gap by conducting an in-depth analysis of the leadership styles of headteachers in selected public basic education schools in FCT, Abuja. By identifying prevalent styles and evaluating their impact on school management, the study seeks to inform policy direction and leadership development initiatives in the UBE system. The research is timely and relevant, especially in light of Nigeria's ongoing education reform agenda, which emphasizes quality leadership as a driver of educational transformation.

Statement of the Problem

Leadership is a critical determinant of school effectiveness and the overall quality of education delivery. In Nigeria's Universal Basic Education (UBE) system, headteachers are expected to lead with competence, vision, and inclusivity to ensure that national education goals are achieved. However, several reports and observations (Yusuf and Mairiga, 2017, Yusuf and Uduak, 2020) suggest that many public primary schools in the Federal Capital Territory (FCT) are grappling with issues related to teacher dissatisfaction, low morale, poor student outcomes, and weak community engagement. These challenges may be closely linked to the leadership styles adopted by school heads.

Despite the existence of leadership training programmes and policy guidelines, it appears like there is limited empirical evidence on how headteachers in UBE schools in the FCT exercise leadership and how these styles influence school administration, teacher performance, and learning environments. Some headteachers may continue to rely on autocratic or laissez-faire approaches that hinder collaboration and innovation. In contrast, others may adopt more participatory or transformational styles but face systemic limitations.

Therefore, there is a need for a systematic analysis of the leadership styles employed by headteachers in FCT UBE schools to understand their strengths, weaknesses, and implications for school improvement and education delivery. This study seeks to address this gap by providing empirical insights that can guide training, policy, and practice.

Objectives of the Study

The main objectives of the study are to:

1. Identify the dominant leadership styles adopted by headteachers in selected UBE schools in FCT, Abuja;
2. Examine the perceived impact of these leadership styles on school administration in selected UBE schools in FCT, Abuja; and
3. To assess the leadership styles that promote effective school management in selected UBE schools in FCT, Abuja.

Research Questions

To guide the investigation, the researchers formulated the following research questions:

1. What are the predominant leadership styles used by headteachers in selected UBE schools in FCT, Abuja?
2. How do teachers and headteachers perceive the impact of these leadership styles on school administration in UBE schools in FCT, Abuja?
3. Which leadership styles are perceived as most effective for school administration in UBE schools in FCT, Abuja?

Methodology

The study adopted a mixed-method designed using researchers' designed questionnaire and semi-structured interview to investigate the leadership styles of headteachers in selected Universal Basic Education (UBE) schools in the Federal Capital Territory (FCT), Abuja. This design was considered appropriate for systematically gathering data from a diverse group of participants in order to analyze prevailing leadership patterns and their perceived effects on school administration, teacher performance, and student learning outcomes.

The population of the study consisted of all headteachers and teaching staff in public primary schools operating under the UBE programme across the six Area Councils in FCT: Abaji, Bwari, Gwagwalada, Kuje, Kwali, and Abuja Municipal Area Council (AMAC). A total of 12 UBE schools were purposively selected across these councils, ensuring representation from both urban and rural locations. From each of the selected schools, one headteacher and five teachers were sampled, resulting in a total of 12 headteachers and 60 teachers, giving an overall sample size of 72 participants.

Data were collected using two primary instruments: a questionnaire titled Headteachers' Leadership Style (HTLS) and a semi-structured interview guide. The questionnaire was designed to assess leadership styles along the dimensions of transformational, transactional, autocratic, democratic, and laissez-faire leadership. It was administered both as a self-assessment for headteachers and as a perception-based tool for teachers. The interview guide enabled the collection of in-depth qualitative data from headteachers about their leadership practices, experiences, and challenges.

To ensure the validity and reliability of the instruments, they were reviewed by experts in educational leadership and piloted in two UBE schools in Nasarawa State. The reliability of the questionnaire was confirmed through a Cronbach Alpha coefficient of 0.82, indicating good internal consistency. Data collection was conducted during school hours with the assistance of trained research assistants, and interviews were conducted in person, recorded with permission, and transcribed for analysis.

Quantitative data from the questionnaire were analyzed using descriptive statistics such as frequencies, percentages, and mean scores. Thematic analysis was used for the qualitative data, which served to enrich and explain the quantitative findings. This comprehensive approach enabled a holistic understanding of the leadership dynamics within selected UBE schools in FCT, Abuja.

Results and Discussion of Findings

The quantitative and qualitative data were presented and interpreted by the researchers.

Quantitative Analysis

The quantitative data collected from the 60 teachers and 12 headteachers were analyzed using descriptive statistics. Responses to the Headteachers' Leadership Styles Questionnaire (HTLS) were scored on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The analysis focused on identifying the most prevalent leadership styles and exploring their perceived effects on school performance and teacher motivation. The quantitative responses from teachers and qualitative insights from headteachers revealed significant patterns regarding the perceived impact of leadership styles on school administration.

Research Question One: What are the predominant leadership styles used by headteachers in selected UBE schools in FCT, Abuja?

Table 1: Mean Ratings of Perceived Leadership Styles of Headteachers

Leadership Style	Mean Score	Interpretation
Transformational	4.6	Very High
Participatory/Democratic	4.4	High
Transactional	4.2	Moderate
Autocratic and Laissez-faire	3.9	Low

The data shown that transformational and participatory or democratic leadership styles are most commonly practiced by headteachers in the selected UBE schools. Teachers reported that their headteachers often inspire and motivate them, involve them in decision-making, and create a collaborative school environment. Transactional leadership was also moderately observed, especially in reward-and-punishment schemes for staff performance. However, autocratic and laissez-faire styles were rated low, suggesting that most headteachers do not rule by coercion or neglect responsibilities.

Research Question Two: How do teachers and headteachers perceive the impact of these leadership styles on school administration in UBE schools in FCT, Abuja?

Table 2: Teachers and Headteachers Perceptions of Leadership Styles and School Administration

Leadership Style	Teachers' Mean Score	Headteachers' Agreement (%)
Transformational	4.6	92%
Participatory or Democratic	4.4	85%
Transactional	4.2	78%
Autocratic/Laissez-faire	3.9	40%

Responses from both teachers and headteachers indicate a strong alignment in their perceptions of the effectiveness of various leadership styles on school administration. Transformational leadership received the highest ratings from both groups, with a mean teacher score of 4.6 and 92% of headteachers acknowledging its positive impact. Participative leadership was also seen as beneficial, with 85% of headteachers agreeing and a teacher mean score of 4.4.

Research Question Three: Which leadership styles are perceived as most effective for school administration in UBE schools in FCT, Abuja?

Table 3: Leadership Styles Perceived as Most Effective for School Administration

Leadership Style	Frequency of Preference (Teachers-Headteachers)
Transformational	34
Participatory or Democratic	22
Transactional	12
Autocratic and Laissez-faire	4

The frequency data from teachers and headteachers highlights a clear preference for transformational and participative leadership styles. Transformational leadership was identified by 34 respondents as the most effective, closely followed by democratic or participatory leadership with 22 mentions. Transactional leadership was viewed by 12 respondents as moderately effective, mainly for maintaining order and accountability. Autocratic and Laissez-

laissez-faire leadership had the fewest preferences, only 4 respondents, indicating its declining relevance in promoting effective school administration in UBE settings.

Discussion

The data from finding number one shown that transformational and participatory or democratic leadership styles are most commonly practiced by headteachers in the selected UBE schools. Teachers reported that their headteachers often inspire and motivate them, involve them in decision-making, and create a collaborative school environment. Transactional leadership was also moderately observed, especially in reward-and-punishment schemes for staff performance. However, autocratic and laissez-faire styles were rated low, suggesting that most headteachers do not rule by coercion or neglect responsibilities. Qualitative data from headteachers supported these perceptions. They emphasized the value of collaborative decision-making and open communication in managing staff and school activities. Themes emerging from interviews included leadership as facilitation, the importance of consultation, and staff empowerment.

Responses from both teachers and headteachers from finding number two indicate a strong alignment in their perceptions of the effectiveness of various leadership styles on school administration. Transformational leadership received the highest ratings from both groups, with a mean teacher score of 4.6 and 92% of headteachers acknowledging its positive impact. Participative leadership was also seen as beneficial, with 85% of headteachers agreeing and a teacher mean score of 4.4. These findings support the literature advocating for inclusive and motivational leadership in education (Adeyemi, 2019, Abraham, 2020). Conversely, autocratic leadership had the lowest headteacher agreement at 40%, reinforcing the perception that rigid, top-down management styles are less effective in today's school settings (Okorie, 2021).

The data from teachers and headteachers of finding number three highlights a clear preference for transformational and participative leadership styles. Transformational leadership was identified by 34 respondents as the most effective, closely followed by democratic or participatory leadership with 22 mentions. This reflects the prevailing belief in the importance of inspirational leadership that fosters collaboration and staff development (Abraham, 2020). Transactional leadership was viewed by 12 respondents as moderately effective, mainly for maintaining order and accountability. Autocratic and Laissez-faire leadership had the fewest preferences, only 4 respondents, indicating its declining relevance in promoting effective school

administration in UBE settings. The findings align with previous research indicating that transformational and democratic leadership styles foster school improvement, teacher commitment, and higher student performance (Adeyemi, 2019; Abraham, 2020; Yusuf, 2021). The relatively low incidence of autocratic and laissez-faire styles suggests a shift towards more inclusive and participatory school leadership in UBE schools in FCT.

Conclusion

The study investigated the leadership styles of headteachers in selected Universal Basic Education (UBE) schools in the Federal Capital Territory (FCT), Abuja, and examined their perceived impact on school administration. The findings revealed that transformational and democratic leadership styles are the most prevalent among headteachers, and these styles were perceived to have positive effects on key indicators of school effectiveness, including teacher commitment, communication, parental involvement, and overall school performance.

Conversely, autocratic and laissez-faire leadership styles were minimally observed, indicating that most headteachers recognize the importance of inclusive and collaborative leadership. The study also noted that while headteachers are making efforts to lead effectively, their work is sometimes constrained by external administrative limitations and a lack of autonomy in decision-making. The implication is that effective leadership, particularly one that is transformational and democratic, is crucial for the success of the UBE programme in Nigeria. However, such leadership must be supported with continuous capacity-building, systemic backing, and policy reforms that empower school heads to lead effectively.

Recommendations

1.Regular and targeted training programmes should be organized by the Universal Basic Education Commission (UBEC) and the FCT SUBEB to strengthen headteachers' capacity in transformational and democratic leadership practices. Such training should be practical and context-specific.

2.Policymakers should consider granting headteachers greater administrative autonomy within defined accountability structures. This will enable them to make timely and strategic decisions that support school development and teacher productivity.

3. A mentorship system should be established where experienced, high-performing headteachers mentor newer or struggling counterparts. Peer learning platforms can also be useful for sharing best practices across schools and districts.

4. Effective monitoring and evaluation mechanisms should be instituted to periodically assess the leadership practices of headteachers and provide constructive feedback for continuous improvement.

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COUNSELLING ON CAREER CHOICE AND OPPURTUNITIES FOR NIGERIAN UNIVERSITY STUDENTS

BY

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ABSTRACT

Choice of career and available opportunities in the chosen career are problems being faced by newly admitted students into institutions of higher learning in Nigeria. Peer group influence, parents and marketable course mentality among others have pushed fresh students to enrolled in programmes which they cannot graduate or become unemployable after graduation. This paper attempts to bring to the fore the significance of counselling services for Nigerian students. Career counselling as one of educational support services as contained in National Policy of Education was conceptualized by the paper. Also reviewed, are the relevance of counselling in Nigerian Universities, issues to be taken into cognizance by the counselor and factors influencing career choice among students of higher learning institutions with emphasis on the universities. The 21st century skills needed by employers are also highlighted by the paper. Similarly, interest, aptitude and talents were outline as prerequisite in career choice in the article, Curriculum reforms/innovation which will contain the needed skills for contemporary Nigeria is recommended by the paper. Sensitizing the students on those needs through the services of guidance and counselling was also recommended among others.

Key words: *Counselling, Guidance, Career choice, Nigerian Universities*

Introduction

A piece like this has been a tradition for long in educational institutions, its aimed at giving newly admitted students the orientation needed in confronting life after graduation with emphasis on the available opportunities of the programmes they studied and guide on proper choice of career on in various professions The counselling is one of the Educational Support Services enshrine in section 8 of National Policy on Education (2013). The policy recommended that,

counselling clinics, career resource centres and information centres be provided for students. It also requested the school managers to deliver sufficient trained counsellors for their institutions. Career counselling has been affected in recent years by many emerging factors which include, the curricular, revolution in information and communication technology, digital and knowledge based economy, artificial intelligence and rising figures of unemployment among teeming Nigerian youths graduating from higher institutions of learning. These and other factors have greatly affected career and career counseling in Nigeria.

Lack of guidance and counseling and career services in universities has been identified by Pitan (2017) as cited in Alhasan and Gummi (2019) as one of the causes of graduate employability. Other causes according to him include University curriculum is overloaded with theories not practical, Poor learning environment, Inadequate funding of universities, Disparity between employers and graduate views of employability, Inadequate collaboration between universities and employers of graduate, Poor commitment of graduates to developing themselves and Inadequate Student Industrial Work Scheme (SIWES).

Career choice is very critical decision by students as it connects academic and professional life and influence financial, and general wellbeing of an individual. The need of counselling for successful career choice is highly needed in this regards. This paper therefore underscores the relevance of counselling toward choice of career in contemporary Nigeria.

Career Counselling and its relevance in Nigerian Universities

Counselling is rooted from the philosophy of existence of potentials of self-growth, self-development and self-actualization for all individuals. Counselling as defined by Adebowale (2013) and Oviegbodo (2015) in Gogaram(2024) as a process that involves various techniques aimed at assisting individuals in finding solutions to their problems. It is a personalized learning experience that is emotionally involved, focusing on the affective realm of an individual's emotions, feelings, values and attitudes. It also involves and interactive relationship between two or more individuals with the client and the counselor building a relationship of trust.

An average person spends 4 to 5 Decades (45-50 years) this necessitate a proper choice of the career despite the involved in the process. Confronting the emerging social and economic challenges is based on the choice of fulfilling career not just a job. Career choice basically deals with what one wants to do for a living as advised by the experts (Ifejiofor, 2023).

The word career is perceived to be a lifelong sequence of work which comprise educational, leisure and accumulated experience of an individual. The term Career counselling refers to activities linked to issues of career throughout the life span of an individual. It encompasses all needs of an individual as integral part of the total careers decision making and planning. Career counselling is about strong correlation between self and career information. It is not restricted to “test” and “tell them” as assumed by some. It’s equally not limited to rendering assistance and exposing the client to information. It is an in-depth comprehension of needs and information one requires including values and potentials (Sambo, 2009). Sambo went further to state three issues of great concerns to career counsellor:

1. **Career Information:** These are useful, realistic and current information centered on the work and the person being served. They include information on work surrounding, prospects of the work, entry and training requirement, effect of the jobs on once life, description of work, conditions, organisations, type of people and persons career interest and satisfaction being sought.
2. **Career Counselling Strategies:** The strategies are the assessment to find weakness and strength of the area, giving intensive information and placement service strategy which include but not limited to career tour, career fair, practical training session, and work study programme
3. **Career Techniques:** The technique as outlined by Sambo are occupational drawing, bibliotherapy, guided fantasy, career teaching techniques and career exploration using excursions, visit s and other approaches.

The role plays by counselling on career choice and development centers around provision of services to help people shape their thoughts and feelings about career options wisely. The essence is to make impactful decisions. The relevance of career counselling in universities and other institutions as Famolu (2021). Outlines include the following:

1. It assists students in making decisions at key transition point and supports their successful transition from school to further education or work. It also aims to develop the career

management competencies that will equip students to manage their career pathways and opportunities throughout their lives.

2. It is an inherent element of every school's provision of a rich and balanced education. It assists students to make decisions at key transition points and supports their successful transition from school to further education or work. It also aims to develop the career management.
3. Since schools demonstrates the school-wide impact of effective career education strategies. There is clear evidence that students who understand the relevance of school to their future lives and careers feel more motivated about school.
4. Career development counselling is an ideal context for recognizing the particular role and aspirations of the student. Students need to be well-informed and supported to make effective transitions to tertiary education and successfully pursue their own lifelong learning pathways.

Factors Influencing Choice of Career among Nigerian University Students

As mentioned in the introduction of this piece, career choice is affected by numerous factors. Primarily personality and interest influence decision of choosing a career. Other factors include cultural identity, elf concept, globalization, socialization, role models, social support and access to resources. These resources as Iyoke (2019). Cited in Ifejiofor (2023) include information and money. Other factors as reported by Ifejiofor include environment, social connection, skills, parental guidance, vocational guidance and level of education. The choice of career therefore is done on the basis of the aforementioned factors. These factors according to Muhammed, & Mutalib (2018) can either be:

‘intrinsic or extrinsic or both. Most people are influenced by careers that their parents favor, others follow the careers that their educational choices have opened for them, and some choose to follow their passion regardless of their unique interests while others choose the careers that give high income. People's perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics’

The twosome in their attempt to uncover the determinants of career choice among undergraduate students of a Nigerian University itemised; Influence of school teacher/lecturer, influence of

friends, correlation with personality, self-employment opportunity, opportunity to apply skills and knowledge in the career, prestige associated with the career, area of residence, career flexibility, guidance received about the job, need to improve social status and type of school attended. Others are working conditions available in the career, job design (scope, depth, interest, perceived value), gender, previous, working experience related to the career, job low hazard, perceived long-range opportunities in the career, influence of my family, levels of aspiration and need achievement.

Towards Choice of a Career

It is pertinent to discuss the mindset of many Nigerian Students who categories university programmes between marketable and non-marketable courses. There exists no programme being run in any institution of higher learning that is not marketable. All programmes are designed to meet societal needs. Universities cannot establish departments and programmes, train students and pay their staff to produce graduate that are not saleable. It all depends on the skills acquired whether needed or not needed by the employers. Another mentality is that of science and technical subjects. Many believed that, Science graduate are the only relevant for employment some, mostly science students that only health related courses that makes a career. Those with this opinion need to be reminded that, it's the academic capability that matters in the first instance and possession of other relevant skills that will be discussed here soon. A medic, need the service of agriculturalist to feed himself and family, he need the services of teacher to educate him and his family, he need the services of administrators to keep his records and so on and so forth. The worth of a person is what he or she can do best in life. The training received in University, the Job, and the money are three separate entities mostly. The course studied, cannot guarantee job after graduation a times. Both course and Job are not guarantee to financial independence. Social and economic realities must come to play.

The choice of career should be based on Interest, Aptitude and Talents. Some are interested with dealing with people and being friendly and helpful. Areas like teaching is the best for this category impatience person should not consider teaching as his career. Aptitude come after interest. It's not enough to be interested in becoming engineer or medical doctor without necessary aptitude for the courses. For Engineering one has to be good in mathematics and for medicine Biology is considered. Thereafter, the Talent which is exceptional ability from Allah

SWT. A person capable of performing special tasks without much effort can highly likely derive a fulfilling career from his or her exceptional qualities (Olayinka, 2001). Under the guidance of a Qualified counsellor some necessary information need to be gathered about a career as Olayinka further argued. The information includes information on minimum educational requirements for entry into the career, the period of training, condition of service (salary, benefits and other working conditions), and social status which affects the esteem and other social influence prospects.

Skills Needed by Employers

Non acquisition of needed skills by employers led to heightening of unemployment figures which rose to 5.3 percent in first quarter of 2024, a consecutive increase since second quarter of 2023(The Punch, 2024). Hence the need of intimating the prospective workers with the current needed skills. Employment skill needed for 21st century as International Labour Organisation (2013) outlined are:

1. **Basic Skills:** These are literacy and numeracy skills that equips one with necessary knowledge for employment to cater for daily basic needs and serves as a requirement for continuing vocational education.
2. **Vocational or Technical Skills:** It involves possession of technical knowhow skills needed to perform specific duties.
3. **Core work skills:** It dwells on learning and adaptation, ability to communicate effectively and think creatively.
4. **Professional/Personal Skills:** This deals with personal honesty, integrity honesty etc.

One pertinent question to be raised is whether or not these skills are embedded in Nigerian University's curriculum to adequately prepare the graduate on meeting the out of school and current employment demands and to what extent does that impacted on the graduate and employers of labour. Odigbo, Ismi, Turiman & Muhd (2018) as reported in Alhasan and Gumbi (2019) conducted a qualitative survey involving 10 university deans 10 industrial managers and 10 graduate employees to uncover whether or not a collaboration exists between the universities and Industries. The following are some of the findings:

- Nigeria University enhanced employability skills in their curriculum, but it is based on theory and not technical oriented.
- Nigerian universities enhance employability skills in their curriculum by addressing and designing building skills acquisition Centre, computing center, some special training program that enable graduates to get all the necessary skills and universities review their curriculum to meet up with changing of dynamics process in the society and make graduates self-reliance and productive after graduation.
- The finding indicates that graduates need to undergone extra training such as constant training, e-training, on-job training, internship and induction to be able to adapt what they have learnt in the university and transit into the world of work and applied it.
- Graduates did not adapt what they have learnt in the universities because they lack some practical skill that will enable them to be viable in the world of work and graduates don't apply what they have learnt from the university to the world of work because there is mix value, where an educationist will be working in the industry and there is skill mismatch.

Conclusion

The ever emerging and everincreasing human needs have impacted on career choice and opportunities thus the need for comprehending the current demands of employers from government and non-governmental organisations. Doing so requires the service of career counsellors to guide the students on proper choice of career. All the courses being studied in Nigerian institutions of higher learning have prospects. Choice of career should be based on interest, acquisition of relevant skills and knowledge of the career.

Recommendations

Based on the above discussion, the following are recommended:

- 1- University Curricular embedded with vocational skills should be strengthened to implement the practical aspects of the programmes by the curriculum body
- 2- Trained Counsellors should be engaged and be updated with knowledge of current trends of labor market demands to guide undergraduate students in the choice of career
- 3- The Students should be sensitizing on the relevance of all programmes towards societal development and be discouraged on discriminatory attitudes towards studying some courses in universities.

- 4- Serf assessment on what one can do better should be the emphasis in choosing a career to avoid dismissal from school and weak performance at work.

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PSYCHOLOGY OF CHANGE MANAGEMENT AND EDUCATIONAL REFORM IN HIGHER EDUCATION, NIGERIA

BY

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ABSTRACT

This study explores the psychological dimensions of change management in the context of educational reform within Nigerian higher education institutions. While various reform efforts—such as curriculum restructuring, digital transformation, and quality assurance frameworks—have been introduced in Nigerian universities, many have encountered resistance or failed due to a lack of attention to the human and emotional factors influencing change. Grounded in psychological theories of organizational change, including Lewin’s Change Theory and Fullan’s Educational Change Model, this study examines how variables such as readiness for change, trust in leadership, self-efficacy, and fear of the unknown affect the success of reform initiatives. Using a qualitative-descriptive approach supported by relevant literature and case examples, the study identifies both psychological enablers (e.g., shared vision, participation, leadership support) and barriers (e.g., resistance, change fatigue, cognitive dissonance) to change in Nigerian universities. Findings highlight the importance of addressing emotional and cognitive responses to reform, not just structural and policy-related issues. The study concludes that successful educational reform in Nigeria’s higher education system requires inclusive, psychologically informed change management strategies. Recommendations include enhancing stakeholder involvement, building institutional trust, offering emotional support, and strengthening leadership capacity for managing change.

Keywords: Change Management, Educational Reform, Higher Education, Psychology of Change

Introduction

The dynamics of educational reform in higher education require more than policy adjustments and administrative restructuring—they demand a deep understanding of the psychology of change management. In the Nigerian context, where higher education institutions face persistent

challenges such as funding gaps, curriculum misalignment, resistance to innovation, and governance issues, successful reform efforts must address the psychological factors that influence individual and institutional behavior.

Change management, from a psychological perspective, involves understanding how people perceive, process, and respond to transformation efforts within an organization. According to Kotter (2018), the success or failure of change initiatives often hinges on emotional and behavioral responses, not just structural modifications. Therefore, managing resistance, building trust, and fostering motivation are central to any meaningful reform in Nigerian universities.

Educational reform efforts frequently encounter psychological barriers such as fear of the unknown, perceived loss of control, and skepticism toward leadership intentions. Fullan (2017) emphasizes that sustainable educational change is deeply rooted in the capacity of individuals—especially educators and administrators—to adapt and embrace new paradigms. This adaptation process requires not just training, but also emotional support, leadership modeling, and engagement at every level of the institution.

In Nigeria's higher education sector, reforms such as curriculum overhaul, digital transformation, and performance-based funding have been met with both enthusiasm and resistance. The psychology of change management provides a framework for understanding this resistance and for designing interventions that are inclusive and psychologically sound. As Lewin (2019) proposed in his classical change model (unfreeze–change–refreeze), any reform must begin with breaking down existing mindsets and preparing stakeholders for a new way of thinking.

Moreover, Akinbote and Okebukola (2015) argue that without addressing the psychological climate within universities—including trust in leadership, institutional culture, and openness to innovation—reform efforts are likely to stall or fail. Their work highlights the need for change strategies that go beyond policy and engage the emotional and cognitive domains of academic staff and students.

In light of these insights, this study explores the psychological foundations of change management within the context of educational reform in Nigerian higher education. It aims to identify the psychological enablers and barriers to change, and to recommend approaches that support sustainable reform grounded in human behavior and institutional realities.

Psychology of Change Management

The psychology of change management refers to the study and application of psychological principles to understand how individuals and groups perceive, react to, and adapt to organizational change. It focuses on the emotional, cognitive, and behavioral aspects that influence how change is received and sustained within institutions.

According to Kotter (2018), effective change management is not solely about systems and structures but must also account for the human side of change—including fears, motivations, habits, and resistance. People tend to resist change due to uncertainty, perceived loss, or lack of trust in leadership. Understanding these reactions is critical to facilitating successful transformation.

Lewin (2019), a pioneer in change psychology, proposed the three-step model of change—unfreezing, changing, and refreezing—as a way to understand how behaviors shift during organizational transitions. His model highlights the importance of creating readiness for change before introducing new behaviors and reinforcing them afterward.

In educational settings, especially in higher education, the psychological climate—such as perceived fairness, communication openness, and leadership support—significantly affects change acceptance. As Armenakis and Bedeian (2021) note, employees' reactions to change are shaped by their perceptions of the change process, the credibility of change agents, and the alignment of change with their values and identity.

Educational Reform

Educational reform refers to the deliberate efforts to improve the structure, content, governance, or delivery of education systems. It is often aimed at increasing quality, access, equity, or relevance of education to societal needs.

According to Fullan (2017), educational reform is not merely a technical or administrative process but a complex human enterprise that requires shifting the beliefs, behaviors, and culture of educators, students, and policy-makers. Reforms often fail not because of flawed ideas, but due to weak implementation and resistance at the human level.

In the Nigerian higher education context, reforms have included initiatives like the adoption of ICT in teaching, the move toward competency-based curricula, and quality assurance

mechanisms. However, the success of these reforms depends largely on how well psychological readiness for change is cultivated among stakeholders.

Lewin's Change Theory (2019)

Kurt Lewin's Change Theory is a foundational model in organizational psychology that explains how change can be effectively implemented by addressing human behavior and resistance. The theory is structured into three stages:

1. Unfreezing – Creating awareness for the need to change by challenging existing beliefs and behaviors.
2. Changing (or Transition) – Introducing new attitudes, values, or processes.
3. Refreezing – Reinforcing and stabilizing the new behaviors to make them permanent.

Relevance to Educational Reform:

In educational settings, especially in Nigeria, stakeholders (lecturers, administrators, and students) must first “unlearn” outdated practices (e.g., rote learning, resistance to digital instruction) before they can adopt and sustain reforms like competency-based learning or digital transformation.

According to Lewin (2019) and Burnes (2004), this psychological transition is essential for overcoming resistance and embedding sustainable change in institutions.

Fullan's Change Theory (2017)

Michael Fullan's Educational Change Theory focuses on the human and moral dimensions of change in education, emphasizing that reform is not just a technical process but an emotional and cultural one. He highlights key drivers of sustainable change:

- Moral purpose – Commitment to improving student learning.
- Capacity building – Enhancing stakeholders' skills and motivation.
- Collaboration – Involving all levels of the system.
- Deep learning – Moving beyond surface-level reform.

Relevance to Nigerian Higher Education: Fullan's theory suggests that successful educational reform depends on empowering educators, fostering commitment, and building professional learning communities. Okebukola (2015) notes that many Nigerian reforms fail because they

neglect the human and psychological factors central to Fullan's model, such as emotional investment and shared vision among university staff.

Psychological Enablers of Change

Psychological enablers are internal or interpersonal factors that facilitate acceptance, engagement, and commitment to change.

1. **Readiness for Change:** When individuals understand why change is necessary and feel mentally prepared, they are more likely to support it. Readiness includes both cognitive acceptance and emotional willingness.

2. **Trust in Leadership:** People are more open to change when they trust those leading it. Transparent communication, empathy, and involvement in decision-making help build trust and reduce resistance.

3. **Self-Efficacy:** Self-efficacy refers to a person's belief in their ability to adapt and succeed during change. When individuals feel competent, they are more motivated to embrace new processes or roles.

4. **Shared Vision:** A clearly communicated and shared purpose for change helps align people's goals with institutional objectives. This shared vision builds a sense of belonging and collective responsibility.

5. **Involvement and Participation:** When people are actively involved in planning or decision-making, they are more likely to support the outcomes. Participation creates a sense of ownership over the change process.

Psychological Barriers to Change

Psychological barriers are mental or emotional blocks that resist or undermine the change process, even when the change is beneficial.

1. **Fear of the Unknown:** Uncertainty about the future—such as job security, new responsibilities, or loss of control, often leads to anxiety, suspicion, or outright resistance.

2. **Loss of Autonomy:** People may feel that change threatens their independence or decision-making power. If change is imposed without input, it can lead to disengagement or passive resistance.

3. **Cognitive Dissonance:** When change contradicts a person's deeply held beliefs or habits, they may reject it to maintain psychological consistency—even if the change is rational or needed.

4. **Change Fatigue:** Frequent or poorly implemented reforms can lead to emotional exhaustion. Staff may become apathetic or resistant simply because they are overwhelmed or burnt out from constant change.

5. **Negative Past Experiences:** If people have experienced failed or harmful changes in the past, they may approach new initiatives with skepticism, assuming they will also fail or bring hardship.

Conclusion

The psychology of change management plays a pivotal role in the success or failure of educational reform, particularly within the dynamic and often resistant environment of higher education in Nigeria. This study has highlighted that effective reform is not solely dependent on structural or policy innovation, but rather on how well change is communicated, accepted, and internalized by stakeholders, especially academic staff, administrators, and students.

Psychological factors such as readiness for change, trust in leadership, perceived autonomy, and emotional support significantly influence how individuals respond to reform efforts. The failure to acknowledge these psychological dimensions has contributed to resistance, apathy, and in some cases, outright failure of otherwise well-intentioned policies in Nigerian universities.

Reform efforts that fail to engage the human side of change often lead to change fatigue, sabotage, or partial implementation. Therefore, addressing the psychological needs of individuals involved in reform—through empathy, involvement, and capacity building—is essential for sustainable transformation in Nigeria's higher education system.

Recommendations

Based on the findings, the following recommendations are made to support effective change management in Nigerian higher education:

1. **Promote Psychological Readiness for Reform:** University management should conduct awareness campaigns, orientation sessions, and stakeholder consultations before introducing reforms. This builds readiness and reduces fear of the unknown.

2. **Strengthen Leadership Communication and Trust:** Leaders should adopt transparent, inclusive, and consistent communication strategies during reforms. This helps reduce resistance and builds confidence among staff and students.
3. **Build Capacity for Change through Training:** Staff and administrators should receive training in change management, emotional intelligence, and adaptive leadership to enhance their ability to cope with and support reforms.
4. **Encourage Participation and Shared Decision-Making:** All key stakeholders—lecturers, administrators, and students—should be involved in planning and implementing reform policies. This increases ownership and reduces resistance.
5. **Address Change Fatigue with Strategic Planning:** Reform initiatives should be phased and well-paced, allowing time for proper integration and adjustment. Too many changes at once can overwhelm stakeholders and reduce effectiveness.
6. **Provide Psychological Support Systems:** Universities should establish counseling and support services to help staff and students manage stress, uncertainty, and anxiety related to institutional changes.

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**EFFECTS OF BLENDED LEARNING, DRILL AND PRACTICE ON
PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN
KATSINA STATE, NIGERIA**

BY

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ABSTRACT

The study investigated the effects of blended learning, drill and practice on students' performance in Social Studies in Katsina State. Three objectives were formulated for the study to: determine the effects of blended learning method on performance of junior secondary students in social studies in Katsina State. The study adopted quasi experimental research design. The target population for the study was made up of 190,389 students consisting of 106,249 male and 84,140 female students. A sample of 146 Junior Secondary students II from three intact classes were purposely sampled for the study. The instrument used for the data collection was a multiple-choice objective test targeted Social Studies Performance Test. The reliability of the instrument was determined through a pilot test. The reliability coefficient of the test re-test scores was computed by means of Pearson Moment Correlation Coefficient and a reliability value of 0.76 was obtained. Mean and standard deviation were used to answer the research questions. Independent t-test was used to test all the null hypotheses at 0.05 level of significance. Findings of the study showed among others that there was a significant effect of blended learning method on academic performance of junior secondary students in Katsina State. $-P = .02$. ($t\text{-cal} = -4.88$, $P = .02$). the study concluded that blended learning, drill and practice are very effective in teaching Social Studies at Junior Secondary Schools in the state. Recommendations were made to include that Seminars and workshops should be organized to teachers which enable them to adapted blended learning, drill and practice methods in teaching Social Studies since these methods have proved effective in enhancing students' performance in Social Studies.

Introduction

The choice of effective, innovative and relevant methods by a qualified teacher as well as putting in to consideration the topic to be taught, the students' level and ability is viewed as a method for effective teaching and learning. The success or otherwise of lessons depends on the choice and utilization of an innovative and effective instructional methods by the teacher. In this regard, teachers should put more emphasis to allow the learners to explore, inquire and find out facts by themselves under the guidance of them (teachers). The primary responsibility of the teacher is to

create and maintain a collaborative problem-solving environment, where students are allowed to construct their own knowledge and the teacher acts as a facilitator and guide.

A drill and practice are type of highly controlled practice in which the students respond to a given cue. The response varies according to the type of drill. Matthews, Spratt and Dangerfield (2019). Drills are used usually at the controlled practice stage of learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills have been much maligned for their behaviorist, stimulus-response nature and for the mechanical, repetitive practice they provide. In classrooms that use the audio-lingual method, which became popular in the 1950s, drills are basic to language teaching. Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled. Also, they can be part of a teaching or learning sequence that progresses from more towards less controlled practice.

The influence of technological development in electronics industries has rendered traditional skills inadequate for work while creating the need for new and often sophisticated skills. Cepri, Ozsevgec, Sayilkan and Emre (2014) noted that because most students get information via visual content sources like computer which are used in daily life very much, it is more difficult to teach students by conventional means. But researches have continued to divulge that our classrooms are seriously dominated by the use of conventional teaching method. These methods looked upon teachers as respiratory of knowledge, information or data bank that has answers to questions whether it is in their field of specialization or not . The flow of information in this traditional classroom is thus unidirectional, from teachers to learners, such communication is not interactive, it does not allow for sharing of feeling and expression (feedback) which is what communication is all about. Poor utilization of instructional media, lack of using appropriate teaching method and professional teachers, which in one way or the other necessitate the dominance of chalk and talk (Conventional Teaching Method).

In the Conventional teaching method view of teaching and learning, information was located in the minds of the teachers and in the classroom and library books. Students were receptacles for knowledge and it was the teachers' role to deliver that instruction. Today, it is enough to simply

require students to respond with a 'correct answer', teachers would help students to research, analyze, articulate and create personal knowledge. Research has revealed that teaching using media can extend the opportunities for learning far greater than chalk and talk. Oyedele, John, Mamvuto(2014). Teachers using chalk-and-talk method are the most universal and viable form of teaching and dominate our schools. In this method teachers stands at the front of the classroom and explains the contents of the lesson to a large number of students by using chalk/marker board. The conventional method is still survived in academia because it is a cheap, quick and efficient and very unfortunate it does not develop the learners' cognitive ability instead they are passive listeners in the classroom.

In our classroom practices nowadays a close appraisal of the current trends shows that the dominant strategy is teacher-centered which tends to emphasize rote learning rather than meaningful learning Bello, (2014). This method of teaching has failed to promote genuine understanding of the subject matter. Our teachers today depended much more on the conventional teaching method this is because of its simplicity and it does not require much teacher preparation and therefore inadequate to improve learner cognitively and this problem of non-utilization of instructional materials is an impediment that resulted to poor students performance. Therefore, learners are to be actively involved in constructing knowledge and instructional material strategy have possessed such potentials (Ausubel, 2019) and this is why this study is trying to reveal the effects of blended learning, drill and practice on performance of junior secondary students in social studies in funtua educational zone, katsina state.

Performance is referred to the measure of what a learner has comprehended over the period of teaching and learning. According to Melissa (2019), academic performance referred to how students deal with their studies and how they can cope with or accomplish different tasks given to them by their teachers. This means students' performance is the ability to study and remember facts and be able to communicate knowledge verbally or written down on paper. Performance also refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. Ibrahim (2011) reported that in an educational institution, success is measured by academic performance, or how well students meet standards set out by the institution.

However, Moradeyo, (2015) stated that performance refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. The successes of an educational institution are measured by performance or how well a students meets the standards set out by the institution. The performance of students has for long generated a lot of interest among educators, researchers, government officials, parents, and the students themselves. Many studies have examined the factors that influence students' performance in the primary, secondary as well as tertiary education levels, with the purpose of enhancing learning at these stages and reducing the level of drop-out

Social Studies is the study of people in relation to each other and to their world. It is an issues focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social Studies foster students' understanding of an involvement in practical and ethical issues that face their communities and humankind. Social Studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live. Social Studies centered around man, that is, on how man manipulated by the various environments in which he finds himself. Adeyemi,(2014). There is need to use some innovative teaching methods (such as blended learning, drill and practice) to see if there will be improvements in students' performance in social studies. It is against this background that, this study intends to examine the effects of drill and practice on academic performance of junior secondary students in social studies in katsina state.

The 21st Century philosophy of teaching and learning is student-centered, the teacher whose role is that of a guide on the side not a sage on the stage (Christman & Badget, 2012). However, most of the secondary school teachers in Nigeria are prefer to conventional (chalk-talk) method of teaching which renders students passive listeners and make teaching ineffective, consequently affecting the students' performance in Social Studies particularly. Most of the Social Studies teachers are brought and trained under conventional method which is the most abused and least effective method in many respects and circumstances (National Teachers Institute-NTI, 2018).

Alphonsus (2015) confirmed that the negative attitude of students towards Social Studies is partly as the result of poor utilization of instructional media. He also argued that Social Studies teachers do not support the effective handling of the subject with relevant instructional media to

boost the performance of their students. Also, it is apparent that many teachers of social studies are not professionally trained teachers. They were educated in the classrooms where the role of the students was to memorize information, conduct well-regulated experiments, and so forth, and were then tested on their ability to repeat these tasks or remember specific facts. The ideas which are central to an education which defined competence as the ability of the students to apply knowledge and skills to unfamiliar problems are not new.

Some of the causes of students' poor performance of Social studies in Nigeria as reported by various studies conducted by educationists such as Aliyu (2015) and Dauda (2016) have to do with the teaching methods, teaching qualification and poor utilization of instructional media used by the teachers, which are inadequate to bring about desired level of achievement and classroom participation in both male and female students.. Under this arrangement, the teacher is seen as a disseminator of knowledge, the knower of the answer and a lecturer who heavily relies on textbooks as the only available instructional material, conveys facts and procedures to students and hardly encourages students to SOSage in practical and creative learning activities. The conventional method of teaching has often been criticized for ignoring method or inadequate in consideration of the needs and interest of the students, thereby limiting academic achievement.

Yusuf (2012), is of the view that, there is need to use innovative instructional methods and appropriate instructional media to see if there will be improvements in students' performance in Social Studies. It is therefore expected that the teaching and learning of Social Studies should be with the most appropriate method; method that can involve, motivate, increase the student's interest and above all, enhance their academic performance. In view of the stated problems, the researcher was prompted to find out the effects of blended learning, drill and practice on performance of junior secondary Students in Social Studies in Funtua educational zone, Katsina State; this is with the view to bringing to the limelight, effectiveness of using blended learning, drill and practice methods in the teaching and learning as a contribution towards the development of knowledge and learning of Social Studies in Katsina State at large.

Objectives of the Study

The objectives of this research are to:

- 1 determine the effects of Blended learning method on performance of junior secondary students in Social studies in Katsina State;

- 2 determine the effects of Drill and practice method on performance of junior secondary students in Social studies in Katsina State.
- 3 compare the performance of Students taught Social studies using Blended learning method and students taught using Drill and practice method in junior secondary in social studies in Katsina State.

Research Questions

The following research questions were formulated to guide the study:

1. What are the significant effects of blended learning method on performance of junior secondary students in Social Studies in Katsina State?
2. What is the significant effect of drill and practice method on performance of junior secondary students in Social Studies in Katsina State?
3. What is the significant difference in the academic performances of junior secondary students taught social studies using blended learning method and students taught using drill and practice method in Katsina State?

Hypotheses

The following hypotheses were formulated and tested at $p \leq 0.05$ level of significance.

1. There is no significant difference in the effect of blended learning method on performance of junior secondary students taught social studies in Funtua Educational Zone, Katsina State;
2. There is no significant difference in the academic performance of junior secondary school students taught Social Studies using drill and practice in Funtua Educational Zone, Katsina State.
3. There is no significant difference in the academic performance of junior secondary students taught Social Studies using blended learning method and students taught using drill and practice method in Funtua Educational Zone, Katsina State;

Methodology

The study employed quasi-experimental research design; this is because the study utilized a pre-test/post-test non-equivalent comparison group design (McMillan and Schumacher 2011). The target population for the study constituted of all Social Studies students in Katsina State. There

were two hundred and three (203) Junior Secondary Schools in the study area and there was a total number of one hundred and ninety thousand, three hundred and eighty nine (190,389) students in the schools as contained in the state ministry of basic and secondary education records obtained for 2023/2024 academic session. The sample size for the study consisted of one hundred and forty six (146) JSS II students offering Social Studies from three intact classes of Government Pilot Junior Secondary School, Funtua, Government Pilot Junior Secondary School, Katsina, and Government Pilot Junior Secondary School, Daura. Purposive sampling technique was used. Mean and standard deviation were used to answer the research questions, while independent t-test was used for hypotheses testing.

Results

The purpose of this study was to determine the effects of blended learning, drill and practice on performance of junior secondary students in social studies in Katsina State. The results obtained from the analysis of data were collected and presented in this section.

Answering Research Questions

This was done by responding and analysing response to research questions as follows:

Research Question1: What are the significant effects of blended learning method on performance of junior secondary students in Social Studies in Katsina State?

The students' test scores were recorded and analysed to determine the significant effects of blended learning method on performance of junior secondary students in Social Studies in Katsina State, as presented in table 1.

Table 1: Descriptive statistics showing the significant effects on the students' performance taught Social Studies using blended learning method

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>
Experimental 1	51	35.13	10.84	14.57
Control	49	20.56	7.234	

Table 1 showed that experimental group had the mean scores of 35.13 with standard deviation of 10.84 while the control group had the mean scores of 20.56 with the standard deviation of 7.234 and the mean difference between experimental group 1 and control group is 14.57. This result pointed out that students taught Social Studies with the use of blended learning method had a

higher mean score than control group in junior secondary schools in Katsina State. This could have been as a result of their interaction with both their teacher and their classmates.

Research Question 2: What is the significant effect of drill and practice method on performance of junior secondary students in Social Studies in Katsina State?

Table 2 showed the difference in the mean performance scores of students taught Social Studies using drill and practice method in junior secondary schools in Katsina State.

Table 2: Descriptive statistics showing the difference in the students' performance taught using drill and practice method

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>
Experimental 2	46	21.19	5.21	
				1.90
Control	49	19.29	3.84	

Result on table 2 revealed mean performance score of students taught with drill and practice method as 21.19 with the standard deviation of 5.21 while students taught with conventional method recorded the mean performance score of 19.29 with the standard deviation of 3.84 and the mean difference is 1.90. This result showed that students taught Social Studies with the use of drill and practice method marginal or slight mean gain than those taught with conventional method in the junior secondary schools in Katsina State. This could have been as a result of their practical drill and practice with both their teacher and their classmates.

Research Question 3: What is the difference in the effect between performances of students taught Social Studies using blended learning and drill and practice methods in junior secondary in Katsina State?

Table 3 showed the mean performance scores of junior secondary school students taught Social Studies using blended learning method and students taught using drill and practice method in Katsina State.

Table 3: Descriptive statistics showing the difference in the students' performance taught using blended learning method and those taught using drill and practice method

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>
Experimental 1	51	25.75	10.43	
				2.74
Experimental 2	46	23.01	9.42	

The data presented in table 3 revealed that difference existed in the performance of students taught Social studies using blended learning method and those taught using drill and practice method in Junior Secondary Schools in Katsina State. The calculated mean academic score for students taught Social studies using drill and practice method was 25.75, and standard deviation of 10.43, while the mean academic score for students taught Social studies using blended learning was 23.01, and standard deviation of 9.42. And the mean difference between blended learning and drill and practice methods is 2.74. This result indicated that students taught Social Studies with the use of drill and practice method had a better mean score than those taught with the use of blended learning method in the junior secondary schools in Katsina State.

Hypotheses Testing

The data collected were analysed using t-test at 0.05 level of significance. The results of each of the hypothesis tested were presented as follows:

Hypothesis One: There is no significant difference in the effect of blended learning method on performance of junior secondary students taught Social Studies in Katsina State.

The students' scores were taken and the t-test was used in testing this hypothesis. The Summary of data collected and analysed in respect to null hypothesis one was presented in Table 4.

Table 4: Independent sample t-test showing the difference in students' performance taught Social Studies using blended learning method

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>α</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Experimental 1	51	35.13	10.84						
Control	49	20.56	7.234	298	0.05	4.88	1.96	.02	Rejected

Table 4 revealed the result of independent sample t-test statistics and the mean of the experimental group 1 is 35.13, with the standard deviation of 10.84 and the mean of the control group of 20.56, with the standard deviation of 7.234. The observed t-value is -4.88, while the p-value is .02 ($P=.02 < 0.5$). The null-hypothesis was thus rejected because there is significant difference in the effect of blended learning method on academic performance of junior secondary school students in Katsina State. This was because the use of blended learning method in teaching of Social Studies in Junior Secondary Schools in Katsina State has significant effect on students' performance as they scored higher in the test given. This could have been as a result of their interaction with both their teacher and their classmates.

Hypothesis Two: There is no significant difference in the academic performance of junior secondary school students taught Social Studies using drill and practice in Katsina State.

The data obtained from the students' test scores were analysed using independent sample t-test procedure and the summary were presented in table 5.

Table 5: Independent sample t-test showing differences in the performance of students taught social studies using drill and practice method

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>α</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Experimental 2	46	21.19	5.21						
Control	49	19.29	3.84	176	0.05	9.04	1.96	.03	Rejected

Observation of table 5 indicated that the mean score of drill and practice of the respondents was 21.19 and a standard deviation of 5.21, while the mean score of students in conventional method was 19.19 with a standard deviation of 3.84. Also, observed t-value is -9.04, while the p-value is .03 ($P=.03 < 0.5$). The decision was to reject the null-hypothesis because there was a significant difference in the performance of junior secondary school students taught Social Studies using drill and practice in Katsina State. This could have been as a result of their practical activities involved in drill and practice method with both their teacher and their classmates.

Hypothesis Three: There is no significant difference in the academic performance of junior secondary students taught Social Studies using blended learning method and students taught using drill and practice method in Katsina State.

The data obtained from the students’ scores were analysed using independent sample t-test procedure and the summary was presented in table 6.

Table 6: Independent sample t-test showing the differences in the students’ performance taught using blended learning and those taught using drill and practice methods

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>α</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Experimental 1	51	25.75	10.43	182	0.05	9.68	1.96	.01	Rejected
Experimental 2	46	23.01	9.42						

Result of the independent t-test analysis on table 6 showed that the mean score of 25.75 for the students in blended learning schools and a standard deviation of 10.43, while the mean score of students in the drill and practice schools 23.01 with a standard deviation of 9.42. Also, observed t-value is -9.68, while the p-value is .01 ($P=.01 < 0.5$). The decision was to reject the null-hypothesis because there was significant difference in the performance of junior secondary school students taught Social Studies using blended learning method and students taught using drill and practice method in Katsina State.

Discussion of Findings

This study examined the effects of Blended learning, drill and practice on performance of junior secondary students in social studies in Katsina State, with a view to finding out whether the use of Blended learning, drill and practice can better improve students’ performance, and to encourage social studies teachers to embrace the use of technology in teaching and learning in alignment with current global practices. The result of research question one on Table 1 and hypothesis one in Table 4 shows that, there was a significant difference in the effect of blended learning method on academic performance of junior secondary students in Katsina State. This finding goes in line with the research finding of Gambari, Shittu, Ogunlade, and Osunlade (2017), favour the Blended learning.

The result of research question two on Table 2 and hypothesis two in Table 5 indicated that: There was a significant difference in the performance of junior secondary school students taught Social Studies using drill and practice method in Katsina State. This is in agreement with the finding of Bataineh (2015), as he found that the think-pair share and cooperative learning strategies were more effective in teaching and learning.

The research question three and hypothesis three as found in Table 3 and 6, presents the mean score of 23.01 for the students in drill and practice school and with a standard deviation of 9.42, while the mean score of students in blended learning school is 25.75 with standard deviation of 10.43. Also, observed t-value is -9.68, while the p-value is .01. The decision was to reject the null-hypothesis because there was significant difference between students taught Social Studies using blended learning method and students taught using drill and practice method Katsina State. This was done because the blended learning is more learner centered than that of blended learning and students interact more with the use of instructional package and their classmate in drill and practice. This result confirmed the fact that, the use of drill and practice in teaching social studies is very effective and capable of bring about better performance of students.

Conclusion

In view of the findings, it was concluded that since a significant difference exists in the performance of junior secondary students taught social studies using blended learning, drill and practice method in Katsina State, it can be concluded that blended learning, drill and practice are very effective in teaching social studies at junior secondary schools in Katsina State, drill and practice is more effective in teaching social studies than blended learning as the students taught using drill and practice score higher than those taught using blended learning method.

If methods other than blended learning, drill and practice continue to be used in teaching of social studies, the objectives of social studies are not likely to be achieved. Besides, students may become less interested in the subject as they are not actively involved in the teaching and learning process.

Recommendations

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

1. Seminars and workshops should be organised to teachers which enable them to adapted blended learning, drill and practice methods in teaching social studies since these methods have proved effective in enhancing students' performance in social studies.
2. Educational technologist should use blended learning, drill and practice to enhance teaching and learning social studies.
3. Curriculum planners should adapt the method of blended learning, drill and practice in junior secondary schools curriculum which enhance students' academic performance.

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