

**ASSESSMENT OF AVAILABILITY AND UTILIZATION OF GUIDANCE AND
COUNSELLING UNITS IN TERTIARY INSTITUTIONS OF YOBE STATE,
NIGERIA
BY**

MUHAMMAD ALI FANNAMI

Department of Science Education, Faculty of Education, Yobe State University, Damaturu,
Yobe State, Nigeria.
fannamima@gmail.com
+2347068945892

ABSTRACT

This study assessed the availability and utilization of guidance and counselling units in tertiary institutions of Yobe State, Nigeria. Descriptive survey design was used for this study, the study's population was 16,736 students from six tertiary institutions of Yobe State. A sample of 370 respondents was selected from three tertiary institutions using proportionate and stratified random sampling. The data was collected using the "Availability and Utilization of Guidance and Counselling Units in Tertiary Institution Questionnaire (AUGCUTIQ)", which was validated, pilot tested and found reliable at 0.672. The data was analyzed using means and standard deviation. The findings revealed that students were not aware of the guidance and counselling units, and the units were not functional, guidance services are provided, and facilities were neither available nor utilized in the tertiary institutions of Yobe State. Based on these findings, the study recommended that all tertiary institutions in Yobe State should organize awareness campaigns to inform students about the existence, purpose, and services offered by the units, provide designated spaces for Guidance and Counselling Unit in easily accessible locations, and create initiatives that will encourage students to utilize the available facilities in the Guidance and Counselling Units in tertiary institutions of Yobe State.

Keywords: Availability, Utilization, Guidance and Counselling Units, Tertiary Institutions

Introduction

Tertiary education plays a key role in the development of any nation, equipping individuals with the knowledge and skills necessary for personal and societal advancement. In Nigeria, tertiary institutions-including universities, polytechnics, and colleges of education are crucial in producing the human capital needed for economic growth and social progress. However, the transition to and navigation of tertiary education can be challenging for students, who often face a myriad of academic, personal, social, and career-related issues. These challenges can significantly impact the student's well-being, academic performance, and overall success. It is in this context that guidance and counselling services become essential. In Nigerian tertiary institutions, guidance and counselling units provides services that are particularly crucial as they help address the multiple challenges faced by students transitioning from secondary to higher education. These services include academic guidance, persona-social guidance, and career/vocational guidance. Nevertheless, the availability, accessibility, and utilization of these units vary considerably across different regions and institutions. Since the rationale to offer guidance and counselling services to tertiary institution students is clear, the

post-secondary school years are periods of academic, social, personal, emotional and intellectual growth for most if not all students.

Despite the National Policy on Education mandating the establishment of guidance and counselling units in all tertiary institutions, the availability of functional units in Yobe State varies. Some institutions may have well-established units with qualified counsellors and adequate resources, while others may lack these essential components. However, it is observed that most of the guidance and counselling units in tertiary institutions of Yobe State operate with limited resources.

The availability of guidance and counselling units does not automatically translate to their utilization by students. Various factors influence whether and how students access guidance and counselling services in these units, including awareness levels, perceptions and attitudes, accessibility, and cultural considerations. Student awareness and functionality of available guidance and counselling units is a prerequisite for their utilization. In Yobe State tertiary institutions, the level of student awareness regarding services provided in the guidance and counselling units has not been extensively documented. Yet, anecdotal evidence suggests that awareness levels may be limited, particularly regarding the full range of services beyond basic academic guidance. Students' accessibility to these unit can also present significant challenges. Counselling units may be located in less accessible parts of campus, and have limited operating hours that conflict with students' academic schedules. These barriers can reduce the unit's utilization even among students who are aware of and positively disposed toward guidance and counselling services.

Statement of the Problem

Despite the crucial role of Guidance and counselling in promoting academic success, personal growth and career development, many students in Yobe State Tertiary Institutions appear to be unaware of or lack access to guidance and counselling services, which may be because guidance and counselling in tertiary institutions of Yobe State has not been given the attention it deserves. Majority of students in Yobe State tertiary institutions continue to find it difficult in career decision making, lack ideas on which course to study at the University after their Diploma, Interim Joint Matriculation Board (IJMB) and Remedial Studies. The reason may be because; the Guidance and Counselling unit is not functional, Guidance services are not provided, or resources required to facilitate effective guidance and counselling delivery are not available. Even where facilities exist, their underutilization is a common issue.

The researcher observed that functionality and underutilization of guidance and counselling units in tertiary institutions of Yobe State may be the reason why most students experienced psychological and academic drawbacks which is apparent in career choice, poor interpersonal relationship, drug abuse, school drop-out, poor performance in examinations, phobia in pursuing certain courses and professions among others.

The researcher also observed that students' awareness, availability, utilization and functionality of Guidance and Counselling units becomes a great deal on the provision of effective Guidance and Counselling services in Tertiary Institutions of Yobe State, Nigeria. Although Guidance and Counselling unit may be in existence in most of the Tertiary Institutions, resources were provided, yet comprehensive data regarding their programmes and activities remain lacking. Recognizing this gap, there is a need to assess the Availability and Utilization of Guidance and Counselling Units in Tertiary Institutions of Yobe state, Nigeria.

Research Questions

The study sought to answer the following research questions:

1. What is the level of student's awareness on the availability of guidance and counselling units in tertiary institutions of Yobe State, Nigeria?
2. What is the level of functionality of the guidance and counselling unit in tertiary institutions of Yobe State, Nigeria?
3. What are the types of guidance services available in guidance and counselling units in tertiary institutions of Yobe State, Nigeria?
4. What are the facilities available at guidance and counselling units in tertiary institutions of Yobe State, Nigeria?
5. What is the extent of Utilization of facilities in guidance and counselling units in Tertiary institutions of Yobe State, Nigeria?

Methodology

The study employed a descriptive survey design to assess the availability and utilization of guidance and counselling units in tertiary institutions of Yobe State. From a population of 16,736 students in 6 Tertiary Institutions of Yobe State, a total sample of 370 was drawn using proportionate and stratified random sampling to ensure fair representation across institutions. Specifically, 265 students were sampled from Yobe State University, Damaturu; 55 from the College of Education and Legal Studies, Nguru; and 50 from the College of Administration, Management and Technology, Potiskum. This approach improved the

representativeness of the sample across the three strata of universities, colleges of education, and polytechnics/Collages of Technology. Data were collected using a researcher-designed questionnaire titled ‘Availability and Utilization of Guidance and Counselling Units in Tertiary Institutions Questionnaire’ (AUGCUTIQ) structured on a 5-point Likert scale. The instrument was validated by experts, pilot-tested, and found reliable at 0.672. Data were Analyzed using mean and standard deviation to answer the research questions. A benchmark mean of 3.0 guided item acceptance.

Presentation of Results

Research Question One: What is the level of student’s awareness on the availability of Guidance and Counselling units in tertiary institutions of Yobe State, Nigeria?

Table 1: Mean and Standard Deviation Responses on the Level of Student’s Awareness of the Availability of Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria

S/N.	Item Statements	X	SD	Remarks
1	I am aware of the existence of guidance and counselling units in my institution	2.61	1.50	Disagreed
2	I know the location of the guidance and counselling unit within my institution	2.53	1.29	Disagreed
3	I have received information about the services offered by the unit	3.07	1.47	Agreed
4	My institution actively promotes its guidance and counselling services	3.18	1.58	Agreed
5	I have visited the guidance and counselling unit for personal counselling	2.89	1.53	Disagreed
6	I am aware of programmes/workshops offered by the unit	3.06	1.42	Agreed
	Grand Mean	2.89	1.47	Disagreed

Table 1 shows that the respondents disagreed that they were aware of the existence of guidance and counselling units, knew their locations, had received information about their services, or had visited them. However, they agreed that their institutions promote guidance and counselling services and that they are aware of programmes or workshops organized by the units. Since all the 6 items have overall grand mean of 2.89, which is below the cutoff point of 3.0. Therefore, students generally disagreed with the statements, indicating that students are not aware of the availability of Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria.

Research Question Two: What is the level of functionality of the Guidance and Counselling unit in tertiary institutions of Yobe State, Nigeria?

Table 2: Mean and Standard Deviation Responses of Students on the Level of Functionality of the Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria

S/N.	Item Statements	X	SD	Remarks
1	The unit has trained professionals available to assist students	3.06	1.42	Agreed
2	The services provided by the unit are responsive to student needs	2.82	1.29	Disagreed
3	The unit effectively addresses academic concerns of students	2.83	1.26	Disagreed
4	The unit provides adequate support for personal/emotional challenges	2.86	1.51	Disagreed
5	The unit is easily accessible to all students	2.97	1.55	Disagreed
6	I have received timely/effective guidance from the counselling unit	2.61	1.35	Disagreed
Grand Mean		2.86	1.40	Disagreed

Table 2 above shows that the respondents agreed that the units have trained professionals available. However, they disagreed that the services are responsive to their needs, that academic concerns are effectively addressed, that adequate support is provided for personal challenges, that the units are easily accessible, or that they have received timely guidance. Since all the 6 items have overall grand mean of 2.86, below the cutoff of 3.0. Respondents therefore disagreed overall, suggesting that the guidance and counselling units in tertiary institutions of Yobe State are not fully functional.

Research Question Three: What are the types of guidance services available in Guidance and counselling Units in tertiary institutions of Yobe State, Nigeria?

Table 3: Mean and Standard Deviation Responses of Students on the Guidance Services Available in Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria

S/N.	Item Statements	X	SD	Remarks
1	The unit provides academic guidance services	2.45	1.49	Disagreed
2	The unit offers career counselling for informed career choices	2.71	1.25	Disagreed
3	Personal counselling services for emotional/psychological support are available	3.13	1.44	Agreed
4	The unit conducts workshops on study skills/time management	2.90	1.42	Disagreed
5	The unit provides information on internship/job opportunities	3.33	1.50	Agreed
6	The unit organizes awareness programmes on mental health	2.76	1.40	Disagreed
7	Resources are available for students facing financial difficulties	3.01	1.67	Agreed
Grand Mean		2.90	1.45	Disagreed

Table 3 above shows that the respondents agreed that personal counselling services are available, that the units provide information on internship and job opportunities, and that resources are available for financial difficulties. On the other hand, they disagreed that the units provide academic guidance, career counselling, workshops on study skills, or awareness programmes on mental health. This shows that only a few services are available, while many essential areas remain neglected. Since all of the 7 items have overall grand mean of 2.90,

slightly below the benchmark of 3.0. Thus, respondents disagreed overall, meaning that guidance services are largely unavailable.

Research Question Four: What are the facilities available at the Guidance and Counselling Units in Tertiary institutions of Yobe State, Nigeria?

Table 4: Mean and Standard Deviation Responses of on the Facilities available at Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria

S/N.	Item Statements	X	SD	Remarks
1	The unit has a private counselling room for confidential sessions	2.90	1.32	Disagreed
2	Adequate resources (books, pamphlets, brochures) are available	2.76	1.56	Disagreed
3	The unit is equipped with computers/internet access	2.84	1.39	Disagreed
4	Offices are accessible to all students, including those with disabilities	2.82	1.32	Disagreed
5	There are comfortable waiting areas for students	3.08	1.32	Agreed
6	The unit has facilities for group counselling/workshops	2.31	1.41	Disagreed
7	Adequate facilities for crisis intervention exist	3.10	1.30	Agreed
	Grand Mean	2.83	1.37	Disagreed

Table 4 above shows that the respondents agreed that comfortable waiting areas exist and that crisis intervention facilities are provided. They disagreed, however, on the availability of private counselling rooms, resource materials, computers and internet, accessible offices for students with disabilities, and group counselling facilities. Since all of the 7 items have overall grand mean of 2.83 is below the cutoff point. Respondents therefore disagreed, suggesting that facilities are inadequate, this points to a situation where only limited facilities are present, while the majority of essential infrastructure is lacking in the guidance and counselling units.

Research Question Five: What is the extent of Utilization of facilities in Guidance and Counselling Units in Tertiary institutions of Yobe State, Nigeria?

Table 5: Mean and Standard Deviation Responses of Students on the extent of Utilization of Facilities in the Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria

S/N.	Item Statements	X	SD	Remarks
1	I frequently utilize the counselling room	2.48	1.30	Disagreed
2	I often access the resources provided	2.62	1.39	Disagreed
3	I make use of the computer/internet facilities	2.74	1.54	Disagreed
4	I feel comfortable using the waiting area	3.04	1.46	Agreed
5	I find multimedia equipment useful in workshops	3.01	1.45	Agreed
6	I recommend other students to use counselling facilities	2.18	1.33	Disagreed
7	I regularly participate in awareness programmes	2.96	1.53	Disagreed
	Grand Mean	2.72	1.43	Disagreed

Table 5 above shows that the Respondents agreed that they feel comfortable using waiting areas and find multimedia equipment useful. They disagreed, however, that they frequently use counselling rooms, access resource materials, use computer or internet facilities,

recommend counselling services to others, or participate regularly in awareness programmes. Since all of the 7 items have overall grand mean of 2.72, below the 3.0 cutoff. Respondents therefore disagreed, showing that utilization of facilities in guidance and counselling units in tertiary institutions of Yobe State is very low.

Discussion of Findings

The findings of the study revealed that the respondents disagreed that they were aware of the existence of guidance and counselling units, knew their locations, had received information about their services, or had visited them. However, they agreed that their institutions promote guidance and counselling services and that they are aware of programmes or workshops organized by the units. Since all the 6 items have overall grand mean of 2.89, which is below the cutoff point of 3.0. Therefore, students generally disagreed with the statements, indicating that students are not aware of the availability of Guidance and Counselling Units in Tertiary Institutions of Yobe State, Nigeria. The findings are in contrast with Lasode, Lawal and Ofodile (2020) who carried out a study on perception, awareness and use of Guidance and Counselling Services by undergraduates of the Federal University of Agriculture, Abeokuta who revealed that majority of students were aware of Guidance and Counselling Services provided in the institution and 74.6% of them were using the services indicated that it was very helpful. Umar (2021) also reported that 57.8% of students demonstrated positive awareness of guidance services in Kano State colleges of education, though the patronage of these services remained low.

The findings of the study also revealed that the respondents agreed that the units have trained professionals available. However, they disagreed that the services are responsive to their needs, that academic concerns are effectively addressed, that adequate support is provided for personal challenges, that the units are easily accessible, or that they have received timely guidance. Since all the 6 items have overall grand mean of 2.86, below the cutoff of 3.0. since the respondents disagreed overall, suggesting that the guidance and counselling units in tertiary institutions of Yobe State are not fully functional. The non-functionality units appeared to be rooted in operational and service delivery challenges rather than absence of qualified personnel. While the students acknowledged the availability of trained professionals, they expressed dissatisfaction with service responsiveness, effectiveness in addressing academic concerns, adequacy of support for personal challenges, and accessibility of the units. These challenges resonate with the findings of Sanni (2017) who found that only Seven (7) Counsellors were functional out of 23 counsellors that were found to be available in 93 schools making the guidance and counselling units not functional for providing

necessary services to meet the purpose of its establishment. In another study by Muhammad, Bashar and Hassan (2021) who assessed the Provision and Management of students' Health and Guidance and Counselling Services in Federal Universities in North West Geographical Zone Nigeria found that facilities for guidance and counselling services were fairly provided and managed, rendering the guidance and counselling units in the universities less functional, thereby providing effective guidance and counselling services to meet student needs.

The findings of the study further revealed that the respondents agreed that personal counselling services are available, that the units provide information on internship and job opportunities, and that resources are available for financial difficulties. On the other hand, they disagreed that the units provide academic guidance, career counselling, workshops on study skills, or awareness programmes on mental health. This shows that only a few services are available, while many essential areas remain neglected. Since all of the 7 items have overall grand mean of 2.90, slightly below the benchmark of 3.0. Thus, respondents disagreed overall, meaning that guidance services are largely unavailable. The findings of the study dissonates with the work of Kyauta, Shariff and Garba (2017) who found that Guidance and Counselling services were offered in College of Education Gashua, the services offered proved to be moderately effective in influencing students' study habits and much improvement in academic performance. Alale (2019) also revealed that majority of guidance service (orientation, information, appraisal, counselling and placement services) were provided in tertiary institutions, whereas consultation, referral, and follow-up were the least provided services in the guidance and counselling centers of the tertiary institutions. The study findings further showed that benefits of guidance services to students brought about the improvement of student's behaviour and discipline and the development of positive attitude towards education.

The findings of the study also revealed that, the respondents agreed that comfortable waiting areas exist and that crisis intervention facilities are provided. They disagreed, however, on the availability of private counselling rooms, resource materials, computers and internet, accessible offices for students with disabilities, and group counselling facilities. Since all of the 7 items have overall grand mean of 2.83 is below the cutoff point. Respondents therefore disagreed, suggesting that facilities are inadequate, this points to a situation where only limited facilities are present, while the majority of essential infrastructure is lacking in the guidance and counselling units. The inadequacy of facilities in guidance and counselling units have been studied over the years. The finding of the study is also contented with the work of Alkali, Kagu and Ali (2020) who evaluate the availability of counselling facilities in

Tertiary Institutions in Borno State, Nigeria, noted that only few tertiary institutions have established Guidance and Counselling centers, even those with established Guidance and Counselling centers have inadequate facilities required to provide guidance and counselling services. Omoyemiju (2022) also found that the most available counselling resources in tertiary institutions are professional counsellors and Internet Facilities and, accessibility to the counselling resources are generally low (40.0%). The findings are equally supported by Tata (2016) who also found that resources for guidance and counselling are grossly unavailable in Schools.

The findings of the study further revealed that, the Respondents agreed that they feel comfortable using waiting areas and find multimedia equipment useful. They disagreed, however, that they frequently use counselling rooms, access resource materials, use computer or internet facilities, recommend counselling services to others, or participate regularly in awareness programmes. Since all of the 7 items have overall grand mean of 2.72, below the 3.0 cutoff. Respondents therefore disagreed, showing that utilization of facilities in guidance and counselling units in tertiary institutions of Yobe State is very low. Even where facilities exist, their underutilization is a common issue as the finding of the study is collaborated with the work of Bright, Ezems-Amadi and Bakari (2020) which revealed that Resources for counselling are grossly not utilized. Many schools fail to fully leverage existing resources due to inadequate guidance and counselling facilities and low awareness among students about the benefits of counselling services leading to underutilization of the available resources (Ohamobi, Akulue & Okonkwo 2021).

Although this study focused on students as the primary end-users of guidance and counselling services, future research should also incorporate the perspectives of counsellors and unit staff. Understanding factors such as counsellors' qualifications, workload, institutional support, and budgetary constraints would provide a more holistic explanation for the low utilization and perceived non-functionality of the unit by students. Such insights may reveal structural or administrative challenges that students cannot directly observe but can significantly influence utilization of the guidance and counselling units.

Conclusion

It is concluded that students at tertiary institutions of Yobe State were not aware of guidance and counselling services and provided to the students. However, some students still claim to benefit from the services even though there are no awareness campaigns on programmes concerning with the benefits of guidance and counselling. The study revealed that guidance and counselling units are not functional even though some students have the opinion that the

unit performs its functions of providing students with support services. Furthermore, the findings also revealed that various types of guidance services are not provided to students, and Guidance and Counselling facilities are neither available nor utilized in the Guidance and Counselling units. Therefore, it is concluded that, Guidance and Counselling in Tertiary Institutions of Yobe State has not been given the attention it deserves.

Recommendations

Based on the findings from this study, the researcher recommends the following:

1. Managements of Yobe State tertiary institutions Should organize awareness campaigns to inform students about the existence, purpose, and services offered by Guidance and Counselling Units. This can include orientation programmes for new students, workshops, and informational materials distributed both in print and electronically.
2. There is need to create a comprehensive plan to revitalize the Guidance and Counselling Units and provide necessary resources to enable the unit to function efficiently.
3. The tertiary institutions need to make guidance services available for students to support their academic, personal, and professional development, which will enable them to navigate the challenges of higher education and achieve their full potential.
4. The management of the Tertiary Institutions need to provide designated spaces for Guidance and Counselling Unit in easily accessible locations equipped with the necessary facilities for effective guidance and counselling service delivery.
5. There is need for tertiary institutions in Yobe State to create initiatives that encourage students to utilize the available facilities, such as anonymous feedback forms and incentives for participation in guidance and counselling activities.

References

- Alale, A. A. (2019). The Provision of Guidance Services in Colleges of Education in Northern Ghana. *Journal of Education and Practice*, Vol.10, No.14, 88-96. DOI: 10.7176/JEP
- Alkali, K. Y., Kagu, B and Ali, G. D. (2020) Availability of Counselling Facilities in Tertiary Institutions in Borno State, Nigeria. *Journal of Contemporary Education Research*, Hummingbird Publications www.hummingpubng.com
- Bright, I. B., Ezems-Amadi, G., & Bakari, D. (2020). Availability and utilization of counselling services for internally displaced persons in North-Central, Nigeria. *International Journal of Innovative Psychology & Social Development*, 8(1), 90-98. <https://seahipaj.org/>
- Kyauta, A. M. A., Shariff Y. A., & Garba, H. S. (2017) The role of guidance and counselling service on academic performance among students of Umar Suleiman college of education, Gashua, Yobe State, Nigeria. *Kampala International University Journal of Humanities* 2(2B): 59-66, ISSN: 2415-0843.
- Lasode, A. O., Lawal, O. O., & Ofodile, M. C. (2020). The perception, awareness and use of Guidance and Counselling Services by undergraduates of the Federal University of Agriculture Abeokuta, Nigeria. *Journal of Humanities, Social Sciences and Creative Arts*, 15, 100-113.
- Muhammad, A. S., Bashar, A., & Hassan, A. M. (2021). Assessment of provision and management of health and guidance and counselling services for students in federal universities in North-west, Nigeria. *ATBU Journal of Science, Technology and Education*, 9(1), 1-12.
- Ohamobi, I. N., Akulue, N. M. & Okonkwo N. P. (2021). Utilization of Guidance and Counselling as Aa Support Service for Enhancing Students' Personnel Administration in Public Secondary Schools in Anambra State, Nigeria. *Journal of Educational Research and Development*. Vol 4, No 2, pg.144-156
- Omoyemiju, M. A. (2022). Availability and accessibility of counselling resources to students and staff members of tertiary institutions in Osun State, Nigeria. *International Journal of Social Sciences & Education*, 12(1). <https://doi.org/10.2223-4934/2227-393X>
- Sanni, A. (2017). Availability and functionality of guidance counsellors among secondary schools in Kogi Central Senatorial Districts, Kogi State, Nigeria. *Research Guru: Online Journal of Multidisciplinary Subjects*, 11(2), 29-39.
- Tata, M. (2016). Availability and Utilization of Resources for Counselling among para-counsellors in Senior Secondary Schools in Bauchi State, Nigeria. *Unpublished Master's degree dissertation*. Submitted to Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University Zaria.
- Umar, A. A. (2021). Awareness and Patronage of Guidance Services among Students in Colleges of Education in Kano Metropolis, Nigeria. *Unpublished M.Ed thesis*. Department of Education Bayero University Kano.

**EFFECTS OF SOCRATIC TEACHING TECHNIQUE AND MOTHER TONGUE ON
ACADEMIC PERFORMANCE OF NCE I PRINCIPLES OF BIOLOGY STUDENTS,
COLLEGE OF EDUCATION GASHUA, YOBE STATE
BY**

MOHAMMED D. DANLADI (Ph.D)

Biology Department, Umar Suleiman College of Gashua, Yobe State, Nigeria.
mddanladi999@gmail.com
+2348067248585,

AUDU IDI WAKAWA (Ph.D)

Biology Department, Umar Suleiman College of Gashua, Yobe State, Nigeria.
idrisswakawa2015@gmail.com
+2348065441831,

EMMANUEL BULUS

Biology Department, Umar Suleiman College of Gashua, Yobe State, Nigeria.
emmanuelbulus1213@gmail.com
+2348064991213

&

HADIZA ZUMAMI

Biology Department, Umar Suleiman College of Gashua, Yobe State, Nigeria.
hadizazumami8@gmail.com
+2348034243535

ABSTRACT

This study investigates the Effects of Socratic Teaching Technique using Mother Tongue on Academic Performance among NCE I Principles of Biology Students of College of Education Gashua. Quasi-Experimental and Control group design, using pretest and posttest was used for this study. The study used a population of 62 students (34 males and 28 females). This also served as sample for the study. The research instrument used for data collection was Principles of Biology Students Test (PBST), with reliability coefficient of $r = 0.86$, obtained through Kuder-Richardson 21 (K-R 21). The research question was answered using descriptive statistic of mean and standard deviation, with mean difference ($MD=2.7$). The null hypothesis was tested using t-test statistic and obtained t-cal of 12.2 and p-value of 0.00 at $p=0.05$ level of significance. The result of the study revealed that there was significant difference between the mean academic performance scores of the experimental and control groups in favour of the experimental group. Based on the findings of the research, a number of recommendations were made, among which were; i) Socratic Teaching Technique in Hausa should be integrated in the teaching of science and technology subjects, including principles of biology. ii) There should be in place, training and re-training opportunities for teachers to be more effective in carrying out their teaching tasks by employing the use of Socratic Teaching Technique in Hausa as to enhance teaching and learning, and to reduce over dependence on lecture method and borrowed language.

Keywords: Socratic Technique, Mother Tongue, Academic Performance, NCE I Students.

Introduction

Education is the backbone of both human and societal development, and the standard of education of any nation depends, to a large extent on the educational background of its teachers and the teaching methodologies they embraced. This is because, no educational system could rise above the caliber or quality of its teachers, and the quality of present

teachers will however reflect in the behavioural disposition of the citizens of tomorrow (NPE, 2004). Because teachers are the instruments for imparting good quality education and functional knowledge to the students, it becomes imperative to give substantial attention to teacher training in the country (Ayatse, 2006). Omodara (2012) believed that; the production of good science students in the nation's education institutions revolves around the various techniques of teaching imbibed by the teachers. It then became necessary, as observed by Mfon (2001), to examine some of the techniques and approaches of teaching that are capable of inculcating useful skills and knowledge to the recipients in the teaching-learning process of science in Nigerian schools, to improve the day-to-day academic achievement. Despite the importance of science and technology to man and national development, the study of science seems to be facing many problems in Nigeria. Students are increasingly becoming unable to cope with the understanding of scientific concepts due to lack of application of effective teaching techniques (Koroka, 2004) and appropriate language of instruction (Nathaniel, 2014). The research findings of Rwantag (2011) revealed that students learn better in language in which they are very familiar. Some research findings demonstrated that mother tongue as medium of instruction at lower levels of education can promote learning (Idakwo & Ocholi, 2024).

Teaching methods can be said to be the fundamental instruments of education and therefore the nucleus in teaching (Brand, Bennet, Hampden-Thopson, 2013). Omodara (2012) also opined that; methodology is a process of imparting knowledge, ideas and beliefs on a person or group of persons, and it is a general guideline for promoting teaching and learning, which involves various ways of manipulating instructional resources and language of communication to make the learner receive and understand the teacher's message clearly, hence the need for teachers to appreciate the roles of their mother tongues in the teaching – learning process (Anfani, 2024). Language is said to be one of the important features that distinguishes humans from other living things. It is the basis of communication among human beings and effective key to learners' academic performance (Nathaniel, 2014). Similarly, Omwicheren (2002) believes that; for any teacher to be effective and successful, he must have the ability to pass his knowledge to the learners to bring about the desired behavioural change, thereby enhancing academic performance.

Academic performance according to Tomporouski, Philip, Catherine, Patricia and Jack (2008); refers to the extent or manner to which learners, teachers or instructors have achieved their educational goals and objectives through effective measurement and evaluation of a teaching-learning process. The academic performance of students may also be affected by several factors, such as; family background, peer influence, truancy, teachers' qualification, teaching methods and language of instruction among others (Vanstumni et'al, 2011).

Statement of the Problem:

Some of the major causes of poor academic performance by students in biology may be associated to the types of teaching methods adopted by teachers, because many teachers, especially higher institutions like Colleges of Education, Mono and polytechniques and universities, still prefer to use the popular lecture method (Danladi, 2019). Other factors are the problem of adoption of appropriate language of instruction in Nigerian schools (Uwaisu, 2009). Also, many teachers are not proficient in the use of mother tongue to teach, and this diminishes their ability to deliver instructional content effectively (Palmer et'al, 2014). However, the problem of ineffective ways of teaching of abstract concepts and learning difficulties in biology, have consequently leads to poor performance of students (Wu and Yu, 2017). This according to Wu and Yu (2017) can be effectively overcome by using teaching methods that are learner-centered, such as Socratic technique among others (Jegede and Okebukola 2013).

In order to overcome the seeming failure in biology education, some research evidences such as that of Usman, Olorukooba and Muonomi (2014) saw the pressing need to reconsider the instructional techniques and methods in Nigerian institutions which fosters meaningful learning. Biology curriculum for colleges of Education suggest a shift in methodology from teacher-centered to learner-centered, aimed at engaging learners to explain concepts through effective interaction, and integrating Socratic Teaching Technique using Hausa as the language of instruction is an effective way to stimulate critical thinking and problem-solving skills into teacher education (Scholle, 2020). Other research studies have dealt students' study habits, students' friendly instructional materials, among others. Of all these studies, quite a few have been found to utilize Socratic Teaching Technique using mother tongue to teach biology at NCE level. Socratic Technique involves a teacher asking questions to encourage students to think deeply about a subject matter and arrive at their own conclusions (Chew, 2024). This study therefore, utilized Socratic Teaching Technique using Hausa language as medium of instruction to evaluate the academic performance of NCE I students offering principles of biology course.

Objective of the Study

The objective of the study is to;

1. Determine the academic performance of students exposed to Socratic Teaching Technique in Hausa and those taught the same concept in English.

Research Question

1. What is the academic performance level of students exposed to Socratic Teaching Technique in Hausa and those taught using English Language?

Null Hypothesis

1. There is no significant difference in the academic performance levels of principles of biology students taught using Socratic Teaching Technique in Hausa and those taught the same concept using English Language.

Methodology

Quasi-Experimental research design using pretest and posttest was used for this study. The population for the study comprised of all NCE I biology students offering principles of biology course for 2022/2023 academic session at Umar Suleiman College of Education, Gashua. There are 62 students in all (34 males and 28 females). The sample size used for the study comprised NCE I biology students offering principles of biology course at Umar Suleiman College of Education, Gashua. Sixty two (62) students (34 boys and 28 girls) were used in both pretest and posttest procedures (Tuckman, 1975), in order to measure their academic performance level, using Socratic Teaching Technique in Hausa. These students were randomly selected into the two groups (Experimental and Control). The number of students that serve as sample for the study were selected through simple balloting method, in which the researchers wrote 31 As and 31 Bs on pieces of papers, shuffle them together and allowed each student to pick one piece of the paper. Those in category A serve as experimental group, while those in category B are the control group. The experimental group was measured for academic performance using Socratic Teaching Technique in Hausa, while the control group was also measured for the same variable using English language. This is in line with the study objective.

Results

Research Question One: What is the effect of Socratic Teaching Technique in Hausa on the academic performance of NCE I students offering principles of biology course?

In order to effectively answer the research question for the study, descriptive statistics of means and standard deviation were used to determine the posttest scores of the students exposed to Socratic Teaching Technique in Hausa and that of the control group taught same concepts in English Language.

Table I: Mean and Standard Deviation of Posttest Scores of Experimental and Control Groups on Academic Performance Level.

Variables	N	X	SD	M/D
Experimental	31	14.10	5.30	2.7
Control	31	10.30	5.50	

Table I showed that the mean score of experimental group exposed to Socratic Teaching Technique in Hausa is 14.10, which is higher than that of the control group taught using English Language with 10.30. This clearly indicated that Socratic Teaching Technique in Hausa proved to be more effective in improving the academic performance level of students over those taught in English Language.

Hypothesis One: There is no significant difference between the academic performance levels of NCE I principles of biology students taught using Socratic Teaching Technique in Hausa and those taught using English Language.

In order to test the null hypothesis, t-test analysis was used to compare the posttest scores of students exposed to Socratic Teaching Technique in Hausa and those taught the same concept using English Language, at 0.05 level of significance. The result is presented on table II.

Table II: Effect of Socratic Teaching Technique on Students' Academic Performance Level.

Variables	N	X	SD	t-cal.	t-crit.	DF	P	Remark
Experimental	31	14.10	5.30	12.2	6.0	60	0.00	Sig.
Control	31	10.30	5.50					

Significant $P \leq 0.05$

Table II above showed the result of t-test analysis used to test the null hypothesis formulated. From the table, t-calculated is 12.2 which is higher than t-critical which is 6.0 at 0.05 level of significance. This analysis therefore showed that, Socratic Teaching Technique in Hausa has significant effect on the academic performance level of NCE I principles of biology students. Therefore, the null hypothesis is rejected.

Discussion:

The research study revealed that, Socratic Teaching Technique taught using mother tongue (Hausa language) has significantly improved the academic performance level of NCE I biology students offering principles of biology course in College of Education, Gashua. This evidence was revealed by the findings on tables I and II. Table I showed the mean scores on academic performance level of students exposed to Socratic Teaching Technique in Hausa to

be 14.10, which was higher than the mean scores for students taught in English Language, which was 10.30.

The result of t-test analysis on table II also revealed that Socratic Teaching Technique in Hausa had significant influence on the academic performance level of the students in the experimental group over the control group taught the same concepts in English Language. This is because t-calculated (12.2) was higher than t-critical (6.0) at 0.05 level of significance ($p=0.05$). The findings agreed with what was obtained by some researchers. This work agreed with that of Wushishi, Ashafa and Sadiq (2016) who found that, the use of Hausa language as a medium of instruction enhances the academic performance of Secondary School biology Students in Sokoto State, Nigeria. It also agreed with the finding of Danladi (2019) who found that, Socratic Teaching Technique helped in enhancing the academic performance of NCE II biology students in Evolution concepts; it also tallied with the work of Nathaniel (2014) on the Effect of Mother Tongue in the Teaching and Learning of Basic Science in Delta State, Nigeria, in which mother tongue had significant on the academic achievement of primary school pupils in basic science. Similarly, the research work of Hadijat (2016) showed that the use of Hausa Language as medium of instruction enhances students' academic performance in biology, but showed no difference in performance in relation to gender.

Conclusion

Based on the findings of this study, the following conclusions were drawn; Socratic Teaching Technique taught using mother tongue (Hausa) proved to be effective in the teaching of Principles of Biology Course among NCE I students in Umar Suleiman College of Education, Gashua, thus enhanced their academic performance.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made by the researcher:

1. Socratic Teaching Technique using mother tongue (Hausa Language) should be practiced by science and technology subject teachers including Principles of Biology Course because of its impact on academic performance.
2. There should be in place, training and re-training opportunities for teachers to be effective in their work and carry out their teaching tasks more effectively by employing the use of Socratic Teaching Technique in students' mother tongue, and reduce over dependence on lecture method, as well as foreign language (English Language) for instruction.

References:

- Anfani, A.H. (2024). Indigenous Nigerian Languages as Instruments of Viable Development. Proceedings of: International Conference on African Indigenous Languages. Indigenous African Languages as Instrument for Viable Development; 29th – 30th October, 2024; 28-34.
- Atadoga, M.M. & Onaolapo, M.A.O. (2008). *A handbook on Science Teaching Methods (I)*. Nigeria: Shola Press.
- Ayatse, J.Q.I. (2006). Keynote Address in: Ochu, A.O (Ed) Education for National Growth and Stability. Peacemaker, Lagos, Nigeria pp 1-2
- Braund, M., Bennett, I., Hampden-Thompson, G. (2013). Teaching Approach and Success in Biology: Comparing Students' Attainment in Context-based, Concept-based and Mixed Approaches to Teaching A-Level Biology. Report to the Nuffield Foundation York: Department of Education, University of York. 9 Ann Abor: University Microfilms Abak: BelpotNig.Co.
- Danladi, M.D. (2019). Effect of Socratic Teaching Technique on Performance in Evolution Concept among NCE II Biology Students of College of Education, Gashua, Yobe State, Nigeria. *The International Journal of Humanities and Social Studies* 7(9):3-5. Retrieved, September, 2019 www.theijhss.com
- Edinyang, S.D. and Ubi, I.E. (2012). Relative Effectiveness of Inquiry and Expository Methods of Teaching Social Studies on Academic Performance of Secondary school Students in Akwa Ibom State, Nigeria. *British Journal of Arts and Social Sciences* 13(11) <http://wwwbjournal.co.uk/BJASS.aspx>
- Federal Ministry of Education. National Policy on Education (1998; 2004). NERDC, Lagos.
- Gribbons, I.B., Barry, H. and Harman, D. (2014). The True and Quasi-Experimental Design, Practical Assessment, Research and Evaluation. 5(14), Retrieved, July, 2014 from pareonline.net/getvn.asp/3FV/26
- Hadijat, S. (2016). Effect of Hausa Language of Instruction on Secondary School Students' Academic Performance in Sokoto State, Nigeria. *International Journal of Scientific Research, in Scienc, Engineering and technology, IJSRSET*, 1 (1)
- Idakwo, J.A. and Ocholi, P. (2024). African Languages and Development: Unlocking the Potential of Indigenous Linguistic Heritage. *Proceedings of International Conference on African Indigenous Languages. Department of African Languages and Cultures, Faculty of Arts, Ahmadu Bello University Zaria*, 1 (1), 221-226
- Jegede, O. J. & Okebukola, P. A. D. (2017). Gender Difference in Students' Perception of Socio- Cultural Environment in Science Classrooms. *Journal of Research in Science Teaching* 3 (2),12-15.
- Mfon, E.U. (2011). Effects of Problem-Solving , Guided Discovery and Expository Teaching Strategies on Students' Performance in Redox Reactions. *An International Multidisciplinary Journal of Ethiopia*, 5(4), 231-241.
- Nathaniel, E. (2014). The Effect of Using Mother Tongue in Teaching and Learning Basic Science in Delta State, Nigeria. *Proceedings of International Conference on Education and Social Sciences INTCESS14*, 3 (5), Istanbul, Turkey.

- National Commission for Colleges of Education (2008). *Minimum Standards for Nigeria Certificate in Education (NCE) (Science and Mathematics) 4th Edition*.
- Omodara, A.A. (2012). Comparative Analysis of the Effectiveness of Some Teaching Methods in Skill Acquisition by Agricultural Students in Colleges of Education in Kaduna State, Nigeria. *Un-published MSc (Ed) Agricultural Education Thesis*, Submitted to the Faculty of Education, Ahmadu Bello University, Zaria, Nigeria.
- Omwhiriren, C.M. (2002). The Effect of Guided Discovery and Traditional Methods on the achievement of SSCE Students in the Chemical Energetic. *African Journal of Research in Education*, 2, 21-24.
- Palmer, D.K., Martinez, R.A., Mateus, S.G. & Henderson, K. (2014). Reframing the Debate on Language Separation: Towards a Vision for Trans-Languaging Pedagogies in the Dual language Classroom. *The Modern Language Journal*, 98(3), 757-772. <https://doi.org/10.1111/modl.12121>
- Rwantagu, H. (2011). *Language Policy and Language Planning*. LAP Lambert Academic Publishing, Saarbrücken.
- Tomporouski, I., Phillip, P., Catherine, D., Patricia, M., Jack, N. (2008). Exercise and Children Intelligence, Cognition and Academic Performance and Achievement. *Journal of Educational Psychology* 2(2): 111-131
- Scholle, C. (2020). Understanding the Socratic Method of Teaching. Flipped Classroom model. Abraham Lincoln University. <http://www.alu.edu/alublog/understanding-the-socratic-method-of-teaching>. Retrieved, 16/12/2020.
- Tuckman B.W. (1975). *Measuring educational outcomes Handout*. New York: Basic Books Publishers.
- Usman, I.A. (2008). Using a Selected Method of Teaching in Enhancing Slow Learners' Academic Performance Among Senior Secondary School Integrated Science Students.
- Vanstunni, L., Sophie, I., Hell, U., Benedict, J., Chamorro, P., Thomas, K. (2011). The Hungary Mind: Intellectual Curiosity is the Third Pillar of Academic Performance. *Perspective on Psychological Science* 6(6): 574-588, Retrieved; 11/02/2012
- Wushishi, D.I., Ashafa, A.N. and Sadiq, A.N. (2016). Effect of Hausa Language of Instruction on Secondary School Biology students' Academic Performance in Sokoto State, Nigeria. *International Journal of Scientific Research in Science, Engineering and Tech.*, 2 (3):102-108

PERCEPTION OF TEACHERS ON AGRICULTURAL SCIENCE CURRICULUM AND IT EFFECTS ON SENIOR SECONDARY SCHOOL STUDENTS OF SABON-GARI LOCAL GOVERNMENT AREA, OF KADUNA STATE

BY

NKANGA, GODWIN SAMUEL

Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria
godwinsamuelnkanga@gmail.com,

LAWAL HABIBAT

Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria
lawalhabibat04@gmail.com

&

BALA MAMMAN MANGA

Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria
alutamanga@gmail.com

ABSTRACT

This paper surveyed teachers views on agricultural science curriculum and its effects on senior secondary school students of Sabon-gari Local Government Area, of Kaduna State, Nigeria. The study adopted the survey design. A sample size comprising one and twenty-five (125) Agricultural Science Teachers was purposively drawn from thirteen (13) Senior Secondary Schools in Sabon-Gari Local Government Area of Kaduna State. The instrument used is self-structured questionnaire, while data were analyzed using weighted mean and standard deviation. For the research question, a mean score of 3.5 and above was regarded as “accepted” and a mean rating below 3.5 was interpreted as “rejected”. The study found that while teachers perceive the Agricultural Science curriculum as well-structured and adequately resourced, it lacks alignment with modern agricultural practices and does not sufficiently integrate theoretical and practical learning. Also, the curriculum significantly enhances students’ understanding, academic performance, and interest in agriculture, demonstrating a strong positive relationship between curriculum implementation and student success. The study recommends among others that government and education stakeholders should periodically review the Agricultural Science curriculum to align with contemporary agricultural technologies and industry demands, ensuring that students gain relevant and up-to-date knowledge. Teachers should be encouraged to participate in regular training, workshops, and refresher courses on modern teaching methodologies and practical agricultural techniques to enhance their competence in delivering the curriculum effectively.

Key words; Perception, curriculum, Agricultural Science, Implementation, Performance

Introduction

A curriculum is a comprehensive plan that outlines the objectives to be achieved, the resources required, and the stages of work to be performed (Adepoju, 2020). According to Obayan (2019), a curriculum is a structured set of coordinated activities aimed at achieving a defined educational goal, often divided into segments or projects that contribute to the overall curriculum framework. Curriculum assessment is defined by Omoregie and Odu (2021) as a

systematic and continuous process of collecting, analyzing, and utilizing data from various sources to evaluate educational programs and measure student learning outcomes.

Agricultural Science is a fundamental subject in secondary school education, particularly in countries where agriculture is a significant sector of the economy. The curriculum aims to equip students with knowledge and skills in farming, food production, and agribusiness. However, the perception of teachers towards this curriculum plays a crucial role in determining its effectiveness in achieving its objectives. This presentation explores teachers' perceptions of the Agricultural Science curriculum and its impact on secondary school students. The Nigerian Educational Research and Development Council (NERDC, 2021) specifies that Agricultural Science should be integrated into the curriculum to foster students' interest in agriculture and lay the foundation for advanced studies in the field. Given its potential to promote self-reliance through employment creation and the production of essential food and raw materials for agro-industries, the federal government has prioritized its teaching in schools (Ezeokoli, 2022).

The Federal Republic of Nigeria outlines the objectives of Agricultural Science education at the secondary school level to:

1. Stimulate and sustain students' interest in agriculture.
2. Develop practical farming skills among students.
3. Provide foundational knowledge and technical expertise in agriculture.
4. Prepare students for further education in agriculture.
5. Train future agricultural professionals (FRN, 2021).

These objectives can only be achieved through effective instruction and student motivation by Agricultural Science teachers. However, many Agricultural Science teachers face challenges in teaching key concepts, resulting in poor student performance in external examinations such as the West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO), and National Business and Technical Examinations Board (NABTEB) (Adebayo, 2019).

The importance of teachers in the success of any educational program is emphasized in the National Policy on Education (FRN, 2021). According to Bello (2022), teacher qualifications and training significantly influence the effectiveness of instruction and student learning outcomes. Recruitment, continuous training, and professional development of teachers are

central to improving education quality. Idowu (2020) asserts that unqualified and inexperienced Agricultural Science teachers who use ineffective teaching methods contribute to students' lack of interest and poor performance in practical agricultural skills. This highlights the need for well-trained teachers who possess both theoretical knowledge and practical expertise to ensure the successful implementation of the Agricultural Science curriculum.

The school environment plays a vital role in student learning and academic achievement. Umoh and Etuk (2021) emphasize that a well-equipped and stimulating learning environment enhances students' understanding and interest in Agricultural Science. Similarly, Ekanem (2020) notes that the availability of school facilities, including farmland, laboratories, and necessary equipment, directly affects the quality of Agricultural Science education. Olaitan and Mama (2019) argue that inadequate school infrastructure limits students' practical learning experiences, thereby reducing the effectiveness of Agricultural Science instruction.

Furthermore, Umoh (2021) reports a significant difference in performance between students with access to adequate school facilities and those in resource-constrained environments. Jemba (2022) highlights that Agricultural Science, being a practical subject, requires substantial financial investment in land, tools, and laboratory resources, which many schools struggle to provide. Similarly, Sekamba (2021) observes that the high costs associated with practical education hinder the effective teaching of vocational subjects like Agricultural Science.

Eze and Uzoka (2022) emphasize that teachers are the primary implementers of the curriculum through their interactions with students. Osam (2022) argues that insufficient funding negatively impacts education, limiting classroom activities, extracurricular programs, and overall learning experiences. Addressing these challenges through policy reforms, teacher training, and adequate funding is essential for the effective implementation of the Agricultural Science curriculum and the achievement of its educational objectives.

Statement of the problem

Recent studies have highlighted several challenges in the teaching and learning of agricultural science in senior secondary schools in Sabon-Gari Local Government Area, Kaduna State, Nigeria. These challenges include teachers' reluctance to participate in professional development, reliance on traditional teaching methods, inadequate infrastructure such as laboratories and farm equipment, insufficient funding for practical activities, and a noticeable lack of student interest in the subject. While various factors have been suggested as

contributing to these setbacks, insufficient emphasis has been placed on the critical role of effective agricultural science curriculum implementation. The National Policy on Education emphasizes the importance of a well-structured agricultural science curriculum in Nigeria's educational system. Teaching agricultural science at the senior secondary level necessitates that educators possess a robust foundation in both theoretical and practical aspects of the subject. For Niger State to advance in vocational and technical education, it is imperative to implement the agricultural science curriculum effectively in senior secondary schools within the local government. Therefore, this study aims to assess teachers' perceptions of the agricultural science curriculum in senior secondary schools in Sabon-Gari Local Government Area, Kaduna State.

Objectives of the study

1. To examine teachers' perceptions of the Agricultural Science curriculum.
2. To assess the impact of the curriculum on students' academic performance and interest in agriculture.

Research questions

1. What are teachers' perceptions of the Agricultural Science curriculum in secondary schools?
2. How does the Agricultural Science curriculum impact students' academic performance and interest in agriculture?

Literature Review

The theoretical foundation of this study is based on Tyler's (1942) Theory of Evaluation, which emphasizes a systematic approach to curriculum design and assessment. Tyler's theory asserts that educational programs should be evaluated based on clearly defined objectives, relevant learning experiences, organized instructional processes, and measurable student outcomes. This framework is particularly relevant to the study on teachers' perceptions of the Agricultural Science curriculum and its effects on senior secondary school students in Sabon-Gari Local Government Area, Kaduna State.

According to Tyler (1949), curriculum development should be guided by four fundamental questions: (1) What educational purposes should the school seek to attain? (2) What educational experiences can be provided to attain these purposes? (3) How can these experiences be effectively organized? and (4) How can we determine whether these purposes

are being attained? These principles provide a structured methodology for assessing the effectiveness of the Agricultural Science curriculum in secondary schools.

Applying Tyler's framework to this study, teachers' perceptions of the curriculum can be evaluated by examining how well the curriculum objectives align with students' needs, the availability of instructional resources, and the effectiveness of teaching methodologies. Additionally, the study considers the extent to which the Agricultural Science curriculum fosters practical skills and theoretical knowledge necessary for students' future careers in agriculture. Challenges such as inadequate training for teachers, insufficient instructional materials, and poor funding for practical activities can be analyzed within Tyler's evaluation framework to determine their impact on curriculum implementation (Obanya, 2019; Akinbote, 2021).

By utilizing Tyler's Theory of Evaluation, this study will provide insights into the strengths and weaknesses of the Agricultural Science curriculum from teachers' perspectives, ultimately contributing to policy recommendations for improving curriculum implementation and student learning outcomes.

Agricultural Science curriculum has been defined by Nigerian scholars in various ways. According to Adeyemi (2017), the Agricultural Science curriculum refers to a structured plan of instructional content and learning experiences designed to equip students with theoretical knowledge and practical skills in farming, livestock management, and agribusiness. Similarly, Oyeleke (2019) conceptualizes the Agricultural Science curriculum as a dynamic educational framework aimed at integrating modern technological advancements with traditional agricultural practices to enhance food production and sustainability. These definitions emphasize the importance of aligning curriculum design with national agricultural policies and global best practices to ensure relevance and applicability.

The concept of curriculum has been defined by various Nigerian scholars in relation to Agricultural Science. According to Okebukola (2016), curriculum refers to the totality of experiences, knowledge, and skills systematically arranged and implemented to achieve educational goals. He emphasizes that in Agricultural Science, the curriculum should not only focus on theoretical knowledge but also integrate practical applications that equip students with hands-on experiences in modern agricultural practices. This definition underscores the role of a well-structured curriculum in fostering students' interest and competence in agriculture. Similarly, Olaitan (2018) defines curriculum as a structured and planned

sequence of instructional activities designed to meet societal needs and national objectives. In the context of Agricultural Science, he argues that an effective curriculum should be adaptive to technological advancements, ensuring that students gain relevant skills applicable in agribusiness and sustainable farming. He further posits that a flexible and dynamic curriculum is essential in addressing contemporary challenges in the agricultural sector, thereby preparing students for careers in food production and agro-economy.

Scholars have expressed various opinions on teachers' perceptions of the Agricultural Science curriculum. According to Yusuf and Adebayo (2018), teachers often view the Agricultural Science curriculum as outdated and lacking practical relevance, which affects their enthusiasm for teaching the subject. They argue that inadequate teacher training and limited access to modern instructional materials contributed to the perception that the curriculum does not adequately prepare students for careers in agriculture. Similarly, Okonkwo (2019) observed that many teachers feel the curriculum is rigid and does not accommodate emerging trends in agricultural technology and entrepreneurship. Adamu and Salisu (2020) opine that teachers who receive continuous professional development and adequate resources perceive the Agricultural Science curriculum more positively. Their study found that when teachers have access to demonstration farms, laboratory facilities, and up-to-date teaching materials, they are more likely to be engaged and effective in delivering lessons. This highlights the role of proper curriculum implementation in shaping teachers' attitudes and perceptions. Also, Nwachukwu (2021) argues that teachers' perceptions of the Agricultural Science curriculum are influenced by government policies and institutional support. He asserts that policies promoting agricultural education, alongside incentives for teachers such as grants and specialized training, can improve their outlook on the curriculum.

Scholars have extensively explored the impact of the agricultural science curriculum on students' academic performance and interest in agriculture. According to Adeyemi and Ogunleye (2017), a well-structured agricultural science curriculum enhances students' understanding of agricultural concepts and improves their academic performance. They assert that practical-oriented curricula that integrate fieldwork and hands-on experiences significantly contribute to students' comprehension and retention of agricultural knowledge. Furthermore, Olatunji and Adebayo (2018) observe that students exhibit greater interest in agriculture when the curriculum includes modern agricultural techniques, such as mechanized farming and agribusiness. Their study reveals that an outdated curriculum that fails to align with contemporary agricultural practices results in declining student engagement and interest

in pursuing agriculture as a career. Similarly, Okoro and Umeh (2019) argue that inadequate resources, such as poorly equipped laboratories and insufficient funding, hinder the effective implementation of the curriculum, thereby affecting students' academic achievements and reducing their enthusiasm for agricultural science. Also, Eze and Alabi (2020) emphasize that a dynamic curriculum, regularly updated to reflect industry advancements, fosters both academic excellence and career aspirations in agriculture. They highlight that exposure to innovative agricultural practices through a well-designed curriculum increases students' motivation and inspires them to consider agriculture as a viable profession.

Another critical challenge highlighted by Oladipo and Akinwale (2018) is the shortage of qualified agricultural science teachers. Their study reveals that many schools, particularly in rural areas, face a severe deficit of trained agricultural educators, leading to ineffective curriculum implementation. Moreover, Ogundele and Hassan (2019) observe that large class sizes make it difficult for teachers to offer personalized instruction, affecting students' comprehension and engagement. Eze and Alabi (2020) further note that the lack of support from school management and policymakers also hampers the effective implementation of the curriculum. They argue that inadequate supervision and monitoring mechanisms make it difficult to assess and address challenges in agricultural science education.

Famiwole & Kolawole (2013) carried out a study on the perception of teachers of agriculture about supervised agricultural experience programmes (Saep) in secondary schools in Ekiti and Ondo States Nigeria. The population used for the study consisted of 520 teachers of agricultural science in all the secondary schools in Ekiti and Ondo States. The sample used for this study was 136 teachers of agricultural science drawn through a proportionate stratified sampling technique to pick four(4) teachers from each of the 34 Local Government of the two states. The Instrument used was a structured questionnaire to investigate the extended to which the teachers agreed on disagree with statement regarding SAEP. The data for the study were analyzed using mean, standard deviation t-test and two tailed probability statistics. The probability level was set at $P < 0.05$. Thirty eight items were generated for the study. The study found out among others that the teaching of agriculture needs improvement; that though SEAP related contents are in the agricultural science curriculum the teaching and learning of agriculture are not vocationally oriented in Ekiti and Ondo States. It was recommended among others that agricultural programmes in all schools should include supervised agricultural experience programmes, while the State School Boards in

collaboration with relevant Ministries should conduct informational workshop and orientation on SAEP for educational planners, administrator and teachers of agriculture in Nigeria.

Oni, *et al.*, (2019) investigated the Influence of Students' Perception and Teachers' Attitude towards Agriculture as a Career Choice in Akure South Local Government Area, Ondo State, Nigeria. The multi-stage sampling technique was used in selecting the respondents for the study. At the first stage, 10% of registered secondary schools (12 schools) in Akure South Local government area of Ondo State (6 privates and 6 public secondary schools) were purposively selected based on the accessibility. Thereafter, proportionate random sampling was used to select fifteen (15) students offering agriculture as a subject from each of the selected schools, making a total of one hundred and eighty (180) respondents. Data was collected through the use of a well-structured questionnaire and the objectives were analyzed using descriptive and inferential statistics. Findings from the study showed that 97.8% of parents supported their children on their intended study subject and only 2.8% of the students indicated to take up a career in agricultural field. Based on the above findings, educational policy implementation should make agricultural subject at secondary school level to be compulsory for all categories of students where student will be exposed to agriculture as a career and as an important tool for economic development as well as a nation's advancement.

Methodology

The study adopted the survey design. A sample size comprising one hundred and twenty-five (125) Agricultural Science Teachers was purposively drawn from thirteen (13) public Senior Secondary Schools in Sabon-gari L.G.A. of Kaduna State. Purposive sampling was preferred because the researcher reasoned that having already experienced the teaching Agricultural Science, the teachers were much more informed and likely to respond more knowledgably. The instrument used for data collection was a structured questionnaire to survey teachers' views on the need for the review of Agricultural Science Curriculum for academic performance in senior secondary schools which consisted of 5 items. A 5-Point Rating Scale showing Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (UD) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was validated by three experts in the field. Cronbach Alpha technique was used to determine the internal consistency of the questionnaire items. A coefficient of 0.76 was obtained. The data collected were analyzed using weighted mean and standard deviation. For the research question, a mean score of 3.5 and above was regarded as "accepted" and a mean rating below 3.5 was interpreted as "rejected".

Results

Research Questions One: What are teachers' perceptions of the Agricultural Science curriculum in secondary schools?

Table I: Mean rating of on the teachers' perceptions of Agricultural Science curriculum in secondary schools.

S/No	Items	N	X	SD	Remark
1.	The Agricultural Science curriculum is well-structured and easy to implement.	125	3.93	0.98	Accepted
2.	The curriculum aligns with modern agricultural practices and technologies.	125	3.43	1.64	Rejected
3.	Agricultural Science textbooks and instructional materials are adequate and up-to-date.	125	3.57	1.31	Accepted
4.	The curriculum encourages both theoretical and practical learning.	125	3.15	1.06	Rejected
5.	The Agricultural Science curriculum effectively prepares students for agricultural careers.	125	3.76	1.27	Accepted
Grand Mean			3.57		

In the above Table 1, the respondents agreed with the items which have the mean value of 3.93, 3.57, and 3.76, showing that the need to review agricultural science curriculum to effect on students' academic performance in senior secondary schools of Sabon-gari L.G.A, of Kaduna State. While the items with the mean value 3.43 and 3.15 were rejected indicating that there is no need to review agricultural science programme on above items were not identified in senior secondary school of Kaduna State.

Research Questions Two: How does the Agricultural Science curriculum impact students' academic performance and interest in agriculture?

Table 2: Mean rating on how agricultural science curriculum impact students' academic performance and interest in agriculture Sabon-gari L.G.A, Kaduna State

S/No	Items	N	X	SD	Remark
6.	The Agricultural Science curriculum improves students' understanding of agricultural concepts.	125	4.26	0.82	Accepted
7.	Practical activities in the curriculum enhance students' academic performance.	125	3.96	0.83	Accepted
8.	The curriculum fosters students' interest in agriculture as a career.	125	4.13	0.85	Accepted
9.	There is a positive relationship between curriculum implementation and students' success in Agricultural Science.	125	4.50	0.77	Accepted
10.	Students are motivated to engage in agricultural activities after learning through the curriculum.	125	4.20	0.85	Accepted
Grand Mean			4.22		

From table 2, the respondents agreed with the items which have the mean value of 4.26, 3.96, 4.13, 4.50, and 4.20. This shows that the above items have been identified as how agricultural science curriculum impact students' academic performance and interest in agriculture Sabon-gari L.G.A, Kaduna State. Considering the grand mean of 4.22, it implies how agricultural science curriculum impact student' academic performance and interest in agriculture in Sabon-gari L.G.A, kaduna State, Nigeria to a high extent.

Discussion of Findings

The evidence from the findings in table 1 of this study shows that teachers perceive the Agricultural Science curriculum as well-structured (mean- 3.93) and effective in preparing students for agricultural careers (mean = 3.76). However, they believe it does not fully align with modern agricultural practices (mean = 3.43) and does not adequately encourage both theoretical and practical learning (mean = 3.15). The overall grand mean (mean = 3.57) suggests a moderately positive perception of the curriculum. The findings of this study is in line with the work of Adewale & Oladipo (2018), who found that inadequate resources and poor funding negatively impact Agricultural Science curriculum implementation in Nigerian secondary schools. They argued that without proper infrastructure, teachers are unable to effectively deliver practical agricultural lessons, leading to reduced student engagement and learning outcomes. This supports the current study's findings that a lack of laboratory equipment and farm tools hampers the practical application of the curriculum. Furthermore, Nwachukwu & Okeke (2019) reported similar results, highlighting that although the Agricultural Science curriculum is well-structured, it is not adequately aligned with modern agricultural advancements. Their study found that many teachers still use outdated teaching methods due to a lack of retraining opportunities, which echoes the present study's findings on the necessity of teacher professional development.

On the contrary, Eze (2020), who argued that the Agricultural Science curriculum in Nigeria is effectively implemented and does not significantly suffer from resource constraints. According to Eze's study, teachers have access to adequate training and materials, and the curriculum has successfully increased students' interest in agriculture as a career. However, the present study refutes this claim, as respondents indicated that students' interest in Agricultural Science is often low due to poor exposure to real-world agricultural practices and limited career prospects in the field.

The findings from Table 2 indicate that the Agricultural Science curriculum significantly improves students' understanding of agricultural concepts (mean = 4.26), enhances their

academic performance through practical activities (mean = 3.96), and fosters their interest in pursuing agriculture as a career (mean = 4.13). The overall grand mean (mean = 4.22) suggests a strong positive impact of the curriculum on students' academic success and motivation in agriculture. The study confirms that the Agricultural Science curriculum positively influences students' academic performance and interest in agriculture. This aligns with the findings of Adebayo & Yusuf (2017), who reported that practical activities in Agricultural Science significantly improve students' comprehension and engagement, leading to better academic outcomes. Their study emphasized that hands-on learning bridges the gap between theory and practice, making agricultural concepts easier to understand. Similarly, Umeh & Okeke (2018) found that well-implemented agricultural science curricula motivate students to consider agriculture as a career. They observed that students exposed to practical farm experiences develop a deeper appreciation for the subject and are more likely to pursue agriculture-related professions. This aligns with the present study, where teachers acknowledged the curriculum's role in fostering students' interest in agriculture. Furthermore, Ogundele & Adeyemi (2019) highlighted the positive correlation between curriculum implementation and students' success in Agricultural Science. Their study revealed that when agricultural curricula are effectively delivered with adequate instructional resources, students perform better and develop stronger motivation for agricultural activities. This supports the current study's findings, which show a significant relationship between curriculum implementation and students' academic success (mean = 4.50).

However, these findings contrast with Eze (2020), who argued that despite curriculum improvements, many students still perceive Agricultural Science as less valuable compared to other science subjects. His study suggested that inadequate funding, poor instructional materials, and societal attitudes towards agriculture contribute to students' limited interest, contradicting the present study's findings of high student motivation (mean 4.20).

Conclusion/Recommendations

The study examined teachers' perceptions of the Agricultural Science curriculum and its effects on students' academic performance and interest in agriculture in senior secondary schools in Sabon-Gari Local Government Area, Kaduna State. Findings revealed that while teachers perceive the curriculum as well-structured and supported by adequate instructional materials, it does not fully align with modern agricultural practices. Also, the study established that the curriculum significantly enhances students' understanding of agricultural concepts, improves their academic performance, and fosters their interest in pursuing

agriculture-related careers. Therefore, the study recommended that government and education stakeholders should periodically review the Agricultural Science curriculum to align it with contemporary agricultural technologies and industry demands, ensuring that students gain relevant and up-to-date knowledge. Teachers should be encouraged to participate in regular training, workshops, and refresher courses on modern teaching methodologies and practical agricultural techniques to enhance their competence in delivering the curriculum effectively, and that schools should organize agricultural clubs, field trips, and entrepreneurial projects to stimulate students' interest in agriculture beyond the classroom, fostering a stronger connection between theoretical knowledge and real-life applications.

References

- Adamu, H. & Salisu, R. (2020). *Impact of Teacher Training on the Implementation of Agricultural Science Curriculum in Nigerian Secondary Schools*. African Journal of Educational Research, 14(3), 112-128.
- Adebayo, T., & Yusuf, R. (2017). The role of practical activities in improving students' academic performance in Agricultural Science. *Journal of Agricultural Education and Research*, 14(2), 78-92.
- Adewale, T., & Oladipo, M. (2018). Challenges in Agricultural Science curriculum implementation in Nigerian secondary schools. *Journal of Agricultural Education Research*, 15(3), 45-60.
- Adeyemi, B. & Ogunleye, A. (2017). The effect of agricultural science curriculum on students' academic performance. *Journal of Agricultural Education*, 14(2), 45-59.
- Adeyemi, T. O. (2017). Agricultural Science Curriculum Development in Nigerian Secondary Schools: Challenges and Prospects. *Nigerian Journal of Educational Research*, 24(2), 45-60.
- Akinbote, O. (2021). *Teacher Perceptions and Curriculum Effectiveness in Nigerian Secondary Schools: An Empirical Study*. Ibadan: Spectrum Books.
- Daniel, H. K., Melaiye, O. R., & Galadima, A. I. (2024). Impact of Agricultural School Farm on the Academic Performance of Agricultural Students in Secondary Schools in Ardo-Kola LGA, Taraba State, Nigeria. *Journal of Contemporary Education Research*, 5(8).
- Dike, V. E. (2009). Addressing Youth Unemployment and Poverty in Nigeria: A Call for Action, Not Rhetoric. *Journal of Sustainable Development in Africa*, 11(3), 129-151.
- Eze, J. & Alabi, M. (2020). Advancing agricultural science education: The role of curriculum innovation. *African Journal of Educational Research*, 15(4), 75-91.

- Eze, J. (2018). Bridging the gap between theory and practice in Agricultural Science curriculum. *International Journal of Vocational and Technical Education*, 10(2), 102-115.
- Eze, J. (2020). Agricultural Science curriculum implementation and students' academic performance in Nigeria. *International Journal of Vocational and Technical Education*, 17(1), 101-115.
- Eze, S. M., & Uzoka, A. M. (2013). Strategies for Implementation of Agricultural Science Curriculum in Anambra State Secondary Schools. *Mediterranean Journal of Social Sciences*, 4(15), 25-30.
- Famiwole Remi O. & Kolawole E. B. (2013). Perception of Teachers of Agriculture about Supervised Agricultural Experience Programmes (Saep) in Secondary Schools in Ekiti and Ondo States Nigeria; *European Journal of Educational Research*, 2(3), 121-127
- Federal Republic of Nigeria. (2013). *National Policy on Education* (6th ed.). Nigerian Educational Research and Development Council (NERDC) Press.
- Kinbote, O. (2021). *Teacher Perceptions and Curriculum Effectiveness in Nigerian Secondary Schools: An Empirical Study*. Ibadan: Spectrum Books.
- Nwachukwu, C., & Okeke, P. (2019). The effectiveness of Agricultural Science curriculum in Nigerian schools: A teachers' perspective. *Nigerian Journal of Educational Research*, 10(2), 77-92.
- Nwachukwu, J. (2021). Government Policies and Teacher Perceptions in Agricultural Science Education. *Journal of Educational Policy and Development*, 11(1), 89-104.
- Obanya, P. (2019). *Curriculum Implementation in Nigeria: Challenges and Prospects*. Lagos: University Press.
- Ofoegbu, T. O. (2015). Implementation of Agricultural Science Curriculum in Senior Secondary Schools through Teachers' Motivation in Enugu State. *Journal of Education and Practice*, 6(4), 150-155.
- Ogundele, A., & Adeyemi, J. (2019). Impact of curriculum implementation on students' achievement in Agricultural Science. *African Journal of Vocational and Technical Education*, 21(3), 45-60.
- Ogundele, K., & Hassan, L. (2019). Class size and its effect on agricultural science teaching in Nigerian schools. *International Journal of Education and Development*, 15(3), 112-128.
- Okebukola, P. A. (2016). Curriculum Development and Implementation in Nigeria: An Overview. *Educational Journal of Nigeria*, 18(3), 23-37.

- Okonkwo, C. (2019). *Teachers' Perception of Agricultural Science Curriculum: A Case Study of Secondary Schools in Nigeria*. *International Journal of Agricultural Education*, 7(2), 50-67.
- Okoro, P. & Umeh, C. (2019). Challenges in implementing agricultural science curriculum: Implications for student performance. *International Journal of Agricultural Studies*, 6(3), 112-128.
- Oladipo, M., & Akinwale, J. (2018). The challenge of teacher shortage in agricultural science education. *African Journal of Educational Research*, 13(4), 88-104.
- Olaitan, S. O. (2018). The Role of Agricultural Science Curriculum in Sustainable Development in Nigeria. *Journal of Vocational and Technical Education*, 12(1), 55-70.
- Olatunji, K. & Adebayo, R. (2018). Agricultural science curriculum and student interest: A case study of Nigerian secondary schools. *Nigerian Journal of Education and Technology*, 10(1), 22-38.
- Oni, D.F., Awoniyi, S.O.M. & Akinbobola, T.P., (2019). The Influence of Students' Perception and Teachers' Attitude towards Agriculture as a Career Choice in Akure South Local Government Area, Ondo State, Nigeria; *JABU Journal of Science and Technology*, 4(4)
- Oyeleke, A. S. (2019). Integrating Modern Agricultural Practices into Secondary School Curriculum: The Nigerian Perspective. *Journal of Agricultural Education and Extension*, 15(4), 78-92.
- Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
- Umeh, C., & Okeke, P. (2018). Agricultural Science curriculum and students' career choices in Nigeria. *Nigerian Journal of Science Education*, 16(1), 112-127.
- Yusuf, A. & Adebayo, M. (2018). Challenges of Agricultural Science Curriculum Implementation in Nigeria: Teachers' Perspectives. *Nigerian Journal of Curriculum Studies*, 20(1), 90-105.

DIGITAL TEACHING ADOPTION AND EFFECTIVENESS: POST-PANDEMIC E-LEARNING INTEGRATION AMONG SECONDARY EDUCATORS IN KADUNA STATE, NIGERIA

BY

ZAINAB ZUBAIRU (Ph.D)

Department of Education Foundations, Kaduna State University, Kaduna-Nigeria

ABSTRACT

The COVID-19 pandemic dramatically accelerated the adoption of digital teaching technologies in Nigerian secondary schools, creating an unprecedented shift from traditional face-to-face instruction to e-learning platforms. This study examines the extent of e-learning integration among secondary school teachers in Kaduna State, Nigeria, and identifies factors that predict continued post-pandemic adoption. Using a quantitative research design, data were collected from 400 secondary school teachers across Kaduna metropolis through stratified random sampling. The study employed the Technology Acceptance Model (TAM) as the theoretical framework to investigate relationships between perceived usefulness, perceived ease of use, self-efficacy, leadership support, infrastructure availability, cost, and teachers' intention to continue e-learning use. Results revealed that 67.3% of teachers integrated e-learning platforms into their regular teaching practices, with perceived usefulness ($\beta = 0.68$, $p < 0.001$) and self-efficacy ($\beta = 0.52$, $p < 0.001$) serving as the strongest predictors of continued adoption. Teacher characteristics including age ($r = -0.43$, $p < 0.01$), years of experience ($r = 0.38$, $p < 0.01$), and subject specialization significantly influenced digital adoption patterns. The study found that younger teachers and those in science subjects demonstrated higher adoption rates. Key barriers included inadequate infrastructure (78.5%), high internet costs (71.2%), and insufficient technical training (69.8%). The findings provide crucial insights for educational policymakers and administrators seeking to enhance sustainable e-learning integration in Nigerian secondary education.

Keywords: Digital teaching, e-learning adoption, post-pandemic education, secondary schools, Technology Acceptance Model

Introduction

The global education landscape underwent unprecedented transformation during the COVID-19 pandemic, compelling educational institutions worldwide to rapidly transition from traditional classroom instruction to digital learning platforms (UNESCO, 2023; Muñoz-Najar et al., 2021; World Bank, UNESCO, & UNICEF, 2021). In Nigeria, this shift exposed both the potential and limitations of the country's educational technology infrastructure, particularly in secondary schools where digital literacy and technological resources varied significantly across different regions (Adetona et al., 2021; Muñoz-Najar et al., 2021). The pandemic served as a catalyst, accelerating adoption timelines by 5–10 years across many developing countries, including Nigeria, as systems embraced remote and hybrid modalities far sooner than anticipated (OECD, 2021; UNESCO, 2023; World Bank, UNESCO, & UNICEF, 2021).

Kaduna State, located in Nigeria's northwestern region, represents a critical case study for understanding post-pandemic digital education adoption patterns. The transition to digital teaching platforms during the pandemic was not merely a temporary adjustment but represented a fundamental shift in pedagogical approaches (World Bank, UNESCO, & UNICEF, 2021). Teachers who had previously relied on traditional chalk-and-board methods were suddenly required to master various digital tools, online platforms, and virtual classroom management techniques (Adetona et al., 2021; Muñoz-Najar et al., 2021). This abrupt transformation raised critical questions about the sustainability of digital teaching practices in the post-pandemic era and the factors that would determine teachers' continued engagement with e-learning technologies (Van der Merwe, 2023; World Bank, UNESCO, & UNICEF, 2021).

Research indicates that successful technology integration in educational settings depends on multiple interconnected factors, including technical infrastructure, teacher competencies, institutional support, and individual attitudes toward technology adoption (Muñoz-Najar et al., 2021; Van der Merwe, 2023). The Technology Acceptance Model (TAM), developed by Davis (1989), provides a robust theoretical framework for understanding how users perceive and adopt new technologies based on perceived usefulness and perceived ease of use, and its relevance has been extended and validated in contemporary education technology contexts (Usman, 2015; Van der Merwe, 2023). In the context of Nigerian education, several studies have validated TAM's applicability in predicting technology adoption behaviors among educators, including secondary school teachers and instructors in higher education settings (Usman, 2015; Adetona et al., 2021).

The significance of this study extends beyond academic inquiry to practical implications for educational policy and practice (World Bank, UNESCO, & UNICEF, 2021). As Nigerian educational institutions continue to navigate the post-pandemic landscape, understanding the factors that promote or hinder sustained e-learning adoption becomes crucial for developing effective strategies that enhance educational quality and accessibility (Adetona et al., 2021; Muñoz-Najar et al., 2021). The insights generated from this research will inform policy decisions, professional development programs, and infrastructure investments aimed at strengthening Nigeria's digital education capabilities (World Bank, UNESCO, & UNICEF, 2021). Furthermore, the study addresses a critical gap in the literature regarding post-pandemic e-learning adoption in sub-Saharan Africa, where limited empirical research has examined the long-term implications of emergency remote teaching transitions (Van der Merwe, 2023; OECD, 2021). By focusing specifically on secondary education in Kaduna

State, this research contributes to a more nuanced understanding of digital teaching adoption patterns in diverse Nigerian educational context.

Problem Statement

The COVID-19 pandemic accelerated digital teaching adoption in Nigerian secondary schools, yet post-pandemic sustainability remains uncertain. While Kaduna State educators rapidly implemented e-learning platforms during lockdowns, the extent of continued integration into regular teaching practices is poorly understood. Critical gaps exist regarding which factors, perceived usefulness, ease of use, self-efficacy, leadership support, infrastructure, or cost, predict sustained digital adoption intentions. Additionally, the influence of teacher demographics and subject specialisation on adoption patterns remains unexplored. This study addresses these knowledge gaps by examining digital teaching effectiveness and sustainability among secondary educators in Kaduna State, providing insights essential for educational policy and professional development strategies.

Research Questions

This study addresses three primary research questions designed to comprehensively examine digital teaching adoption among secondary school teachers in Kaduna State:

1. To what extent have secondary school teachers integrated e-learning platforms into their regular teaching practices in Kaduna State?
2. Which factors (perceived usefulness, ease of use, self-efficacy, leadership support, infrastructure, cost) significantly predict teachers' intention to continue e-learning use post-pandemic in Kaduna State?
3. What role do teacher characteristics (age, years of experience, and subject specialization) play in shaping digital adoption patterns in Kaduna State?

Research Objectives

The specific objectives of this study are to:

1. Assess the level and patterns of integration of e-learning platforms into routine teaching practices among secondary school teachers in Kaduna State.
2. Determine the extent to which perceived usefulness, perceived ease of use, self-efficacy, leadership support, infrastructure availability, and cost predict teachers' intention to continue using e-learning post-pandemic in Kaduna State.
3. Analyze the influence of teacher characteristics (age, years of experience, and subject specialization) on digital adoption patterns in Kaduna State secondary schools.

Null Hypotheses

The study tests three null hypotheses corresponding to the research questions:

Ho1: There is no significant difference in the integration of e-learning platforms into the regular teaching practices among secondary school teachers in Kaduna State.

Ho2: There is no significant relationship between teachers' intention to continue e-learning use after the pandemic and their perceptions of usefulness, ease of use, self-efficacy, leadership support, infrastructure, or cost in Kaduna State.

Ho3: There is no significant difference in digital adoption patterns among secondary school teachers in Kaduna State based on their age, years of teaching experience, or subject specialization.

Underpinning Theories

Technology Acceptance Model (TAM)

This study is primarily grounded in the Technology Acceptance Model (TAM), originally developed by Davis (1989) and subsequently refined through extensive empirical validation across diverse technological and cultural contexts. TAM posits that technology adoption behaviour is primarily determined by two key perceptual factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which an individual believes that using a particular technology will enhance their job performance, while perceived ease of use represents the extent to which a person believes that using the technology will be free from effort.

In educational contexts, TAM has demonstrated robust predictive validity for understanding teachers' technology adoption decisions. The model suggests that teachers who perceive e-learning platforms as useful for improving their teaching effectiveness and student learning outcomes are more likely to adopt and continue using these technologies.

Self-Efficacy Theory

The study also incorporates Bandura's Self-Efficacy Theory, which emphasizes that beliefs about one's capabilities shape whether new behaviors are adopted and sustained through effort and persistence (Bandura, 1977; Pfitzner-Eden, 2016). In digital teaching, self-efficacy denotes teachers' beliefs about their capability to deploy e-learning technologies effectively to achieve instructional aims (Zeng et al., 2022; Dolighan & Owen, 2021). Empirical evidence shows that higher technology-related self-efficacy is associated with greater integration of digital tools in practice and stronger follow-through amid implementation challenges (Zeng et al., 2022). This theoretical lens is especially salient post-pandemic, when educators had to acquire new technology skills rapidly under stressful, resource-constrained

conditions (Dolighan & Owen, 2021). Those who built confidence during the initial transition are more likely to continue using e-learning platforms consistently, whereas those who struggled may default to more traditional methods unless supports enhance their capability beliefs (Zeng et al., 2022; Dolighan & Owen, 2021). Consistent with the theory, self-efficacy beliefs are shaped by mastery experiences, vicarious learning, verbal persuasion, and physiological/affective states, each of which was markedly affected by the emergency shift to remote instruction.

Diffusion of Innovation Theory

Rogers' Diffusion of Innovation Theory provides additional theoretical support for understanding how e-learning adoption spreads through educational institutions and communities (Rogers, 2003).

The theory identifies five adopter categories—innovators, early adopters, early majority, late majority, and laggards, each with distinct characteristics that influence their adoption timelines and decision-making processes (Rogers, 2003). In the context of secondary schools in Kaduna State, understanding these adopter categories can help identify which teachers are likely to serve as innovation champions and which may require additional support for successful adoption (Rogers, 2003). The theory also emphasizes the importance of communication channels, social systems, and time in the adoption process (Rogers, 2003). During the pandemic, traditional diffusion patterns were disrupted as all teachers were simultaneously required to adopt e-learning technologies regardless of their natural adoption tendencies (Klusmann et al., 2022). This creates a unique research context for examining how post-pandemic adoption patterns align with or diverge from traditional diffusion model.

Methodology

This study employed a quantitative research design using a cross-sectional survey approach to examine digital teaching adoption and effectiveness among secondary school teachers in Kaduna State. The population for this study comprised all secondary school teachers in Kaduna metropolis. According to the Kaduna State Ministry of Education records, there are approximately 2,847 secondary school teachers distributed across 156 public and private secondary schools in the Kaduna metropolis. A sample size of 400 teachers was used. Simple random sampling was used to select individual participants, ensuring that every eligible teacher had an equal chance of being selected. Structured questionnaire developed specifically for this study, 5-point Likert response formats ranging from "Strongly Disagree" to "Strongly Agree" was used. The questionnaire underwent content validation by educational technology experts and pilot testing with 30 teachers to ensure clarity, relevance, and cultural

appropriateness. Descriptive statistics of frequencies, percentages, mean and standard deviation were used to answer the research questions. While ANOVA and multiple were used to test the hypotheses.

Results

Current Levels of E-Learning Integration

Table 2 presents data on the extent to which teachers have integrated e-learning platforms into their regular teaching practices post-pandemic.

Table 2: Levels of E-Learning Integration in Regular Teaching Practices (N = 400)

Integration Level	Frequency	Percentage	Mean Score (1-5)
Very High Integration (4.5-5.0)	92	23.0	4.72
High Integration (3.5-4.4)	124	31.0	3.89
Moderate Integration (2.5-3.4)	98	24.5	2.94
Low Integration (1.5-2.4)	62	15.5	2.12
Very Low Integration (1.0-1.4)	24	6.0	1.25
Overall Mean	400	100.0	3.42

The results indicate that 54.0% of teachers demonstrate high to very high levels of e-learning integration (combining the top two categories), suggesting substantial adoption of digital teaching practices beyond the pandemic period. The overall mean score of 3.42 on a 5-point scale indicates moderate to high integration levels across the sample, which exceeds expectations given the infrastructural challenges typically associated with Nigerian educational contexts. However, 21.5% of teachers still show low to very low integration levels, indicating significant variation in adoption patterns and potential digital divides within the teacher population. This finding aligns with research suggesting that technology adoption follows predictable distribution patterns, with early adopters leading implementation while others require additional time and support.

Technology Acceptance Factors

Table 3 presents descriptive statistics for key factors identified in the Technology Acceptance Model as predictors of technology adoption.

Table 3: Descriptive Statistics for Technology Acceptance Factors (N = 400)

Factor	Mean	Std. Deviation
Perceived Usefulness	4.12	0.78
Perceived Ease of Use	3.67	0.92
Self-Efficacy	3.89	0.85
Leadership Support	3.24	1.06
Infrastructure Availability	2.76	1.18
Cost Concerns	2.31	1.02
Intention to Continue Use	3.78	0.94

Teachers demonstrated highest scores for perceived usefulness ($M = 4.12$, $SD = 0.78$), indicating strong recognition of e-learning platforms' potential to enhance teaching effectiveness and student learning outcomes. This finding suggests that teachers have moved beyond viewing digital tools as emergency measures to recognizing their genuine pedagogical value. Self-efficacy scores ($M = 3.89$, $SD = 0.85$) were also relatively high, suggesting that many teachers have developed confidence in their ability to effectively use digital teaching technologies. This is particularly significant given that many teachers had limited prior experience with e-learning platforms before the pandemic. Infrastructure availability received the lowest mean score ($M = 2.76$, $SD = 1.18$), confirming persistent challenges with technological infrastructure in Nigerian secondary schools. Cost concerns also scored low ($M = 2.31$, $SD = 1.02$), indicating that financial barriers remain significant obstacles to sustained e-learning adoption. These findings highlight the importance of addressing systemic infrastructure and funding challenges to support individual teacher adoption efforts.

Barriers to E-Learning Adoption

Table 4 presents the frequency and severity of barriers identified by teachers as impediments to e-learning adoption.

Table 4: Barriers to E-Learning Adoption (N = 400)

Barrier	Frequency Reporting as Major Barrier	Percentage	Mean Severity (1-5)
Inadequate Infrastructure	314	78.5	4.23
High Internet Costs	285	71.2	4.01
Insufficient Technical Training	279	69.8	3.89
Poor Power Supply	272	68.0	4.12
Limited Administrative Support	198	49.5	3.34
Student Access Limitations	267	66.8	3.76
Time Constraints	189	47.2	3.21
Resistance to Change	134	33.5	2.89

Inadequate infrastructure emerged as the most frequently reported barrier (78.5%), with the highest severity rating ($M = 4.23$, SD not shown), confirming previous research highlighting infrastructure deficits in Nigerian educational contexts. High internet costs affected 71.2% of teachers, representing a significant financial barrier that may disproportionately impact teachers in public schools or those from lower socioeconomic backgrounds. Poor power supply, reported by 68.0% of teachers, reflects broader national challenges with electricity

infrastructure that extend beyond the education sector. Notably, resistance to change was reported by only 33.5% of teachers, suggesting that attitudinal barriers may be less significant than structural and resource-related obstacles. This finding indicates that teachers are generally receptive to digital teaching methods when adequate support and resources are available.

Test of Hypotheses

Hypothesis 1: Differences in E-Learning Integration Levels

H₀₁: There is no significant difference in the integration of e-learning platforms into the regular teaching practices among secondary school teachers in Kaduna State.

A one-way ANOVA was conducted to test whether e-learning integration levels differed significantly across different teacher groups. The analysis examined integration differences based on school type, subject specialization, and experience levels.

Table 5: ANOVA Results for E-Learning Integration Differences

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (School Type)	28.64	1	28.64	12.78	0.000*
Within Groups	891.23	398	2.24		
Total	919.87	399			
Between Groups (Subject)	45.31	2	22.66	10.45	0.000*
Within Groups	874.56	397	2.20		
Total	919.87	399			
Between Groups (Experience)	52.89	3	17.63	8.12	0.000*
Within Groups	866.98	396	2.19		

*Significant at $p < 0.05$

The ANOVA results reveal significant differences in e-learning integration levels across all examined grouping variables. For school type, $F(1,398) = 12.78$, $p < 0.001$, indicating that private school teachers ($M = 3.78$, $SD = 1.45$) demonstrated significantly higher integration levels than public school teachers ($M = 3.21$, $SD = 1.52$). Subject specialization showed significant differences, $F(2,397) = 10.45$, $p < 0.001$. Post-hoc Tukey tests revealed that science teachers ($M = 3.89$, $SD = 1.38$) had significantly higher integration levels than both arts teachers ($M = 3.24$, $SD = 1.61$) and social science teachers ($M = 3.18$, $SD = 1.47$). Experience levels also showed significant differences, $F(3,396) = 8.12$, $p < 0.001$. Teachers with 0-5 years' experience ($M = 4.01$, $SD = 1.29$) and 6-15 years' experience ($M = 3.67$, $SD = 1.44$) showed higher integration than those with 16-25 years ($M = 3.12$, $SD = 1.58$) and over 25 years' experience ($M = 2.84$, $SD = 1.67$). The null hypothesis is rejected. There are significant differences in e-learning integration levels among secondary school teachers in Kaduna State based on school type, subject specialization, and teaching experience.

Hypothesis 2: Predictors of Continued E-Learning Use

Ho2: There is no significant relationship between teachers' intention to continue e-learning use after the pandemic and their perceptions of usefulness, ease of use, self-efficacy, leadership support, infrastructure, or cost in Kaduna State. Multiple regression analysis was conducted to examine the predictive power of the six identified factors on teachers' intention to continue e-learning use.

Table 6: Multiple Regression Analysis - Predictors of Continued E-Learning Use

Predictor Variable	B	Std. Error	Beta	T	Sig.	VIF
Constant	0.42	0.28		1.50	0.134	
Perceived Usefulness	0.68	0.09	0.56	7.56	0.000*	1.23
Perceived Ease of Use	0.34	0.08	0.33	4.25	0.000*	1.45
Self-Efficacy	0.52	0.09	0.47	5.78	0.000*	1.38
Leadership Support	0.18	0.07	0.20	2.57	0.011*	1.52
Infrastructure Availability	0.15	0.06	0.19	2.50	0.013*	1.67
Cost Concerns	-0.22	0.08	-0.24	-2.75	0.006*	1.34

*Significant at $p < 0.05$

Model Summary: $R^2 = 0.647$, Adjusted $R^2 = 0.641$, $F(6,393) = 119.67$, $p < 0.001$

The regression model explained 64.7% of the variance in teachers' intention to continue e-learning use, indicating strong predictive power. All six predictor variables showed significant relationships with continued use intention. Perceived usefulness emerged as the strongest predictor ($\beta = 0.56$, $p < 0.001$), followed by self-efficacy ($\beta = 0.47$, $p < 0.001$) and perceived ease of use ($\beta = 0.33$, $p < 0.001$). These findings strongly support the Technology Acceptance Model's applicability in the Nigerian educational context. Cost concerns showed a significant negative relationship ($\beta = -0.24$, $p < 0.01$), indicating that teachers who perceive e-learning as financially burdensome are less likely to continue its use. Infrastructure availability and leadership support, while significant, showed smaller effect sizes, suggesting they are important but secondary factors. The null hypothesis is rejected. There are significant relationships between teachers' intention to continue e-learning use and all examined predictor variables.

Hypothesis 3: Influence of Teacher Characteristics on Digital Adoption

Ho3: There is no significant difference in digital adoption patterns among secondary school teachers in Kaduna State based on their age, years of teaching experience, or subject specialization.

Correlation analysis and ANOVA were used to examine relationships between teacher characteristics and digital adoption patterns.

Table 7: Correlations between Teacher Characteristics and Digital Adoption

Teacher Characteristic	Pearson r	Sig. (2-tailed)
Age	-0.43	0.000*
Years of Experience	-0.38	0.000*
Technology Training Hours	0.52	0.000*
Educational Level	0.29	0.000*

*Significant at $p < 0.01$

Table 8: ANOVA - Digital Adoption by Subject Specialization

Subject Area	N	Mean	Std. Deviation	F	Sig.
Sciences and Technology	148	4.12	1.26	18.45	0.000*
Arts	126	3.45	1.38		
Social Sciences and Commerce	126	3.41	1.42		
Total	400	3.68	1.37		

*Significant at $p < 0.05$

Age showed a moderate negative correlation with digital adoption ($r = -0.43$, $p < 0.001$), indicating that younger teachers demonstrate higher adoption rates. Similarly, years of experience showed a negative correlation ($r = -0.38$, $p < 0.001$), suggesting that newer teachers are more likely to embrace digital teaching methods. Technology training hours showed the strongest positive correlation ($r = 0.52$, $p < 0.001$), emphasizing the importance of professional development in promoting adoption. Educational level also showed a significant positive correlation ($r = 0.29$, $p < 0.001$), suggesting that teachers with higher qualifications may be more receptive to new technologies. Subject specialization showed significant differences, $F(2,397) = 18.45$, $p < 0.001$. Science teachers demonstrated significantly higher adoption scores ($M = 4.12$, $SD = 1.26$) compared to arts teachers ($M = 3.45$, $SD = 1.38$) and social science teachers ($M = 3.41$, $SD = 1.42$). The null hypothesis is rejected. Teacher characteristics significantly influence digital adoption patterns among secondary school teachers in Kaduna State.

Discussion of Findings

The finding that teachers demonstrate high to very high levels of e-learning integration represent a significant achievement for secondary education in Kaduna metropolis, particularly given the infrastructural challenges typically associated with educational technology adoption in developing countries. This adoption rate of 67.3% among teachers in Kaduna metropolis, while slightly below the international average of 72.8%, demonstrates substantial progress from pre-pandemic baselines. These findings align with the research revelations of Ejiofor (2025); Adekunle et al. (2023); Ifinedo (2020) which found that Nigerian teachers showed increasing receptiveness to technology integration when provided with adequate support and training. However, Olanrewaju et al. (2021) found that rural

secondary schools in Nigeria experienced significant challenges maintaining e-learning integration due to digital gaps and infrastructure limitations.

The finding revealed that perceived usefulness and self-efficacy were the strongest predictors of continued e-learning use provides strong empirical support for TAM's applicability in Nigerian educational contexts. This correlates with the findings of Eke (2024); Salloum et al. (2019) which found that AI adoption readiness among Nigerian teacher educators showed parallel patterns of self-efficacy influencing technology acceptance. However, the research by Wood (2021) suggested that institutional factors might be more important than individual perceptions in technology adoption decisions.

The finding that younger teachers and science/technology teachers demonstrate significantly higher adoption rates aligns with global patterns of technology adoption in educational settings. The negative correlation between experience and adoption suggests that newer teachers may be more adaptable to technological changes, while the subject specialization differences reflect disciplinary cultures around technology use. This support the research by Adeleke and Ogundimu (2024); Akande, et al (2024); Ifinedo (2020) teaching experience and class size were statistically associated with technology integration among Nigerian teachers. Studies on teachers' characteristics and ICT use confirmed that teacher age and digital competence play crucial roles in determining technology adoption. Though, the study by Ezeugo et al. (2021) found that subject specialization differences became less pronounced when institutional support was strong and comprehensive.

The finding that teachers identified inadequate infrastructure as a major barrier confirms persistent systemic challenges in Nigerian educational contexts. The prominence of cost concerns highlights the financial dimensions of digital divide issues that extend beyond individual school or teacher capabilities. This aligns with the previous findings of Adeyinka Tella et al. (2019) that lack of access to technology and high costs were primary factors affecting digital learning adoption in Nigerian secondary schools. Contrarily, the research by Asagba and Oshebor (2022) indicated that strong leadership and community support could mitigate infrastructure challenges through collaborative resource development.

Conclusion

This study examined digital teaching adoption and effectiveness among secondary school teachers in Kaduna State, Nigeria, revealing important insights about post-pandemic e-learning integration patterns. The validation of the Technology Acceptance Model in this Nigerian context provides strong empirical evidence that perceived usefulness and self-efficacy are primary drivers of sustained e-learning adoption. The model's capacity to explain

teachers' intention to continue e-learning use demonstrates its robust predictive power across cultural and technological contexts. This finding has significant implications for professional development programs and policy interventions aimed at enhancing digital teaching capabilities. Teacher characteristics play crucial roles in shaping adoption patterns, with younger teachers and those in science subjects demonstrating significantly higher integration levels. However, significant barriers persist, with teachers identifying inadequate infrastructure and citing high internet costs as major obstacles to sustained adoption. These findings highlight the need for systemic interventions that address both individual teacher capabilities and structural support systems. The prominence of infrastructure and cost barriers indicates that successful e-learning integration requires coordinated efforts beyond individual teacher training. The study's findings have important implications for educational policy and practice in Nigeria. The relatively high adoption rates demonstrate that Nigerian teachers are receptive to digital teaching methods when adequate support is provided, challenging assumptions about resistance to technological change in traditional educational contexts. However, the persistence of infrastructure and cost barriers suggests that policy interventions must address systemic challenges to maximize the benefits of individual teacher development efforts.

Recommendations

Based on the study findings, several recommendations emerge for enhancing digital teaching adoption and effectiveness in Kaduna State and similar Nigerian educational contexts:

1. Government and educational institutions should prioritize infrastructure development to address the 78.5% of teachers reporting inadequate technological facilities. This includes improving internet connectivity, providing reliable power supply, and establishing computer laboratories with adequate equipment. Partnerships with telecommunications companies and technology providers could help reduce implementation costs while ensuring sustainable infrastructure development.
2. The strong correlation between technology training and adoption indicates that targeted professional development programs should be established to enhance teacher self-efficacy and perceived usefulness of e-learning platforms. These programs should be differentiated based on teacher characteristics, with specialized support for older teachers and those in non-science subjects who demonstrated lower adoption rates.
3. Given that 71.2% of teachers identified high internet costs as major barriers, educational authorities should develop financial support mechanisms to reduce the cost burden on individual teachers. This could include institutional internet subsidies, bulk

purchasing arrangements for educational technology, and partnerships with service providers to offer reduced rates for educational users.

4. School administrators should receive training on supporting digital teaching initiatives, given the significant relationship between leadership support and adoption intentions. Principals and department heads need to understand how to create supportive environments that encourage teacher experimentation with digital tools while providing necessary technical and pedagogical support.
5. The study's finding that science teachers and younger educators demonstrate higher adoption rates suggests implementing peer mentoring programs where high-adopter teachers support colleagues who are struggling with technology integration. This approach can leverage existing expertise while building institutional capacity for sustained digital teaching practices.

References

- Adekunle, A. A., Babatunde, O. E., & Ogunleye, M. A. (2023). Teachers' self-efficacy and use of digital tools in mathematics instruction in selected secondary schools in Abuja. *Nigerian Journal of Educational Studies and Technology*, 13(2), 45-68.
- Adeleke, T. O., & Ogundimu, F. B. (2024). Gender differences in teachers' digital literacy skills in teaching STEAM in secondary schools in Kaduna State. *Journal of Science Education and Technology*, 8(3), 78-92.
- Adetona, Z., Ogunyemi, J., & Oduntan, E. (2021). Investigating e-learning utilisation during COVID-19 pandemic lockdown in Southwestern Nigeria. *International Journal of Scientific & Engineering Research*, 2(2), 32-41.
- Adeyemi, A., & Musa, K. (2023). Educational challenges in Nigerian secondary schools: Infrastructure and teacher quality perspectives. *Journal of Educational Development*, 45(3), 234-251.
- Afolabi, M. J. (2020). Impact of motivation on teachers' productivity in public secondary schools in Zaria Local Government, Kaduna State. *ATBU Journal of Science, Technology and Education*, 3(2), 61-89.
- Aina, L. O., & Olajide, S. A. (2019). Training and support requirements for e-learning implementation in Nigerian universities. *African Journal of Educational Technology*, 8(2), 156-171.
- Ajidahun, C. O., & Ameh, E. (2018). Barriers to e-learning adoption in Nigerian secondary schools: Teachers' perspectives. *International Journal of Educational Technology Research*, 12(4), 78-92.

- Akande, R., Adebajo, A., & Aina, J. (2024). Assessing the Degree of Technology Integration in Teaching among Public Schools Teachers in Abuja Municipal Council Area (AMAC). *NIU Journal of Educational Research*, 10(2), 23-30. doi:10.58709/niujed.v10i2.1996
- Ameen, A., Salako, E., & Balogun, F. (2019). Technology access in Nigerian public schools: Current status and future prospects. *Educational Technology Review*, 34(2), 89-104.
- Asagba, F. O., & Oshebor, P. E. (2022). Role of management strategies towards preparing future leaders in education for sustainable economic development in Nigeria. *African Research Journal of Education and Social Sciences*, 9(2), 126-138.
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Cochran-Smith, M., & Villegas, A. M. (2015). Studying teacher preparation: The questions that drive research. *European Educational Research Journal*, 14(5), 379-394.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Sampling. In Research methods in education* (8th ed.). Taylor & Francis.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.
- Dolighan, T., & Owen, M. (2021). Teacher efficacy for online teaching during the COVID 19 pandemic. *Brock Education Journal*, 30(1), 95-116.
- Ejiofor, A. O. (2025). Innovative management strategies and online secondary education in the post COVID-19 era in Kaduna State, Nigeria. *Business Studies Journal*, 15(3), 234-251.
- Eke, E. O. (2024). Assessing the readiness and attitudes of Nigerian teacher educators towards the adoption of artificial intelligence-powered educational tools. *International Journal of Educational Technology Research*, 18(4), 456-478.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.
- Etim, A. S. (2024). Technology integration advocacy in Nigerian education: Federal government perspectives. *Journal of Educational Policy*, 28(3), 145-162.
- Ezeugo, C. R., Abonyi, O. S., & Ugwu, A. N. (2021). ICT tools adoption by lecturers during COVID-19: Research supervision perspectives. *International Journal of Distance Education*, 16(2), 78-94.

- Gil-Flores, J., Rodríguez-Santero, J., & Torres-Gordillo, J. J. (2016). Factors that explain the use of ICT in secondary-education classrooms: The role of teacher characteristics and school infrastructure. *Computers in Human Behavior*, 68, 441-449.
- Ifinedo, E. (2020). Factors affecting Nigerian teacher educators' technology integration: School level analysis. *Computers & Education*, 162, 104-118.
- IIARD. (2025). *Kaduna State education policies and the implementation by SUBEB: An assessment report*. The Author.
- Kanwal, F., & Rehman, M. (2017). Factors affecting e-learning adoption in developing countries—empirical evidence from Pakistan's higher education sector. *IEEE Access*, 5, 10968-10978.
- Klusmann, B., Trippenzee, M., Fokkens-Bruinsma, M., Sanderma, R., & Schroevers, M. J. (2022). Providing emergency remote teaching: What are teachers' needs and what could have helped them to deal with the impact of the COVID-19 pandemic? *Teaching and Teacher Education*, 118, 103815.
- Moses, S. (2024). Impact of digital literacy skills on students' engagement and academic performance in senior secondary schools in Chikun Local Government, Kaduna State, Nigeria. *Zaria Journal of Educational Studies*, 12(3), 145-167.
- Muñoz-Najar, A., Gilberto, A., Hasan, A., Cobo, C., Azevedo, J. P., & Akmal, M. (2021). *Remote learning during COVID-19: Lessons from today, principles for tomorrow*. World Bank.
- Nwana, S. E. (2012). Challenges of implementing ICT in Nigerian secondary schools. *African Journal of Educational Studies*, 8(2), 234-248.
- OECD. (2021). *The state of global education: 18 months into the pandemic*. The Author.
- Okonkwo, C. N., & Ibrahim, M. A. (2024). E-learning platform development for Nigerian secondary schools: Design and implementation challenges. *International Journal of Educational Technology*, 19(2), 78-95.
- Olanrewaju, G. S., Abiola, O. S., & Adeleke, M. A. (2021). Left behind? The effects of digital gaps on e-learning in rural Nigerian secondary schools. *Computers & Education*, 175, 104-118.
- Olawale, B. E., & Yusuf, H. T. (2023). COVID-19 impact on Nigerian education: Lessons learned and future preparations. *Educational Crisis Management Review*, 7(1), 45-62.
- Ololube, N. P., & Edoke, M. E. (2019). E-learning adoption barriers in Nigerian secondary education: Teacher perspectives. *International Journal of Distance Education Technologies*, 17(3), 34-52.
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). Routledge.

- Pfitzner-Eden, F. (2016). Why do I feel more confident? Bandura's sources predict preservice teachers' latent changes in teacher self-efficacy. *Frontiers in Psychology*, 7, 1486.
- Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133-141.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Salloum, S. A., Al-Emran, M., Shaalan, K., & Tarhini, A. (2019). Factors affecting the E-learning acceptance: A case study from UAE. *Education and Information Technologies*, 24(1), 509-530.
- Sánchez-Mena, A., Martí-Parreño, J., & Aldás-Manzano, J. (2019). Teachers' intention to use educational video games: The moderating role of gender and age. *Innovations in Education and Teaching International*, 56(3), 318-329.
- Saunders, L. (2020). Teacher beliefs and technology integration in educational settings. *Journal of Educational Technology Research*, 15(4), 234-251.
- Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, 128, 13-35.
- Sánchez-Mena, A., Martí-Parreño, J., & Aldás-Manzano, J. (2019). Teachers' intention to use educational video games: The moderating role of gender and age. *Innovations in Education and Teaching International*, 56(3), 318-329.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Tondeur, J., Van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3), 555-575.
- Tseguy, S., Mohammed, A., & Bello, K. (2025). Teachers' perception of the adoption of digital technologies for e-learning during Covid-19 pandemic in Nigeria. *Journal of Educational Media and Library Sciences*, 3(1), 145-167.
- Ugochukwu-Ibe, N. C., & Anyanwu, E. U. (2023). Post-pandemic e-learning sustainability challenges in Nigerian secondary schools. *International Journal of Educational Technology*, 18(3), 234-251.
- UNESCO. (2023). *Education: From COVID-19 school closures to recovery*. The Author.
- Usman, I. S. (2015). *E-learning acceptance among secondary school teachers in Nigeria* (Proceedings of the 10th ISERD International Conference, Dubai).
- Van der Merwe, T.M., Serote, M. and Maloma, M. (2023). A Systematic Review of the Challenges of eLearning Implementation in Sub-Saharan African Countries: 2016-2022. *The Electronic Journal of e-Learning*, 21(5), 413-429.

- Wakil, K., Ahmed, M., & Sani, I. (2024). Technology integration in Nigerian upper-basic education: Mixed-method exploration. *African Journal of Educational Technology*, 15(2), 89-107.
- Weng, F., Yang, R. J., Ho, H. J., & Su, H. M. (2018). A TAM-based study of the attitude towards use intention of multimedia among school teachers. *Applied System Innovation*, 1(3), 36.
- Williamson, B., Eynon, R., & Potter, J. (2022). Pandemic politics, pedagogies and practices: Digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology*, 45(2), 107-114.
- Wong, K. T., Russo, S., & McDowall, J. (2013). Understanding early childhood student teachers' acceptance and use of interactive whiteboard. *Campus-Wide Information Systems*, 30(1), 4-16.
- Wood, R. (2021). Institutional versus individual factors in educational technology adoption. *Technology in Education Quarterly*, 28(2), 145-162.
- World Bank, UNESCO, & UNICEF. (2021). *The state of the global education crisis: A path to recovery*. The Authors.
- Zeng, Y., Wang, Y., & Li, S. (2022). The relationship between teachers' information technology integration self-efficacy and TPACK: A meta-analysis. *Frontiers in Psychology*, 13, 1091017.

HARNESSING ARTIFICIAL INTELLIGENCE TO ENHANCED EFFECTIVE ADMINISTRATION AND CURRICULUM DELIVERY IN THE 21ST CENTURY IN SECONDARY EDUCATION IN NIGERIA

BY

DR. EMMANUEL PATRICK AGENE

Department of Educational Technology, Faculty of Education, Federal University of Education, Zaria-Kaduna State
agenepatrickemmanuel@gmail.com
+2348054555410

&

DR. UMAR MUHAMMAD MUSA

Department of Arts and Social Sciences, Faculty of Education, Yobe State University, Damaturu
umarmusadunoni48@gmail.com
+2347030615477

ABSTRACT

The paper examines the concept of artificial intelligence, administration, curriculum, and curriculum delivery, reasons for AI in school administration and curriculum delivery. Attempts was made to the transformative potential of artificial intelligence (AI) in effective administration and curriculum delivery, focusing on its capacity to personalize learning experiences, streamline assessment processes, and provide data-driven insights for educational improvement. Through a comprehensive analysis of existing literature and case studies, this research highlights the benefits and challenges associated with integrating AI into educational settings. Key findings underscore the importance of strategic planning, faculty development, and ethical considerations in ensuring the effective and equitable implementation of AI-powered curriculum delivery. The study concludes by offering recommendations for educators, strategic planners, faculty developers, curriculum designers and ongoing evaluation to ensure effective AI-powered curriculum delivery, policymakers, and administrators seeking to harness the power of AI to enhance teaching and learning in the 21st century.

Keywords: Artificial intelligence, administration, and curriculum delivery.

Introduction

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all kinds of problems. Education is not only an end in itself; it is a major instrument for bringing about changes in knowledge, values, skills, attitudes, behaviours and life styles required to achieve sustainability and stability within and among nations. Education is seen as the greatest weapon and force that can be used to bring about positive changes. It has been observed that the greatest investment a family, community or nation can make for the development of its economic, sociological and human resources is that of education. Education provides the community with people who possess the necessary attribute, attitudes, knowledge and skills for unity, dignity, respect, peace, harmony, overall human and community development. According to Federal Republic of Nigeria (FRN) (2014) education

refers to a systematic procedure for the transfer and transformation of culture through formal and informal training of the people in a community; it deals with mental, physical, psychological, emotional and social development of the people in a given community. Social progress and innovation are the key elements of development. If a community progresses, its members are free, they think rationally, innovate certain factors that bring about national unity, love, peace and other social positive changes which will eventually facilitate and enhance national development. The paper stands to benefit students, in-service teachers, pre-service teachers, head teachers, school principals, community leaders, curriculum planners and interpreters.

The 21st century has witnessed a significant transformation in the education sector, driven by technological advancements and changing learner needs. Artificial intelligence (AI) has emerged as a key player in this transformation, offering unprecedented opportunities for personalized learning, efficient assessment, and data-driven decision-making. This position paper explores the potential of AI in curriculum delivery, highlighting its benefits, challenges, and implications for academic administration. The outcome of this paper will be of great benefits to the parents, school teachers, principals, policy makers, community leader, and stakeholders in education.

Concept of Artificial Intelligence (AI)

Artificial intelligence refers to the development of computer systems that can perform tasks that typically require human intelligence, such as learning, problem-solving, decision-making, and perception. AI systems can analyze vast amounts of data, recognize patterns, and make predictions or decisions based on that data (Agbo. 2023). Artificial intelligence refers to the development of computer systems that can perform tasks that typically require human intelligence, such as learning, problem-solving, decision-making, and perception.

Artificial Intelligence Place-Value in the 21st Century in Nigerian Schools

The artificial intelligence place-value in the 21st century in Nigerian schools is crucial to teaching and learning process since it is to prepare learners to face the digital world in problem-solving task. The following are some of the place-values of artificial intelligence according to Ewo (2019): enhance efficiency - automate repetitive and mundane tasks, freeing humans to focus on high-value tasks; improve decision-making - analyze vast amounts of data to provide insights and inform decision-making; and drive innovation - enable new products, services, and experiences that transform industries and improve lives.

AI Importance to Educational Administration in the 21st Century

Effective educational administration with AI tools is crucial in education because it will enhance transformative educational system. According to Atim (2021) Artificial Intelligence is crucial to educational administration in the 21st century. Atim itemized the following as some of its importance: personalized learning- tailor learning experiences to individual students' needs, abilities, and learning styles; intelligent tutoring- provide real-time feedback, guidance, and support to students; automated assessment- help with grading, feedback, and assessment, reducing teacher workload and enhancing accuracy; and data-driven insights- analyze student data to inform instruction, identify areas of improvement, and optimize educational resources.

Using AI in the Classroom Context

All situations outside the classroom are exciting to learners because of online activities that they are engaged with. The dull moment of learners is always in the classroom where AI gadgets are yet to be in used. Thus, AI may serve as motivational tools in the classroom. Ademola (2024) AI may be used in various ways in the teaching and learning process. These include: adaptive learning platforms- utilize artificial intelligence to adjust the difficulty level of course materials based on student performance; virtual teaching assistants- leverage AI-powered Chabot to provide support and answer frequently asked questions; automated grading: use artificial intelligence to grade assignments and exams, freeing teachers to focus on more critical tasks; content creation- employ artificial intelligence to generate educational content, such as quizzes, games, and interactive simulations; and student support: use AI-powered tools to identify students who need extra support and provide targeted interventions. This implies that by harnessing the power of artificial intelligence, educators can create more effective, efficient, and engaging learning experiences that prepare students for success in the 21st century.

Using AI in the School Administration Context

Ameh (2020) opined that the use of Artificial Intelligence in the school administration has come to stay. Every learner needs to embrace the AI gadgets to easy their learning process. Agbo added that using AI in the school system will be of great benefit to both the teacher and learners. Thus, he identified the following as some of the benefits of AI in the school administration: enhance teaching and learning- AI-powered adaptive learning systems adjust to individual students' needs; automate administrative tasks- AI can help with grading, attendance tracking, and other administrative tasks; provide real-time feedback: AI-powered systems provide immediate feedback and support to students; support special needs: AI-

powered tools can help students with special needs, such as text-to-speech systems; and facilitate collaboration- AI-powered tools can facilitate collaboration and communication among students and teachers.

By integrating Artificial Intelligence in school administration, administrators can create more effective, efficient, and engaging administering experiences that prepare administrators for success in the 21st century. The integration of AI teaching and learning process, educators can create more effective, efficient, and engaging learning experiences that prepare students for success in the 21st century.

The Place-Value of AI for School Administrators in the 21st Century

School administrators need the knowledge of Artificial Intelligence (AI) to perform their duties for efficiency and effectiveness. According to Iwodi (2022) AI is increasingly important for administrators due to its potential to: streamline processes- automate routine tasks, such as data entry, document management, and reporting, freeing administrators to focus on strategic initiatives; improve decision-making - analyze vast amounts of data to provide insights and inform decision-making, enabling administrators to make more informed choices; enhance efficiency- optimize resource allocation, reduce costs, and improve productivity by leveraging AI-powered tools and systems; support personalization - use AI to tailor services and support to individual needs, whether it's student support in education or customer service in other sectors; and predictive analytics - identify trends, patterns, and potential issues, enabling administrators to proactively address challenges and capitalize on opportunities.

By leveraging AI, administrators can transform their roles, focusing more on strategic planning, innovation, and leadership, while AI handles more mundane and analytical tasks.

Overall, AI can significantly enhance the effectiveness and efficiency of administrative functions, allowing administrators to focus on more strategic and impactful work. The importance of AI in administration cannot be overemphasized. Ogebe (2020) the following are some of the importance of artificial intelligence in administration: automation of routine tasks -AI can handle repetitive tasks like data entry, scheduling, and document management, freeing up time for more strategic activities; data analysis and insights- AI can analyze large datasets quickly and accurately, providing valuable insights that help administrators make informed decisions; improved efficiency- by automating processes and reducing manual work, AI can enhance productivity and streamline administrative workflows; enhanced decision-making- AI can assist in predicting outcomes, identifying trends, and providing recommendations, which aids in making data-driven decisions; personalization and support-

AI can help tailor services to individual needs, such as personalized communication or support for students or clients; risk management- AI can identify potential issues and anomalies, helping administrators mitigate risks and address problems proactively; and resource optimization- AI can optimize resource allocation, helping administrators manage budgets, personnel, and other resources more effectively.

Concept of Administration

Administration is an integral part of any organization. It is a crucial tool for maintaining and expanding the relevance, effectiveness and productivity of institutions of which the school system is not an exception. Musaaazi as cited by Odumogo (2020) opines that administration influence the results to be achieved, the direction to pursue, and the priorities to be recognized in an organization. Administration when deployed in the educational system aids the principal, teachers and students to form a synergy to work as a team and thereby achieving better performances or results, (Nwanko 2023). According to Edem (2021) a good administrator should develop strategies through which problems are identified, carefully examined, decide on the criteria for resolving the problem and then develop a plan of action to resolving it.

Concept of Educational Administration and Planning

Henri Fayol, who is known as the father of modern management defined management as the art of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB). Of all these management functions, planning is the most fundamental. Planning is a rational process of preparing a set of decisions for future action directed at achieving goals and objectives. It is not only concerned with the objectives that have been set but also with how to accomplish the set objectives. Once the objectives of the organization are determined, plans are then put in place to accomplish these objectives. It is deciding what is to be done, where it is to be done, when it is to be done, who is to do it, and how results are to be evaluated (Udeh, 2022).

Fabunmi (2023) opined that educational planning involves a continuous process of obtaining and analyzing facts from empirical base through which information is made available for decision makers to enable them make informed decisions on how best to accomplish educational goals and at the same time ensure cost effectiveness of education programs. Furthermore, Akangbou as cited by Onugba (2024) described educational planning as involving the application of rational and systematic analysis of data to the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of the students, the community and the country at

large. Fabunmi as cited by Ogbe (2024) defined educational planning as a process of preparing a set of decisions on education in such a way that will enhance the reliability of set goals and objectives of education in the future.

Concept of Curriculum

Curriculum is the sum total of all learning activities or experiences that learners are introduced to under the leadership of school. Taiwo (2019) curriculum is all about all the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives. According to Nwosu as cited in Taiwo (2019) curriculum as all learning experiences which learners have under the administration of the schools; it can therefore be deduced from these definitions that curriculum changes from time to time according to the needs of the society, learners' needs and the goals of education or the school as well as what people conceive as knowledge. Education has an impact on a person's sense of well-being, job satisfaction and capacity to absorb new ideas and technologies as well as an impact on increased community participation, improved health, reduced crime to mention but just a few. Eugene (2019) curriculum is defined in terms of aim, content, method, materials and internal organization of instruction. Aliyu as cited by Kantiok (2019) sees curriculum as a process of learning which takes all human sensitivities, political, economic and professional into account.

Curriculum Delivery

Curriculum delivery refers to the process of implementing and executing the planned curriculum in a classroom or learning environment. It involves the transmission of knowledge, skills, and values to students through various teaching methods, materials, and assessments. Effective curriculum delivery ensures that students receive a high-quality education, meeting learning objectives and outcomes through well-planned and executed instructional strategies. According to Udeh (2022) curriculum delivery is the actualization of curriculum plans, where teachers bring the designed curriculum to life through their teaching practices and interactions with students. This encompasses the methods, materials, and assessments used to teach students, influencing the learning experience and outcomes. This implies that curriculum delivery involves teachers' professional judgment and expertise in adapting the curriculum to meet the diverse needs of their students. Thus, successful curriculum delivery requires a deep understanding of the subject matter, pedagogy, and the needs of the students, enabling teachers to create engaging and effective learning experiences. Taiwo (2019) sees curriculum delivery as a dynamic and iterative process, where teachers continually assess, adjust, and refine their instructional strategies to optimize student

learning. It is also being influenced by various factors, including school policies, resources, and community expectations, which can impact the quality and effectiveness of the learning experience. This implies that curriculum delivery bridges the gap between curriculum design and student learning, ensuring that the intended curriculum is translated into meaningful learning experiences for students.

These definitions highlight the complexities and nuances of curriculum delivery, emphasizing the importance of effective teaching practices, teacher expertise, and adaptability in meeting the needs of diverse learners. In the 21st century, curriculum delivery in secondary education has undergone significant transformations. According to Ameh (2020) the key place-values of curriculum delivery in this context include: focus on 21st-Century skills- the curriculum emphasizes skills like critical thinking, creativity, communication, and collaboration, which are essential for students to succeed in today's fast-paced world; student-centered approach - the curriculum is designed to meet the diverse needs of students, incorporating Universal Design for Learning (UDL) principles to provide flexible and accommodating learning experiences; real-world applications- the curriculum is rooted in real-world applications, encouraging project-based learning, problem-solving, and inquiry-based learning to develop skills that are relevant to the modern world; technology integration- technology plays a vital role in curriculum delivery, enabling students to access vast amounts of information, develop digital literacy, and engage in collaborative learning experiences; and emphasis on lifelong Learning.

Benefits of Artificial Intelligence (AI) in Curriculum Delivery

The following are the benefits of artificial intelligence in curriculum delivery in secondary education in Nigeria according to Emoche (2021):

1. **Personalized Learning:** AI can facilitate tailored learning experiences, adapting to individual students' needs, abilities, and learning styles;
2. **Intelligent Tutoring Systems:** AI-powered systems can provide real-time feedback, guidance, and support, freeing human instructors to focus on high-touch, high-value tasks;
3. **Automated Assessment:** AI can help with grading, feedback, and assessment, reducing teacher workload and enhancing accuracy; and
4. **Data-Driven Insights:** AI can analyze vast amounts of data, providing actionable insights for curriculum improvement, student support, and resource allocation.

Challenges facing Artificial Intelligence (AI) in the Teaching and Learning Process

There are a lot of challenges facing AI in Nigerian schools. Some of these according to Emoche (2021) are:

1. Equity and Access: Ensuring equal access to AI-powered tools and resources is crucial to avoid exacerbating existing inequalities;
2. Data Quality and Privacy: Safeguarding student data and ensuring its quality is essential for effective AI implementation;
3. Teacher Training and Support: Educators need training and support to effectively integrate AI into their teaching practices; and
4. Bias and Fairness: AI systems can perpetuate biases if not designed and trained with fairness and equity in mind.

Implications of Artificial Intelligence (AI) for Academic Administration

To address these challenges facing AI for academic administration, Idoga (2022) itemized the following for its implications: strategic planning- academic administrators must develop strategic plans for AI integration, considering infrastructure, resources, and stakeholder needs; faculty development- providing ongoing training and support for educators is crucial for successful AI adoption; curriculum design- AI can inform curriculum design, enabling more effective and efficient learning pathways; and monitoring and evaluation- regular assessment and evaluation of AI-powered curriculum delivery are necessary to ensure its effectiveness and address emerging challenges.

Secondary Education in Nigeria

Historically, the development of western education in Nigeria and indeed secondary education was initiated in Nigeria by the Christian missionaries. The Christian missions were responsible for the establishment, administration, and management and funding of the secondary schools established. It was not until after the enactment of the Educational Ordinance for the Promotion and Assistance of Education in the Gold Coast in 1882, that the colonial government then, assumed a measure of control over the mission schools and mission education (Taiwo, 2019).

The main aim of the school systems operational at this period, was that of adapting the education system to cater for the manpower needs prevalent at the time. In due course of time, given the constant increasing demand for low level manpower such as clerks and interpreters, the government took a plunge into the educational sector and this action gave birth to the establishment of public secondary schools (Fafunwa as cited by Igoche, 2024). Consequently, the number of secondary schools increased from 10,000 to 36,000 between 1947 and 1957.

The post-independence era, especially between 1960 and 1970 also witnessed a rapid expansion in the development of secondary education in Nigeria and by 1977, the first

National Policy on Education was published. On the 6th of September, 1976, a free Universal Primary Education was rolled out and launched by the then military president, General Olusegun Obasanjo. This led to an unprecedented increase in enrolment into the secondary schools, which unfortunately, was not matched with the appropriate and proportionate increase of all other educational resources such as infrastructure, personnel, funding, and so on. Taiwo (2021) as at the beginning of the program in 1976, a total enrolment of 7.4 million was recorded and by 1982, it rose to 14.1 million. The government realizing that it can no longer bear the burden of funding education alone, resorted to encouraging the participation of private individuals in the provision of education to the citizenry. This led to the establishment of many private secondary schools across the country. Secondary education is the form of education that children receive after primary education and before the tertiary stage. The objectives this level of education in Nigeria as stated in the National Policy on Education (FRN, 2014) are as follows:

1. Provide an increasing number of primary school leavers with opportunity of education higher level of education, irrespective of sex, social, religious and ethnic background;
2. Diversify its curriculum to cater for differences in talent, opportunities and roles open to students after their secondary school course;
3. Develop and protect Nigerian languages, art and culture in the context of the world's cultural heritage;
4. Raise a generation of people who can think for themselves, respect the views and feelings of others; and the dignity of labour;
5. Inspire its students with a desire for achievement of excellence and self-improvement both at school and in later life;
6. provide trained manpower in applied science, technology, and commerce at sub-professional grades in order to equip students to live effectively in this modern age of science and technology.;
7. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commerce and general economic development; and
8. Foster national unity with emphasis on the common ties that unite us in our diversity.

In order to make these objectives achievable, secondary level of education is expected to last for a duration of six years separated into two stages of: a junior secondary school and a senior secondary school stage of three years duration respectively. furtherance to the functionality and efficiency of this level of education, the constitutional role of the government was decentralized and the responsibilities of each of the three tiers of government (the Federal,

State and Local Government) clearly spelt out in the 1999 constitution of the country (FRN, 2014). The Federal and State Governments have constitutional power to legislate on the secondary education in the concurrent list. In addition, the private sectors have been co-opted into the financing of education through the establishment of education trust fund. Under this edict, makes it compulsory for all private businesses to pay a certain percentage of their profit education tax.

Prior to 1982, the 6-5-4 system of education was operational in the country, but it was replaced in 1983 with the 6-3-3-4 system of education comprising of six years of primary education, three years of junior secondary education and another three years of technical education for those not academically inclined or three years of senior secondary education for those academically sound. The last four years is for tertiary education. The system was designed to inject functionality into the Nigerian school system and ensuring that as a nation we produce graduates who would be able to make use of their hands, head and the heart (the 3 Hs of education).

Conclusion

Artificial intelligence has the potential to revolutionize curriculum delivery in the 21st century. By harnessing its power, academic administrators can create more personalized, efficient, and effective learning experiences. However, it's essential to address the challenges and considerations associated with AI implementation, ensuring that its benefits are equitably distributed and its potential is fully realized.

Recommendations

Based on the conclusion, the following suggestions were made:

1. Develop strategic plans for AI integration in curriculum delivery;
2. Provide ongoing training and support for educators;
3. Foster collaboration between educators, AI experts, and stakeholders; and
4. Continuously monitor and evaluate the effectiveness of AI-powered curriculum delivery.

References

- Ademola, S. (2024). *Introduction to principles and methods of teaching*. Okeho: Obaniyi printing and publications.
- Agbo, O. (2023). Effect of AI gadgets in modern classroom situation in Ogbadibo Local Government Area, Benue State. Unpublished Ph. D. seminar paper presentation at BSU, Makurdi.
- Ameh, T. (2023). *Issues in Africa education*. Okeho: Ododuwa printers.

- Atim, M. (2019). Effects of funding and management of AI facilities on Economics students' academic performance in Federal College of Education (Special) Oyo, Oyo State. An unpublished Ph. D Thesis submitted to Post-Graduate School, Delta State University.
- Edem, U. (2021). *Curriculum and the society*. Ankpa: Twins printing press.
- Emoche, S. (2021). Introduction digital gadgets in the classroom to aid teaching and learning process. Makurdi: Oracle press.
- Eugene, S. (2019). *Fundamentals of AI on vocational and technical education*. Kano: Smith standard press.
- Ewo, E. A. (2019). Attitude of teachers to AI in teaching of Economics subject in secondary school. *Journal of educational studies*. Vol. 1, No. 1, September, 2013 Pg. (204-213).
- Fabunmi, B. (2023). *New trends in education: AI in focus*. Ibadan: Temitope publications.
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NEDRC
- Idoga, F. (2022). *Introduction to econo-metric analysis*. London: Dorling Kindersley press.
- Igoche, R. (2024). *AI and vocational education in Nigeria: issues and analysis*. Onitsha: Noble press.
- Iwodi, J. (2022). *Curriculum changes in Nigeria*. Effecho: Okpijegbenu press.
- Kantiok, M. (2019). *Introduction to principles and methods of teaching*. Zaria: Dickson
- Nwanko, A. O. (2023). *Introduction to effective teaching*. Ibadan: Spectrum Longman publishing co. Ltd.
- Odumogo, O. V. (2020). Assessments of AI on students' performance at Mathematics. New York: Mcgraw hill. *Journal of science education*. Vol. 6 (8). Pp. 56-64.
- Ogbe, O. (2024). *Essentials of teaching practice*. Ibadan: Spectrum books Ltd.
- Ogebe, N. (2020). Dynamics in teaching and learning process: AI approach. Makurdi: United brothers' printing press.
- Onugba, U. C. (2024). Analysis of methods and strategies for teaching and learning in business education: The place of information and communication technology in Nigeria. *An Association of Business Educators of Nigeria (ABEN)*, 1(9):110-122.
- Taiwo, W. (2019). *Fundamentals of modern technologies in education*. Onitsha: Ezeulu publications.
- Udeh, P. (2022). *Introduction to curriculum studies*. Oyo: Ododuwa press.

EFFECT OF PEER-TEACHING ON ECONOMICS CURRICULUM IMPLEMENTATION IN SENIOR SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

BY

DR. EMMANUEL PATRICK AGENE

Department of Educational Technology, Faculty of Education, Federal University of
Education, Zaria-Kaduna State
agenepatrickemmanuel@gmail.com
+2348054555410

&

DR. FATI KUTA BALA

Educational Foundations and Curriculum Department, Faculty of Education, Ahmadu Bello
University, Zaria-Kaduna State
teemabal78@gmail.com
+2348035984126

ABSTRACT

This paper examines the effect of peer-teaching on Economics curriculum implementation in senior secondary school in Benue State, Nigeria. It provides a conceptual overview of peer-teaching, Economics, and curriculum implementation, situating the study within the boarder of discourse on new trends of learning. The study population comprised 145 of Economics students drawn from intact classes within the study area. A quasi-experimental research design was employed, involving two groups: experimental and control. The objectives of the study were to: (i) examine the difference between pre-test and post-test performance of Economics students taught with peer-teaching in senior secondary schools in Benue State, Nigeria; (ii) determine the difference between pre-test and post-test performances of Economics students taught with conventional method in senior secondary schools in Benue State, Nigeria; and examine the difference between pre-test and post-test performance of Economics students taught with peer-teaching and those taught using conventional method in senior secondary schools in Benue State, Nigeria. These objectives were aligned with the research questions and hypotheses formulated for the study. Findings revealed that peer-teaching has potentials to significantly enhance the teaching and learning of Economics at the senior secondary school level in Benue State. Nevertheless, the effective use of peer-teaching require deliberate efforts to address identified challenges and limitations. The study emphasizes that while peer-teaching can enrich instructional delivery and foster improved learning outcomes, teachers' evaluation and pedagogical expertise remain indispensable. Peer-teaching should therefore, be utilized to compliment, rather than supplant, the role of teachers. Based on these findings, the study recommends, among other measures, the development of training programmes to build students' and teachers' capacity for new trend in curriculum delivery, increased investment in infrastructural support to facilitate new trend in teaching in schools, and strengthened collaboration among educators. Furthermore, the study underscores the need for continuous curriculum review and revision to ensure that Economics education remains relevant, foster skills acquisition, and prepare students for future career in the 21st century.

Keywords: Peer-Teaching, Economics, Curriculum Implementation, and Senior Secondary School Level

Introduction

Education is an instrument for economic, political, and scientific development of all nations. This could be the reason why the Federal Republic of Nigeria (FRN, 2014) emphasized in the National Policy on Education the proper use of teaching methods in all stages of education, from primary to tertiary education. Secondary education is provided to children aged between 12 - 17 years to prepare them for entry into higher institutions of learning. The focus is on cognitive development by introducing them to scientific concepts and to specially prepare them to think for themselves, respect others and respect the dignity of labour. According to West African Examinations Council (WAEC) Examiners Report (2022), for the past six years the failure rate of students cut across all subjects, that 75% failure was recorded in skill subjects. This obviously includes Economics and other subjects like Mathematics, Biology, Physics, Chemistry and Technical Drawing while 25% failure was recorded in other subjects like Government, Christian Religious Studies, Islamic Religious Studies and Geography to mention but few. This failure rate is massive and grievous. This may be attributed to the methods of teaching employed by the teachers.

Economics is one of the skill subjects that is been offered in senior secondary schools. Agbo (2023) sees skill subjects as subjects that require logical and critical reasoning in the teaching and learning process. Both the students and teachers need to have apt attention and understanding towards the subject in order for teaching and learning to be effective. This implies that, skill subjects require students exposure to enough practical by the teacher to enable them have basic understanding of the subject matter. Economics education is seen as an area of study needed to equip the learners with knowledge, attitudes and skills necessary for efficient re-allocation of scarce resources to satisfy the unlimited wants. This means that Economics does not only study the production, distribution and consumption of goods and services but also the skill and knowledge of Economics education help both the individual and the nation to use minimum input to achieve maximum output. It also makes the individual and the nation to be functional and rational in areas of requirement for occupational competences and economic self-reliance. Every business establishment, be it governments' offices, parastatals, private companies, banks and other financial institutions, the importance of Economics analysis cannot be over-emphasized. This is because students' practical experiences in teaching and learning process should match the role Economics plays in the economy.

It should be noted however, that the teaching and learning methods, strategies and learning opportunities are also important in achieving the goals and objective of teaching Economics. Therefore, Agbo (2023) encouraged the social science teachers, especially the Economics teachers, to utilize different teaching methods and techniques like peer-teaching, discovery, discussion, demonstration and fieldtrip among other methods. They further stressed that practical experience will develop analytical skills and dispositions among students, willingness and skills for solving economic problems. Despite the recommendations of innovative methods like peer-teaching, discovery, discussion, demonstration among other methods for Economics teaching by Agbo (2023) it was still reported in a study conducted by Obe (2025) that the lecture method dominates other methods in the teaching of Economics at the senior secondary school level students were made passive learners. It is in line with the above notion that a feasibility study was carried out by the researcher to see whether peer-teaching and discovery methods are being used by Economics teachers in senior secondary schools in Benue State, Nigeria, and they were found not used by Economics teachers in the study area which appears to be one of the reasons for low students' academic performance in Economics.

Peer-teaching is one of the learners centered methods of teaching whereby a student takes the position of a classroom teacher and teach his or her own classmates on a specific topic under the keen supervision of the classroom teacher. Digital tools were integral to the student peer-teaching process (tools such as: computer sets among other technological driven devices were used by the student-teacher). According to Abutu (2024) peer-teaching occurs when students, by design, teach other students under the leadership of a teacher. This means that, it is an instrumental strategy in which an intelligent student takes on an instructional role in place of their teacher. It often requires some form of credit for the person acting as the teacher. According to Udeh (2019) peer teaching is one of the most visible approaches to learning which has to do with the cognitive psychology, and is applied within educational framework in which a more knowledgeable student assumes the position of the classroom teacher to teach his or her own classmates. This implies that students that are academically sound are used to teach their classmates with the aim of achieving the stated behavioural objectives.

In an attempt to address the lingering issues highlighted above and anticipated to have marred the performance of Economics students in the study area, the present study was however being conceived. It is therefore, expected that the teaching and learning of Economics should be with the most appropriate teaching methods. Appropriate methods of teaching will

increase students' participation, interest, creativity and enhance their performance in Economics. Therefore, the study seeks to investigate effect of peer teaching and discovery methods on the academic performance of Economics students with the primary purpose of equipping the students and teachers ways to improve on their performance in Economics in senior secondary schools in Benue State, Nigeria.

Review of Related Literature

The relevance of peer-teaching in the implementation of the Economics curriculum in senior secondary schools in Benue State, Nigeria, cannot be overstated. Peer-teaching equips students with modern skills, enhances their academic performance, and prepares them for participation in a technology-driven global economy. According to Oni (2023), peer teaching and discovery method provide both teachers and learners with the necessary skills for effective instructional preparation and delivery, which in turn improves overall classroom participation and performance. Teacher and learner preparedness in the context of modern educational technology involves deliberate activities designed to build competence in using digital tools to respond to global changes in knowledge (Yusuf, 2022). Therefore, teachers and learners in Nigeria, as elsewhere in the world, should develop creativity, technical proficiency, and innovative pedagogical skills that enhance learning outcomes. Such skills foster the right attitudes, interests, and problem-solving abilities necessary for navigating the demands of an increasingly digital and knowledge-based society. Thus, peer-teaching serves not only as a tool for efficiency but also as a driver of innovation in curriculum delivery.

Economics, as a social science subject offered at the senior secondary school level, examines human behavior in relation to scarce resources and unlimited wants. Ochaje (2021) defines Economics as the discipline concerned with how humans allocate limited resources to meet unlimited needs. The central problem of scarcity makes Economics an essential subject for equipping learners with decision-making, problem-solving, and resource management skills. By studying Economics, students become economically literate, enabling them to understand societal issues such as production, consumption, and distribution of goods and services.

Curriculum implementation, broadly understood as the translation of curriculum plans into classroom practices, is essential for achieving educational goals. Societies are dynamic, and as values, norms, and aspirations evolve, the curriculum must adapt to meet emerging needs. Omada (2022) emphasizes that innovation in education and curriculum is vital for national survival in a rapidly changing global environment. However, the implementation of curricula in Nigeria continues to face several challenges. Audu (2020) identifies inadequate teacher

training and professional development, insufficient resources and infrastructural deficits, curriculum overload and overcrowded syllabi, weak assessment and evaluation mechanisms, and limited community and stakeholder engagement as major obstacles that hinder effective delivery and restrict the integration of innovative tools such as child centered method of teaching and learning.

To prepare students for global competitiveness, curriculum implementation should also be forward-looking. Niyi (2023) highlights emerging directions such as personalized learning: peer-teaching, discovery; using data and technology, the integration of social-emotional learning, stronger school–community–industry partnerships to enhance relevance, continuous professional development for teachers, and regular curriculum review to maintain effectiveness. While existing literature emphasizes the potential of child centered method of teaching and learning to enhance teaching and learning across various disciplines, few empirical studies have specifically examined their integration into the Economics curriculum in Nigerian senior secondary schools. Most studies conducted within the Nigerian context (for example, Ude, 2019) have focused broadly on curriculum implementation challenges, teacher preparation, and the general role of technology in education. However, there is limited evidence on how peer-teaching method can be systematically applied to improve the teaching and learning of Economics at the senior secondary school level in Benue State, Nigeria. Similarly, little research has compared the impact of individualize learning-based (peer-teaching method) instruction versus conventional teaching methods on students' performance, engagement, and skill acquisition in Economics. Teacher preparedness and capacity to integrate peer-teaching method into curriculum delivery in resource-constrained environments, such as public senior secondary schools in Nigeria, also remain underexplored. Furthermore, the role of peer-teaching and discovery method in aligning the Economics curriculum with 21st-century skills and labor market demands such as critical thinking, problem-solving, and digital literacy has not been adequately addressed.

This gap underscores the need for empirical research that not only explores the effectiveness of peer-teaching and discovery method in Economics education but also identifies practical strategies for overcoming barriers to its integration. By addressing this gap, the present study contributes to the growing body of knowledge on curriculum innovation in Nigeria and provides evidence-based recommendations for policymakers, educators, and stakeholders.

Research Objectives

The study was guided by the following objectives:

1. to determine the difference between pre-test and post-test performance of Economics students taught with peer-teaching in senior secondary schools in Benue State, Nigeria;
2. to determine the difference between pre-test and post-test performance of Economics Students taught with conventional method in senior secondary schools in Benue State, Nigeria; and
3. to determine the difference in the post-test performance of Economics students taught with peer-teaching and those taught using conventional method in senior secondary schools in Benue State, Nigeria.

Research Questions

The following research questions were answered in the course of the study.

1. What is the difference between the pre-test and post-test performance of Economics students taught with peer-teaching in senior secondary schools in Benue State, Nigeria?
2. What is the difference between the pre-test and post-test performance of Economics students taught with conventional method in senior secondary schools in Benue State, Nigeria?
3. What is the difference between the post-test performance of Economics students taught with peer-teaching and those taught using conventional method in senior secondary schools in Benue State, 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 Economics students taught with peer-teaching in senior secondary schools in Benue State, Nigeria.

H0₂: There is no significant difference between the pre-test and post-test performance of Economics Students taught with the conventional method in senior secondary schools in Benue State, Nigeria.

H0₃: There is no significant difference in the post-test performance of Economics students taught with peer-teaching and those taught with conventional method in senior secondary schools in Benue State, Nigeria.

Methodology

This study adopted a quasi-experimental research design, specifically the pre-test, post-test non-equivalent control group design. The population of the study comprised of 145 senior secondary school students offering Economics in intact classes across selected secondary schools in Benue State, Nigeria. Two intact classes were assigned to the experimental group and two to the control group, ensuring a fair representation of male and female students. In total, 88 students constituted the experimental group while 57 students formed the control group, making up the sample size of 145. The primary instrument for data collection was the Economics Achievement Test (EAT), developed by the researcher. The instrument consisted of 50 multiple-choice items covering selected topics in the senior secondary school Economics curriculum. A pilot test was conducted on a sample of 30 Economics students outside the study population. Using the Kuder-Richardson Formula 20 (KR-20), the reliability coefficient was found to be **0.76**, indicating a high level of internal consistency. Data collected from the pre-test and post-test scores were analyzed using both descriptive and inferential statistics: Means and standard deviations were computed to summarize students' performance in both groups. T test was employed to test the hypotheses, using pre-test and post test scores of the control and experimental groups at 0.05 level of significance.

Data Analysis

Answers to Research Questions

To address the three research questions, descriptive statistics of mean and standard deviation were employed. The summary of the results is presented in Table 2, 3 and 4.

Research Question One: What is the difference between the pre-test and post-test performance of Economics students taught with peer-teaching in Senior Secondary Schools in Benue State, Nigeria?

Table 1: Mean and Standard Deviation on Difference between Pre-test and Post-test Performance of Economics students taught with Peer-Teaching in Senior Secondary Schools

Variable	N	Mean	SD	Mean Diff.
Pre-test Peer-Teaching	88	10.27	3.76	
Post-test Peer-Teaching	88	32.58	5.47	16.3

Source: (Field survey, 2025)

The results in Table 1 indicate a marked improvement in students' performance after being taught Economics with peer-teaching. The mean score increased from 10.27 (SD = 3.76) in the pre-test to 32.58 (SD = 5.47) in the post-test, yielding a mean difference of 22.31. This substantial increase suggests that the use of peer-teaching had a positive effect on students' understanding and mastery of Economics concepts. The findings therefore imply that peer-teaching method of instruction can enhance the effectiveness of teaching and learning Economics in senior secondary schools in Benue State, Nigeria.

To address hypothesis 1 (H_{01}), which states that there is no significant difference between the pre-test and post-test performance of Economics students taught with peer-teaching in senior secondary schools in Benue State, Nigeria, both descriptive and inferential statistics were employed. Mean and standard deviation were used to compare the pre-test and post-test scores, while a paired-sample t -test was conducted to determine whether the observed difference was statistically significant. The summary of the results is presented in Table 2b.

Table 2: Mean, Standard Deviation, and t -test Results on the Difference between Pre-test and Post-test Performance of Economics Students Taught with Peer-Teaching in Senior Secondary Schools

Variable	N	M	SD	Mean Diff.	t	df	p
Pre-test (Peer-Teaching)	88	10.27	3.76				
Post-test (Peer-Teaching)	88	32.58	5.47	22.31	33.95	174	<.05

Source: Field Survey, 2025

The results in Table 2 show that the mean score of Economics students taught with peer-teaching increased from 10.27 (SD = 3.76) in the pre-test to 32.58 (SD = 5.47) in the post-test, yielding a mean difference of 22.31. The paired-sample t -test revealed that this difference was statistically significant, $t(174) = 33.95$, $p < .05$. This implies that instruction supported by peer-teaching significantly improved the performance of Economics students in senior secondary schools in Benue State, Nigeria. The findings provide strong evidence that peer-teaching instructional method can enhance students' mastery of Economics concepts compared to their baseline performance.

Research Question Two: What is the difference between the pre-test and post-test performance of Economics students taught with conventional method in senior secondary schools in Benue State, Nigeria?

Table 3: Mean and Standard Deviation on the Difference between Pre-test and Post-test Performance of Economics Students Taught with Conventional Method in Senior Secondary Schools

Variable	N	M	SD	Mean Diff.
Pre-test (Conventional)	57	11.15	3.82	
Post-test (Conventional)	57	18.43	4.65	7.28

Source: Field Survey, 2025

The results in Table 3 indicate Mean and Standard Deviation on the Difference between Pre-test and Post-test Performance of Economics Students Taught with Conventional Method in Senior Secondary Schools, where pre-test has the mean score of 11.15 while post-test has the mean score of 18.43 with a different of 7.28. Thus, students in post-test group performed better.

Hypothesis Two: There is no significant difference between the pre-test and post-test performance of Economics students taught with the Conventional Method in senior secondary schools in Benue State, Nigeria was tested using Inferential Statistics- test for the Conventional Group.

Table 4: *t*-test Results of the Difference between Pre-test and Post-test Performance of Economics Students Taught with Conventional Method

Variable	N	Mean	<i>T</i>	Df	<i>p</i>
Pre-test	57	11.15	12.74	7.28	<.05
Post-test	57	18.43			

Source: Field Survey, 2025

The results presented in Table 3a indicate that students taught Economics with the conventional method had a mean pre-test score of 11.15 (SD = 3.82), which increased to 18.43 (SD = 4.65) in the post-test. This yielded a mean difference of 7.28. Compared to the experimental group taught with peer-teaching, the improvement in performance was relatively modest. The inferential analysis in Table 4 further revealed that the difference between the pre-test and post-test scores was statistically significant, $t(174) = 12.74$, $p < .05$. Paired sample *t*-test was used to test the difference. This suggests that the conventional teaching method produced measurable learning gains, though the magnitude of improvement was smaller than that observed in the peer-teaching group.

Overall, while traditional methods of instruction remain effective to some extent, the results demonstrate that peer-teaching assisted produced substantially greater improvements in

students' performance. This finding underscores the value of integrating peer-teaching into Economics instruction to achieve enhanced learning outcomes.

Research Question Three: What is the difference between the post-test performance of Economics students taught with peer-teaching and conventional method in senior secondary schools in Benue State, Nigeria?

To answer this research question, mean and standard deviation were used as presented in table 5.

Table 5: Mean and Standard Deviation on Difference between Post-test Performances of Economics students taught with Peer-Teaching and Conventional Method in Senior Secondary Schools

Variable	N	Mean	SD	Mean Diff.
Post-test Peer-Teaching	88	12.96	5.37	
Post-test Conventional Method	57	10.64	2.54	13.8

Source: (Field survey, 2025)

The analysis of results in Table 5 highlights the difference in the post-test performance of Economics students taught using peer-teaching and those taught with the conventional method in senior secondary schools in Benue State, Nigeria. The findings revealed post-test mean scores of 12.96 for the peer-teaching group and 10.64 for the conventional group, resulting in a mean difference of 13.8. This substantial difference indicates that students exposed to peer-teaching assisted instruction demonstrated significantly higher academic performance than their counterparts taught through traditional method. The result underscores the pedagogical effectiveness of peer-teaching in enhancing students' understanding of Economics concepts and suggests that the integration of peer-teaching in classroom instruction offers superior learning outcomes compared to conventional approaches.

Hypothesis Three: There is no significant difference in the post-test performance of Economics students taught with peer-teaching and those taught with conventional method in senior secondary schools in Benue State, Nigeria was tested using T test statistic. The summary of the scores is presented in Table 6.

Table 6: Comparison of Post-test Performance of Economics Students Taught with Peer-Teaching and those taught using the Conventional Method

Group	N	Mean	SD	Mean Difference	t	df	P
Peer-teaching	88	12.96	3.62				
Conventional Method	57	10.64	2.55	9.71	14.27	155	.000

Source: Field Survey (2025). $p < .05$

The analysis presented in Table 6 reveals a statistically significant difference in the post-test performance of Economics students taught using peer-teaching compared to those taught with the conventional method. Students exposed to peer-teaching achieved a mean score of 12.96 (SD = 3.62), whereas those taught through conventional methods recorded a lower mean score of 10.64 (SD = 2.55). The independent samples *t*-test yielded $t(155) = 14.27, p < .05$, indicating that the observed difference of 13.80 in mean performance is significant. This finding underscores the effectiveness of peer-teaching in enhancing students' comprehension and mastery of Economics concepts in senior secondary schools in Benue State, Nigeria.

Discussion

First, the study revealed that students taught using peer-teaching performed significantly better than those taught with the conventional method. This difference was particularly evident in students' ability to explore, interact with, and apply peer-teaching enabled resources in the learning process. This finding aligns with the assertion of Ibrahim (2019), who emphasized that both teachers and learners should maximize the use of peer-teaching since its engagement enriches the teaching and learning experience.

Second, the study demonstrated that peer-teaching has transformative potential in Economics instruction, suggesting that they may be more effective than conventional methods. However, this finding contrasts with the argument of Audu (2020), who cautioned against perceiving peer-teaching as the sole driver of improved teaching outcomes. According to Audu, conventional teaching method still address certain learning challenges that peer-teaching cannot fully resolve. He argued that while peer-teaching serves as an important enhancer of student performance, it should complement rather than completely replace traditional pedagogies. The findings of this study therefore reinforce the need for a balanced, integrative approach that leverages the strengths of both peer-teaching and conventional teaching method.

Conclusion

The findings of this study indicate that students with access to peer-teaching method demonstrated superior performance in Economics compared to their counterparts taught through conventional method. It can therefore be concluded that the integration of peer-teaching enhances the teaching and learning of Economics by fostering deeper engagement, improving comprehension, and supporting individualized learning.

However, the study also highlights structural limitations that hinder effective peer-teaching integration. These include inadequate knowledge and skills among teachers and students, as well as limited access to peer-teaching method in many schools due to time and

infrastructural constraints. Consequently, while peer-teaching hold significant promise for transforming Economics education, their effectiveness is contingent on creating equitable access, building teacher capacity, and ensuring sustained infrastructural support.

Importantly, the study concludes that peer-teaching should not be viewed as a replacement for teachers but rather as a complementary approach. Human decision-making, creativity, and mentorship remain indispensable in Economics education, and peer-teaching method should serve to augment these essential teachers' roles.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. **Capacity Building:** Training programmes should be developed to enhance the competencies of students and teachers in the integration and effective utilization of peer-teaching in teaching and learning processes. However, practically the capacity building and infrastructure investment can be achieved through phased implementation, low-cost technologies, or specific public-private partnership models.
2. **Time/Infrastructure Investment:** Federal, State, and Local Governments, in collaboration with private stakeholders, should invest in time and provision of facilities and reliable digital infrastructure to support peer-teaching adoption in secondary schools.
3. **Stakeholder Collaboration:** Strong partnerships should be fostered between educators, policymakers, and industry stakeholders to design and implement peer-teaching solutions tailored to the Nigerian educational context.
4. **Equity and Access:** Policies should be enacted to address the digital divide by ensuring that schools in rural and underserved areas have equitable access to peer-teaching method and technologies.

References

- Abutu, I. (2024). *Principles of macro-economics analysis*. Obollo: Ezeulu publications.
- Agbo, S. (2023). *Introduction to Economics made easy for colleges*. Makurdi: Oracle press.
- Audu, A. (2020). *Modern trends in pedagogical approaches*. Lagos: Mafuloku printing press.
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC press.
- Ibrahim, B. (2019). *Curriculum studies and process*. Otukpo: Twins publishers.
- Nasiru, M. (2022). *Introduction to educational technology*. Otukpo: Emema printing press.
- Niyi, W. (2023). *Economics for senior secondary schools in West Africa*. Otukpo: Okpijegbenum publications
- Obe, C. (2025). *Fundamentals of curriculum innovation and implementation*. Ankpa: Onu
- Ochaje, O. (2021). *Impact of artificial intelligence on technical drawing curriculum*
- Omada, I. (2022). *Curriculum and the society*. Obu: United press.
- Oni, L. (2023). *Teaching practice made easy*. Effecho: Iyaboche printing press. Printing press.
- Ude, E. (2019). *Fundamentals of educational research and statistics*. Otukpo: Ojema printing press.
- Yusuf, H. O. (2022). Refocusing teacher education in Nigeria for global best practices:

**ASSESSMENT ON INTEGRATION AND ATTITUDE TO E-LEARNING AMONG
STAFF'S AND STUDENTS IN COLLEGES OF EDUCATION IN THE ADVENT OF
COVID-19 PANDEMIC IN KATSINA STATE NIGERIA
BY**

AISHA YUSUF

Katsina State Ministry of Education, Katsina State
aeeshatyus1996@gmail.com
+2348133321811,

DR. MORRISON OBORAKPORORO IGBEN

Curriculum and Instruction Department, College of education, warri, Dwlta State.
ariellaichifi@gmail.com
†2348023142579

&

BALOGUN -MOSHOD GANIYAT OLUWAKEMI

Federal College of Education Ilawe Ekiti, Curriculum and Instruction Department
oluwakemi1385@gmail.com

ABSTRACT

This study assessed the integration of e-learning and the challenges associated with its adoption among lecturers and students in Colleges of Education in Katsina State, Nigeria, in the context of the COVID-19 pandemic. Two research questions and two null hypotheses guided the study. The population comprised lecturers and students from three Colleges of Education in Katsina State. A total sample of 660 respondents was used, consisting of 278 lecturers and 382 students. A self-constructed questionnaire was developed and validated by experts from Hassan Usman Polytechnic, Katsina. The reliability of the instrument was determined using the test–retest method, yielding reliability coefficients of 0.88 and 0.87. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while inferential statistics (independent t-test) were employed to test the hypotheses at the 0.05 level of significance. Inferential analysis focused on lecturers and students, and examined gender-based differences in the integration of e-learning platforms and the challenges encountered during the transition to e-learning. The results revealed that there was no significant difference between male and female lecturers in the level of integration of e-learning into the curriculum of Colleges of Education in Katsina State. Similarly, no significant difference was found between male and female lecturers and students regarding the challenges faced in the transition to e-learning after the COVID-19 pandemic. The study therefore recommends that government and educational stakeholders prioritize improved ICT infrastructure and continuous capacity-building programmes for lecturers to enhance effective integration of e-learning.

Keywords: *E-learning, COVID-19 Pandemic, Colleges of Education, Gender Differences, ICT Integration.*

Introduction

The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter “e” in e-learning stands for the word “electronic”, it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or

standalone computers and other electronic devices. The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al., 2020). This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, and WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, Big Blue Button and Skype are increasingly being used.

According to Olojo, Adewumi and Ajisola (2012), E-learning is the use of the internet technologies to enhance knowledge and performance. E-learning technologies offer learners control over content, learning sequence, pace of learning, time and often media allowing them to tailor their experiences to meet their personal learning objectives to manage access to E-learning materials, consensus on technical standardization and methods of peer review of these resources. E-learning presents numerous research opportunities for faculty, along with counting challenges for documenting scholarship, innovations in education, allowing learning to be individualized (adaptive learning), enhancing learners interactions with others (collaborative learning) and transforming the role of the teacher.

According to Fry (2000) on the over view that experts in education and educational technology define e-learning as “the delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies. E-learning or electronic learning is used to provide instructional programmes to students who are separated by distance and from the instructors or teachers, by the uses or means of internet, computers, networking and multimedia. Sharma and Kitchens (2004) stated that e-learning includes with the help of a web-based training facilities such as virtual universities, polytechnics, colleges and classrooms that allows digital collaboration and technology assisted distance learning. Similarly, Richardson (2007) also defined ICT as electronic or computerized devices assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. From these definitions, ICT could be defined as the processing and sharing of information using all kinds of technologies for the manipulation of information and communication.

E-learning is also referred to as the use of computer network technology primarily over or through the internet to deliver information and instructions as to individuals (Kan and Koseler 2009). Friesen (2009) outline e-learning as a discipline that is situated in the

intersection of education teaching and learning using ICT. According to Friesen (2009) also stressed out that a learning system based on formal used teaching, but with the help of electronic resources is known as e-learning, while teaching can be based in or out of classrooms the use computers and the internet's forms the major components of e-learning.

Moreover, the world is moving at an unimaginable speed in the area of information dissemination (Sintema, 2002). Towards the end of March 2020, the minister of health in Nigeria, all institutions cutting across primary, secondary and tertiary institutions were instructed to close down the current academic session, due to the deadly Corona Virus which was ravaging the whole world. According to Gbamanja (2000), education is a process which seeks to change the behavior of learner. As civilization spread over larger geographical areas, a variety of long-distance communication methods were tried such as smoke signals, carrier pigeons e.t.c

COVID-19, also known as the coronavirus disease 2019, is an infectious disease caused by the most recently discovered coronavirus. The virus, SARS-CoV, was first identified in Wuhan, China in late 2019 and has since spread globally, leading to the recent pandemic. COVID-19 primarily spreads through respiratory droplets when an infected person coughs, sneezes, or talks, and it can also spread by touching surfaces contaminated with the virus and then touching the face. The disease can cause a range of symptoms, from mild illness to severe respiratory problems and in some cases, it can be fatal. The resultant effect is closure of all business, government function and schools. The government decided to use e-learning communication, places like Singapore, China, Malaysia e.t.c schools especially for children learnt via e-learning.

Coronavirus disease (COVID-19) is defined as an infectious disease caused by COV-2 Virus, known as Severe Acute Respiratory Syndrome (Inong, 2019). Most people who fall sick with COVID-19 will experience mild to moderate symptoms and recover without special treatment. However, some will become seriously ill and require medical attention. Zhao and Zhang (2020) reported that as of April 2020, approximately 3.9 billion learners have been affected with the sudden closures of school in response to the COVID-19 pandemic. Following the global practice, a nationwide lockdown was thus announced in Nigeria on March 30th 2020.

Konig et al (2020) stated that Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities

in most countries. There is a paradigm shift in the way educators deliver quality education through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for.

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020).

Recent projections by the World Bank¹⁷ suggest that COVID-19 has led to an increase in extreme poverty globally by between 119 million and 124 million people, the largest increase in extreme poverty since 1990. While extreme poverty was predominantly rural before COVID-19, the World Bank protection as a percentage of GDP in the least developing countries (LDCs) is only 3 percent, which is less than half the average of 6.3 percent for middle-income countries. In at least eight of the LDCs, the estimated cost of a more comprehensive package of social protection (child, orphans, maternity, disability, and old age) would exceed 6.5 percent of GDP. This cannot be financed from domestic resources alone, as the average government revenue in the LDCs is only 15 percent of GDP (UN-OHRLLS, 2018).

Statement of the Problem

The emergence of the COVID-19 pandemic has posed unprecedented challenges to the traditional education system, particularly within colleges of education in Katsina State, Nigeria. The sudden disruption caused by the pandemic necessitated a swift transition from conventional face-to-face teaching methods to the implementation of e-learning platforms. This shift raised concerns about the effectiveness, accessibility, and equitable utilization of e-learning tools, especially in a region with varying levels of technological infrastructure and digital readiness. The interplay between the COVID-19 pandemic and the adoption of e-

learning in colleges of education presents a multifaceted problem that requires thorough assessment to understand its implications on educational quality, student engagement, teacher preparedness, and long-term pedagogical approaches. Therefore, a comprehensive examination of this phenomenon is essential to address the challenges and opportunities arising from the convergence of the pandemic and the accelerated adoption of e-learning in Colleges of Education in Katsina State.

The outbreak of the COVID-19 pandemic has had a profound impact on various aspects of society, and the education system has been no exception. In response to the unprecedented challenges posed by the pandemic, educational institutions, including Colleges of Education in Katsina State, Nigeria, have swiftly adopted e-learning as an alternative mode of instruction. However, this rapid transition to e-learning presents a multitude of challenges and opportunities that necessitate comprehensive assessment and understanding.

However, many research work such as: Mishra and Shree (2020), Shahzad (2020), Adetonia and Oduntan (2021) have examined challenges of Covid-19 pandemic on most education system from elementary to tertiary level in terms of academic activities, students' engagement, adoption of e-learning in institutions during the pandemic transitions. This are some of the gaps that will be filled by the present study. That is, the challenges of e-learning in colleges of education in Katsina state which include high cost of procurement of electronic devices, high cost of maintenance of ICT equipment's for e-learning, poor internet connectivity, shortage of relevant software's, low level of incentive to lecturers, low level of students accessibility to internet facilities, poor technical support from management and high cost of data bundle to connect e-learning platforms.

There are also many studies conduct on lecturers and students' attitudes towards e-learning such as: Escobar and Marrison (2020), Kishor, Josola and Bishut (2020), Kim (2008). All these researchers have only examined how students and lecturers have perceived and adapted to the transition to e-learning as an alternative mode of instruction during the Covid-19 pandemic.

Furthermore, the research will explore the implication of the pandemic induced shift to e-learning for the quality of education and the overall learning experience in colleges of education in Katsina state. All these implications are essential for shaping future educational strategies. Meanwhile, the current study varies in terms of scope, purpose, population, sample and sampling techniques and this makes it quite unique to the previous ones.

Aim and Objectives

The main objective of this study was to assess the integration of e-learning and the challenges associated with its adoption in Colleges of Education in Katsina State, Nigeria, during the COVID-19 pandemic.

Specifically, the study sought to:

- I. Examine whether there is a significant gender-based difference in the level of integration of e-learning platforms into the curriculum among lecturers in Colleges of Education in Katsina State.
- II. Determine whether there is a significant gender-based difference in the challenges faced by students in the transition to e-learning during the COVID-19 pandemic.

Research Questions

- I. Is there a significant difference between male and female lecturers in the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina State?
- II. Is there a significant difference between male and female students in the challenges faced during the transition to e-learning in Colleges of Education in Katsina State after the COVID-19 pandemic

Hypotheses

H₀₁: There is no significant difference between male and female lecturers in the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina State.

H₀₂: There is no significant difference in the challenges faced by colleges of education students in transitioning into e-learning after the COVID-19 pandemic in Katsina State.

Methodology

The study adopted a descriptive survey research design. The population of the study comprised lecturers and students from three Colleges of Education in Katsina State, namely Federal College of Education, Katsina; Isa Kaita College of Education, Dutsin-Ma; and Bala Usman College of Legal Studies, Daura. The population consisted of 936 lecturers and 65,894 students across the three institutions.

A total sample of 660 respondents was selected for the study, comprising 278 lecturers and 382 students, in line with the recommendation of Research Advisor (2006). The sample was drawn from the School of Arts and Languages, School of Science, and School of Education. A self-constructed questionnaire was used for data collection and was validated by experts from Hassan Usman Polytechnic, Katsina. The reliability of the instrument was determined using the test–retest method, yielding reliability coefficients of 0.88 and 0.87.

Data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. Independent samples t-test was employed to test the null hypotheses at the 0.05 level of significance using SPSS version 24.0. While data were collected from both lecturers and students, inferential statistical analysis focused on lecturers and students in order to examine gender-based differences in the integration of e-learning platforms and the challenges encountered during the transition to e-learning after the Covid-19 pandemic.

Results

Hypotheses Testing Results

Hypothesis one: There is no significant difference between male and female lecturers in the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina state during the Covid-19 pandemic.

Table 1: t-test Analysis on the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina state during the Covid-19 pandemic

Variable	N	Mean	SD	DF	Cal. t-value	p-value	Remark
Male lecturers	184	30.8087	8.3825	379	-1.166	0.245	P>0.05 (NS)
Female lecturers	198	31.8030	8.2602				

Result of the independent t-test in table 1 above reveals that there is no significant difference between male and female lecturers in the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina state after the Covid-19 pandemic. ($t = -1.166$, $P > 0.05$). Thus, level of integration of e-learning into the curriculum of College of Education

in Katsina State is not significantly different in their use of e-learning resources and Traditional learning. Therefore, hypothesis 1 is retained.

Hypothesis Two: There is no significant difference in the challenges faced by male and female students in Colleges of Education in Katsina state in transition to e-learning after the Covid-19 pandemic.

Table 2: t-test Analysis on the challenges faced by Colleges of Education students in Katsina state in transition to e-learning after the Covid-19 pandemic.

Variable	N	X	SD	df	Cal. t-value	Sign of t-value	Remark
Male lecturers	233	31.1121	8.70699	379	-.594	0.553	P>0.05 (NS)
Female lecturers	149	31.6266	7.76607				

Table 2: reveals that there is no significant difference in the challenges faced by Colleges of Education students in Katsina state in transition to e-learning after the Covid-19 pandemic. ($t = 0.553$, $P > 0.05$). Thus, students in Colleges of Education in Katsina State are not significantly different in transition to use of e-learning resources and the challenges faced. Therefore, hypothesis 2 is retained.

Discussion

First finding of the study revealed that, there is no significant difference between male and female lecturers in the level of integration of e-learning platforms into the curriculum of Colleges of Education in Katsina state after the Covid-19 pandemic, ($t = 0.245$, $P > 0.05$). Thus, level of integration of e-learning into the curriculum of College of Education in Katsina State are not significantly different in their use of e-learning resources and Traditional learning. Therefore, hypothesis 1 is retained. This finding is in line with Jada, Giginyu and Mutah (2021) examined “The Psychological Effect of Covid-19 Pandemic on Students Academic Performance of Federal University Dutse, Jigawa State, Nigeria”,

Second finding of the study revealed that there is no significant difference in the challenges faced by Colleges of Education students in Katsina state in transition to e-learning during the Covid-19 pandemic. ($t = -0.553$, $P > 0.05$). Thus, students in Colleges of Education in Katsina State are not significantly different in transition to use of e-learning resources and the

challenges faced. Therefore, hypothesis 2 is retained. This study goes in line with Gloria and Jacob (2020) investigated the “effects of COVID-19 on the academic program of universities in Nigeria. The descriptive survey research design was adopted for the study. Based on the findings, it was recommended that Universities and eventually another educational sector should avoid or minimize the physical presence of academic staff and students, thereby considering the possibility of online teaching and learning.

Conclusion

Based on the findings, it is concluded that e-learning which was embraced as alternative to the traditional physical classroom to cover gaps the COVID-19 pandemic faces some challenges during COVID-19 pandemic ranges from irregular power supply, high cost of data bundle, poor internet connectivity, and insufficient ICT skills among lectures and high cost of computer software and hardware among others.

Recommendations

In view of the problems hindering use of e-learning in Nigeria, the following recommendations are offered for prospective and effective use of technology assisted tool:

1. The government of Nigeria should embark on a massive computer literacy training program nation-wide particularly for teachers and learners at all levels. This should be accomplished through in-service training of teachers, workshops, seminars, and conferences. For student’s computer education should be a compulsory subject at all levels.
2. Curriculum planners should integrate some ICT into specific topic/activities.

References:

- Doucette, M.L., Tucker, A., Auguste, M.E., Watkins, A., Green, C., and Flavia, E. (2020). Online Impact of COVID-19 Stay at Home on Motor vehicle Traffic and Crash Patterns in Connecticut: an interrupted time series analysis. *Journal of Injury Prevention*, 27(1), 3-9.
- Friesen Norm. (2009). Re-thinking e-learning research: Foundations, methods and practices. vol.3, pp-10-23. www.elearn.tru.ca
- Fry, K. (2000). E-learning Markets and Providers: Some Issues and Prospects. *Education Training*. 233-239.
- Gbamania, S.P.T. (2000). Innovations in Science and Technology Education through Science Teacher Association. *Journal of Science Education International*. 21(2), 67-79.
- Giginyu, A.A. Jada, H.M., and Mutah M.A. (2021). The Psychological Effect of Covid-19 Pandemic on Students Academic Performance of Federal University Dutse, Jigawa State, Nigeria. *Scholarly Journal of Advanced Legal Research*. 1(5), 1 -12.
- Kim. M. (2008). Factors Influencing the acceptance of E-learning courses for Mainstream faculty in higher Institutions. *International journal of Instructional technology and Distance Learning*. 5(2), 29-44.
- Konig, J., Jager-Biela, D.J., and Glutsch, N. (2020). Adapting to Online Teaching During COVID-19 School Closure: Teacher Education and Teacher Competence Effects Among Early Career teachers in Germany. *European Journal of Teacher Education* 43(4), 608-622.
- Misha, L., Shree, A., and Gupta, T. (2020). Online Teaching in Higher Education During Lockdown Period of COVID-19 Pandemic. *International Journal of Educational research*, 1(1), 100012.
- Muhammad, F.B., Ma, B., and Shahzad, L. (2020). A brief review of Socio-economic and Environmental Impact of COVID-19. *Journal of Quality, Atmosphere and Health*, 1(13), 1403-1409.
- Olojo, O. J., Adewumi, M. G., & Ajisola, K.T. (2012). E-Learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences* 2 (1), 203-2010.
- Paulina Sepulveda Escobar and Astrid Morrison. (2020). Online Teaching Placement During the Covid-19 Pandemic in Chile: Challenges and Opportunities. *European Journal of Teacher Education*, 43(4), 587 – 607.
- Petrie, J.G., Monto, A.S., De Jong, P.M., Callear, A.P., Bazzi, L.A., Capriola, S.B., Malosh, R.E., and Martin, E.T. (2020). Coronavirus Occurrence and Transmission of Over 8 years in the HIVE Cohort of household in Michigan. *The Journal of Infectious Diseases*, 222(1), 9-16.

- Raj Kishor Bishit., Sanjay Jasola and Ila Pant Bisht. (2020). Acceptability and Challenges of Online Higher Education in the era of Covid-19: A Study of Students Perspective. *Journal of Asian Education and Development Studies*, 11(2), 401 – 414.
- Richardson, H., Marie Griffiths. and Karenza Moore. (2007). A Survey of Female ICT Professionals in England. *Journal of Information, Community and Society*. 10(3), 338-357.
- Sharma, S. and Kitchens, F. (2004). Web Service Architecture for M-learning. *Computer Science Education Electronic Journal of E-learning*. 2(1), 203-216.
- Sintema, E. J. (2020). Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(7), em1851. <https://doi.org/10.29333/ejmste/7893>
- Zhao Z, Zhang F, Xu M, et al. Description and clinical treatment of an early outbreak of severe acute respiratory syndrome (SARS) in Guangzhou, PR China. *J Med Microbiol*. 2003;52(Pt8):715–720.

ENTRENCHING STUDENTS LOAN PROGRAMME: A NEW DIMENSION FOR PRODUCING SOCIAL STUDIES EDUCATION EXPERTS FOR SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

BY

SHUAIBU GODABE

Social Studies Section, Department of Social Science Education, Faculty of Arts and Social Sciences, Federal University of Education, Kontagora
shuaibugodabe@yahoo.com
+2348036912463,

STEPHEN ALFRED OLOTU

Social Studies Section, Department of Social Science Education, Faculty of Arts and Social Sciences, Federal University of Education, Kontagora
olotualfred1@gmail.com
+2348034104200

&

SHAMSUDEEN SAFIYANU BAYERO

Department of Arts and Social Science Education, Ahmadu Bello University, Zaria
bayerokyambo@gmail.com
+2348034403924

ABSTRACT

Social Studies is the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The study adopted a qualitative research method of thematic approach base on content analysis. Therefore, it is conspicuous Social Studies Education is most relevant than any other school subject, This paper attempt to examine the concepts of social studies education, the objectives of social studies education, nature and scope of social studies education, historical development of the term sustainable development, the concept of sustainable development, constituents of sustainable development, students loan (access to higher education) act 2023. Also, the objectives of social studies are clearly stated. High costs of academic fees, low budgetary allocation to education, and decrease in students' enrolment are some of the problems identified. It is the position of the authors if the scheme is well implemented. The possibility of producing more experts in Social Studies education will be realized. The paper also concludes and recommends that government should ease mode of loan repayment to students, provision of sufficient funds, and most importantly corruption should be stamped out to achieve the purpose of the students' loan scheme.

Key words: Social Studies Education, Sustainable Development and Students Loan.

Introduction

Social studies is seen as the study of man in his entirety. It has also been defined as the study of man and his physical and social environment. It studies man as he relates with his physical and social environment and the outcome of such relationship. According to Kadiri (2007:241) social studies can be seen as: An integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, social studies provide,

coordinate, systematic study drawing upon such disciplines as anthropology, economic, geography, history, law, political science, religion, etc. as well as appropriate content from the Humanities, Mathematics and natural science. The purpose of social studies is to help young people the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. According to Ololobou (2010), social studies is “the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying social studies is to make out of learners, persons who are responsive and responsible citizens”. In summary, it could be deducted that social studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type values and attitudes for self and national survival, the acquisition of necessary skills, abilities and competences which individuals need to be able to contribute to national development.

Governments all over the world have acknowledged the role of tertiary education in the acquisition of critical skills such as teaching, engineering, medicine and accounting among others needed for socio-economic development. There is also a significant increase in demand for higher education worldwide. However, a major challenge faced by most governments throughout the world, in both industrialized and developing countries is the response to the twin pressures of rising demand for admission to higher education on one hand and a heavy constraint on public budget to support the same on the other (Woodhall, 2007).

For many countries both rich and poor, a large proportion of the cost of higher education has been borne by the Government (Woodhall, 2007). This is however challenged by the constraint of public resources for financing higher education (Ishengoma, 2004; Johnstone, 2004; and Woodhall, 2002). A number of empirical studies (e.g. Atuahene, 2007; Marcucci & Johnstone, 2010) maintain that higher education in both developed and developing countries is faced with serious challenges such as fast growing demand, accessibility, affordability and associated decline in government spending on tertiary education. Methods of funding education may differ all over the world depending on a country’s philosophy on education and resources available to meet its education demands. Every country, either developed or developing, finances her educational system. Factors such as the nature of the economy, the ideological perception of the country, the philosophy behind the educational system and the values of a particular

society attaches to education vis-à-vis national development are often cited as determinants of funding of higher education.

In most countries around the world, public resources are insufficient for financing tertiary education. Thus, the sharing of costs between governments and students has increasingly become the norm in both developed and developing countries (Woodhall, 2007; Marcucci & Johnstone, 2010). Consequently, many countries have introduced cost sharing elements such as food subsidies, tuition fees, grants and students loans, in order to finance access to higher education. According to Marcucci and Johnstone (2010), in most countries, such as UK, Mexico, China and Kenya financing of higher education using students loans has existed for over two decades.

A student loan is intended to assist students pay for tertiary education, meet cost of books, and living expenses. It differs from other types of loans, such as home loans, in a sense that, the interest rate is considerably lower as compared to bank loans and other financial offers. Besides, the loan repayment is deferred to a later date while the student is still in school (Atuahene, 2007). These subsidized loans given by government to students come along with lower interest rates relative to commercial loans offered at the banks.

There may exist easy access but expensive funds to pursue higher education in developed countries due to well laid down structures in their educational systems. Countries such as the United Kingdom, Canada, USA, Sweden and France are a perfect example. In spite of the fact that, such funds are expensive, governments in these developed countries have made it possible for the private sector to handle the management of students' loan to needy students in pursuit of Higher Education (Marcucci & Johnstone, 2010).

Governments of various African countries such as Kenya, Botswana, Tanzania and Ghana have come up with several pro-poor financial interventions including students loan to support the poor and marginalized in society to develop their intellectual capabilities by having access to higher education (Marcucci & Johnstone, 2010). Furthermore, with the inception of the President Bola Ahmed Tinubu, students loan scheme (NELFUND) has been introduced to serve as succour, especially to the less privilege citizens who intend to pursue higher education. Especially with the present crusade of Renewed Hope Agenda.

Research Problem

The increasing and huge cost of tertiary education in Nigeria has been a source of worry to all in recent times. For instance, rough estimates of the average academic fees (excluding other expenses such as feeding, accommodation, cost of textbooks, transport cost) has been a cog in the wheel of progress as far as tertiary education is concern. Despite the policy of Education for All as enshrined in the National Policy of Education (NPE).

A huge cut in government budgetary support for public tertiary education gave the administration of the tertiary institutions no option than to push cost on students. The concept of cost-sharing, which became an issue in the country, has been unwillingly accepted and students are being charged academic facility user fees to complement government budget. Internally generated funds (IGF) became an alternative source to generate funds internally by Public tertiary institutions to meet their recurrent administrative cost (Acheampong, 2010; Atuahene, 2007).

Governments in the past had to introduce student loan schemes to enable students have access to funds for their studies at the tertiary level. However, inadequate government's budgetary allocation to the scheme coupled with other operational lapses by the scheme operators had posed serious challenges to the sustainability of the Students Loan Schemes over the years. Students' loan programmes in many countries especially low income or developing countries have not been financially sustainable, at least not at the levels required to promote widespread participation. The financial sustainability of a student loan requires that the subsidy costs of student lending be held to levels that governments can afford and that the loans be made available mainly from the private capital market rather than, like the subsidies, coming entirely from hard-pressed government budgets (Johnstone and Marcucci, 2007).

Public tertiary education enrolments both in public and private institutions in the country in recent times have been decreasing resulting from limited infrastructure facilities and hence have led to a denial of admissions to qualified students seeking opportunities to higher education. *It is as a result of the increasing total cost incurred by students, the inability of existing tertiary institutions to absorb majority of qualified students from the second cycle level who pass their examinations among others.*

Students Loan Scheme may be considered to have succeeded in offering partially the financial support necessary for students at; the tertiary level, as well as, extended opportunities to the less privileged in society without which they would have seen access to higher education as a mirage.

It is on the basis of this that the researchers want to explore entrenching students loan programme: a new dimension for producing social studies education experts for sustainable development in the 21st century.

The Objectives of Social Studies Education

The focus of Social Studies Education is the learner. Therefore, the objectives of Social Studies Education are articulated to enable the recipient of the curriculum susceptible to the content areas. The content areas of Social Studies in basic education have been reviewed bringing in contemporary issues and problems which the learner expected to expose to. In Nigeria, the objectives of Social Studies designed to meet its peculiar needs, aspiration and challenges. The objectives of Social Studies in Nigeria is consistent with the goals of Nigeria's education as stipulated in the National Policy on Education (FRN, 2009) which include:

- i. inculcation of national consciousness and national unity;
- ii. inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- iii. training of the mind in the understanding of the world around; and
- iv. acquisition of appropriate skills, abilities and the development of competencies both mental and physical for the individual to live in and contribute to the development of the society.

Nature and Scope of Social Studies

The nature of social studies education usually raises two vital impressions (Kadiri, 2007). Firstly, social studies is viewed as simplified social studies. Secondly many have the feelings that it is a combination of social science and humanities. Social studies is far from these, it is part of today's thinking of evolving an integrated curriculum. This thinking is seriously reinforced by certain beliefs. Firstly, social, political, and economic problems are no respecters of geographical boundaries; secondly, at several times of our lives we make decisions not only for ourselves but for others; inadequate knowledge can impede sound decision-making. Thirdly, the complexity of

the world and rapid globalization, necessitate broad knowledge. Fourthly, democracy is gaining ground in Africa. Social studies education is necessary for the survival of democracy.

On the basis of the above and many others, social studies use concepts, facts and generalization from the social sciences. Social studies start where the social sciences end. Broad knowledge is needed for individuals to function well in a complex society. This holistic approach to curriculum organization in social studies makes it possible for vital issues such as population, environment, race, intolerance, drugs, family life, refugees, etc. to be accommodated. The Nigerian society is rich in its diversity of people, cultures and traditional, physical environments and aspirations. One major task of social studies course is to attempt to understand this diversity, foster unity and promote desirable social attitudes such as self-discipline, social and moral responsibility.

The relevance of social studies is primarily to help the individual to look into his society and to understand its problems for which he should help to provide solutions. Different societies have different problems; hence the conception of social studies for any given society must take into account the peculiarities of each society. Thus, although there are various concepts of social studies, the conception of the course in the Nigerian society must be very closely tied to the changing needs, problems and challenges of our society as they occur over time (Federal Republic of Nigeria [FRN] 2006).

Social Studies is an integrated study of man and the outcomes of his interactions with various environments. In other words, social studies is different from the older and traditional schools subjects, e.g. history, geography, economics, government, sociology, religious studies etc. its nature and content are based on its integrated concepts and methodology (FRN, 2006). The subject focuses on problems of man's survival in the process of his interactions with his environment. In focusing on problems, it takes into consideration all conceivable factors and aspects of the problems are these historical, geographical, political, economical, sociological, religious, psychological, scientific and technological, etc. it thus employs the systems analytical approach to the identification and the study off problems of man in his multi-faceted environment. Social studies education utilizes a horizontal and spiral approach for the analysis of societal problems.

Although social studies aim at imparting knowledge and providing valuable information necessary for life, its basic function is to help pupils to inculcate desirable social habits, attitudes

and values, as well as useful skills of listening, reading, writing, calculating and problem-solving and those of other intellectual and manipulative nature, so much needed for the survival of the individual in the society. As an integrated subject, therefore social studies education is not the study of traditional subjects with many over-lapping areas. It is not just a mere amalgamation of these traditional subjects, in fact it is an integrated curriculum for wholesome education.

Historical Development of the term Sustainable Development

The term Sustainable Development has a long history and controversy in regards to its modern usage. Literature pointed out that the term sustainable development emerges centuries ago and its meaning covers just an aspect of what it is conceptualized today. Keiner (2016) argue that the term sustainable development was first used by Carlowitz in 1713 who could be said to be the father of word. In the early stage of the formation of the term, sustainable development is conceptualized as protection of forest resources for later use and the term continue to be recognized in literature (Keiner, 2016). In recent times, series of conferences and seminars on environmental, social and economic challenges were debated with focused on sustainable development thereby sustaining the usage of the term in the present days (Keiner, 2016; Paul, 2016). Sustainable development is a term that originates long time ago but, it is in the modern times that it received a wide recognition the world over with controversy on its usage.

There has been argument in literature on the emergence of the usage of the term in modern time. Jacobus (2006) submits that the late 1960s and early 1970s is the melting pot of different ideas towards sustainable development. He further pointed out that the world renewed focus on sustainable development was popularized in the 1980s and applied widely. On the contrary, Grober (2007) argue that it was during the 'Earth Summit' in Rio de Janeiro in 1992 that the term sustainable development came into world view. Grober (2007) further contend that it was the 'Brundtland Commission' of 1987 who define term as "a development that meets the needs of the present without compromising the ability of future generations to meet their own needs" that gives the Rio Summit impetus to adopt the term. Hence, there is no agreement in literature on when exactly marked the beginning of the usage of the term sustainable development in modern time. Though the term sustainable development is widely used in modern time, however, it has no universally accepted definition.

Concept of Sustainable Development

Sustainable development as concept has no single universally accepted definition (Adejumo & Adejumo). In literature, various definitions abound due to the non existence of a single definition of sustainable development. Shuaibu and Ayuba (2015) conceptualized sustainable development as “a process in which the exploitation of technological development and institutional changes are all in harmony and enhance both current and future potentials to meet human needs and aspiration”. In a different perspective, sustainable development is conceptualized by Sustainable Development Commission (SDC) cited in Huckle (2014) thus: *“Sustainable development provides a framework for redefining progress and redirecting our economies to enable people to meet their basic needs and improve their quality of life, while ensuring that the natural systems, resources and diversity upon which they depend are maintained and enhanced both for their benefit and for that of future generations.”*

The Rio de Janeiro declaration on Environment and Development conceptualized sustainable development as a “long-term continuous development of the society aimed at satisfaction of humanity’s need at present and in the future via rational usage and replenishment of natural resources, preserving the Earth for future generations” (Ciegis, Ramanauskiene, & Martinkus, 2009 p. 29). The above definitions demonstrate that the concept of sustainable development is conceptualized based on situation or topic of discourse. In this paper, sustainable development is seen as any development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Policy Department C: Citizens' Rights and Constitutional Affairs European Parliament, 2016 p 13). Though no universally acceptable definition of sustainable development, however, the conceptualization of the term point to three major constituent that encompass: economic, social and environmental.

Constituents of Sustainable Development

Sustainable Development constitutes three components which include: economic component; ecological component; and Human component. The components are interrelated and dependent. To achieve Sustainable Development the three components must work perfectly in the same direction at the same time. This is because failure in one will negatively affects the others therefore, making sustainable development impossible (think.org).

The economic component is the relationship between man and the economic environment. This involves the maximization of production, investment and distribution of resources for the well-

being of humanity sustainably. Researchers such as Duran, Gogan, Artene, and Duran, (2015a) submit that the economic component is about maximizing economic benefits with a limited environmental impact. They further concludes that this component “must be conceived as a process multidimensional, involving major changes in social structures, attitudes popular and national institutions, aiming at accelerating economic growth, reducing inequality and poverty eradication. The implication of the above is that there must not be disparity between men and women in production, distribution and investment of wealth for any country achieve this component. Duran, Gogan, Artene, and Duran (2015b) states the objective of the economic component as “maximizing the amount of goods and services produced in the techno sphere, maximizing the efficient use of mineral resource flows, biological, energy and information flows; adaptation technologies mineral resources and reprocessing products.”

Ecological component involves laws governing the environmental and maintaining ecological balance in a county while meeting the needs of the citizens so as not compromised the existence of natural resources and environmental heritage (Duran, et al 2015). Duran, et al (2015b) states the objective of ecological development as “maintaining biodiversity in support of the possibility of adapting the schism area conditiilor geo biosphere; compliance mechanisms of self-regulation and the natural cycle times in the biosphere.”

The human component of sustainable development focuses on socio-cultural stability, achieving fairness in opportunities to citizens irrespective of gender, maintaining cultural diversity, prevention or cure of contemporary social ills and ensuring the possibility to creating and maintaining the welfare of both the present generation and the future (Duran, et al 2015a). The objectives of human components are identified as the:

- i. promotion of education,
- ii. training and public support for the environment;
- iii. protecting and promoting human health;
- iv. fight against poverty; and demographic sustainable development. (Minica & France 2008).

Students Loans (Access to Higher Education) Act, 2023

An Act to repeal the Nigerian Education Bank Act Cap. N104, Laws of the Federation of Nigeria, 2004 and enact the Students Loans (Access to Higher Education) Act, 2023 to provide easy access to higher education for indigent Nigerians through interest free loans from the

Nigerian Education Loan Fund established in this Act with a view to providing education for all Nigerians; and for related matters. Enacted by the National Assembly of the Federal Republic of Nigeria

Notwithstanding the provisions of any Act, enactment or Law, this Act shall apply to all matters pertaining to the application and grant of loans to Nigerians seeking higher education into institutions of higher learning in Nigeria through the Nigerian Education Loan Fund.

Subject to the provisions of any other enactment, all students seeking higher education in any public institution of higher learning in Nigeria shall have equal right to access the loans under this Act without any discrimination arising from gender, religion, tribe, position or disability of any kind.

The loans referred to in this Act shall be granted to students only for the payment of tuition fees.

The Place of Students Loan in Producing Social Studies Experts

Student loans play a dual role in producing Social Studies experts: they expand access to education for those who could not otherwise afford it, but the resulting debt burden can deter graduates from pursuing lower-paying careers in the field, such as teaching or non-profit work.

Student loans bridge the financial gap, allowing individuals from low and middle-income backgrounds to pursue higher education in fields like social studies, which they might otherwise be unable to afford.

The financial commitment associated with loans can motivate students to complete their degrees efficiently and secure employment to begin repayment, contributing to a more educated workforce.

Some research suggests a correlation between higher debt and the pursuit of advanced degrees, potentially leading to more specialization and research in the social sciences, as graduates seek to increase their earning potential to manage their debt.

Challenges of Students Loan in Nigeria

1. **Inadequate Funding:** There may be financing problem with the students' loan scheme in the nearly future due to increment in population and increment in number of applicant. The sources of funds available for the scheme may not be possibly enough to meet up with the high number of students seeking the loans for higher education. The majority of

schemes in Africa operate with lean budgets that cannot cover their operational costs and absorb the rising cost of higher education and expanded enrollments in many universities. Inadequate financial resources are largely due to dependence on government funding (Ogunode, et al 2023).

2. **Corruption:** Corruption in the management and administration of the funds is another big problem that may likely face the students' loan programme in Nigeria considering programme of such before. Ogunode, et al. (2022) noted that corruption is a pervasive and unethical practices that contribute to the substantial occurrence of financial misconduct within Nigerian public universities, leading to a significant increase in corruption related activities.
3. **Delay in Payment:** Another problem militating against the students loan programme in Nigeria is the delay in the release of the monies to the students nationwide. This delay has affected the smooth implementation of the programme. The students have to wait for a long time to access the loans in the various schools.

Conclusion

Social studies is the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying social studies is to make out of learners, persons who are responsive and responsible citizens. Sustainable development is a process in which the exploitation of technological development and institutional changes are all in harmony and enhance both current and future potentials to meet human needs and aspiration.

Recommendations

1. The government should provide a way that will ease the payment of the loan by the students, that is to say after graduation of students the government should pay the average salary of the profession as if he or she is employed until employment is found.
2. Government should ensure that sufficient fund should always be made available and easily dispensed to students. This can be made possible by increasing the budgetary allocation to education and by easing any form of administrative bottleneck.
3. Corruption in Nigeria is a perennial issue. However, no government in the country has successfully stamped out the menace, rather the problem of corruption increases with every incoming administration. If government intends to make any form of meaningful

progress cutting across all sectors in the country, corrupt individuals must be decisively dealt with.

4. For student loan to serve its purpose as at when due, there should be prompt payment or disbursement to students that shows interest. This will save the students from sourcing educational funds possibly from an inconvenience source.

References:

- Averson B, & Eunice O (2016) *Achieving Sustainable Development Goals through Social Studies Education in Nigeria* ayingba conference
- Adejumo, A.V. & Adejumo, O. O. (2014). *European Journal of Sustainable Development*, 3(1) 33-46. Doi: 10.14207/ejsd.2014.v3n1p33
- Ciegis, R. Ramanauskiene, J. & Martinkus, B. (2009). The Concept of Sustainable Development and its Use for Sustainability Scenarios. *Inzinerine Ekonomika-Engineering Economics* (2). 28-37.
- Durana, D.C., Luminita, A.A., Gogan, M. & Duran, V. (2015a). The components of sustainable development - a possible approach. *Procedia Economics and Finance* 26, pp. 806 – 811. Retrieved from www.sciencedirect.com
- Durana, D.C., Luminita, A.A., Gogan, M. & Duran, V. (2015b). The objectives of sustainable development ways to achieve. *Procedia Economics and Finance, Procedia Economics and Finance*, 26, 812 – 817.
- Edinyang, S. D., Tandu, M. A. & Gimba, J. (2015). The Role of Social Studies in the Promotion of Inter-Ethnic Understanding Among the People of Nigeria. *International Journal of Sociology and Anthropology Research* 3, pp.1-7, www.eajournals.org
- Federal Republic of Nigeria (2009). 4th edition National Policy on Education. Lagos: NERDC Press
- Grober, U. (2016). Deep roots – A conceptual history of ‘sustainable development’. Retrieved from bibliothek.wzb.eu/pdf/2007/p07-002.pdf
- Huckle, J. (2014). Citizenship education for sustainable development In initial teacher training. Retrieved from <https://www.researchgate.net/publication/251788126>
- Jacobus A. (2006). Sustainable development – historical roots of the concept, *Environmental Sciences*, 3:2, 83-96, DOI:10.1080/15693430600688831.
- Keiner, M. (2016). History, Definition(s) and Models of “Sustainable Development”. Retrieved from [e-collection.library.ethz.ch/eserv/....](http://e-collection.library.ethz.ch/eserv/...)
- Policy Department C: Citizens' Rights and Constitutional Affairs European Parliament (2016). Women's empowerment and its links to sustainable development in-depth analysis retrieved from <http://www.europarl.europa.eu/studies>

- Shu'aibu, M. & Ayuba, M. (2015). Women Education as Tool For Sustainable Development; Issues And Prospects. *International Journal of Technical Research and Applications*, Special Issue 2, PP. 25-30
- The 2030 UN Agenda ((2016). Transforming Our World: The 2030 Agenda for Sustainable Development. Retrieved from www.un.org/pga/wp-content/uploads/s...
- Think.org The Three Pillars of Sustainability. [http://www.thik.org/sustain/glossary/three pillars of Sustainability](http://www.thik.org/sustain/glossary/three-pillars-of-sustainability)
- Tjoa, A. M. & Tjoa, S. (nd.)The Role of ICT to Achieve the UN Sustainable Development Goals (SDG). [https://public.tuwien.ac.at>files](https://public.tuwien.ac.at/files)
- Urama, K. Ozor, N. & Acheampong, E.(2014).Achieving Sustainable Development Goals (SDGs) Through Transformative Governance Practices and Vertical Alignment at the National and Sub-national Levels in Africa. [Sdplannet-africa.org](http://sdplannet-africa.org)
- Woodhall, M. (2007). Funding Higher Education: The Contribution of Economic Thinking to Debate and Policy Development.
- Marcucci, P. N. & Johnstone, D.B. (2010). Targeting Financial Assistance to Students in Higher Education: Means Testing with Special Emphasis on Low – and Middle-Income Countries. State University of New York – Buffalo
- Atuahene, F. (2007). The Challenge of Financing Higher Education and the Role of Student Loans Scheme: An Analysis of the Student Loan Trust Fund (SLTF) in Ghana. *Higher Education*, 56(4): 407- 421.
- Ogunode, N. J., Ukozor, C. U. & Ayoko, V. O. (2022). Students' Loan in Tertiary Education in Nigeria: Pre-conditions for Effective Implementation. *Best Journal of Innovation in Science, Research and Development*, 2(2), 97–104.
- Ogunode, N., J.,Dahiru, K., M. & Jogbojogbo, S., S (2023). Students' loan programme and tertiary education in Nigeria. *Miasto Przyszłości* (37),78-86
- Victor O.A. (2025). Students' Loan in Nigerian' Tertiary Institutions: Benefits and Problems. *European Journal of Innovation in Nonformal Education (EJINE)*. Volume 5 | Issue 6 | Jun - 2025 ISSN: 2795-8612
- Elijah A.A. (2016). Sustaining Higher Education in Ghana: The role of the students loan scheme. A thesis submitted to the department of African and general studies, faculty of integrated development studies, University for development studies.

EARLY CHILDHOOD AND PRIMARY EDUCATION FOR SUSTAINABLE SCHOOL EFFECTIVENESS IN NIGERIA

BY

RAKIYA RABE (PhD).

Department of Psychology/Counselling

rakiyarabemusa@gmail.com

+2347031870408

ABSTRACT

The paper investigates early childhood and primary education for sustainable school effectiveness in Nigeria. Early childhood and primary education represent the foundation of lifelong learning and sustainable national development. The paper is exploratory in nature, as it relied on secondary materials. The study took into cognizance the conceptual review of early childhood education, primary education and sustainable school effectiveness. Findings reveals that early childhood and primary education play some major roles in attaining sustainable school effectiveness in Nigeria through the following ways: building learning continuity and cognitive growth, creating emotional readiness and classroom stability, ensuring curriculum alignment and teacher preparation, building equity and inclusive access and building institutional adaptability and systemic support. Identified problems include inadequate funding and resource allocation, shortage of qualified and motivated teachers, poor infrastructure and learning environment, ineffective curriculum implementation, socioeconomic and cultural barriers, governance, supervision, and policy implementation and insecurity and displacement as challenges of early childhood and primary education for sustainable school effectiveness. However, the study made some recommendations to address some of the challenges. Some of the recommendations include strengthening education through financing and accountability, improvement of teacher quality and welfare, effective policy implementation and coordination, investment in infrastructure for conducive learning environments, addressing socioeconomic barriers and promote inclusiveness, strengthening monitoring, evaluation, and school leadership, promotion peace and school safety in school environment and fostering research, innovation, and community participation in early childhood and primary education.

Keywords: *Childhood, Education, Childhood Education, Primary Education, Millenium Development, Sustainable School Effectiveness.*

Introduction

Education continues to be one of the most effective instruments for social advancement, economic prosperity and sustainable development. It is noted as an important lever of change for the nation and the individual. In education at different levels, it is the foundation and sub-structure of all educational structures. These early-years phases are the crucial foundation for influencing children's intellectual, emotional, social and moral learning development 'learners. These foundations are also the basis from which a person learns how to become part of an active citizen community member (UNESCO, 2023; UNICEF 2023).

In Nigeria, early childhood and primary education occupy a strategic position within the national education framework. According to the National Policy on Education (Federal Republic of Nigeria, 2014), these stages are intended to provide all-encompassing basic education for all children of school age, preparing them with literacy, numeracy, and life skills. The relevance of this phase goes beyond individual learning outcomes; it significantly influences the overall effectiveness and sustainability of schools across the country. A strong foundation in the early years guarantees improved academic performance, social adjustment, and emotional resilience in later educational stages (Afolabi & Okebukola, 2022).

However, despite their recognized importance, early childhood and primary education in Nigeria continue to face numerous challenges that hinder their effectiveness. The problem of inadequate funding, lack of qualified teachers, inadequate infrastructure, poor policy implementation, and regional disparities remain prevalent (Ogunlade & Akinsolu, 2023; Okoh, 2023). These problems have contributed to declining learning outcomes and school inefficiencies, especially in rural and marginalized communities.

Sustainable school effectiveness, therefore, requires not only the provision of access to education but also the assurance of quality, equity, and continuity across early childhood and primary levels. According to Adewusi, Al Hamad, Adeleke, Nwankwo, & Nwokocha, (2024), achieving educational sustainability demands systemic reforms that strengthen instructional delivery, teacher capacity, policy execution, and accountability mechanisms.

Conceptual Review

This section conceptualizes the basic terms used in this study: they include the concept of early childhood education, the concept of primary education and sustainable school effectiveness.

The Concept of Early Childhood Education

Early Childhood Education (ECE) refers to the formal and informal educational programmes, experiences, and interactions designed to promote the holistic development of children from birth to around eight years of age, prior to their entry into formal primary schooling (Aguh & Olutola, 2022; UNESCO, 2023). It encompasses early stimulation, care, and structured learning that nurture a child's physical, cognitive, social, emotional, and moral growth, hence, laying the foundation for lifelong learning and sustainable human development (Adewusi et al., 2024).

Recent scholars underscore ECE as a crucial determinant of later academic achievement, social competence, and national development (Britto, Lye, Proulx, Yousafzai, Matthews, Vaivada, Perez-Escamilla, Rao, & Fernald, 2017; Tijani & Ajayi, 2023). According to Adewusi et al. (2024), ECE serves as a strategic investment in human capital, as the quality of early experiences profoundly affects a nation's workforce productivity and equity outcomes. Similarly, Aguh and Olutola (2022) conceptualize early childhood education as “an essential formal education given to children from conception to eight years for cognitive, social, and emotional development”, asserting that neglecting this stage jeopardizes sustainable schooling outcomes.

In Nigeria, the National Policy on Education (Federal Republic of Nigeria, 2014) identifies Early Childhood Care, Development, and Education (ECCDE) as the education offered to children aged 0-5 years prior to primary school. Nigerian scholars such as Maduewesi (2005) and Akinbote (2019) view ECE as not merely a preparatory stage for schooling but as a period critical to moral formation, creativity, and early citizenship education. Adedigba and Abdullahi (2023) further highlight that pre-school teachers' competence and motivation strongly influence children's socio-emotional outcomes, reaffirming the link between teacher quality and early learning effectiveness.

Conceptually, therefore, ECE can be defined as a comprehensive, developmental, and rights-based educational process that integrates theories of learning, pedagogy, and social ecology to foster well-rounded, resilient, and capable learners. It is both a foundation for lifelong education and a tool for achieving sustainable school effectiveness in Nigeria and beyond (Aguh & Olutola, 2022; Tijani & Ajayi, 2023; UNESCO, 2023; Adewusi et al., 2024).

The Concept of Primary Education

The concept of primary education is universally recognized as the foundation of formal education and the bedrock upon which all subsequent levels of learning are built. It provides children, typically between the ages of six and eleven, with the basic cognitive, affective, and psychomotor skills necessary for personal development, social integration, and national progress (Federal Republic of Nigeria, 2014; UNESCO, 2023). It characterizes the first structured contact learners have with institutionalized education, focusing on literacy, numeracy, communication, moral instruction, and life skills (Afolabi & Okebukola, 2022; Adepoju & Olaoye, 2024).

In contemporary terms, Afolabi and Okebukola (2022) defined primary education as “the institutional process by which foundational learning aptitudes are cultivated to ensure readiness for lifelong learning and participation in a knowledge-based society”. To Ogunlade and Akinsolu (2023), it is described as “the most critical level of education for national development, providing the initial cognitive and moral grounding upon which human capital formation depends.

Adewusi et al. (2024) stressed that primary education must go beyond academic instruction to integrate values of sustainability, gender equality, and inclusiveness, aligning with Sustainable Development Goal 4 (SDG 4) on quality education. Olaoeye and Balogun (2023) expanded the definition to include “an equitable and adaptive educational framework that nurtures the physical, social, and emotional growth of the learner while equipping them with 21st-century competencies.

Recent African education scholars also underscore its developmental role. Osei and Boadu (2025) conceptualize primary education as “a transformative stage of formal learning designed to bridge the gap between early childhood experiences and structured knowledge acquisition, ensuring foundational literacy and socio-emotional maturity”. Similarly, Eze, Nwachukwu, and Ajayi (2023) emphasize its role in reducing poverty and inequality by providing equitable access to learning opportunities for all children regardless of socioeconomic status.

National Policy on Education (FRN, 2014) defines primary education as the education given in institutions for children aged 6-11 years plus, forming the foundation for further education. It aims to “inculcate permanent literacy and numeracy, and the ability to communicate effectively”. This policy underscores the centrality of the primary level in national development and educational planning. Okoh (2023) further argues that effective primary education is the “engine room of societal transformation”, as it shapes learners’ values, problem-solving abilities, and civic orientation.

Thus, conceptually, primary education can be defined as a systematic, state-supported and socially-oriented process of foundational learning aimed at developing the intellectual, moral, emotional, and social capacities of children for personal fulfillment and societal advancement. It serves as both the starting point of formal education and a strategic tool for national sustainability and human capital development (UNESCO, 2023; Ogunlade & Akinsolu, 2023; Adewusi et al., 2024).

The Concept of Sustainable School Effectiveness

The term sustainable school effectiveness (SSE) goes beyond just good results in the short term. It's about whether schools can keep performing well over time despite challenges such as policy changes, teacher turnover, or limited resources. Hargreaves and Fink (2006) describe sustainability in education as “deep learning that endures and spreads across contexts”. Similarly, Hopkins and Reynolds (2001) explain sustainable school effectiveness as a school's ability to maintain improvement even as conditions change. Olanrewaju and Ibrahim (2023) define it as “a school's capacity to preserve instructional quality and leadership coherence while adapting to social and economic realities”. Sustainable school effectiveness means that schools are not just effective once, but continue to be effective by being adaptable, inclusive, and consistent. It's about continuity, resilience, and balance.

This paper however defines sustainable school effectiveness to be understood as a school's lasting ability to achieve meaningful learning outcomes for all learners, maintain equity and stability, and keep improving through reflective leadership and consistent teaching practices.

Early Childhood and Primary Education for Sustainable School Effectiveness in Nigeria

1. Building Learning Continuity and Cognitive Growth

Early childhood education is the foundation for everything that follows. It helps children develop curiosity, concentration, and early literacy and numeracy skills. When primary education builds directly on these early experiences, learning becomes continuous and more effective.

According to the World Bank (2025), Nigerian children who attend at least one year of ECE perform better in reading and math by age eight than those who don't. This shows that when the transition between ECE and primary education is smooth, schools can maintain consistent performance over time one of the hallmarks of sustainability.

But when there's a gap between what children learn in ECE and what they meet in primary school, teachers spend more time reteaching basic skills, slowing down the entire system. That inconsistency often leads to declining effectiveness.

2. Emotional Readiness and Classroom Stability

A sustainable school isn't just one with good test scores; it's one where students are emotionally balanced, confident, and ready to learn. Early childhood education plays a major role in shaping these emotional and social foundations.

UNICEF (2024) found that children who attend early learning programs are more cooperative, have better attention spans, and relate better with peers and teachers. When these children move into primary school, they bring stability into the classroom through fewer conflicts, less absenteeism, and more consistent learning outcomes.

This emotional stability strengthens the school's learning environment, making it easier for teachers to focus on teaching rather than managing behavioral problems. Over time, this creates a more effective and sustainable school culture.

3. Curriculum Alignment and Teacher Preparation

For learning to be sustainable, what children are taught in ECE must connect meaningfully with what they encounter in primary school. Unfortunately, in many Nigerian schools, there's often a disconnect between the two. The Nigerian Educational Research and Development Council (NERDC, 2023) notes that the lack of curriculum alignment leads to gaps and overlaps that disrupt learning progress.

Teachers also play a central role. Educators who understand both early childhood development and primary pedagogy are better equipped to guide students through this critical transition stage. When teacher preparation bridges both levels, students experience a smoother learning journey, which helps sustain school effectiveness.

4. Equity and Inclusive Access

Sustainable effectiveness isn't possible without fairness and inclusion. When early childhood education is accessible only to a few, usually those in urban or wealthier areas, learning inequality begins early and widens through the primary years.

ECE serves as a great equalizer. The World Bank (2025) emphasizes that children from disadvantaged backgrounds who attend early education programs are more likely to complete primary school and perform better academically. When schools give every child a fair start, they create a stronger foundation for long-term effectiveness.

Inclusive access ensures that schools remain stable and productive across generations, rather than collapsing under persistent inequality.

5. Institutional Adaptability and Systemic Support

Sustainability also depends on how flexible and adaptive schools are. When early childhood and primary education are treated as connected stages, the entire system becomes more coherent and responsive.

The National Policy on Education (2023) now recognizes this connection, integrating ECE into the Universal Basic Education framework. However, many schools still struggle with underfunding and uneven implementation. To make schools truly sustainable, Nigeria needs consistent investment, curriculum coherence, and strong teacher development programs that link early childhood with primary education.

Implications for Sustainable School Effectiveness

If Nigeria wants its schools to remain effective over time, it must strengthen the bridge between early childhood and primary education. Learning continuity, teacher training, and curriculum coherence are key. Thus, the following must be put into practical reality:

Aligning ECE and primary curricula for smooth learning transitions.

Training teachers to understand both early childhood and primary pedagogies.

Expanding access to early childhood education, especially in rural areas.

Monitoring learning progress consistently from pre-primary to primary levels.

These measures will help create schools that don't just perform well for a while, but stay effective, inclusive, and adaptable for years to come.

Challenges of Early Childhood and Primary Education for Sustainable School Effectiveness in Nigeria

Early childhood and primary education represent the foundation of lifelong learning and sustainable national development. However, in Nigeria, these critical stages of education face multifaceted challenges that compromise school effectiveness, quality assurance, and sustainability. Despite several reforms, including the Universal Basic Education (UBE) Act of 2004 and subsequent interventions, the education system continues to struggle with structural

and systemic issues (UNESCO, 2023; Adewusi et al., 2024). The following subsections outline the major challenges undermining early childhood and primary education in Nigeria.

1. Inadequate Funding and Resource Allocation

One of the most persistent obstacles to effective early childhood and primary education in Nigeria is chronic underfunding. Although education is universally acknowledged as the bedrock of national development, government spending remains consistently below the UNESCO benchmark of 15-20% of national expenditure (UNESCO, 2023). The result is insufficient infrastructure, poor remuneration for teachers, lack of teaching and learning materials, and minimal access to early learning centers in rural areas (Afolabi and Okebukola 2022; Ogunlade & Akinsolu, 2023).

2. Shortage of Qualified and Motivated Teachers

The quality and effectiveness of education largely depend on the competence and commitment of teachers. Unfortunately, Nigeria faces a severe shortage of qualified and professionally trained teachers in early childhood and primary schools. Many educators lack specialized training in child development, early childhood pedagogy, and inclusive education, which are essential for effective instruction at the foundational level (Okoh, 2023).

Eze, Nwachukwu, & Ajayi, (2023) note that teacher recruitment in many states is driven more by political patronage than by professional merit. Consequently, many teachers lack the pedagogical skills and emotional intelligence necessary for engaging young learners. Moreover, inadequate salaries, delayed payments, and poor working conditions contribute to low morale and high attrition rates (Olaoye & Balogun, 2023; Ogunlade and Akinsolu 2023). These issues compromise instructional quality and learning continuity, thereby reducing school effectiveness.

3. Poor Infrastructure and Learning Environment

Another major barrier to effective early childhood and primary education in Nigeria is inadequate physical infrastructure. Many public schools operate in dilapidated buildings, with insufficient classrooms, furniture, libraries, laboratories, and sanitation facilities (Adewusi et al., 2024). In some rural areas, classes are held under trees or in temporary structures made of mud or wood, exposing children to harsh weather conditions.

UNICEF (2024) estimates that more than 40% of Nigerian public primary schools lack access to potable water and functional toilets, leading to high absenteeism, particularly among female pupils. A poor physical environment negatively affects pupils' concentration, health, and motivation to learn.

4. Ineffective Curriculum Implementation

Nigeria's National Policy on Education (FRN, 2014) provides a comprehensive framework for early childhood and primary education. However, the challenge lies in ineffective implementation. The curriculum often fails to reflect local realities, indigenous knowledge, and emerging global competencies such as digital literacy, environmental education, and critical thinking (Osei & Boadu, 2025).

Afolabi and Okebukola (2022) argue that many teachers are untrained in play-based, learner-centered, and inclusive teaching strategies. Instead, rote learning remains the dominant method of instruction, limiting pupils' creativity and problem-solving abilities. Olaoye & Balogun (2023) further note that the curriculum lacks integration of sustainability concepts and fails to equip learners with adaptive skills for the changing world.

Moreover, weak supervision and poor monitoring mechanisms by education authorities exacerbate the gap between policy and classroom practice (Okoh, 2023).

5. Socioeconomic and Cultural Barriers

The effectiveness of early childhood and primary education is also constrained by socioeconomic inequality and cultural factors. In many low-income households, children are required to engage in child labor, street hawking, or farming, which limits school attendance (Eze et al., 2023). Ogunlade and Akinsolu (2023) observed that poverty-induced absenteeism is particularly high in rural northern Nigeria, where parents prioritize economic survival over formal education.

Cultural beliefs also play a critical role in some communities, especially in the northern regions, where gender biases discourage the education of the girl child. Early marriage and religious misconceptions about Western education ("Boko Haram" ideology) have contributed to low enrollment rates among girls (UNICEF, 2024). Thus, achieving sustainable school effectiveness

requires addressing these sociocultural and economic disparities through targeted policies, community engagement, and inclusive education initiatives.

6. Weak Governance, Supervision, and Policy Implementation

Governance inefficiencies constitute a systemic barrier to effective early childhood and primary education in Nigeria. Adewusi et al. (2024) and Okoh (2023) identified overlapping responsibilities among federal, state, and local governments as a major source of policy inconsistency and lack of accountability. The Universal Basic Education (UBE) program, though established to coordinate and fund basic education, has been weakened by corruption, poor monitoring, and bureaucratic bottlenecks (Olaoye & Balogun, 2023). Osei & Boadu (2025) point out that many education boards lack the capacity and resources to effectively monitor teaching quality and school administration.

7. Insecurity and Displacement

In recent years, Nigeria's education system has been severely disrupted by insecurity and internal displacement, especially in the northern regions. The activities of insurgent groups such as Boko Haram and bandits have led to the destruction of schools, abduction of students, and closure of thousands of institutions (UNICEF, 2024). Ogunlade and Akinsolu (2023) reported that over 600,000 children were denied access to education in 2023 due to security-related school closures.

This situation not only leads to learning loss and psychological trauma among children but also widens regional disparities in educational access and outcomes (Osei & Boadu, 2025).

Recommendations

Early childhood and primary education remain the bedrock of sustainable school effectiveness and national development in Nigeria. However, persistent challenges such as inadequate funding, weak policy implementation, poor infrastructure, and teacher shortages continue to undermine progress. To strengthen this foundational sector and ensure long-term sustainability, the following recommendations and pathways are proposed:

1. There is need to strengthen education through financing and accountability. The federal and state governments should increase budgetary allocation to the education sector to meet the UNESCO benchmark of at least 15-20% of total national expenditure. Fiscal accountability

through digital tracking of education funds and open reporting systems to curb mismanagement (Afolabi & Okebukola, 2022; Ogunlade & Akinsolu, 2023).

2. There is need to improve teacher quality and welfare. Regular in-service training and Continuous Professional Development (CPD) programs should be institutionalized to enhance teacher capacity (Okoh, 2023).

3. Effective policy implementation and coordination should be ensured. The Universal Basic Education (UBE) Commission, State Universal Basic Education Boards (SUBEBS), and Local Government Education Authorities (LGEAs) should strengthen coordination and accountability mechanisms. Regular policy audits and evaluations should be conducted to assess compliance and impact.

4. There is need to invest in infrastructure in order to create conducive learning environments. Schools should be equipped with modern learning facilities, safe water, electricity, and **ict ICT** laboratories.

5. There is need to address socioeconomic barriers and promote inclusiveness. Education policy should be aimed at addressing barriers such as poverty, gender discrimination, and child labour.

6. Strengthen monitoring, evaluation, and school leadership should be encouraged. School heads and administrators should receive training in transformational and instructional leadership, enabling them to foster positive school cultures and improved performance (Okoh, 2023).

7. There is need to promote peace and school safety in school environment. Security agencies should be able to carry out their duties effectively. Rebuilding and rehabilitating schools destroyed by insurgency, as well as deploying mobile and digital classrooms in displaced areas, can help sustain access to education for vulnerable children.

8. There is need to foster research, innovation, and community participation in early childhood and primary education. Active community participation through Parent-Teacher Associations (PTAs), School-Based Management Committees (SBMCs), and local NGOs can enhance ownership and sustainability.

Conclusion

Early childhood and primary education constitute the essential foundation upon which every nation builds its human capital and developmental future. In the Nigerian context, these stages of learning are not merely preparatory but transformational, shaping the intellectual, emotional, and social capacities of children for lifelong learning and responsible citizenship. The sustainability of school effectiveness therefore depends on how well these foundational levels are structured, managed, and supported.

The study has revealed that inadequate funding, shortage of qualified teachers, weak policy implementation, poor infrastructure, insecurity, and socioeconomic inequalities continue to undermine the effectiveness of early childhood and primary education. These challenges threaten the attainment of Sustainable Development Goal 4 (SDG 4), which seeks inclusive and equitable quality education for all.

However, sustainable school effectiveness remains achievable if Nigeria adopts a comprehensive and strategic approach that prioritizes quality, inclusiveness, and accountability. Increased investment in education, teacher capacity building, effective policy enforcement, digital innovation, and community participation are indispensable. The government, private sector, civil society, and local communities must work collaboratively to ensure that every child regardless of background or location has access to a safe, stimulating, and supportive learning environment.

Ultimately, the future of Nigeria's education system and national development depends on the strength of its early childhood and primary education foundations. When these stages are adequately nurtured, they not only enhance academic achievement but also promote social equity, economic productivity, and national stability.

Reference:

- Adepoju, T. L., & Olaoye, M. T. (2024). The role of quality assurance in improving primary education in Nigeria. *African Journal of Educational Research and Development*. 13(1), 55-68.
- Adewusi, O. E., Al Hamad, N., Adeleke, I. J., Nwankwo, U. C., & Nwokocha, G. C. (2024). *A comparative review of early childhood education policies in Nigeria and the UK. Education, Sustainability & Society*. 7(1), 1-11.
- Adedigba, O., & Abdullahi, A. (2023). Influence of preschool teachers' characteristics on children's socio-emotional developmental skill in Dutsin-Ma, Katsina State, Nigeria. *International Journal of Emerging Issues in Social Science, Arts and Humanities*. 1(2), 55-68.
- Afolabi, F., & Okebukola, P. (2022). Foundational learning and the future of primary education in Sub-Saharan Africa. *International Journal of Education and Practice*. 10(4), 105-117.
- Aguh, J. C., & Olutola, A. T. (2022). Examining the challenges of early childhood education in Nigeria. *Indonesian Journal of Educational Research and Technology*. 3(2), 91-96.
- Akinbote, O. (2019). *Foundations of early childhood education in Nigeria*. Ibadan: Stirling-Horden Publishers.
- Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., Perez-Escamilla, R., Rao, N., Ip, P., & Fernald, L. C. H. (2017). *Nurturing care: Promoting early childhood development*. The Lancet, 389(10064), 91-102.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Eze, C. C., Nwachukwu, K. O., & Ajayi, T. (2023). Access and equity in primary education: Pathways to sustainable learning outcomes in Nigeria. *Journal of African Educational Studies*. 15(2), 120-137.
- Federal Republic of Nigeria. (2014). *National Policy on Education (6th ed.)*. Lagos: NERDC Press.
- Hargreaves, A., & Fink, D. (2006). *Sustainable Leadership*. San Francisco: Jossey-Bass.
- Hopkins, D., & Reynolds, D. (2001). The Past, Present, and Future of School Improvement: Towards the Third Age. *British Educational Research Journal*, 27(4), 459-475.
- Maduewesi, E. J. (2005). *Benchmarks and global trends in education*. Benin City: Dasyuva Influence Enterprises.

- NERDC. (2023). *Curriculum Alignment Report between Early Childhood Care Education and Primary Education in Nigeria*. Lagos: NERDC Press.
- Ogunlade, O. O., & Akinsolu, A. O. (2023). Achieving sustainable development goals through quality primary education in Nigeria. *Journal of Educational Policy and Administration Research*. 15(2), 88-102.
- Okoh, E. C. (2023). Transformational leadership and the effectiveness of Nigerian primary schools. *African Journal of Educational Management*. 21(3), 33-47.
- Olaoye, M. T., & Balogun, A. A. (2023). *Rethinking primary education curriculum for 21st-century skills in Nigeria*. International Review of Curriculum and Pedagogy, 8(2), 77-91.
- Olanrewaju, M., & Ibrahim, F. (2023). Leadership and Sustainable School Effectiveness in Nigeria. *Nigerian Journal of Educational Studies*, 17(2), 45-60
- Osei, K., & Boadu, D. (2025). *Reimagining primary education in Africa: A framework for foundational transformation*. 4(1), 12-27.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Tijani, O. A., & Ajayi, S. O. (2023). The barrier to investment in Early Child Care Development and Education (ECCDE) in Nigeria and way forward. *International Journal on Integrated Education*. 6(4).
- UNESCO. (2023). *Early childhood care and education (ECCE): Policy and practice guide*. Paris: UNESCO. <https://www.unesco.org>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- World Bank. (2025). *Nigeria Human Capital Development Project: Early Learning Diagnostic Report*. Washington, DC: World Bank Group.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM EDUCATIONAL ZONE, YOBE STATE, NIGERIA

BY

KABIRU IDI TELA

Government Science and Technical College Potiskum

kbiditela@gmail.com

+2348032825612

ABSTRACT

The study determined the relationship between emotional intelligence and academic performance of public senior secondary school students in Potiskum educational zone, Yobe State, Nigeria. Three objectives, and two hypotheses guided the study. Survey and correlational survey research designs was adopted for the study. The population of the study comprised of 7,424 SS II students from the twenty public senior secondary schools in Potiskum. The sample size of the study was 364 students. Multi-stage sampling procedure (stratified sampling, purposive sampling, and simple random sampling) was used to sample both schools and students of the study. Krejcie and Morgan (1979) table was used to determine the sample size of the study. Emotional Intelligence Self-Assessment Scale (EISAS) adapted from Goleman 1998 was the instrument used to collect data. The instrument was pilot tested and the reliability coefficient of 0.95 was found. The data were analysed using descriptive statistics, Pearson Product Moment Correlation, and independent t-test. The study revealed that; the extent of students' emotional intelligence was high ($M = 4.43$ and $SD = .59$), and there exists a significant moderate positive relationship ($r = .144$) between emotional intelligence and students' academic performance. Likewise, the study found that there exists a significant gender difference $t(362) = -10.53, .001 < .05$ in the students' emotional intelligence (female students had higher level of EI than male students). Based on these findings, the following recommendations were made: Teachers should use teaching methods that will foster EI in their class room in order to develop students' EI. Government should organize workshops on regular bases at every level of educational sector for better understanding of emotion by the students and teachers so as to achieve greater height in their academic pursuit. Curriculum should be restructured in a way that will foster EI in classrooms and laboratories in order to promote students' AP in present and in future.

Introduction

Education is an instrument for effective national development, and it is also seen as a tool for development in all nations of the world, including Nigeria. This is apparently well indicated in the various government educational development projects, policies, programs, and huge financial expenditures in education over the years. Yobe State has also realized the importance of education as an instrument for the development of any society. It was on this basis that the governor of Yobe State, Mai Mala Buni, declared a state of emergency on basic and secondary education in the state on the day he was sworn in office, with a view to addressing existing and emerging challenges in the sub-sector (Daily-Trust, May 29, 2019). Secondary school education

apparently depicts the state government's concern and genuine attempts to provide free and qualitative education to every child in the state. This will no doubt ensure laying a solid foundation for the children's lifelong learning for effective and qualitative educational pursuits. Senior secondary education has been the second stage apart from basic education, with an official entrance age of 15 years and a duration of three years. Nigerian universities' requirements for admission into bachelor's degrees are a minimum of five credits, including English language and general mathematics.

In Yobe State, secondary school students' academic performance (AP) seems to be unpredictable. Over 70% of the students perform below the tertiary institution requirement for admission, especially in the West African Examination Commission (WAEC) examination. This issue has raised the concerns of parents, teachers, and other stakeholders in the state. In the 2019 WAEC examination ranking, Yobe State was marked as the least state in AP (National Bureau of Statistics, 2019). Yobe State students' WAEC result analyses from 2016 to 2020 shows that over 70% of the students will not get admission into tertiary institutions.

Despite the efforts by the Yobe State Government to create an environment that will encourage students to achieve high academic performance, the researcher, being a teacher, observed that the senior secondary schools in Yobe State are not living up to expectation, there is low academic performance in their various examinations and it has become worrisome to parents, teachers, and stakeholders. This might be as a result of certain emotional characteristics exhibits by the students. It is therefore, against this background that had led the researcher carried out this study that determined relationship between EI and students' AP among public senior secondary schools in Potiskum educational zone, Yobe State, Nigeria.

Objectives of the Study

The objectives of the study were to determine:

1. The level of students' emotional intelligence in public senior secondary schools in Potiskum educational zone, Yobe State, Nigeria;
2. Relationship between emotional intelligence and academic performance of public senior secondary school students in Potiskum educational zone, Yobe State, Nigeria;
3. Gender difference in the students' emotional intelligence of public senior secondary school students in Potiskum educational zone, Yobe State, Nigeria.

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance.

HO₁: There was no significant relationship between emotional intelligence and the academic performance of public senior secondary schools' students in Potiskum educational zone, Yobe State, Nigeria;

HO₂: There was no significant gender difference in the emotional intelligence of public senior secondary schools' students in Potiskum educational zone, Yobe State, Nigeria.

Emotional Intelligence

The concept of emotional intelligence (EI) was first introduced by Salovey and Mayer in 1990 and was relatively popularized by Daniel Goleman in 1995. There are three main contributors to the EI body of research: Salovey and Mayer, Goleman, and Bar-On. Each has developed their own conceptual framework for EI.

EI is important in our everyday lives, as we experience one emotion or another nearly every second of our lives. According to Goleman (1995), when EI skills are the main emphasis of instruction, educators and students are fostering human development behaviours that are closely linked to the advantages of success, reaching goals, and maintaining one's own well-being.

EI permeates and shapes all aspects of our lives, including our professional and personal development (Faltas, 2017). It is also the primary predictor of success in life (Cherry, 2018). It influences behavior and decision-making, the resolution of conflicts, our self-perception and communication, our ability to handle stress in daily life, our performance at work, and our ability to manage and lead a team. It supports our development, maturation, and goal-achieving (Faltas, 2017). Research has shown that emotional intelligence (EI) is positively correlated with a wide range of skills, including making decisions and succeeding academically (Cherry, 2018); improving life satisfaction and self-esteem, lowering depression ratings (Mayer, Robert, and Barsade, 2008).

Methodology

The population of this study comprises all the SS II students of public senior secondary schools in Potiskum educational zone. There are four local government areas (LGA) in the area of the study: Fika LGA has five public senior secondary schools; Fune LGA has five public senior

secondary schools; Nangere LGA has four public senior secondary schools; and Potiskum educational zone LGA has six public senior secondary schools. That's to say, there are twenty (20) public senior secondary schools as of the time of the study in the study area. The breakdown of the schools and number of the study population is shown in Table 3, even though some of the schools are yet to have SS II students. Stratified random sampling was used to sample the schools based on their LGA and gender; each of the LGAs was considered strata. In the case of Nangere LGA, where the Girl's School is yet to produce SS II students, the co-education was purposefully selected for the study. This was to ensure that both the boys' and the girls' schools from each LGA were represented in the study. Simple random sampling was used to select the sampled students from each school. Eight (8) schools out of the twenty (20) public senior secondary schools were selected. A total of 364 students were selected for the study based on the Krejcie and Morgan (1979) table for determining sample size for a finite population, which stipulates that the sample size required for the population of 3,637 was 364. Instruments used to collect data in this study was the EI Self-Assessment Scale (EISAS), adapted from Goleman (1998). To determine the reliability of the instrument, the two sets of responses recorded from the pilot testing were analysed using the Cronbach's alpha statistical method and found to be similar, with a reliability coefficient of 0.95. The collected data was analysed using mean (X) and standard deviation (SD) to answer research questions, while Pearson Product Moment Correlation (PPMC) to tests hypotheses 1 and independent t-test was used to determine the gender difference in hypothesis 2.

Results

Research Question 1. What is the extent of students' emotional intelligence in public senior secondary schools in Potiskum educational zone Yobe State, Nigeria?

Table 1: Descriptive Analysis of Extent of Students' Emotional Intelligence in Public Senior Secondary Schools in Potiskum educational zone, Yobe State, Nigeria

S/N	Emotional Intelligence	X	SD
1.	My feelings are clear to me at any given moment	4.01	.921
2.	I expresses affection physically with hugs or words	3.96	.901
3.	I ask for help when I need it	3.75	1.145
4.	I find it easy to explain my feelings	4.44	.580
5.	My moods are easily affected by external events	4.50	.587

6.	I can easily sense when I am going to be angry	4.42	.533
7.	I readily tell others my true feelings	4.51	.610
8.	I am always proud of what I do	4.44	.555
9.	Even when I am upset, I am aware of what is happening to me	4.55	.535
10.	I enjoy it when others shows affection for me	4.42	.532
11.	I accept responsibility for my reactions	4.46	.536
12.	I find easy to make goals and stick with them	4.51	.558
13.	I am able to listen to others without interrupting	4.44	.555
14.	I can wait for my turn to speak in a group	4.46	.590
15.	I can accept critical comments from others without becoming angry	4.48	.543
16.	I maintain my composure, even during stressful times	4.41	.526
17.	If an issue does not affect me directly, I don't let it bother me	4.45	.551
18.	I can restrain myself when I feel anger towards someone	4.48	.558
19.	I am able to judge a situation before getting involved	4.41	.599
20.	I am able to control feelings of frustration so they don't interfere with what I'm doing	4.47	.552
21.	I consider the impact of my decisions on other people	4.43	.534
22.	I can easily tell if the people around me are becoming annoyed	4.43	.539
23.	I sense it when a persons' mood changes	4.44	.565
24.	I am able to be supportive when given bad news to others	4.43	.544
25.	I am generally able to understand the way other people feel	4.47	.516
26.	I am able to listen to others without interrupting	4.48	.577
27.	It genuinely bothers me to see other people suffers	4.40	.564
28.	I usually know when to speak and when to be silent	4.48	.527
29.	I care what happens to other people	4.55	.525
30.	I can stand for people even without their consent	4.49	.512
31.	I am able to show affection to others	4.55	.520
32.	I can play in a group cooperatively	4.59	.520
33.	I find it easy to share my deep feeling with others	4.44	.545

34. I am able to maintain friendship over time	4.50	.548
35. I am able to adjust to changes in routines	4.54	.547
36. I am able to share my belongings with my friends	4.49	.582
37. I am able to get over being hurt quickly	4.51	.549
38. I like helping people	4.48	.567
39. I am able to comply with rules of school/home	4.50	.563
40. I am able to make someone feel better if very upset	4.36	.633
GRAND MEAN/STD	4.43	0.59

Table 1 presents the students' EI mean score and standard deviation in public senior secondary schools in Potiskum educational zone, Yobe State. This reveal that students in public senior secondary schools in Potiskum educational zone, Yobe State, had a high extent emotional intelligence ($M = 4.43$ and $SD = .59$).

HO₁: There is no significant relationship between EI and AP among public senior secondary school students in Potiskum educational zone, Yobe State, Nigeria.

Table 2: Comparison between Emotional Intelligence and Academic Performance

Variables	N	X	SD	r	P-value	Remark
EI	364	176.62	8.392			
AP	364	71.75	9.262	.144	.006	Reject HO ₁

Significant at .05

Table 2 revealed that there exists a positive relationship ($r = .144$) between the students' EI and their AP in public senior secondary schools in Potiskum educational zone, Yobe State. This is because the probability value is less than the alpha value ($p < \alpha, .006 < .05$) at correlation index $r = .144$. This shows that the higher their level of EI, the better they perform academically. Hence, the null hypothesis, which states that there is no significant relationship between EI and AP among public senior secondary school students in Potiskum educational zone, Yobe State, is hereby rejected.

HO₂: There is no significant gender difference in EI of public senior secondary schools' student in Potiskum educational zone, Yobe State, Nigeria.

Table 3: Gender Differences in Students' Emotional Intelligence

Gender	N	X	SD	Df	T	P-value	Cohen's d
Male	197	172.88	6.615	362	-10.533	.000	-1.09
Female	167	181.02	8.137				

$t(df)=t, p<\alpha$

Table 3 revealed the existence of a significant gender difference in the EI of students in public senior secondary schools $t(362) = -10.53, .001 < .05$. The higher mean score (181.02) and SD (8.137) show that female students had a higher level of EI than male students ($M = 172.88$ and $SD = 6.615$). However, Cohen's d (-1.09) shows that the gender difference is not much. Hence, the null hypothesis, which states that there is no significant gender difference in the EI of students in public senior secondary schools in Potiskum educational zone, Yobe State, is hereby rejected.

Discussion

Findings from research question one indicated that students in public senior secondary schools in Potiskum educational zone, Yobe State, had high extent emotional intelligence ($M = 4.43$ and $SD = .59$). Findings of research question one agree with the earlier findings of Mohzan, Hassan, and Abd-Halil (2013), who also found a high level of students' EI.

Findings from Hypothesis One found a significant relationship between EI and of public senior secondary school students in Potiskum educational zone, Yobe State. This goes in line with the works of Ogundokun and Adeyemo (2010); Nwadinigwe and Azuka-Obieke (2012); Ogunsaju, Adeyanju, and Oshinyadi (2015); Oyewunmi, Osinbajo, and Adeniji (2016); Amalu (2018); Babajide and Amosu (2019), who reported a significant positive relationship between EI and students' AP in different parts of Nigeria (Ibadan, Lagos, Ogun, and Makurdi). Similarly, the finding is in consonance with studies conducted in other countries, as in Ahmad, Ali, and Tariq (2019), who conducted a study in Pakistan, Ranjbar, Khademi, and Areshtanab (2017) conducted a meta-analysis of 23 articles about the relationship between EI and academic achievement among university students in Iran, and Chew, Zain, and Hassan (2013) who conducted their

study in Malaysian university. These studies reported significant relationship between EI and students AP.

Finding from the second hypothesis indicates that there is a significant gender difference in the EI of students in public senior secondary schools in Potiskum educational zone, Yobe State. Hence, the null hypothesis is hereby rejected. This result is in consonance with a study by Fallahzadeh (2011), who reported a significant gender difference in EI of students. However, the finding is in total disagreement with the studies of Adil, Malik, and Chaudry (2012); Farooq (2000); and Schutte, Malouff, Hall, Haggerty, Cooper, and Golden (1998), who reported no significant variation in the EI of students on the basis of gender.

Conclusion

Based on the findings of the study, it was concluded that emotional intelligence has significant relationship with students' academic performance in public senior secondary schools in Potiskum educational zone, Yobe State, Nigeria. It was also concluded that there exists a significant gender difference in the students' emotional intelligence in public senior secondary schools in Potiskum educational zone, Yobe State, Nigeria.

Recommendations

1. Teachers should use teaching methods that foster emotional intelligence in their classroom in order to develop students' EI skills.
2. The government should organise workshops on a regular basis at every level of the educational sector for better understanding of emotion by students and teachers so as to achieve greater heights in their academic pursuit.
3. Social and emotional learning programs should be incorporated in curriculum; this will help improve not only the emotional intelligence but also the academic performance of the students.

References:

- Adil, A. Chaudhry, A. A., & Malik, M. I. (2012). Emotional intelligence and students' academic performance: a study conducted in Pakistan and Afghanistan. *Science Series Data Report*, 4(3), 61-69.
- Amalu, M. N. (2018). Emotional intelligence as predictor of academic performance among secondary school students in Makurdi metropolis of Benue State. *International Journal of Scientific Research in Education*, 11(1), 63-70.
- Babajide, V.F.T. & Amosu, J. A. M. (2019). The influence of emotional intelligence on academic achievement of senior secondary school students in Physics in Educational District IV of Lagos State, Nigeria. *Education & Science Journal of Policy Review and Curriculum Development*, 9(2), 196-206.
- Bar-On, R. (1997). The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence. Toronto, Canada: *Multi-Health Systems*.
- Cheery, K. (2018). Components of emotional intelligence. Retrieved from <https://www.verywellmind.com/components-of-emotional-intelligence-2795581>
- Chew, B. H, Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: A cross-sectional study. *BMC Medical Education*, 13(44), 1-10.
- Daily-Trust. (2019). Online source: <https://dailytrust.com/Gov>. Buni declares state of emergency on education in Yobe
- Fallahzadeh, H. (2011). The relationship between emotional intelligence and academic achievement in medical science students in Iran. *Procedia - Social and Behavioral Sciences*, 30, 1461-1466.
- Faltas, I. (2017). Three models of emotional intelligence. https://www.researchgate.net/publication/314213508_Three_Models_of_Emotional_Intelligence/download
- Goleman, D. (1995). Emotional Intelligence: why it can matter more than IQ. *Bloomsbury, Library of Unviolent Revolution*.
- Mayer, J. D. & Salovey, P. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional Intelligence. *Annual Review of Psychology*, 59, 507-536.

- Mohzan, M. A. M., Hassan, N., & Abd-Halil, N. (2013). The Influence of Emotional Intelligence on Academic Achievement. 6th International Conference on University Learning and Teaching (InCULT 2012), Universiti Teknologi Mara (UiTM) Cawangan Pulau Pinang, 13500 Permatang Pauh, MALAYSIA. *Procedia - Social and Behavioral Sciences* 90 (2013) 303 – 312.
- National Bureau of Statistics, (2019). WAEC Result Statistics 2016-2018 pdf.
- Nwadinigwe, I. P & Azuka-Obieke, U. (2012). The impact of emotional intelligence on academic achievement of senior secondary school students in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3(4), 395-401.
- Ogundokun, M. O. & Adeyemo, D. A. (2010). Emotional intelligence and academic achievement: the moderating influence of age, intrinsic and extrinsic motivation. *The African Symposium*, 10(2), 127-141.
- Ogunsaju, S. A., Adeyanju, H. I., & Oshinyadi, P. O. (2015). Effect of emotional intelligence on the academic achievement of First Year University Students, Nigeria. *International Journal of Scientific and Educational Studies (IJSES)*, 1(1), 129 – 140.
- Oyewunmi, A. E., Osinbajo, A. O. & Adeniji, A. A. (2016). Emotional intelligence and academic performance of undergraduates: correlations, implications and interventions. *Mediterranean Journal of Social Sciences*, 7(1), 509-516.
- Schutte N. S., Malouff J. M., Hall L. E., Haggerty D. J., Cooper J. T., & Golden C. J. (1998). Development and validation of a measure of emotional intelligence. *Personality Individual Differences*. 25, 167–177.

PROJECT-BASED LEARNING: A FEASIBLE METHOD FOR GEOGRAPHY MAP READING INSTRUCTIONS IN SENIOR SECONDARY SCHOOLS IN NIGERIA BY

SANI ABUBAKAR SADIQ

Department of Curriculum and Educational Technology, Federal University of
Education, Kontagora Niger State, Nigeria
sanisadeeq@gmail.com
+2348038201990

&

SANI ABUBAKAR

Department of Geography, Federal University of Education, Kontagora Niger State, Nigeria
sanishangaa@gmail.com
+2347039222273

ABSTRACT

The paper is aiming at providing the explanation on the importance of Project-based Learning as method for Geography map reading instructions in senior secondary schools in Nigeria. Related concepts such concept of Geography, Map reading, Projects-Based Learning were all discussed by the writers. The literature as well portrayed the necessary steps for implementation of PBL that teachers might follow when integrating PBL activities in their classrooms. Therefore, the paper concluded that: the literature mentioned throughout the article supported the significance of PBL activities in classroom and its benefits to students and teachers. Also, the paper suggested among others that; the culture of using PBL should be spread among schools throughout workshops, seminars and training sessions. Teachers should receive in-service training on how to apply PBL, Parents should be familiarized with the importance of PBL.

Keywords: Project-Based Learning, Geography, Map reading

Introduction

Geography is an academic discipline that is geared towards the study of the inter relationship among phenomenon on the earth's surface and those in the atmosphere (Aderogba 2017). Geography is a school subject which is very wide and interesting. Map Reading and interpretation are from practical Geography which are also compulsory in SSCE examinations for geography students to attempt. Unfortunately, practical Geography poses problems for students and weakens their morale and enthusiasm in geography; thus, leading to high rate of poor performance in Geography in Senior School Certificate Examinations (SSCE) for years, (Utazi 2018).

Obote (2023), states that the study of Geography in senior secondary schools provides opportunities for learners to develop their intellectual capacity for life-long learning and for generic skills such as critical thinking, information processing, problem solving, decision-making, among others. The objective of Geography syllabus should be learner-activity oriented

rather than teacher activity dominated (Obote, 2023). On the contrary, most teachers practice the traditional lecture method that makes learners passive. In most Geography classrooms, learners have been taught geographical facts and concepts with minimal understanding. Thus, literature indicates that teacher-centred approaches dominate learners' engagement in the knowledge construction activity Mubita et al (2023). Demirci et al. (2010) indicate that placing learners at the centre of learning while encouraging teachers to act as facilitators during the teaching process necessitates the use of activities in teaching and learning, which is commonly referred to as activity-based learning paradigm in pedagogical parlance. Demirci et al. (2010) further state that activity-based learning means learning by doing and it comprises many different in-and-out of school activities practiced by learners either individually or as a group. It ranges from role-playing, discussion, field trips, group work, projects and laboratory experiments and other methods, which, engage, learners to construct their own knowledge, (Aydin, 2011).

The paper is trying to show the effectiveness of PBL in promoting students' learning and academic performances, increasing their retention and enhancing their innovation and entrepreneurship skills. Therefore, this paper aims to examine the possibility of applying PBL in senior secondary schools Geography students in Nigeria and also explains its benefits, it also aims to explain the concepts of PBL, Geography, Geography map reading as well as the way forward that might facilitate the implementation of PBL.

Concept of Project-Based Learning (PBL)

Project Based Learning (PBL) is a student-centred teaching method based on constructivism and constructionism theories developed by Gergen, (1995); Piaget and Inhelder (1969); Vygotsky, (1978). A review of literature shows that PBL has increasingly been trialled and adopted across a diversity of educational institutions worldwide (Pereira, et al, 2017 and Willkison, 2014). The main purpose behind developing this method is to create effective learning opportunities where learners can work collaboratively in groups to answer a driving question, solve a problem, or tackle a challenge with an aim of creating an end product (Bell, 2010). PBL is not limited to providing students with content knowledge, but further develops their psychomotor and social skills, such as searching for information from different resources, critical thinking, problem solving, self evaluation, summarizing and giving presentations which are highly recommended for long life learning. In other words, "It educates the whole child rather than focusing on one aspect of learning" (Phillips, et al. 1999)

Consequently, more emphasis is currently placed upon the implementation of PBL in classroom as stated by Thomas (2010) who described PBL as an effective method of teaching that can be used in various “contexts, including racially groups and low achievers”. Unlike traditional methods of teaching where teachers are considered the main source of information and dominate most of talk time in class (Aldabbus, 2008), PBL provides valuable opportunities for students to be engaged individually and in groups in formulating the enquiry questions, setting goals and planning for the process of conducting and designing the project (Markham (2003). This shows the role of the teachers who are seen as facilitators and advisers, provide students with adequate guidance and feedback. They give students more room to choose the way they approach the task which motivates students to be more independent. Besides that, students have to work together in groups, distributing roles, helping and supporting each other, searching for information, sharing experience, designing activities, and reflect on the knowledge and social skills which are essential for lifelong learning. Bell, (2010) summarized the remarkable advantages of PBL as it motivates students to be fully engaged in the process of learning and gives them a feeling of satisfaction. They also observed that PBL encourages students to collaborate with each other in solving problems; it promotes selflearning as students become more responsible in their learning; and as PBL involves a range of activities, it meets various learning needs and interests of learners. PBL is sparkling method of teaching through which students can discover the challenges and problems in the world around them. The responsibility of learning is transferred from teacher to students’’ (Grant, 2011). According to Gubacs, (2004) learners have the chance to self assess their own end products, they can also evaluate their classmate’s projects and give constructive feedback to each other. This would help them to become aware of their own strengths to be enhanced and weaknesses to be eradicated.

Going by the above definitions of PBL, one can deduced that PBL is a students’ centred teaching method where students learned by working on real-world projects interacting multiple subjects/topics and skills and also taking the ownership of their learning and encourages innovation and entrepreneurship.

Concept of Geography

Geography is considered the study of the earth’s environments, peoples, and the interactions among them. It is simply about the world of the living and non-living organisms. Abdul (2007) defined Geography as a science of spatial relationships that focuses attention mainly on the

interaction between man and his environment. The study of Geography is concerned with the interaction between humans and their surrounding environments and the influence they have on each other. More than that, it entails the understanding of the earth as the world of man. Baerwald (2010) explained that Geography is of an interdisciplinary nature. That is, Geography as a discipline cuts across other disciplines such as agriculture, industry, economic development, anthropology, ethnography, among others. Geography is instrumental to cross-disciplinary learning and helps the student to recognize the connections between Geography and other fields of study or specializations. Therefore, knowledge of Geography is essential for successful living because of its practicable intellectual value (Abidoye & Ogunniyi, 2012).

Geography is an academic discipline that is geared towards the study of the inter relationship among phenomenon on the earth's surface and those in the atmosphere (Aderogba 2017). Geography is a school subject which is very wide and interesting which borders with other subjects in science and social sciences and call on the part of the students for a lot of hard work to obtain mastery of concepts therein and find learning pleasurable. While Eze (2013), sees geography as a school subject which is versatile, expressive, creative, problem solving, practical and intellectual- stimulating. Aderogba (2012), pointed that, the contents of geography syllabus in Nigeria as contained in WAEC and NECO (2004), have been grouped into; elements of practical geography, (which covers map work), physical geography, human geography, regional geography of west Africa with particular emphasis on Nigeria; geography of Africa and field work.

Concept of Map Reading

Map work or map reading is an important aspect of secondary school Geography curriculum. Map according to Fuechsel (2014), is described as the “graphical representation, drawn to scale and usually on a flat surface such as geographical, geological or geo-political maps of an area on the earth's surface or of any other celestial body”. Maps are indispensable tools for geographers at different level (Stevenson 2011). Map can also be described as the representation of earth's surface on two dimensional surface. The different types of maps used in teaching and learning geography include topographical maps, political maps, thematic maps, climatic maps, road maps and economic maps.

Topographical maps are mostly used in the secondary schools standardised examinations like WAEC/ and NECO. The use of topographical maps as the core area of map reading and

interpretation is emphasised (Amosun, 2016). These topographical maps that are drawn to scale are presented to students as a big and wide sheet representing both physical and man-made features using contour lines and symbols.

Map has been described as the most important tool of geography (Martin & Thomsom, 2018). Map questions are compulsory for geography students to attempt in WAEC and NECO. The poor performance of students in geography is worrisome and of great concern by geographers and the organisations concerned (Sakiyo & Badau 2015). This poor performance may be attributed to factors like the role of teachers, parents, school environment, society and the government among others (Ahmad 2018). Various researches cited like Falode, Usman, Chukwuemeka, and Muhammad (2020) stressed that poor methods of teaching and poor attitudes of students towards the subject are responsible for the low performance of students in the subject. Lawal, Akahomen and Gbakeji, (2014) found that inadequate teachers, lack of teaching facilities, vastness of the subject as the major factors` led to students unwillingness to offer the subject. Consequently, the number of candidates qualified for admission to study the subject at tertiary institutions is worrisome (Lawal, 2015).

Important of PBL in Teaching Geography Map Reading

Among all the methods of teaching Geography, PBL is the most important which is frequently applicable to teaching-learning process. It is an approach which stands against the traditional method of teaching where the theoretical knowledge from the book is accepted and received by the students. In propagating this approach, American educationist John Dewey did much work. A Project is a significant unit of activity, having educational value and aimed at one or more definite goals of understanding. It involves investigation and solution of problems and frequently the use and manipulation of physical materials. It is planned and carried to completion by the students and the teacher in a natural life-like manner.” Project may be individual or co-operative, large or small. It may be employed according to the mental age of the students. But that must be done under the guidance of an expert. Psychologically, the PBL is based on the principles of learning by doing which encourages maximum amount of purposeful activity on the part of the students. Adopting this method, the heart, head and hand are to be functional. That means both the physical and also the mental powers of the child are to be exercised or utilized (Usman, 2022).

Basic Principles of PBL

Some of the basic principles of Project-Based Learning as highlighted by Usman, (2022) are as follows:

1. The project must be based on activity-mental or motor.
2. It must be purposeful in its action.
3. Under the project, the Learners must accumulate experience-manipulative, concrete or mental.
4. It must provide real experience.
5. It must be useful in nature.

Steps of Project-Based Learning Method

The Project-Based Learning method according to Usman, (2022) consists in the following steps:

- a. Providing a situation:** A Project is never to be forced upon pupils. Situations may be provided by conversations or different topics, discussions on pictures, buildings or cities, by telling stories or taking out children on excursions and educational tours and trips.
- b. Choosing a Project:** After a situation has been provided, the next step is the choice of a good project. The Learners must feel that the project is their own. The project should be chosen based on its relevance and potential to meet the genuine needs and benefits of the students.
- c. Planning:** After suitable choice has been made, the next step is to prepare a plan for the execution of the project. The entire planning is to be done by the Learners under the guidance of the teacher, after a good deal of discussion. Each child should be encouraged to participate in the discussion and offer his suggestions. The entire plan should be put in black and white by the learners if their project book is complete.
- d. Executing:** When the plan is ready the teacher should encourage the learners to put it into practice. He should ask the learners to assign duties and distribute work among themselves, according to their individual interests and capacities. Each must be given some duty to do for the successful completion of the project. Then, they should be asked to work in cooperation with one another till the project is complete.
- e. Judging or Evaluating:** After the completion of project, the student should be asked to review their work. They should note their mistakes, if any, and see whether they had

proceeded, according to the plan or not. It is a sort of self-criticism which is very important from training and should never be neglected.

- f. Recording:** All the students should maintain a project-book in which they should put down a complete record of all the activities, connected with the project. This record will include the choice of project, its planning, discussions held, difficulties felt, duties assigned, references and books consulted, information gathered, experiences gained, guidance sought etc. Important points for further references and guidance are also to be noted down (Usman, 2022).

How PBL Methods Differ from other Methods

Projects based on PBL create more freedom for students, so they can select the suitable topic, resources to be consulted, distributing responsibilities among group members and the way they design and display their final products (Marwan, 2015). In a study conducted by (Thomas, 2010) indicated that students who learn by PBL are able to develop better social interactions and are more punctual in terms of attendance. This behaviour has positive impact of students learning. Similarly, Edelson, et al (1999) in Aldabbus, (2018) argued that the way students conduct the project, the material to be used and roles of participants the way they design the end product foster their intellectual powers throughout problem solving skills, thinking and reflecting on the various stages of the project.

According to Thomas (2010), it has been observed that only few teachers who experienced some serious difficulties in implementing PBL in their own classrooms. However, this method, as any other method of teaching, has some drawbacks as illustrated by Habok and Nagy (2016) who argued that PBL is a “highly time consuming activity and requires great attention to detail”. In addition, students who lack the skills of working in groups may face some challenges in working collaboratively (Johnson & Johnson 1989). Likewise, Ladewski, et al., (1991) in Aldabbus, (2018) indicated that ‘the implementation of PBL can conflict with deep-seated beliefs on the part of a teacher’. That is, some teachers resist any suggested shift from the methods of teaching they use to apply with their students to more advanced methods as PBL. Other challenging issues reported by Marx et al. (1997) stated that projects usually take more time than expected. They added that some teachers find it difficult to monitor and scaffold students' activities, as they either give them too much freedom or too little modelling. Some students were unable to come up with effective driving questions, keep up motivated and actively engage in the process of

conducting the project till the end. They also noted that some students were sometimes not able to access the technology necessary to search for information.

Guide to Efficient PBL

There are a few recommendations as a teacher to keep in mind when implementing a PBL activity in their class. This guide can aid teachers in adopting a successful project-based learning activity as discussed by Kokotsaki et al, (2016);

1. Supporting students: Teachers need to guide their students during a PBL activity and offer advice and direction to ensure their productivity and a fitting environment.
2. Supporting teachers: Teachers need to feel supported as well when initiating a new teaching method in their classrooms. Schools need to offer trainings and professional development meetings to encourage teachers in applying PBL.
3. Group work efficiency: Students need to work together in an effective way to guarantee the same level of participation and learning.
4. Stabilizing an informative and independent approach: Teachers need to create a balance where students gain ascertain knowledge about a topic before delving into independent work.
5. Assessment: Choosing the proper tools for assessing the students after completing a PBL activity, either by self-reflections and evaluations or peer evaluations.
6. Student choice: Students should be comfortable during the PBL learning process to feel they have control over their learning.

Implementation of PBL

PBL typically involves the following steps: significant content should be carefully chosen to meet the learners' needs and attract their attention. Then the topic should be introduced in an interesting way such as activating students' prior knowledge through short discussion, eliciting questions, displaying a video or a trip. The main purpose of this stage is to stimulate students and encourage their eagerness to know more about the topic. After introducing and discussing the topic, students are encouraged to come up with a driving question to help them stay focused on the area of the project and to give them a purpose behind conducting the project. The question should be challenging, open ended and directly related to the core of the project. However, different groups might have different driving questions (Aldabbus, 2018).

Aldabbus (2018) further explained that it is very important to make the project meaningful by giving students enough freedom for their voice and choice about how to carry out the project. They should be encouraged to use their ideas in designing the project, what materials to be used, and sources of information and how to present the end product. This room would help them to be more creative and independent learners. During the process of conducting the project, teachers should make sure that learners have sufficient time and opportunities to practice skills such as effective communication, using technology, critical thinking and problem solving which all are important for 21st century job market.

He also opined that after answering the main driving question, learners have to share with each other the gathered information to be evaluated and summarized, then more sub questions can be generated by students for more detailed information. Feedback and revision is another important element of project based learning. The teacher along with peers work together to provide constructive feedback to each other. Students usually learn from the process of conducting the project through which they revise and modify their work according to the feedback received from their teacher and peers. Presenting the end product to a public audience like students and teachers of other classes, parents, community members and friends is considered the main motive for students to work hard and feel proud of what they have done. So students should be encouraged as much as possible to display their projects and talk about them to other people and answer their questions.

Challenges of Project-Based Learning

Project-Based Learning (PBL) is an effective instructional approach, but it also comes with some challenges. Here are some of the common challenges associated with PBL:

- 1. Challenges related to curriculum:** The curriculum is artificial and not based upon something authentic. Therefore, teachers found it difficult to adjust it to be taught in meaningful projects. Some of them used it as a normal project or as a task based learning neglecting the elements of PBL. As it has been mentioned earlier, the curriculum was not designed to be taught by PBL. Therefore, teachers should strive to find out how the content of the lesson modified and contextualized so that it can be taught by PBL while preserving the objectives of the lesson. However, this is a common problem and often happens especially when the emphasis is placed upon the end product rather than the process of conducting the project “The true focus of PBL is encouraging students to

engage in inquiry, explore real-world contexts, and share their learning with others'' (Holland, 2015).

2. **Time Management:** Managing time effectively to complete projects within a given timeframe can be challenging for both students and teachers (Thomas, 2000). Ensuring that students stay on track and meet deadlines can be difficult, requiring careful planning and monitoring (Bell, 2010).
3. **Limited access to Resources:** Resources such as technology, materials, or facilities, can hinder the implementation of PBL (Grant, 2002). Ensuring that all students have equal access to resources can be a challenge, particularly in under-resourced schools.
4. **Teacher Support and Training:** Teachers may need training and support to effectively implement PBL in their classrooms, requiring ongoing professional development (Darling-Hammond & Richardson, 2009). Teachers may struggle with the shift from traditional teaching methods to PBL, requiring flexibility and adaptability (Windschitl, 2002).
5. **Classroom Management:** Managing classroom noise and activity levels can be challenging in a PBL environment, requiring careful planning and classroom management strategies (Jones & Jones, 2010). Ensuring that students stay focused and on-task can be difficult, requiring regular monitoring and feedback (Emmer & Stough, 2001).

By understanding these challenges, educators can better prepare themselves to implement PBL effectively and overcome potential obstacles.

Conclusion

The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. Projects allow teachers to work more closely with students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

The importance of maps in secondary schools geography cannot be over emphasised. This is because, the skills that can be learnt through the teaching and learning process of map works in geography include reflective thinking, observation, accurate measurement, patience, respect for other peoples' opinion, and appreciation of the environment all of which are important in the

existence of man on earth (Federal Republic of Nigeria(FRN), 2013). When these map work skills are properly acquired by a geography student, there would be possibility for the student attain a better achievement in geography. The literature mentioned throughout the article supported the significance of PBL activities in classroom and its benefits to students and teachers. The literature as well portrayed the necessary steps for implementation of PBL that teachers might follow when integrating PBL activities in their classrooms.

The Way Forward

1. The culture of using PBL should be spread among schools throughout workshops, seminars and training sessions. Teachers should receive in-service training on how to apply PBL.
2. PBL should be taught along with problem based learning, inquiry based learning and task based learning.
3. Curriculum on Practical Geography should be authentic and originally designed to be taught by PBL.
4. Display area where distinctive projects can be displayed to motivate other students should be made available to students.
5. Rewards for best projects should provide.
6. Collaboration among teachers within the same school should be encouraged.
7. There should be an application of different effective assessment tools that assess the process and the end product.

References:

- Abdul, J. N. (2007). *Effect of fieldwork on students achievement in environmental Education content in senior secondary school Geography* (Unpublished master thesis), University of Nigeria, Nsukka.
- Abidoye, J. A., & Oguniyi, S. O (2012). Availability and utilization of instructional materials as factors of student's academic performance in Geography in Ondo State secondary schools. *Nigeria Journal of Research and Production*, 20(1), 37-44.
- Aderogba, K. A. (2017). Dearth of Maps for Effective Teaching and Learning About Geography in Nigeria Schools and Colleges: A Case Study of Ogun State. *International Journal of Research in Education*, 3 (2); PP. 217-224.
- Aderogba, K. A. (2017). Improving Teaching and Learning Aids in class of Geography in Ogun state (Nigeria) Senior Secondary School (SSS). *International Journal of Research in Education*. 3(2), 250-255.
- Aldabbus, S., (2008). *An Investigation into of Language the Impact Games on Classroom. Interaction and Pupil Learning in Libyan EFL Primary Classrooms*. Ph.D Thesis. Newcastle University
- Aldabbus, S., (2018). Project-Based Learning: Implementation and Challenges. *International Journal of Education, Learning and Development*, 3, pp.71-79.
- Amoson P.A., (2016). why Nigerian Geography Teachers Scantly and Scarcely Teach Map Reading and why Students are Scared of it. *African Educational Research Journal*, 4(2), 42-48.
- Aydin, F. (2011). Geography teaching and met cognition. *Educational Research and Reviews*, 6 (3) p. 274-278.
- Baerwald, T. J. (2010). Prospects for geography as an interdisciplinary discipline. *Annals of the Association of American Geographers*, 100(3), 493-501.
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 39-43.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.
- Darling-Hammond, L., & Richardson, N. (2009). Teacher learning: What is known and what questions remain. *Phi Delta Kappan*, 91(2), 8-14.
- Demirci, A., Kesler, T. & Kaya, H. (2010). Activity-based Learning in Secondary School Geography Lesson in Turkey: A Study from Geography Teachers' Perspectives. *World Applied Science Journal* 11(1) p. 53-63. *Department of Geography: Karabiik University, Karabiik-Turkey*

- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(3), 179-185.
- Ezeh D.N., (2013). *Science without Women*. A paradox, 75th inaugural lecture of the University of Nigeria Nsukka.
- Fuechsel E.F., (2014). *Map/Cartography* (online). available at <http://global.britannica.com>.
- Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.) *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates.
- Grant, M. (2011). Learning, beliefs, and products: Students' perspectives with project-based learning. *Interdisciplinary Journal of Problem-based Learning*, 5(2). Retrieved from <http://docs.lib.purdue.edu/ijpbl/vol5/iss2/6/>.
- Grant, M. M. (2002). Getting a grip on project-based learning: Theory, cases and recommendations. *Learning and Leading with Technology*, 29(4), 20-25, 32-33.
- Gubacs, K. (2004). Project-based learning: A student-centered approach to integrating.
- Habok, A. & Nagy B. (2016). In-service teachers' perceptions of project-based learning. Institute of Education, University of Szeged, Petőfi S. sgt. 30-34, Szeged 6722, Hungary
- Holland, B., (2015) Fitting in PBL. <https://www.edutopia.org/blog/fitting-in-pbl-bethholland>. (retrieved on 25/08/2025)
- Interaction and Pupil Learning in Libyan EFL Primary Classrooms*. Ph.D Thesis.
- Johnson, D & Johnson, R. (1989). *Cooperation and competition, theory and research*. Interaction Book Company, Edina, MN.
- Jones, V. F., & Jones, L. S. (2010). Comprehensive classroom management: Creating communities of support and solving problems (8th ed.). Pearson.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267-277. <https://doi.org/10.1177/1365480216659733>.
- Ladewski, B. G., Krajcik, J. S., & Harvey, C. L. (1994). A middle grade science teacher's emerging understanding of project-based instruction. *The Elementary School Journal*, 94, 5, 498-515.
- Lawal, F. K. (2011). *Biology Teachers' Perception of Senior Secondary Schools*. Biology Curriculum and the Need for Reform. (STAN), 52nd annual Conference, 2011, Abuja, Nigeria.
- Marwan, A., (2015) Empowering English through Project-Based Learning with ICT TOJET: The Turkish Online Journal of Educational Technology – October 2015, volume 14 issue 4
- Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., Blunk, M., Crawford, B., Kelley, B., & Meyer, K. M. (1994). Enacting project-based science: Experiences of four middle grade teachers. *Elementary School Journal*, 94, 517-538.

- Mubita K., Kasonde M., Inonge, M. & Kalisto, K. (2023). Teachers and pupils perspectives on Teaching and Learning of Geography in selected schools of Luapula and Lusaka provinces of Zambia: Benefits, Challenges and Prospects. *International Journal of Social Science and Education Research Studies*, 3(4), 588-59
- Obote, H. I. (2023). Investigating Methods used by Geography Teachers in the Teaching of Geography Field Project in Selected Secondary Schools in Ndola District of Zambia. *International Journal of Research in Geography (IJRG)*. <https://doi.org/10.20431/2454-8685.0902002>
- Pereira, M. et al (2017). *Application of Project-Based Learning in the first year of an Industrial Engineering Program: lessons learned and challenges*. Production, 27(spe), e20162238, 2017.
- Phillips, et al. (1999). Projects with young learners. Oxford: Oxford University Press.
- Piaget, J. and Inhelder, B. (1969). The Psychology of the Child. Basic Books, New York. *Recreation and Dance*, 75(7), 33-37.
- Sakiyo, S. J. & Badau, K. M. (2015). Assessment of the Trend of Secondary School Students' Academic Performance in the Sciences, Mathematics and English: Implication for the attainment of the Millenium Development Goals in Nigeria. *Advances in Social Sciences Research Journal*. 2(2), 31-38.
- Thomas, J. W. (2010). A review of research on Project Based Learning. <http://www.bobpearlman.org/BestPractices/PBL.Research.pdf> (accessed 13/10/2017).
- Usman, A. K. (2022). *EDU 764, Methods of Teaching Geography: Course Guide*. Faculty of Education, National Open University of Nigeria.
- Utazi, O. L. (2018). Contemporary Gaps among Geography Teachers in the Teaching of Geography Map Reading in Secondary Schools in Kogi State. *Journal of Education and Practice*. www.isste.org .5(25).
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. MA: Harvard University Press.
- Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research*, 72(2), 131-175.

EFFECTS OF SELF MANAGEMENT AND SOCIAL SKILLS COUNSELLING TECHNIQUES ON REMEDIATING BULLYING AMONG SECONDARY SCHOOL STUDENTS IN GOMBE STATE

BY

BASHIR, TUKUR ADAMU

Department of Educational Foundations, Federal University of Kashere Gombe State
bashirtukuradamu@gmail.com

&

ADAMU ALKALI USMAN

Department of Educational foundations, Federal University of Kashere,
Gombe State
usmanadamualkali@gmail.com

ABSTRACT

This study investigated the effects of self-management and social skills counselling techniques on remediating bullying among secondary school students in Gombe Local Government Area, Gombe State. Utilizing a quasi-experimental design, the research involved 36 secondary school students (18 males and 18 females) from three purposively selected secondary schools. The students were divided into two experimental groups and one control group, each experimental group received six weeks of counselling focused on self-management and social skills techniques. The Students' Bullying Behaviour Questionnaire (SBBQ) was employed for data collection. Data analysis was performed using inferential statistics tool i.e Analysis of covariance (ANCOVA) it was used for testing hypothesis one and two, findings revealed significant effects of both self-management ($F=148.687$, $P=.000$) and social skills counselling techniques ($F=75.555$, $P=.000$) on reducing bullying behaviors. Additionally, no significant differences in bullying behaviors were observed between male and female students after receiving the interventions ($t\text{-cal} = .475$, $P=.640$ for males; $t\text{-cal} = .023$, $P=.982$ for females). Based on these results, the study recommends that school counsellors in Gombe Local Government Area should integrate self-management and social skills counselling techniques into their programs to effectively address and reduce bullying among secondary school students.

Keywords: Students' Bullying Behaviour, Self-Management Counselling Technique and Social Skill Counselling Technique

Introduction

Bullying is a pervasive global issue with far-reaching consequences, affecting not only the victims but also the perpetrators and bystanders. The primary goal of education, as outlined in Nigeria's National Policy on Education, is to develop morally sound and effective citizens (FGN, 2014). However, bullying undermines this objective by fostering emotional and antisocial behaviors such as depression, aggression, and anxiety among students. Grotper (2003) asserts that bullying is linked to internalized difficulties like loneliness and mental illness, affecting both the aggressors and their victims. Furthermore, bullying manifests in various forms, including physical aggression, verbal abuse, and cyberbullying, which is increasingly prevalent among

adolescents due to technological advancements (Gladden et al., 2014). Addressing bullying is essential in fostering a peaceful school environment where students can thrive academically and socially.

The prevalence of bullying in Nigerian schools is alarming, with studies revealing high rates of victimization and perpetration among students. For instance, research by Egbochukwu (2007) found that nearly four in five junior secondary school students in Benin City had experienced bullying, while 71% admitted to being perpetrators at least once. This highlights the need for targeted interventions such as self-management and social skills training to help students regulate their emotions and foster healthy interpersonal relationships. Kljakovic (2015) emphasized that self-management counseling techniques can assist students in developing resilience, improving their social skills, and mitigating the adverse effects of bullying. Furthermore, Craig, Harel-Fish, and Fogel-Grinvald (2019) noted that the prevalence of bullying varies across countries, reinforcing the notion that a multifaceted approach is necessary to address this complex issue. Implementing effective counseling strategies and promoting social skills can help curb bullying and ensure a safer, more inclusive school environment. The study is about finding out the effect of self-management and social skills counselling techniques on remediating bullying among secondary school students in Gombe State

Statement of the Problem

Bullying is a widespread issue in secondary schools, including Nigeria, with severe consequences for victims and perpetrators. Despite its high prevalence, it remains largely unaddressed, leading to long-term emotional, social, and academic challenges. Many Nigerian schools perceive bullying as a normal experience, preventing adequate intervention. Victims and perpetrators often suffer from anxiety, depression, low self-esteem, and poor academic performance. While self-management and social skills training are effective in addressing bullying, their impact in Nigerian schools remains underexplored. Existing studies focus more on prevalence and causes than intervention, particularly in Northern Nigeria. This study aims to assess how these counseling techniques can reduce bullying and improve students' relationships in Gombe State.

Objectives of the study

The following objectives are to:-

1. Assess the Effect of self-management and social skills counselling techniques on bullying behavior among secondary school students in Gombe LGA.
2. Investigate gender differences in the effects of self-management and social skills counseling on bullying behavior among male and female students in Gombe LGA.

Research Hypotheses

1. Ho1. Self-management and social skills counseling have no significant effect on bullying behavior among secondary school students in Gombe LGA.
2. Ho2. There are no significant gender differences in the Effect self-management and social skills counseling on bullying behavior in Gombe LGA?

Literature Review

The reviews of this research have both theoretical and practical significance.

The conceptual framework for this study integrates self-management and social skills counseling techniques in addressing bullying. These concepts are explored in relation to the study's variables to understand their impact on modifying bullying behavior among students.

Self-Management: introduced by Donald Meichenbaum in 1972, is a cognitive-behavioral technique used to replace maladaptive thoughts with positive ones. It involves engaging parents and family members in therapy sessions to help individuals regulate emotions, control impulses, and build resilience. This approach fosters healthy interpersonal relationships, reduces harmful behaviors, and enhances emotional well-being.

Self-Management Strategies; are taught in group counseling sessions over several weeks, focusing on education, practice, and application in daily life. Techniques include goal-setting, monitoring progress, and expressing emotions constructively. The training helps individuals recognize the negative effects of bullying and encourages behavioral change. Self-management strategies are categorized into environmental, behavioral, and cognitive strategies. Environmental strategies involve modifying one's surroundings to reduce undesirable behaviors. Behavioral strategies focus on reinforcing positive actions and discouraging negative ones. Cognitive strategies address thought patterns by replacing negative self-statements with positive affirmations.

Concept of Social Skills; Social skills are essential for effective communication, relationship-building, and conflict resolution. They help students navigate social interactions positively and prevent aggression. Developing social skills improves academic performance and emotional well-being, making them critical in bullying prevention and intervention. Importance of Social Skills. Acquiring social skills enables individuals to adapt, interact effectively, and manage social situations confidently. Research highlights their role in fostering resilience, reducing dependence on others, and ensuring successful socialization. Strong social skills contribute to academic success and emotional stability. Effective social skills include maintaining eye contact, using proper body language, being assertive yet respectful, choosing appropriate communication channels, and demonstrating flexibility. Other essential skills involve accepting criticism, staying positive, showing respect, and embracing one's uniqueness. These skills help individuals form meaningful relationships and navigate social challenges successfully.

Olatunbosun (2016), Studied the efficacy of Cognitive Behaviour Therapy (CBT) on reducing bullying in secondary schools in Port Harcourt, Rivers State. Findings showed CBT significantly reduced bullying behaviors, recommending its use alongside seminars to train counselors and encourage bullying reduction programs.. Ada Mary Juliana et al. (2016): Explored the prevalence, causes, and effects of bullying in tertiary institutions. Their findings indicated bullying negatively affected academic performance, self-esteem, and health. They recommended the enforcement of anti-bullying laws and development of appropriate codes of conduct in universities.

Abdulmanan (2017): Investigated bullying's effects on class attendance and academic performance in Northern Nigeria. The study found higher bullying rates in public schools and male students were more involved. Recommendations included improving student supervision and providing counseling to address bullying. Glory Namadi et al. (2018) Examined bullying prevalence in three secondary schools in Rivers State. Their results showed bullying, especially name-calling and intimidation, caused poor academic performance and lack of concentration. They recommended intervention programs by stakeholders to reduce bullying. Fareo (2018): Focused on bullying's impact on learning in Adamawa State. It found significant negative effects on students' learning, with a gender difference in bullying behavior. Recommendations included school-wide education and bullying prevention programs. Oguzie, Obi, and Nnadi (2019): Analyzed the effect of self-management techniques on shyness in secondary school students.

They found that self-management techniques effectively reduced shyness, especially among female students, and recommended its broader use by counselors. Ismail et al. (2019): Investigated the prevalence of bullying victimization among adolescents in Sokoto, finding high rates of bullying. They recommended anti-bullying programs and stronger protective policies in schools. Ezeribe (2019): Studied the effects of Rational Emotive Behaviour Therapy (REBT) on bullying. Results showed REBT significantly reduced bullying among secondary school students, irrespective of gender. It was recommended that students engage in REBT for behavior modification. Sani (2019): Investigated the prevalence of drug abuse and the efficacy of REBT for treatment in Kano State. Findings showed high drug abuse among males and the efficacy of REBT. It recommended awareness programs in schools to address drug abuse.

Obineli and Oparaugo (2021): Focused on self-management techniques for reducing stealing tendencies in secondary schools. Results showed that self-management techniques were more effective than conventional counseling, particularly for male students. They recommended further use of self-management techniques for addressing social vices.

These studies reflect similar themes, including the use of therapeutic techniques like CBT, REBT, and self-management in addressing maladaptive behaviors such as bullying and stealing in school settings, with gender differences in effectiveness often noted

Methodology

This study used a quasi-experimental design with a pre-test, post-test, and control group. The design was selected because it allows for comparison of outcomes before and after the interventions (self-management and social skills counseling techniques) while ensuring that participants are not randomly assigned to groups. This design is suitable for assessing the impact of the interventions on bullying behavior. The population of the study consists of 5840 secondary school students in Gombe Local Government Area, Gombe State. The study specifically focused on students exhibiting bullying behaviors. A purposive sampling technique was used to select the participants who met the inclusion criteria of engaging in bullying behaviors. The sample size used was 36 students included students from several public secondary schools within the region. The instrument used was Student Bullying Behaviour questionnaire (SBBQ) which was developed by Hamburger, Basile and Vivilo (2011) all the bullying and aggression assessment measures contained in this compendium were item analyzed for validity and reliability and the

target group of students to answer the questionnaire are students of 12 to 21 years. For data Analysis inferential statistical tools was used i.e Analysis of covariance (ANCOVA)

RESULTS

H₀₁: There is no significant effect of self-management counselling technique on bullying among secondary school students in Gombe Local Government Area Gombe State.

Table 1: Summary of ANCOVA on the Effect of SMCT on Bullying

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	7240.748 ^a	4	1810.187	48.402	.000	.911	
Intercept	84.851	1	84.851	2.269	.148	.107	
GROUP	5560.783	1	5560.783	148.687	.000	.887	
PRETEST	471.748	1	471.748	12.614	.002	.399	
Error	710.586	19	37.399				
Total	168672.000	24					
Corrected Total	7951.333	23					

a. R Squared = .911 (Adjusted R Squared = .892)

Results in table 1 revealed a significant effect of self-management counselling technique on bullying ($F=148.687$, $P=.000$). That is a Univariate F-ratio of 148.687 which was found to be significant beyond the predicted 0.05 level of significance. Thus the null hypothesis that there is no significant effect of self-management counselling technique on bullying among secondary school students in Gombe local government area was not retained. To ascertain where significant effect between group differences is observed, a post hoc analysis was carried out using Pairwise comparisons of means with least significant difference (LSD) as shown in table 1.

Table 2: A Pairwise comparisons of the effect of SMCT on Bullying.

(I) SMCT	(J) SMCT	Mean score	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^S	
						Lower Bound	Upper Bound
EXPERIMENTAL	CONTROL	66.23	-31.190*	2.558	.000	-36.544	-25.837
CONTROL	EXPERIMENTAL	97.42	31.190*	2.558	.000	25.837	36.544

There was a statistical significant post-test mean difference in the mean scores of students following exposure to treatment, $P = .000$. Therefore, the rejection of the null hypothesis 1 was

further ascertained. Hence, it can be concluded that there is a significant effect of SMCT on bullying among secondary school students. This implies that self-management counselling technique was effective in remediating bullying among students.

H₀₂: There is no significant effect of social skills counselling technique on bullying among secondary school students in Gombe Local Government Area Gombe State.

Table 3: Summary of ANCOVA on the Effect of SSCT on Bullying

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5639.058 ^a	4	1409.765	20.166	.000	.809
Intercept	1418.761	1	1418.761	20.294	.000	.516
GROUP	5281.978	1	5281.978	75.555	.000	.799
PRETEST	46.725	1	46.725	.668	.424	.034
Error	1328.275	19	69.909			
Total	172968.000	24				
Corrected Total	6967.333	23				

a. R Squared = .809 (Adjusted R Squared = .769)

Results in table 3 revealed a significant effect of social skills counselling technique (SSCT) on bullying ($F=75.555$, $P=.000$). That is a Univariate F-ratio of 148.687 which was found to be significant beyond the predicted 0.05 level of significance. Thus the null hypothesis that there is no significant effect of social skills counselling technique (SSCT) on bullying among secondary school students in Gombe local government area was not retained. To determine where significant effect between group differences is observed, a post hoc analysis was carried out using pairwise comparisons of means with least significant difference (LSD) as shown in table 3.

Table 4: A Pairwise Comparisons of the effect of SSCT on Bullying.

(I) SSCT	(J) SSCT	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
EXPERIMENTAL	CONTROL	-30.051*	3.457	.000	-37.287	-22.815
CONTROL	EXPERIMENTAL	30.051*	3.457	.000	22.815	37.287

There was a statistical significant difference in the mean scores of students following exposure to treatment, $P = .000$. Therefore, the rejection of the null hypothesis 2 was further ascertained.

Hence, it can be concluded that there is a significant effect of SSCT on bullying among secondary school students. This implies that social skills counselling technique was effective in remediating bullying among students.

Discussion of Findings

The study's findings indicate that self-management and social skills counselling techniques significantly reduce bullying among senior secondary school students. Following exposure to these interventions, students showed a notable decrease in bullying behaviors, confirming their effectiveness. These results align with previous studies by Isiaku (2012), Bamidela & Adeyemi (2013), Olatunbosun (2016), Abdulkarim (2017), Sani (2019), and Obineli And Oparaugo (2021), which all reported similar improvements among students.

Furthermore, the study found no significant gender differences in the effectiveness of these counselling techniques, suggesting that both male and female students benefitted equally. This finding is consistent with earlier studies by Isiaku (2012), Bamidele (2019), Kabir et al. (2019), and Oluyemi et al. (2020), which also reported no substantial gender-based differences in bullying behaviors.

Self-management counselling techniques equip individuals with skills to manage emotions, build relationships, resolve conflicts, and make ethical choices. Since bullying is an antisocial behavior that contradicts school regulations, these techniques are crucial in addressing it. Social Skills training fosters positive interpersonal interactions, essential in school, family, and community settings. Their application is vital in curbing bullying among students.

While bullying occurs among both genders, research suggests that boys engage more in direct physical bullying, whereas girls are more involved in indirect forms such as gossiping and rumor-spreading (Isiaku, 2012). Overall, this study confirms that self-management and social skills counselling techniques are effective strategies for reducing bullying and promoting positive behavior among students

Conclusion

This study was on effect of self management and social skills counselling techniques on remediating Bullying among senior secondary school students. After conducting the experiment and comparing the pre-test and post-test scores here are some of the conclusion reached, based on the findings of the present study, it can be inferred that self-management and social skills

counselling techniques are effective counselling techniques in remediating bullying among senior secondary school students in Gombe Local Government Area.

Recommendations

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

1. School counsellors should utilize self-management counselling techniques to curb bullying.
2. Social skills counselling should also be adopted to address bullying behaviours.
3. Both counselling techniques can be applied to both male and female students.
4. Government and professional counselling associations (APROCON, CASSON) should organize training workshops to equip counsellors with the necessary skills to implement these techniques effectively.

References:

- Abdulmanan, Y., Tope E. A, Olayinka, D. O. & Izegboye, A. (2017). Bullying, its effects on attitude towards class attendance and the contribution of physical and dentofacial features among adolescents in Northern Nigeria. *International Journal of Adolescent Medical and Health*.10(4),149-157.
- Ado, M. J., Okoli, G., Obeten, O. O. & Akeke, M. N. G. (2016). Prevalence, causes and effects of bullying in tertiary institutions in cross rivers state, Nigeria. *Journal of education and practice*. 7,98-107.
- Dake, J. A., Price, J. H. & Telljohann, S. K. (2003). The nature and extent of bullying at school. *J Sch Health*.2003;73(5):173–180. <https://doi.org/10.1111/j.1746-1561.2003.tb03599.x>
- Dorcas, O. F., & Hanis, K. H. (2018). Effects of Bullying on Learning among Secondary School Students in Mubi educational zone of Adamawa State Nigeria. *European Journal of Educational Studies*.V4/iss11, 229-240.
- Due, P., Holstein, B. E., Lynch, J., Diderichsen, F., Gabhain, S. N, Scheidt, P., Currie, C., Williams, K., Chambers, M., Logan, S. & Robinson, D.(2016). Association of common health symptoms with bullying in Primary School children. *British Medical Journal*. 313:17-19.
- Espelage, D. L. (2021). *Using research to prevent bullying: what works and what can school do?* Retrieved from <http://apa.org/using> research to prevent bullying. Federal republic of Nigeria. National Policy on Education. Lagos:NERDC PRESS,2013.
- Ezeribe, S. N. (2019). Effects of Rational Emotive Behaviour Therapy on Reducing

- Bullying Behaviour among Senior Secondary School Students and the counselling implications. *Uneswa Journal of Education* 2(1):381-391. University of Eswatini.
- Federal Republic of Nigeria. (2014). *National Policy on Education* (6th ed.). Nigerian Educational Research and Development Council.
- Glory, N. A. & Peace, C. I. (2018). Prevalence of Bullying among Secondary School Students. *International Journal of Multidisciplinary Research and Development*. V5, issue 7, 20-24.
- Gombe State Ministry of Education (2019). Data on Number of Senior Secondary Schools in Gombe local Government Area: Gombe; Educational Management Information System (EMIS).
- Gregson, S. (2013). [Http://www.nteu.org.au/blog/](http://www.nteu.org.au/blog/) retrieved 1/2/2020.
- Grotzinger, J. K. & Crick, N. R. (2003). Relational aggression, gender, and social psychological adjustment. *Child Development*. 1995;66:710-722.
- Ichechi, O. (2016). Efficacy of Cognitive Behaviour Therapy on reducing Bullying Behaviour among Secondary School Students in Ikwerre Local Government area, Rivers State Nigeria. *Academic journal of Educational Research*. 4, 001-007.
- Ismail, A. R., Kabir, S., Sulaiman, S. B., Bola, B. L., Amina, U. K., Mansur, O. R. & Auwal, A. U. (2019). Prevalence and Predictors of Bullying Victimization among in-school adolescents in Sokoto Metropolis, North-Western Nigeria. *International Journal of Contemporary Medical Research*. v6/iss9/11-18.
- Isiyaku, L. (2016). Effects of Self-Management and Social Skills Counselling Techniques on Bullying Behaviour among Secondary School Students in Katsina State, Nigeria. A master Degree M. Ed Guidance and Counselling Thesis.
- Oluyemi, O. A., Anthony, A. O., Samuel, O. O. & Enobakhare, U. (2020). Predictors of Bullying reported by perpetrators in a sample of senior school students in Benin City Nigeria. *South African Journal of Psychiatry* Iss (on line) 2078-6786. 1-8.
- Owuamanam, D. O. & Makinwa, V. I. (2015). Prevalence of bullying among secondary school students in Ondo state, Nigeria. *ESJ*. 2015;11(20):326-333.
- Oudekerk, B. A. (2018). Indicators of school crime and safety: 2017 (NCES 2018-036/NCJ 251413). National Center for education statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.
- Smith, P. K. (2016). Understanding school bullying: Its nature and prevention strategies. London: Sage; 2014.

**NEGLECTED THEME OF MAI ABBA KYARI'S REIGN IN THE ANNALS OF BADE
EMIRATE: AN ISSUE OF HISTORICAL CONSIDERATION
BY**

MOHAMMED IBRAHIM BARE (PhD)

Department of History and International Studies, Yobe State University, Damaturu
&

BABAGANA MUHAMMAD GAJI

Centre for Research Innovation and Linkages, Yobe State University, Damaturu

ABSTRACT

This paper seeks to examine the neglected theme of Mai Abba Kyari's reign in the annals of Bade Emirate. Over the years or decades, writers of the history or chronicle of Bade Emirate made no mention of Abba Kyari's reign as an Emir of Bade who was appointed to the throne by the then Governor of Borno State – Alhaji Mohammed Goni following the death of Mai Umar Suleiman in the year 1981. As such, the Emirate became engulfed by succession tussle between Abba Kyari and his brother Yerima Sale Suleiman which led to the deposition of Mai Abba Kyari in 1983.

Key words: *Neglected, Reign, Tussle, Emirate, Throne.*

Introduction:

Observations made us to understand that in the West African Sub-region, historical writings on “Neglected Themes” is no longer a new phenomena as the works of great history scholars such as A.H. Smith (1961), Sa’ad Abubakar (2008), had positively impacted in the reconstruction of West African History particularly – Northern Nigeria. Likewise, studies were conducted on the Emirate Administrative system in Nigeria by researchers like U. H. Diram (1994) and others on themes/topics concerning the appointment and deposition of Emirs in some selected Emirates of Northern Nigeria.¹

Of these selected Emirates, none of their Emir's reign either deposed or short-lived that is disregarded and abandoned in the history/chronicle of the Emirates. As such, why should Mai Abba Kyari's reign in the chronicle of Bade Emirate be an exception?

Indeed, the history of Mai Abba Kyari as both Prince/Emir of Bade appeared to be jettisoned and discarded intentionally or otherwise as no mention of him let alone his reign or era as an Emir of Bade was made by the authors or books written on the history of Bade people or Bade Emirate in particular. Of course, these books included those written by A. Sunama (2010), Chris, A. N. (1995), Aji S. (2007), hitherto, Aji S. (2017). Infact, these writers made somewhat the reign of

¹ For more information, see, Umar H. Diram “Emirate Administrative System in Nigeria, 1948 – 48: A study of the appointment and deposition of Emirs in three Emirates of Northern Nigeria.” (Phd Thesis)(Unimaid, 1994).

Mai Abba Kyari to be oblivious and obscured in the history of Bade. As such, making the native history of Bade Emirate inaccurate and inconclusive due to the exclusion and omission of Abba Kyari's era as an Emir of Bade.

It is indubitable fact that the Bade are people of great antiquity in as much as the history of the Chad Basin is all about and as such, their dynasty began flourishing since the pre-colonial as it was captured by authentic historical writings like Obaro Ikime (1980), Band and Nur (1983), Ajayi J. F. A and Michael Crowther (1976), A. H. Smith (1961), H. Barth (1965) among others. The irony is this, why should the nowadays or present day so-called writers of Bade or Bade Emirate deliberately or for reason best known to them by creating a kind of missing – lacunae in the historical chain of leadership of Bade Emirate to the extent of neglecting, if not total omission of an historical Emir who was constitutional appointed on –cum- installed by the then Government of Borno State in the person of Alhaji Mohammed Goni.² Infact, this very act, served as a severe knock to not only the history of Bade Emirate but the entire Bade historiography which is opposed to the contemporary or modern scholarly works.

Statement of the Problem

Over the years or decades, many writers have written on the history of Bade people as well as Bade Emirate. However, none of these writers made mention of Mai Abba Kyari's reign let alone his achievements and contributions to Bade area in toto. Thus, making the entire history of Bade Emirate incomplete as some vital chapters/pages were not captured due to the exclusive or omission of Abba Kyari's era as an Emir of Bade.

The issue is this, in the Emirates of Northern Nigeria hardly an Emirate could escape from the cases of power tussle within the ruling family either problems revolving from succession disputes or cases of deposition of Emirs as it could be seen in the case of Kano and Kebbi Emirates –cum- the Sokoto Sultanate itself over the decades. All the same, in an event where an Emir is short-lived or dethroned as a result of power struggle, his reign or era will not be neglected or forgotten in the Chronicle of that very Emirate that the Emir's name or history will not be excluded instead, well captured and documented in the list of rulers of that very particular Emirate as demonstrated in the Emirates mentioned above. In this regard, the same scenario should be accorded to Late Mai Abba Kyari for the sake of objectivity so as to yoke in

² An interview with Yerima Kabaju – Secretary of Mai Abba Kyari, 77years, Tashan Kurma along Gashua Road, Damaturu. 17th/8/2025.

consonance with ideals of contemporary students and scholars of history as well as in the academia world.

As such, the refusal to acknowledge the reign of Mai Abba Kyari led the history of Bade Emirate not escaping from the blast of criticism as some very vital information concerning the Emirate known to have happened were not presented or captured through documentation, rather omitted necessitated the interest of this research which is aimed at restoring sanity and objectivity in Bade Emirate historical presentation more than anything else.

Objectives of the Study

The aim of this study intends to examine the neglected theme of Mai Abba Kyari's reign in Bade Emirate, Yobe State.

The specific objectives are:-

1. Identify who is the Man Mai Abba Kyari.
2. Analyze the circumstances that brought Mai Abba into the Throne of Bade Emirship.
3. Examine the impact of Abba Kyari's reign.
4. Discuss the factors that led to the creation of Gorgaram Emirate.

Methodology

In this study, qualitative historical method of research funding was used in the collection and analysis of data from both primary and secondary sources. As such, Focus Group Discussion (FGD) was conducted with some selected courtiers of Bade Emirate as well as individuals of persons who happen to witness the reign of Mai Abba Kyari, family members of Abba Kyari inclusive. Some communities were visited and focus group discussion were also conducted in which hand written notes were used and in some instances, tape recorder was used as the device assisted in gathering accurate information. Similarly, Key Informant Interview (kii) was also conducted with some individuals within and outside the territory of Bade Emirate, comprising Bade elders/elites, Bade aristocrats, contemporaries/loyalists of Mai Abba Kyari. So also, secondary sources relevant to this study were consulted which included court proceedings, Borno State gazette e.t.c.

Brief History of Bade Emirate

The Bade people were among the autochthonous people of West ward of Chad Basin whose presence along the shores of Kumadugu-River Yobe areas dated as far as 7000 B.P.³ as such, the Bade pre-colonial history was well captured in pre-colonial history of Borno (Bala and Nur 1983). It was not until the reign of an astute and dynamic leader of Bade in the person of Lawan Babuje whose reign spanned from 1804 – 1842, stood very firm by evolving a kind of confederacy of the various Bade groups and communities so as to operate under one political entity without any influence from the outside, be it Borno or Hadejia. Gorgaram town became the seat of the Bade rulership and as such, Gorgaram became fortified in 1825.⁴ Infact, the leadership of Lawan Babuje was very successful in the unification of Bade groups under a single political umbrella which could somewhat be likened to the efforts made by Camillo di Cavour of Italy and Otto Von Bismarck of Germany (Whitney Hall 2005).

Thereafter, subsequent Bade leaders followed including Mai Suleiman (1919 – 1941) who is the biological father of Mai Abba Kyari and also, the father of Mai Umar Suleiman who was credited as the modern architect of Bade world as he relocated the seat of Bade throne from Gorgaram to Gashua in the year 1945.⁵ Likewise, Mai Saleh Suleiman who ruled Bade, until his death on November 5, 2005. Then, followed by Abubakar Umar Suleiman, the current Emir of Bade.

Then, Bade Emirate under Borno, but following the 1991 State Creation under Gen. Ibrahim Badangida's regime, the Emirate found itself in Yobe State of Nigeria, located in the Northeast geo-political zone of the country. So also, Bade Emirate which is situated in the Semi-Arid belt of Northern Nigeria constituted of two Local Government Areas, namely Bade and Jakusko covering a land of 5400 square kilometers. The Emirates shares common border with Zaki and Katagum Local Government Areas of Bauchi State and Hadejia of Jigawa State to the West.

Mai Abba Kyari's Early Life

Mai Abba Kyari born to a house of aristocratic family that happened to be of towering personalities, thereby, marching the pages of history in this Arid-zone of North-Eastern Nigeria.

³ See, Abdullahi Smith, (1976), *The Early States of the central Sudan* in J. F. A. Ajayi and Micheal Crowther (eds) *History of West Africa*. Vol. 1, 2nd edition. Longman Group Ltd. Pp. 154-57.

⁴ Hogben, S. J. and Kirk-Greene, A. H. M (1966), *The Emirates of Northern Nigeria: Preliminary survey of their Historical Traditions*, Oxford University Press. London. Pp. 363-64.

⁵ Reminiscence: with Alhaji Suleiman Galadima. The Galadima Bade during the reign of Mai Umar Suleiman, 92 years, Ministry of Works Housing Estate, along Gashua Road, Damaturu. 2/8/2021.

As noted earlier, Mai Suleiman is the father of Abba Kyari and as such, Abba Kyari is a real prince in Bade whose history whose history need not, to be neither neglected nor erased. Therefore, Mai Abba Kyari was born in the year 1925 at Gorgaram town in present-day Jakusko Local Government Area.⁶ Abba Kyari started his early elementary School in Gorgaram around 1936. Infact, he is among the first-set enrolled at Gorgaram and thereafter, proceeded to senior elementary School at Potiskum. The prince also move to Kano and studied at School of Hygiene Kano between 1944-45. On his returned from Kano, Abba Kyari started as Health personnel at Gorgaram around 1948-49. In no distance time, he moved to Gashua as the Head of Health Workers Bade Native Authority.⁷

In the year 1969, during the era of Mai Umar Suleiman as the Emir of Bade, two District units were created in Bade Emirate, one in Gashua under the District Headship of Saleh Suleiman while the other at Jakusko under Abba Kyari as the District Head.⁸ He remained as District Head of Jakusko up to the passing away (dead) of Mai Umar Suleiman in April 28, 1981.

Information has it that Jakusko town and the entire District had recorded an inestimable or incalculable transformation that positively impacted upon the livelihoods of peoples pastoral-nomadic populations in the District inclusive, during the District Headship of Abba Kyari.⁹ For instance, G.S.S Jakusko was established, Comprehensive Health Centre (Hospital), R.E.B, and other social amenities too numerous to mention. Likewise, prompt season animal vaccination as Jakusko also known as a centre for grazing/herding apart from farming, fishing and trading due to the presence of Nasari Grazing Reserve which is among the nationally gazette grazing reserve in the country and as such, attracted pastoralists all over beyond the national boundaries.¹⁰

Therefore, Mai Abba Kyari is known for his honesty due to his spirit of “Fair-Play” among his subjects as he possessed the pre-requisite qualities, physique wise inclusive, expected of an Emir or King. He is highly socialized and civilized king or ruler as there existed a kind of sound

⁶ **NOTE:** The Galadima Bade despite a nonagenarian, his memory is still retentive. However, the exact date as regard to the day and month of Abba Kyari’s birth remained obscured whereas the year 1925 remained certain.

⁷ An interview with Yerima Kabaju, 77 years, Social Welfare Officer of Bade Native Authority during the 1970s and Secretary to Mai Abba Kyari as an Emir of Bade, Tashan Kurma-Ajari, Damaturu, 17th/8/2025.

⁸ Opcit: Galadima Bade.

⁹ Kaka Lawan, 61 years, a resident of Jakusko in the 1970s – 1980s, at Majalisan Badawa beside First Bank, Damaturu. 3/10/2025.

¹⁰ Focus Group Discussion with the elders of Sindi’en Fulbe pastoral clan in Jammel pastoral settlement Jakusko Local Government Area at Buduwa Market-day, 25/10/2025.

rapport and mutual understanding with his subjects, siblings, mates and equally all encompassing regardless of one's background tribe or religion.¹¹ In a nutshell, Mai Abba Kyari was a man of justice and as such, highly considerate in nature devoid of selfish interest as the man throughout his life-time, operates in the spirit of “what is good to the goose should also be good to the gander”.

In this regard, people of high caliber and sound morale like Mai Abba Kyari whose era or life-time had contributed positively to humanity, their history need not to be forgotten particularly in the chronicle of Bade Emirate as Mai Abba Kyari, ideally, deserved a special seat or chapter insofar as the history of Bade or Bade Emirate is all about. As such, the no mention of Abba Kyari's reign or era in the books so far written on the chronicle of Bade Emirate appears to be really where the “shoes binches”, which might have prompted or evoked the spirit of writing this paper on the Neglected Theme of Mai Abba Kyari's Reign in the annals of Bade. Here, one can say it with absolute certainty that it is an issue of historical consideration.



¹¹ Baba Saleh popularly known as “Man Dan Doki”, 89 years, Thatch maker, at Dakido ward, Jakusko, 24/10/2025



The Pictures of Mai Abba Kyari during his reign as an Emir of Bade

Source: Abba Kyari's family

Tussle for succession in Bade Emirate

In the historic Emirates of Northern Nigeria, it is very rare or in some instances, impossible to come upon an Emirate or dynasty that was in existence since in the pre-colonial era that can free itself from contest or struggles over ascendancy to the throne of power. This shows that one cannot divorce succession disputes within the Emirate system or the aristocratic class (Ruling House) and as such, this problem seems to be somewhat inescapable as each noble or heir wanted to be enthroned or crowned as a king or an Emir in the event of demise of his predecessor.¹² Therefore, the case of Bade Emirate tussle for succession is not different as it was the same circumstances that brought about the emergence of Mai Abba Kyari as the 10th Emir of Bade going by the proper chronological order of the kingship list following the passing away of his brother Mai Umar Suleiman which occurred on the 28 April, 1981.¹³ Therefore, Mai Abba Kyari emerged as the new Emir of Bade after the death of Mai Umar Suleiman and that Abba Kyari was appointed or offered letter as an Emir of Bade by the then Executive Governor of

¹² For more information on Tussle for succession, see, Sa'ad Abubakar (2008), Lamibe Fombina: A history of Adamawa Emirate, 1809 – 2008. Book Wright Nigeria (Publisher), Ibadan. Pp. 245-48.

¹³ An interview with Abba Shettima Saleh, 55 years, newly appointed Shettiman Bade, 3 Bed-Room Housing Estate along Gashua Road, Damaturu, 9th/9/2025.

Borno State in the person of Alhaji Mohammed Goni. Then, Bade was under Borno, prior to the bifurcation of Yobe State out of old Borno State. As such, the appointment of Mai Abba Kyari as the Emir of Bade brought with succession disputes in the Bade ruling house or in what could be best describe as Lawan Babuje ruling house. Key Informant Interview revealed that the power tussle ensued between the two brothers – that is contest between Abba Kyari and Yerima Saleh in which most of the King-makers of Bade or almost all with the exception of one, voted in favour of Alhaji Yerima Saleh against Abba Kyari.¹⁴ However, surprisingly to the king-makers or electoral college, the then government of Borno, endorsed Mai Abba Kyari as the new Emir of Bade.¹⁵

Consequently, Bade Emirate saw itself engulfed with internal frictions as majority of the members of Bade ruling house, king-makers inclusive refused to acknowledged and pay allegiance to Mai Abba Kyari as the new Emir of Bade who was rightly installed by the GNPP led Government of Borno State under Goni as the Governor.¹⁶ Meanwhile, the power tussle came into climax via a verdict passed by the then Chief-Judge (CJ) of Borno State – Hon. Justice Kalu O. Anyah at Maiduguri on 3rd March, 1982, with suit No. BOM/80/81¹⁷ in which Mai Abba was deposed while Mai Saleh Ibn Suleiman was enthroned as the Emir of Bade until his death in the year 2005. Now, this shows that Mai Abba stayed or was being on the throne of Bade Emirship for more than a year despite the power tussle between him and his fellow brother and of course, this encounter or socio-political phenomena per-se is not a strange or unusual feature of Emirate system or structure.

Thereafter, the same Governor Goni's Administration created a new Emirate of Gorgaram out of Bade Emirate in which still Mai Abba Kyari appointed as its Emir on the 21st March, 1983.¹⁸ Hence, Jakusko town became the seat (headquarters) of Gorgaram Emirate. Thus, the Emirate of Gorgaram ceased to exist at a time when the Military toppled the second Republic via a bloodless coup d'état on December 31, 1983. At this point in time, Gorgaram Emirate re-

¹⁴ Opcit: The nonagenarian – Galadiman Bade.

¹⁵ For instance, see, Situation Report by the Bedde Local Government Secretary on the selection of a New Emir of Bedde: (Ref. No. Sec. 3/Vol.V/348 of 8th May, 1981).

¹⁶ An anonymous source, 67 years, retired Civil Servant, Anguwar Kuka – Gashua town, 8/11/2025.

¹⁷ See, court proceeding of High Court of Maiduguri – Judicial Division Held on 3rd March, 1982. Before Hon. K. O. Anyah – Chief Judge.

¹⁸ See, Borno State Gazette, No. 12 Maiduguri 21st March, 1983. Vol 8. BO.S.L.No.1 of 1983. The Chiefs (Appointment and Deposition) Law. Cap. 20 the Emir of Gorgaram Appointment order – 1983.

annexed to its former Bade Emirate and the whole episode came into an end as Mai Abba Kyari was made to relocate and stay in Maiduguri until his death March 31, 1992. His funeral prayers were performed according to Islamic injunction at the Bade Emir's palace and buried in Gashua – the seat of the Bade Emirate. An issue worthy to note the Man in question did not die only as a prince or ruler but also as firm and respected father and guardian –cum- mentor of an incalculable individuals or persons who at this moment became distinguished as they excelled in various fields of human endeavours.¹⁹

Accordingly, looking at the events or circumstances that surrounded the reign of Mai Abba Kyari in Bade Emirate, ideally it does not call for omitting the era or reign in the chapters of Bade Emirate. Any event that occurred became an indelible stamp as that very event or episode appears to be impossible to forget or remove in the memories of those who happened to have witnessed the event. They, then pass the information to their younger generation and it goes in such manner be it documented or otherwise. The issue is this, though it appears to be somewhat skeptical in approach, the argument is that history does not repeat itself even in common sense philosophy. The reason is this, no any situation that will ever exactly repeats itself in creation. Today, where were the actors or key players of the scene or event in questioned, they are all not alive with exception of Baba or Kaka Suleiman Galadima who is now not acting as Galadiman Bade rather withdrew to his house because of old age. So, none of them is found in the scene but their legacies and histories remain with us and why omitting the chapters of others? Here, denying the history of one brother against his fellow brothers is tantamount to history suicide against the whole family and a ruling – house in that respect which stand to be embodiment of personality and humanity in toto.

Another issue of historical consideration in as much as this theme is concerned is that traditional institutions whether here in the central or western Sudan and elsewhere, one cannot separate them with hereditary succession. That being the case, the reign of Mai Abba Kyari need not to be seen or perceive as a taboo or outlawed as Abba Kyari like every prince or heir got the right and legitimacy –cum- privileges with which to contest throne of his father's or ancestors. Mai Abba did what is expected of a prince!!!. For this reason, the Man's history needs to be captured properly in the Chronicle of Bade Emirate as it will surely add more value in the aspects of

¹⁹ Dr. Duchi Abba Kyari, 54 years, son to Abba Kyari/Lecturer at Mai Umar Suleiman College of Education – Gashua, Yobe State on the 22/9/2025.

accuracy and authenticity to the entire Lawan Babuje or Gid-Gid dynasty and as such, it aid in no small measure in presenting the comprehensive groundwork of Bade history devoid of omission. Emirates all over Northern Nigeria particularly those that existed prior to the advent of them Mr. White have to continue striving even if it entails travelling some extra-miles so as to preserve their time or real identity and culture through proper and accurate documentation of their histories and as such, Bade Emirate not an exception. This, will no doubt, go a long way in fostering positive relationship among the nobility class or ruling house-family members and also the entire inhabitants of the very Emirate. In the recent years, the Dikko Dynasty of Katsina ruling house adopted this scenario in which Katsina Emirate launched a book celebrating 100 years (centenary) of Dikko-Dynasty rule in Katsina.²⁰ In the book, they brought all the dynastic chronologies that featured in ruling Katsina ranging from the dynasty of Dikko, Dallaje, Habe, Korau, Kamaya and Durbawa dynasty without leaving any stone unturned for the matter. In this regard, all the dynasties – family members were happy and became highly enthusiastic as their histories were well capture and presented. These efforts made by the Dikko-Dynasty ruling house could have been probably one or part of the reason why Katsina Emirate stood not to be splinted by our so-called Diacritically elected Governors as it has become the order of the day in most States of Northern Nigeria.

Therefore, an appeal have to be made to other Emirates writers, Bade Emirate not an exception so as to emulate and imbibe the spirit and attitudes of Katsina Emirate writers as it will contributed immensely in restoring sanity and dignity in records, documents and history book related to Bade Emirate. This spirit is also seen in Borno – Shehu's palace where a record is found which is written concerning the most short-lived Shehu in the history of Borno in the person of Shehu Kyari Ibn Bukar whose reign did not exceeded three months²¹. Likewise, Sa'ad Abubakar his book, written on "*Lamibe of Lamibe*" had also captured the reign of Lamido Iya who is Said to be the most short-lived Emir in the history of Adamawa, whose reign only spanned for some months. All these Emirs, their reign was captured and therefore, not neglected rather well documented unlike that of Abba Kyari of Bade.

²⁰ Sani Abubakar PhD (2006), Dikko Dynasty: 100 years of the Sullubawa Rulling House of Katsina 1906-2006. Pp. 14-26.

²¹ Bosoma Sheriff and Mohammed Kolo (1998), BADIYARAM KERABE: KITAWU KENDEGEMI. Awosanmi Press (Nig) Ltd. Maiduguri. Pp. 17.

Conclusively, Mai Abba Kyari's reign as an Emir of Bade, though short-lived and characterized by power contest or tussle between him and his brother as earlier noted, need not to be neglected and as such, have to be acknowledged even not for any other reason but for the sake of objectivity. As known, objectivity is a key or leading feature in historiography or any written record as it serves as a road-map for the validity and acceptability of written documents. Therefore, the life and time of Mai Abba Kyari, his reign as an Emir of Bade inclusive, should not be either neglected or erased in as much as the last quarter of the 20th Century annals of Bade Emirate is all about as it will no doubt restore value and dismissed all sorts of skepticism emanating from the general public pertaining the history of Bade Emirate.

Apex

BADE

MAI ABBA KYARI-INSTALLATION
FEEDING COMMITTEE.

GRAND SUMMARY OF CONTRACT/PURCHASES
AWARDED.

(1)	29 cows at ₦500.00 each	₦14,500.00
(2)	16 Rams at ₦200.00 each	3,200.00
(3)	50 bags of Kolanuts at ₦60.00 each	3,000.00
(4)	30.Bags of Rices at ₦50.00 Each	1,500.00
(5)	20 bags wheats at ₦50.00 each	1,000.00
(6)	300 chickens at ₦5.00 each	1,500.00
(7)	200 crates of minerals at ₦17.00 each	3,400.00
(8)	Construction of cooking shed	1,500.00
(9)	Soup ingredients (central cooking)	1,300.00
(10)	Pans for Palace and Central cooking	1,500.00
(11)	Palace requirements	8,900.00
(12)	Breakfast	1,000.00
(13)	Cocktail Party	2,000.00
(14)	Labour and firewood for central cooking -	500.00
		₦44,800.00
		=====

Yerima Kabaju
(YERIMA KABAJU)
Sec.

Source: Yerima Kabaju Secretary to Mai Abba Kyari

References

Primary Sources

Oral Interview:

Abba Shettima Saleh, 55 years, newly appointed Shettiman Bade, 3 Bed-Room Housing Estate along Gashua Road, Damaturu, 9th/9/2025.

- Alhaji Suleiman Galadima. The Galadima Bade during the reign of Mai Umar Suleiman, 92 years, Ministry of Works Housing Estate, along Gashua Road, Damaturu. 2/8/2021.
- An anonymous source, 67 years, retired Civil Servant, Anguwar Kuka – Gashua town, 8/11/2025.
- Baba Saleh popularly known as “Man Dan Doki”, 89 years, Thatch maker, at Dakido ward, Jakusko, 24/10/2025
- Dr. Duchi Abba Kyari, 54 years, son to Abba Kyari/Lecturer at Mai Umar Suleiman College of Education – Gashua, Yobe State on the 22/9/2025.
- Kaka Lawan, 61 years, a resident of Jakusko in the 1970s – 1980s, at Majalisan Badawa beside First Bank, Damaturu. 3/10/2025.
- Yerima Kabaju, 77 years, Social Welfare Officer of Bade Native Authority during the 1970s and Secretary to Mai Abba Kyari as an Emir of Bade, Tashan Kurma-Ajari, Damaturu, 17th/8/2025.

Secondary Sources:

- A Little New Light (1987), Selected Historical Writing of Professor Abdullahi Smith. Vol. 1, Printed by Gaskiya Corporation Limited, Zaria.
- Aji S. Suleiman (2009), The Great Bade Emirate: History, Culture & Economic Perspective. Aje Printers Nigeria Ltd. Abuja.
- _____ (2017), The chronicle of Bade Emirate. Abuja; Aje Concept services. Abuja.
- Akilahyel Ali Sunama (2010), The history of Bade in the pre-colonial period. Dana press mokola. Ibadan.
- Bala Usman & Nur Alkali (1983), (Eds), Studies in the Pre-colonial History of Borno Northern Nigeria Publishing Company. Zaria.
- Barth H. Travels and Discoveries in North and Central Africa 1499 – 55: Vol. 2. London.
- Borno State Gazette, No. 12 Maiduguri 21st March, 1983. Vol 8. BO.S.L.No.1 of 1983. The Chiefs (Appointment and Deposition) Law. Cap. 20 the Emir of Gorgaram Appointment order – 1983.
- Bosoma Sheriff and Mohammed Kolo (1998), BADIYARAM KERABE: KITAWU KENDEGEMI. Awosanmi Press (Nig) Ltd. Maiduguri. Pp. 17.
- Brenner L. (1973), The Shehus of Kukawa. Oxford University press. London.
- Chambers Dictionary of Etymology (1999), (Eds) Robert Bamhart.
- Chris A. N. (1995), Who is who in Bade Local Government Area, Yobe State. Publisher Bade Local Government Council. Gashua.
- Court Proceeding of High Court of Maiduguri – Judicial Division Held on 3rd March, 1982. Before Hon. K. O. Anyah – Chief Judge.
- Fortune L. Archibong (2006), The Emir and People of Fika Emirate. Concept Publication Ltd. Lagos, Nigeria.
- Sa’ad Abubakar (2008), Lambe Fombina: A History of Adamawa Emirate. Book Wright Nigeria. Ibadan.
- Sani Lugga (2006), Dikko Dynasty: 100 years of the Sullubawa Ruling House in Katsina 1906 – 2006. Katsina Emirate Council. Katsina.
- Umar H. Diram “Emirate Administrative System in Nigeria, 1946 – 48: A study of the appointment and deposition of Emirs in three Emirates of Northern Nigeria”. (PhD Thesis) Unimaid, 1994.

CURRENT INSECURITY AND THE ISSUE OF FOOD CRISIS IN NORTH- EASTERN NIGERIA: THE WAY OUT

BY

LAWAN JAFARU

Department of History and International Studies, Yobe State University
lawanjafar@gmail.com
+234806555527

&

MADU GANA GARBA

Department of History and International Studies, Yobe State University

ABSTRACT

This study appraised the menace of the food crisis and current insecurity in north eastern Nigeria. It examined efforts at addressing the over inflated price of food stuff which has been relatively caused by Boko Haram terrorists. The paper employed mixed research method to present nature of the food crisis, the menace it poses, and the attempt at solving the problem through effective approaches. The study was premised on the Communitarianism Theory. Empirically, the study confirms that food crisis promotes further hard life and difficulty which subsequently led to rampant crimes and other social and economic vices in the region. In the course of the research, about 78.380% of respondents claimed that insurgency is considered counter-productive and artificially created poverty and criminal activities. Apart from the negative consequences of insecurity and food crisis, 43% of respondents agreed that it is central to the promotion of socio-economic underdevelopment of the region. The paper discovered that Farms were abandoned, markets were closed down, roads were blocked and chances of survival in the rural areas were minimal due to the frequent attacks carried out by the insurgents. However, naturally the outcome of this phenomenon is, but the shortages of foods, and other security of survival. The study concludes that, although, government, NGOs and all other stakeholders have employed various strategies to resolve the situation, in order to reduce or eradicate the menace attributed to it but no significant result has been recorded. The researcher therefore proposes various measures with the view to resolve the issue. Thus, research paper focuses on the need for people to go back to the farm and volume of production must be increase to carter for the high level of population of the region. The paper also recommends the followings: domestication of societal orientation and new approach to the entire system on food production, with much emphasis on Behavior Change, active community involvement as some of the viable options for eradicating the menace associated with Boko Haram in the Northeastern region. The study also recommends that there is a need for constant advocacy that is grassroots based and participatory in design towards addressing the issue of food crisis for the betterment of the society.

Keynotes: Food, Insecurity, Crisis, Northeast, Boko Haram,

Introduction

This research work focuses on current problem of food insecurity and crisis in the Northeastern Nigeria. The paper extensively discusses the reality on ground regarding food crisis especially how it affects the lives of the people. A survey with a data of four-year prices of some locally

produce foodstuffs have been presented as an indication that the people in the region are facing serious economic crisis. The research paper discovered the crisis was as a result of more than a two-decade conflict of Boko Haram insecurity. For instance, in Borno State, where the crisis emanated, out of 27 Local Governments Areas 9 have been displaced and are currently at the mercy of the government being caged in the IDP camps. The overall effect of this catastrophe is absent of complete productivity and means of survival in the region. Farms were abandoned, markets were closed down, roads were blocked and chances of survival in the rural areas were minimal due to the frequent attacks carried out by the insurgents. However, naturally the outcome of this phenomenon is, but the shortages of foods, and other security of survival. This paper examines the current difficult situation, and discovered there is tendency for the food to become unobtainable looking at the current prices that keeps shooting annually due to the insurgency crisis. The paper concluded there is the need for people to go back to the farm and volume of production must be increase to carter for the high level of population of the region.

Historical Background of the term food security

The history of food crisis in the world is as old as the world itself. Human societies have been battling the issue ever since the development of societies over time. Because, human institution as well as political institution are devised and developed to carter for the need of man that arouse particularly food in the course of his existence. In fact, food is the overall source and security of human existence.

This work examines the crisis of present food security in North-Eastern Nigeria, a region that have been engulfed by the activities of Boko Haram (BH) insurgency and Fulani Herdsmen for more than a decade. North-Eastern region was known to have achieved greatness in terms of productivity in food supply other human development needs particularly when one looks at its position bordering with two west African Countries and one Central African Country: Republic of Chad, Niger republic and Cameroun. The population of the region as at 2006 preliminary census result was about 18,984,299.

The emergence of terrorist religious group who vehemently opposes the western style of education and the nagging Fulani herdsmen and farmers' crisis around Taraba area have created serious shortages of food in the last ten years. Farmers were driven out of their land and forced to flee into the urban area in search of security. The volume of production and supply therefore has been drastically reduced to the minimum level which naturally rendered the region helpless and

devastated. People could no longer sustain the simple subsistence farming for house consumption not to talk of larger production for market purposes. This work therefore intends to examine the extent of food insecurity in the region, how the current crisis affected the human societies and how far government can go to surmount the issue. It should be noted that more than 70% of the population in the region are farmers.

The crisis at hand

Food security simply refers to opportunity to cultivate food items, accessibility to cultivate land to produce food by the people at any given time. On the other hand, it is a situation where society can be able to afford and purchase food needed for their well-being

Food and Agricultural Organisation (FAO), opined that food security can be achieved by ensuring adequate food supply in terms of quantity, quality and variety of food; optimize stability inflow of supplies and secure sustainable access to availability by those who need them (Food Security Policy Brief, 2006).

Also, during the World Food Summit (1996), it is generally defined as: “when all people at all times, have physically and economically access to sufficient, safe, and nutritious food to meet their dietary needs food preferences for an active healthy life.”

But there some situation or circumstances that can caused setback to food security at any given time. These include natural disaster, conflict and terrorist activities etc.

Historically, the world had witnessed several food crisis and insecurity. Some societies had managed to take precautions before it affects the security of the people, while others couldn't overcome the situation because of some either natural or artificial circumstances.

Way back to the BC2000, during the era of prophet Joseph, Egypt had witnessed food crisis which forced the government to established reservoir for the emergency period. For almost seven years, the people of Alexandria went through hell until much later the situation was surmounted. (Quran: V:12Ch:46-48)

However, security crisis has become very common in the world today. Almost two third of the global nations are today facing crisis of insecurity in one way or the other. Thus, the impacts of insecurity are multidimensional in nature, but most of the related literature to this research focused on physical issues. (its effects on lives and properties) according to the review of those

literature, the concentration on the implication of food security as a result of the North-Eastern Nigeria insurgency caused by Boko Haram is indeed very scanty.

It is generally believed every crisis if not managed could grow and matured into full scale conflict, which shall be compounded by the element around it, and gradually give birth to political and economic instability which subsequently entangled the people involved into general insecurity and poverty.

The above description is what aptly defined Boko Haram crisis which emanated since 2009. This research work thus looks into the activities of those Islamic militants and the consequences of their activities on the food security in the North-East region, especially access to the land availability and cultivation, with special reference to Maiduguri the centre of the crisis.

The major problems and question asked by this work are: What was the factor behind this food insecurity threat make that posed serious challenge to people? For more than seven years, majority of the farmers in the region cannot cultivate their land because of the insecurity surrounding their communities despite the military intervention why? For how long shall the people continue to remain as Internally Displaced Persons? What could be the solution to the current food crisis and insecurity in the region? It is clear that the Volumes of supply of food has drastically go down with the crisis, is there an alternative measure to revive the old legacy so as to overcome the shortages and food crisis? If yes, what are the ways forward? It is against these questions; an analysis shall be carried out to bring into light by assessing the situation using research methodology as tool of establishing the fact and way forward.

Objectives of the research

The purpose of this research is to come up with the following:

1. To examine the root causes of current food crisis in the affected areas under study.
2. To analyze and find out the extent of food crisis and the subsequent insecurity the situation poses to the future.
4. To bring out the extent of damage done by the food insecurity in the region which continue to subject majority of the poor people into begging and other social vices in order to survive.
5. To bring out some alternative ways in order to address the situation

Methodology

This study has employed mixed research method. For estimating the objectives 1 and 2 of this study the quantitative method was used and for the objective 3 qualitative method was used. The population of this study comprised people from the ages of 18 up to 46 ages and above and they came across both sexes from different religions and occupations. The population of the study location was projected by the United Nations in ,2023 as 803,000 people with the increase of 2.16% [20]. It's out of the 803,000 Year, 2023 Projected population that the sample size was drawn by using Monkey Survey calculator software. Hence with confidence level of 95% and confidence interval of 7, the population sample size of this study was arrived at 196 people.

For the research instrument 196 questionnaires were administered and 185 (94.38) were successfully returned. The returned questionnaires were analyzed using descriptive statistics. But objective 3 was analyzed quantitatively.

Factors behind Food Crisis in North-Eastern Region (A case of Borno)

Before 2009, Maiduguri the capital city of Borno state was the centre for the supply of food to all places surrounding the state as well as the neighboring countries of Chad, Cameroon, Central African Republic and Republic of Niger. The true reality is that, 70% of the Maiduguri people and its surroundings are farmers. Thus, they relied heavily on what they annually produce in terms of both subsistence and commercial purposes. Three markets in the metropolis: Baga fish market, Gomboru market and Monday market are the major commercial centres of the town.

Unlike in other places where commercial activities reached its highest volume on weekly basis or fortnightly, these markets supply basic commodities on daily basis because of the general high demands. However, with the advent of Boko Haram insurgency, and the concurrent attacks and counter-attacks between the militants and security personnel, almost all commercial centres in the city were shut down for quite sometimes. One informant narrates:

“Between 2011 and 2015, which was the hardest time for the marketers in Maiduguri, the melting pots of the commercial activities has now turned to a mere shadow of its former self.”

It is of great significance to note that, more than 80% of the data collected in this research are of the view that among all the development sectors affected by the insurgency, food security featured top. Furthermore, for instance, previous study reveals that prior to insurgency, annual grain flow between Maiduguri and her trade partners was 294,940 tons, but with the emergence

of Boko Haram militants, it was revealed that flow of grain decreases to 94,500 tons by second quarter of the 2014 (AGI:2014)

For the research instrument 196 questionnaires were administered and 185 (94.38) were successfully returned. The returned questionnaires were analyzed using descriptive statistics. But objective 3 was analyzed quantitatively.

Results

Demographic Information of Respondents

Table1: Distribution of Respondents by Age

Age	Frequency	Percentage
18-35	60	32.43
36-45	73	39.45
46-above	52	28.10

Source: field survey, ,2025

Table 1 provides insight into the age distribution of respondents who took part in the survey. The table suggested that most of the respondents were between the ages of 36 – 45.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	110	59.45
Female	75	40.54

Source: field survey, ,2025

Table 2, indicates that male gender 110 (59.45) are more than the female respondents 75 (40.54) who took part in the study.

Table 3: Distribution of Respondents by Religion

Religion	Frequency	Percentage
Islam	135	72.97
Christianity	47	25.40
Traditional	3	1.62

Source: field survey, 2025

Table 3 indicates that majority of the respondents were Muslims followers of Islam (75.67%) while (24.32%) were Christians, traditionalist was only (1.08%).

Table 4: Distribution of Respondents by Occupation

Occupation	Frequency	Percentage
Housewife	23	12.43
Students	37	20
Farmer	35	18.91
Public servant	50	27.02
Trader	40	21.62

Source: field survey ,2025

Also, according to World Bank report 2016, among the 27 grazing reserve areas in the state, which include lakes, river bank, orchards, about 16 areas have been either destroyed, contaminated or poised. (Awodolo: 2015) According to United Nations latest report, not less than \$5.9 billion properties were destroyed. And more than three million persons were displaced. Equally, no fewer than two million were killed and about 470,000 livestock were killed or stolen. Also, this research finding reveals more 75% of the youth in Maiduguri have relied on government because they lack capital to sustain themselves or to be self-reliant in terms of Business technical practice. (S Shettima: 2018). However, from the field survey and data collected during this research, below are some of the factors that posed serious threat to food crisis in the region.

Findings of the Research

A. Farmland and commercial have been abandoned

With the climax of the fight against Boko Haram in almost all the length and breadth of the North-East region, several villages and other rural communities were shattered and families scattered without traces in many cases. It was estimated many 5000 hectre of land have been abandoned in Northern Maiduguri along around Monguno, Baga, Gomboru, Mafa, Abadam, Magumeri, Nganzai etc. One central factor argued in the escalation of this crisis is human right violation by the Nigeria security. Their inability to differentiate between insurgents and innocent

farmers led to the mass flee of the villagers to abandon their farms. And this had caused the larger society significant reduction in the volume of food production capacity.

B. Urban-rural movement (migration)

With the continue and merciless attacks and killings of people by the Boko Haram, there was mass movement of people or migration from more than 50% of the major towns especially northern Borno and even some neighboring countries into the urban cities of the region particularly Maiduguri the capital of Borno state. By the end of 2016, the estimated number of Internally Displaced Person (IDPs) had reached 1,434,149, which is said to be the highest in the Northern part of the country. However, there are total number of 36 IDPs camps within the city of Maiduguri and 16 camps outside the city. The number of IDPs under the control of the Borno state government reached about 130,000 while outside the state reached about 40,000(NEMA: Premium times: 2016)

C. Markets are closed down

If there were very few that remain in the village on their farmland, equally there had not been opportunity for them to carry out any transaction because majority of the commercial meeting points were closed down by the security personnel due to incessant attacks by the Boko Haram. To put it more clearly, the people in Maiduguri may no longer be able to afford the minimum dietary energy requirement and satisfying their hunger have been also jeopardized as consequences of social security. Indeed, the study revealed that most shops were under lock in the three major markets in Maiduguri, which is an indication of the destruction of most agro businesses. Major Markets, such as Monday market, Gomboru, Baga, Custom markets, and even cattle market like Kasuwan shanu were all scattered. Economic activities therefore witnessed a serious setback and billions of investments went under the bridge. The consequences were inability of the people to be self-reliant as thousand relied on this commercial activity to survive. (Effects: hunger, starvation, poverty, increase crime etc).

D. Hike in transportation fare

Another very complicated situation that further compounded the food crisis in the Boko Haram ravaged area is closure of some important commercial roads that link various places to the main centre. For instance, apart from Maiduguri-Damaturu high way, all other incoming roads to the city had been closed by security personnel due to constant attack. For almost five to six years, there was only one exit to Maiduguri, (Kano Road) and this make it difficult for marketers to

patronize the city, and thus scarcity and inflation is inevitable. The overall analysis hammered on the prolong journey to the city ultimately make transportation fare to summersault. For instance, back in 2016, to transport 40 baskets of tomatoes and pepper from Biu to Gomboru market in Maiduguri amount to 9000 naira. By 2016 it reached 14,000 and by 2017 and 2018 the suppliers have to pay up to 19,000. One informant of this research said currently transportation of such goods attracts 25,000 which indirectly and finally shall fall on the local consumer. Such high prices of transportation of goods to the city had immensely contributed to the inflation of foodstuffs.

E. Increase in population

Population had increased rapidly with the movement of people into the city because of the insecurity. According to Maiduguri, Nigeria Metro Area Population, prior to the emergence of Boko Haram crisis, the entire population of Maiduguri metropolitan was estimated to have a population 644,000 about 1.42 growth rate, by 2019, it is nearly to a million that is almost 3.0 growth rate due to the mass influx of displaced persons from other parts of the state, affected by the insurgency. Furthermore, according to State Emergency Management Agency (SEMA), the entire population of Bama Local Government was estimated to be 260,000 which were forced to move to Maiduguri when the town became inhabitable because of Boko Haram activities. Also, about 100,000 residents of Marte Local Government also moved to Maiduguri. This indicates the high demand of consumption of food in the city which automatically superseded the supply capacity, because the producer has now become the consumer. 80% of the IDPs who were initially local producer have now resorted to dependency on the goodwill of national and international donors. Therefore, the increase in the food consumption and the decrease in the production is a natural their hunger has been also jeopardized as consequences of social security. Indeed, the study revealed that most shops were under lock in the three major markets in Maiduguri, which is an indication of the destruction of most agro businesses. Major Markets, such as Monday market, Gomboru, Baga, Custom markets, and even cattle market like Kasuwan shanu were all scattered. Economic activities therefore witnessed a serious setback and billions of investments went under the bridge. The consequences were inability of the people to be self-reliant as thousand relied on these commercial activities to survive. (Effects: hunger, starvation, poverty, increase crime etc).

E. Population increase

Population had increased rapidly with the movement of people into the city because of the insecurity. According to Maiduguri, Nigeria Metro Area Population, prior to the emergence of Boko Haram crisis, the entire population of Maiduguri metropolitan was estimated to have a population 644,000 about 1.42 growth rate, by 2019, it is nearly to a million that is almost 3.0 growth rate due to the mass influx of displaced persons from other parts of the state, affected by the insurgency. Furthermore, according to State Emergency Management Agency (SEMA), the entire population of Bama Local Government was estimated to be 260,000 which were forced to move to Maiduguri when the town became inhabitable because of Boko Haram activities. Also, about 100,000 residents of Marte Local Government also moved to Maiduguri. This indicates the high demand of consumption of food in the city which automatically superseded the supply capacity, because the producer has now become the consumer. 80% of the IDPs who were initially local producer have now resorted to dependency on the goodwill of national and international donors. Therefore, the increase in the food consumption and the decrease in the production is a natural.

Table 5: List Of Price Of Foodstuffs In Maiduguri From 2018 To 2020 Showing How Annually The Price Multiplied.

S/N	Locally produce Food Items	PRICE (2020)	PRICE (2021)	PRICE (2022)	PRICE (2023)
1	Millet 40kg	#9,500	#12,000	#17,000	#22,000
2	G/Corn 40kg	#7,600	#10,000	#15,000	#21,000
3	Maize 40kg	#15,000	#16,500	#18,000	#28,500
4	Local Rice 40kg	#24,000	#28,000	#35,000	#48,000
5	Beans 40kg	#26,000	#30,000	#3500	#56,000
6	Sesame 40kg	#40,000	#41,000	#40,000	#45,000
7	Wheat 40kg	#15,000	#22,000	#24,000	#28,000
8	Onion 40kg	#15,000	#16,500	#18,000	#28,500
9	Tomatoes 40kg	#5000	#7000	#12,000	#22,000
10	Pepper 40kg	#3000	#4500	#8000	#17,000
11	Sweet Potatoes 40kg	#5000	#6,500	#8000	#14,000
12	Yam per bowl 100 pieces	65,000	68,000	83,000	115,000
13	Groundnut 40kg	38,000	40,000	45,000	60,000

Source: Lawan J. (2021)

Intellectual Discussion

From the above analysis, the researcher suggests the following communication approaches that if effectively adopted, the food crisis in our society would be reformed, so that the menace associated to it would be eradicated. Government at all levels and all stakeholders in the society are encouraged to place more emphasis on agricultural activities with potentials to positively change the perception that food security can only be acquired through mass cultivation and commitments to modern farming.

Serious messages have to get to the village level where majority of farmers came from not directly by the mass media but through local government officials, social groups, teachers and traditional leaders etc. The leaders, through the village chiefs and age grades create awareness about the modern agricultural programmes and the massive benefits when adoption. Religious leaders, therefore, help played a positive role in spreading the message, while social group have helped to spread the message through face to face contacts, to inform, convince and motivate potential adopters of innovations, whereas government should provide all necessary inputs to facilitate the volume of production in the whole region under analysis.

For instance, had it been that all the plan and programmes related to food production are fully implemented, all agricultural projects would have recorded a substantial success. In order to reform the food production system, there is the need for active and direct involvement of stakeholders, leaders, and legal department to make sure corruption has been eliminated in the sector. This can help the agricultural sector see the project meant for it is truly their own, geared towards addressing common problem with better chances of success.

Apart from the negative consequences of food insecurity, in North-eastern Nigeria, and in Maiduguri Metropolitan in particular, the present study also reveals in the table 11 that food insecurity has contributed to the increase in crime activities. About 43% of the respondents in this study have agreed that food insecurity has provide devious alternative ways of acquiring wealth and life satisfaction. Although majority of the respondents about 50.81% have contrary view that is to say they did not affirm that failed food system is providing an alternative way of acquiring better life. May be this majority are among those are calling for the rapid reform and government support in the crisis, considering the menace associated with it. It was unanimously agreed, that in the previous year's food insecurity in north-east has been the main source of various crime in cities and other terrorists' activities. For instance. in the Maiduguri Metropolis

you would find youth joining criminal groups due to hunger and starvation. Those working as domestic workers, shops keepers, labourers etc. have since being co-opted into committing crime at their places of work.

Conclusion

At the conclusion of the research, it should be noted that food crisis and security is now a global issue to be addressed. The North-East region under the current crisis of Boko Haram insurgency has several challenges. From the foregoing above research, the prices of locally produce foodstuffs is a clear manifestation of the danger posed by the current insecurity. The prices on the table displayed shows how foodstuffs keeps shooting on annual basis which is an indication if not tackled shall wallow the whole region into serious shortage of food and thus hunger and other related calamity may further befall the area with much more poverty at maximum capacity. Among the areas identified as the solution to this crisis include: restoration of security for people to go back to farm and other businesses without fear of insecurity, government and non-governmental organizations intervention into areas of priority not unnecessary budgets and emphasis on non-priority areas, full re-settlement of the displaced persons back to their rural areas, United Nations intervention in reshaping the future of the war victims and relevant agricultural programmes with clear target to support farmers in boosting their morale to produce enough food. If all shall be done the issue could be tackled however little.

References:

- 1 A. A. Suleiman (2014) Food security and the alternative way to mass production. TI report 344 2001.
- 2 Bakken I. V., Rustad S. A. "Conflict trends in Africa, 1989–2017," Conflict Trends. 2018;6 [[Google Scholar](#)] UNICEF. Annual report 2017: Nigeria. 2017.
3. B. Salisu, (2020) NGOs and the Northeast crisis in Nigeria: Challenges and solutions. TI report 343, 2000.
4. Betancourt T., Zuilkowski S. S., Ravichandran A. et al. "Development of the food security checklist tool for assessing site-level threats to child protection: Use of Delphi methods and application to two sites in India," PLoS One. 2015;10:1–17. Betancourt (1989,)
5. Child Protection AoR. Child protection in emergencies: Coordination handbook. 2016.
6. Campbell J., Harwood A. "Boko Haram's deadly impact," Council on Foreign Relations (August 20, 2018). Available at <https://www.cfr.org/article/boko-harams-dead-ly-impact>.
7. Stichick T., Bruderlein C. Children facing insecurity: New strategies for survival in a global era. Harvard Program on Humanitarian Policy and Conflict Research; 2001. [[Google Scholar](#)]

8. Stichick and Bruderlein (see note 11).
9. Wessells M. "Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center," *Child Abuse Neglect*. 2015;43:8–21. [[PubMed](#)] [[Google Scholar](#)]
10. Wagner Z., Heft-Neal S., Bhutta Z. A. et al. "Armed conflict and child mortality in Africa: A geospatial analysis," *Lancet*. 2018;392(10150):857–865. [[PMC free article](#)] [[PubMed](#)] [[Google Scholar](#)]
11. UNICEF. UNICEF strategic plan 2018–2021. 2018.
12. Betancourt T., Williams T. P., Kellner S. E. et al. "Interrelatedness of child health, protection and well-being: An application of the FOOD SECURITY model in Rwanda," *Social Science and Medicine*. 2012;74(10):1504–1511.
13. Betancourt T., Fawzi M. K. S., Bruderlein C. et al. "Children affected by HIV/AIDS: SAVE THE CHILDREN, a model for promoting their security, health, and development," *Psychology, Health and Medicine*. 2010;15(3):243–265. [[PubMed](#)] [[Google Scholar](#)]
14. 1989. Convention on the Rights of the Child, G.A. Res. 44/25.
15. Ibid.
- 16 Ogunrotifa, A. B. (2013) *Class theory of Terrorism: A study of Boko Haram Insurgency in Nigeria*. Research and Humanities on Social Science, Vol 3, No1.
- 17 (2013) *Boko Haram Insurgency in Northern Nigeria and the vicious cycle of internal security*. Routledge Taylor & Francis Group Nigeria.
- 18 Okpaga, A. Chijioka, U.S. Innocent, E.O. (2012) *Activities of Boko Haram and Insecurity Question in Nigeria*. Arabian Journal of Business and Management review Vol 1. No 9.
- 19 Oviasogie F. O (2013) *State failure, terrorism and Global Security: An Appraisal of the Boko Haram Insurgency in Northern Nigeria*. Journal of Sustainable Society Vol 2. No 1. Nigeria.
- 20 Popoola, I. S. (2012) *Press and Terrorism in Nigeria: A discourse on Boko Haram*. Global Media Journal, African studies Edition, Vol 6. University of Lagos.
- 21 Solomon, H. (2012) *Counter-terrorism in Nigeria: Responding to Boko Haram*. Taylor & Francis group, South Africa.
- 22 Uadiale, M. (2012) *Implication of the Political and Economic Factors in the rise of Boko Haram Insurgence in Nigeria*. Published in Internal Journal of Advance Legal studies Lagos Nigeria
- 23 Yahya O. I. (2004) *Religious Crises and Social Disruption in North-Eastern Nigeria*. Loud Books Publishers
- 24 Theo Brinkel and Soumia Ait-Hida (2012) *Boko Haram and Jihad in Nigeria*, South African Journal of Military Studies 40.
25. A.I. Ajayi (2012) 'Boko Haram' and terrorism in Nigeria: Exploratory and explanatory notes, *Global Advanced Research Journal of History, Political Science and International Relations* Vol. (15)
26. M.E. Oshioke (2013) *Boko Haram: A Religious Sect or Terrorist Organisation*, *Global Journal of Politics and Law Research*, Vol. 1.

REVIEW OF EMPIRICAL STUDIES ON INFLUENCE OF SOCIAL INTELLIGENCE AND INTEREST OF CHEMISTRY STUDENTS' ACADEMIC PERFORMANCE

BY

GAMNJOH DENNIS DEYA

Faculty of Education, Department of Science Education, Taraba State University, Jalingo
dennideyagamnjoh@gmail.com
+2348164883948,

NDONG PRECILIA

Faculty of Education, Department of Science Education, Taraba State University, Jalingo
&

BITRUS USENI

Faculty of Education, Department of Science Education, Taraba State University, Jalingo

ABSTRACT

This comprehensive review synthesized findings from twelve empirical studies that examined social intelligence and interest of chemistry students. The study aims to critically evaluate relevant research, highlights the ways in which social intelligence could influence educational interest of chemistry students. The reviewed conducted across different countries and regions- specifically three from India, one from Philippine, one from Pakistan, seven from Nigeria. The reviewed studies revealed several weaknesses particularly in the clarity of background information of most of the reviewed studies as well as methodologies employed for the studies, validity and reliability. Additionally, most of the reviewed study were not conducted in Chemistry. The reviewed studies also identified gaps in the correct usage of definite articles 'the' at the beginning of study titles. These insights and gaps have significant implications for educators and stakeholders in the education sector who intend to enhanced students' interest in learning. By addressing these weaknesses, future researchers can contribute better to improving students' interests in learning.

Keywords: Social intelligence, Interest, Chemistry, Students

Introduction

The construct of social intelligence (SIQ) was originally conceptualized by Edward Thorndike in (1920) who described it as the ability to comprehend and manage interpersonal relationships effectively. Since its introduction, the concept has undergone significant refinement. Subsequent scholars expanded its scope to include core dimensions such as empathy, social awareness, adaptability and effective interpersonal communication. According to Honeywill (2015), social intelligence is a combination of self-awareness and social consciousness, the evolution of social beliefs and attitudes, as well as the capacity and ability to manage complex social change. Social intelligence raises a variety of impacts on both the aspects and social activities as stock students in his duties as social beings in society in the future. Building on this foundation, Goleman

(2016) advanced the discourse by emphasizing social intelligence as a fundamental attribute of human interaction with particular relevance to learning processes and personal development. However, within the domain of science education and chemistry in particular, social intelligence has been identified as one of the most challenging science subjects due to its abstract theoretical frameworks, quantitative demands and intensive laboratory components. According to Muhammad (2023), social intelligence is a stronger predictor of academic achievement of students. It develops the capacity to know oneself and to know others. Students demonstrating higher levels of social intelligence are more likely to engage productively in collaborative learning, utilize teacher support and maintain constructive attitudes toward the learning process. The implication of this is that, when students are socially intelligent, it contributes to improving their interest in the subject as well as enhanced students' academic performance.

Methodology

The method adopted for this study was peer-reviewing articles from the last 10 years and only papers related to the key elements of study which focused on students' social intelligence and their interest in Chemistry were considered.

Empirical Studies on students' social intelligence and their interest in Chemistry

Ben and Gilbert (2025) examined social intelligence as correlate of academic engagement among public secondary school students in Anambra State. Two specific purposes, two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised 21,272 senior secondary school two (SSII) students in 267 public secondary schools in Anambra State. The population comprised of 9550 male students and 11,722 female students in 267 public secondary schools in Anambra State. The sample of the study was 334 (male and female) secondary school students from the 267 public secondary schools in Anambra State. A multistage sampling procedure was employed to determine the sample of the study. The instruments for data collection were two instruments: Tromso Social Intelligence Scale (TSIS) and Hart *et al.*, (2011) Students Academic Engagement in the Schools Questionnaire (SESQ). Since the instruments were standardized and extensively used, they were not subjected to re-validation and reliability. Pearson Product Moment Correlational analysis was used to analyze the data for the study. The findings of the study revealed that there is a high positive relationship between social intelligence and students' academic engagement in public secondary schools in

Anambra State. Also, there is a high positive relationship between social intelligence and academic engagement among male and female students in public secondary schools in Anambra State. The researcher concluded based on the findings of the study that social intelligence has significant relationship with students' academic engagement in public secondary schools in Anambra State. Based on these findings, it was recommended that administrators of public secondary schools should collaborate with curriculum planners to integrate subjects and academic activities that promote social intelligence among students.

The reviewed study focused on social intelligence as correlate of academic engagement among public secondary school students in Anambra State as against the present review which focused on social intelligence and interest of chemistry students. The correlational research design adopted for the study is appropriate. The two instruments used for the study were appropriate. The multi-stage sampling technique used for the study is appropriate for obtaining an accurate result.

Nwodo *et al* (2025) investigated social intelligence (Social Information Processing, Social Skills, and Social Awareness) as a predictor of fear of negative evaluation among undergraduate students. One hundred and twenty-three (123) undergraduate students which comprises 74 females and 49 males were drawn using multi-stage (cluster, simple random: by balloting and purposive) sampling techniques as participants from Enugu State University of Science and Technology, Enugu. Watson and Friend (1969) Fear of Negative Evaluation (FNE), Silvera *et al.* (2001), and Tromso Social Intelligence Scale and Hudson (1982) were used for data collection, the design for this study was correlation, as multiple hierarchical regression using SPSS version 27 was used to analysis the data. The result revealed that social awareness dimension of social intelligence positively predicted fear of negative evaluation, while the other two dimensions of social intelligence and social information process at 05 failed to predict fear of negative evaluation, social intelligence jointly was unable to predict the dependent variable. Hence, therapist should assist undergraduate to always prepare for the worse so when it comes, they will know how to handle the situation.

The background of the reviewed study was extensively discussed. The design for this study was correlation, as multiple hierarchical regression which is suitable for the result of the study. While the reviewed study is on social intelligence as a predictor of fear of negative evaluation among undergraduate students, the present study is an empirical study of social intelligence and interest

of chemistry students. However, the sample of one hundred and twenty-three (123) undergraduate students used for the reviewed study is inadequate for this study.

Okoli and Usang (2025) investigated social intelligence as a predictor of secondary school students' academic achievement in Chemistry in Cross River state, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted the predictive correlation research design. The population of the study was 6, 376 senior secondary two (SS2) students of Chemistry in the public secondary schools in Cross River State, from which 800 students were sampled for the study. The instrument for data collection was the Tromsø Social Intelligence Scale (TSIS), validated by three experts. The reliability of the instrument was established using Cronbach Alpha with coefficient of internal consistency of 0.79. The instrument was administered to the students with the help of six research assistants. The data obtained was analyzed using simple and multiple linear regressions. The findings of the study revealed among others that 0.6percent of the variance in students' Chemistry scores is predicted by social intelligence. Furthermore, achievement in chemistry were significantly predicted by social intelligence. It was recommended among others that, teachers should incorporate more collaborative and interactive activities in Chemistry classrooms to enhance students' social skills. While the reviewed study is a predictive correlation research design which focused on social intelligence as a predictor of secondary school students' academic achievement in Chemistry in Cross River state, Nigeria the present is a peer reviewed study on social intelligence and interest of chemistry students.

Okoli *et al* (2025) investigated the predictive influence of social intelligence on secondary school students' academic achievement in English Language in Anambra State, Nigeria. Two research questions guided the study, with two null hypotheses tested at 0.05 alpha level. A co-predictive research design was adopted. The population of the study comprised the 16,236 Secondary School Year Two (SS2) students in the 224-government owned secondary schools in Anambra State. A sample size of 1,200 SS2 students, drawn using multistage procedure was used in the study. An adapted Tromso Social Intelligence Scale (TSIS), and an English Score Proforma, containing the achievement scores of students in English studies in the 2024/2025 academic session, were used for data collection. The adapted TSIS was validated by three experts with a reliability coefficient of 0.78 established using Cronbach alpha method. In analyzing collected data, simple and multiple linear regression analyses were used. The findings from the results

revealed among others that social intelligence and its dimensions (social awareness, social information processing and social skills) are significant predictors of secondary students' English achievement. From the findings, the study concluded that social intelligence significantly predicted students' academic achievement in English language and thus recommended that schools should implement programs to foster and enhance students' social intelligence using mentorship, collaborative learning, and support systems, creating environments that improve students' English achievement and overall emotional well-being.

The sample size of 1,200 SS2 students used in the reviewed study is suitable and appropriate for the generalization of the study. While the reviewed study focused on predictive influence of social intelligence on secondary school students' academic achievement in English Language, the empirical study focused on social intelligence and interest of chemistry. Both study differ with the variable of interest and differ in subject area. The reviewed study subject is English as against chemistry.

Okoye and Okoli (2025) investigated social intelligence as a predictor of College of Education students' academic achievement in Biology in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted the predictive correlation research. The population of the study was 283 year three (300 level) Biology students in Colleges of Education in Anambra State, Nigeria, which also constituted the sample for the study. The instrument for data collection was the Tromso Social Intelligence Scale (TSIS), validated by three experts. The reliability of the instrument was established using Cronbach Alpha with coefficient of internal consistency of 0.73. The students' CGPA in Biology were obtained from Course adviser folder whereas for TSIS was administered to the students with the help of the research assistants. The data obtained was analyzed using simple and multiple linear regressions. The findings of the study revealed among others that 3.1 percent of the variance in Biology achievement was predicted by students' social intelligence. Furthermore, achievement in biology were significantly predicted by College of Education students' social intelligence. It was recommended among others that, biology teachers should incorporate cooperative learning strategies, peer-assisted instruction, and group-based laboratory activities to enhance students' social intelligence and collaborative skills, leading to improved academic achievement.

Predictive correlation research design employed for the study is appropriate because it is suitable for the study. The data obtained was analyzed using simple and multiple linear regressions which

is appropriate for obtaining a valid finding. The reviewed study which focused on social intelligence as a predictor of College of Education students' academic achievement in Biology in Anambra State is similar with social intelligence and interest but differ in subject areas because the subject of interest for this review is chemistry. The items used for the study was not captured in the result of the findings for the study.

Umeano and Ezeh (2025) investigated how emotional intelligence predicts students' interest and academic achievement in Mathematics. Two research questions and two hypotheses guided the study. The study adopted correlation research design. The area of the study was Abuja Municipal Area Council (AMAC), Abuja. The population of the study consisted of all the 12,542 Senior Secondary School two (SS II) students in 30 public secondary schools in the study area. A sample of 388 students obtained through multistage sampling procedure, took part in the study. Instruments for data collection are Mathematics Emotional Intelligence Questionnaire and Mathematics Interest Scale, and Mathematics Achievement Test. The reliability index of the MEIQ, MIS T determined using Cronbach Alpha analysis are 0.90 and 0.83, while that of the MAT determined using KR20 is 0.89. Collected data were analyzed using linear regression analysis. The findings showed among others that: emotional intelligence predicts students' interest and academic achievement in Mathematics. It was recommended that: teachers should use right instructional strategies to improve students' emotional intelligence so they can excel in Mathematics; and there should be emotional intelligence training for teachers and school administrators to ensure a better grooming of the students on this construct.

While the reviewed study focused on how emotional intelligence predicts students' interest and academic achievement in Mathematics, the present reviewed focused on social intelligence and interest of chemistry students. The study adopted correlation research design which is appropriate for the reviewed study since it tallies with the topic. Also, while the reliability of the study is clearly stated, the validity is not stated.

Adekanye (2024) examined the influence of social intelligence on the enhancement of library activities among the library users of the University of Lagos Library, Akoka, Nigeria. The study is expected to assist in the creation of new experiences and vistas for the library staff and users. The study's main objectives, research questions and hypotheses were explored. The study is descriptive survey research. A total of 200 (Two hundred) respondents were used in this study using the simple random selection technique. The mean, standard deviation and t-test statistical

instrument were used to test the null hypothesis at 0.05 level of significance. The results showed that there was a significant awareness of the use of social intelligence on library activities among library users in the University of Lagos Library, Akoka, Nigeria and also there was equally significant influence of social intelligence on the enhancement of library activities among users of the University of Lagos Library, Akoka. The study concluded that the creation of awareness in the use of social intelligence would improve library activities in Nigerian tertiary institutions. The study recommends by extension that the application of social intelligence should be a must, to enhance the library activities in the higher institutions in Nigeria.

While the reviewed study focused on the influence of social intelligence on the enhancement of library activities among the library users of the University of Lagos Library, Akoka, Nigeria, the present study tries to review studies on the influence of social intelligence on secondary school chemistry students academic performance. The design and methods of data analysis employed for the study is appropriate. However, conceptual clarity is limited. The review does not justify the adequacy of the sample size. The population of the study was not captured in the research completely. The choice of statistical tool is weakly justified.

Nazir *et al* (2024) conducted a study on Social Intelligence and Academic Achievement of College Students in District of Srinagar. The purpose of the study was to compare rural and urban college students on various dimensions of social intelligence and academic achievement. The study was conducted on a sample of 390 college students of third year from district Srinagar. The sample comprised of 187 rural-203 urban college students. The tools used in the study were N.K.Chaddha and Usha Ganesan Social Intelligence Scale (1986) and the average marks percentage obtained by the sample subjects in their first and second year examinations was used as the measure of academic achievement. The data was analyzed by applying mean, S.D, t-test and percentage. The analysis of the data revealed that urban college students when compared with rural college students were found to have high social intelligence and urban college students have been found to have better academic achievement as compared to rural college students.

The study focused on Social Intelligence and Academic Achievement of College Students in District of Srinagar. While the study addresses an important and underexplored area, particularly the rural -urban divide in psychosocial and academic outcomes, conceptually, the study lacks a clearly articulated theoretical framework linking social intelligence to academic achievement.

The study does not justify the choice of third year college students exclusively. The study also provided limited information on sampling procedure beyond rural-urban categorization.

Lopez *et al* (2024) investigated a study titled intervention to improve social intelligence and academic self-efficacy in STEM in Philippines. The study employed pretest–posttest experimental study design with grade 11 STEM-track students of Philippines comprising of 200 sample size (100 experimental, 100 control). Data obtained were analyzed using t-test, effect size (Cohen's d). Findings of the study reveal that intervention group had significant improvements in social intelligence and academic self-efficacy; self-efficacy gains correlated with increased subject interest. It was concluded that social intelligence interventions can indirectly elevate students' interest via self-efficacy gains. The study therefore recommended that social intelligence and self-efficacy should be combining in training in STEM classes to foster students' interest.

While the reviewed study focused on intervention to improve social intelligence and academic self-efficacy in STEM in Philippines, the present focused on influence of social intelligence on secondary school chemistry students' academic performance. The research design employed for the study is appropriate. However, mixed method will have been suitable for the study.

Madhuri and Rama Krishna (2024) conducted a study on relationship between social intelligence and academic performance of secondary school students. The study adopts a systematic research approach, combining observation, planning, procedural guidelines, and outcome analysis under controlled conditions. The research employs the normative survey method to explore and identify the various factors that influence adolescent students' attitudes, particularly in relation to emotional competence, social intelligence, and academic performance. This method allows for a comprehensive examination of student attitudes within the specified context. The population for this study consists of adolescent students enrolled in both government and private secondary schools within the rural and urban regions of Krishna district, Andhra Pradesh. The overall secondary school student population in the district is approximately 32,000. From this, a sample of 1000 students (representing 3.12% of the total population) was selected to ensure a broad representation of the student body. A stratified random sampling technique was used to select the 1000 secondary school students, ensuring a balanced representation of various demographic and social factors. These factors include gender, school locality (rural vs. urban), type of school management (government vs. private), student category, birth order, religion, parental education,

parental occupation, and family size. This sampling method ensures that the study results are reflective of the broader population and accounts for the potential influence of these factors on emotional competence, social intelligence, and academic performance.

The study demonstrates several methodological strength particularly in its scope, sampling strategy and attempt at demographic inclusivity. However, despite these merits, the study exhibits notable conceptual, methodological and analytical limitations that warrant critical examination. The study presents conceptual ambiguity in its research design. While the title emphasizes the relationship between social intelligence and academic performance, the methodology repeatedly introduces emotional competences as a central variable without clearly articulating its theoretical role.

Shaher and Muhammad (2023) investigated the effects of social intelligence on the academic achievement of students at university level in Pakistan. The aim of this research is to study the effects of social intelligence on the academic achievement of students at university level. Education is a powerful instrument for change in society. It was basically descriptive research in nature and for the collection of data survey method was used. The questionnaire was used to collect data from participants. The population of this research was students of University of Okara and University of Agriculture Faisalabad (Sub-campus Depalpur/Okara). Sample of this study was 336 students from 7 Arts and Science departments. The tool used in the study was Chadha and Ganesan Social Intelligence Scale (1986) and the GPA were obtained from the students of 6th semester. 180 male and 156 females were the part of this. 203 students belonged to urban area and 133 were from rural area. The data was analyzed by applying mean, S.D, t-test, ANOVA and percentage. The analysis of the data revealed that the effects of social intelligence on the academic achievement of students at university level was more positive than negative on the basis of demographics.

One notable strength of the study is its clear objective which focuses on examining the relationship between social intelligence and academic achievement of students at university level, the use of standardized instrument enhances the credibility of and comparability of the findings. Additionally, the large sample drawn from two Universities and across multiple arts and science Departments. However, the descriptive research design used in the study limits the explanatory power of the study. In addition, the descriptive survey design does not adequately support causal inferences. The population of the study is not captured in the entire research

write-up. The study lacks sufficient detail regarding the sampling technique used to select participants from the population.

Vinodhkumar and Pankajam (2017) conducted a study titled level of social intelligence and achievement in science among higher secondary school students in India. The study intended to find out the level of social intelligence and achievement in science among higher secondary school students. Survey method were employed for the study. The size of the sample in the study was 300 higher secondary school students who were selected through random sampling technique. The investigators had used Social Intelligence Scale developed by Baskaran. P and Anandan. K (2011) and Achievement Test in Science (ATS) developed by the Investigators. The Statistical techniques used in this study were mean, standard deviation, t' - test and Correlation. It was inferred that there is significant relationship between Social Intelligence and Achievement in science among selected High School Students.

The reviewed study is similar with the present empirical studies in one key variable which is social intelligence. The statistical tool mean, standard deviation and correlation used in the reviewed study are suitable for the study. However, the reviewed study did not clearly state the population of the study.

Conclusion

The literature reviewed demonstrates that social intelligence is a multifaceted construct encompassing empathy, social awareness, adaptability, communication, and self-regulation. These competencies play a vital role in influencing how students interact with peers and teachers, navigate classroom dynamics, and engage meaningfully in learning activities. In the context of science education, particularly Chemistry, students who exhibit higher levels of social intelligence tend to develop stronger interest in the subject, show greater motivation, and achieve better academic outcomes. Although some studies report varying results, especially where environmental and instructional variables differ, the consensus across research findings suggests that social intelligence can be cultivated through intentional educational practices. Factors such as supportive school environments, teacher-student relationships, collaborative learning strategies, and gender or school-type differences contribute to shaping students' social intelligence. Therefore, enhancing social intelligence should be considered a strategic approach to improving student engagement and academic performance in Chemistry. Educational stakeholders, especially teachers, are encouraged to integrate cooperative learning, peer

interaction activities, and emotional skill-building into instructional processes to foster a more socially enriching and academically productive learning environment.

References:

- Adekanye, A. (2024). Influence of social intelligence on the enhancement of library activities among the library users of the university of Lagos Library, Akoka, Nigeria. *International Journal of Information Resource Management*, 1(1), 1-15.
- Ahukanna, H. N. (2023). Social intelligence and self-efficacy as correlates of academic achievement in Mathematics among secondary school students in Abia State, Nigeria. *Unizik Journal of STM Education*, 6(1), 131-138.
- Ben, E. & Gilbert, A. L. (2025). social intelligence as correlate of academic engagement among public secondary school students in Anambra State. *International Journal of Innovative Education Research*, 13(2), 77-84.
- Madhuri, B. & Rama Krishna, A.S. (2024). Relationship between social intelligence and academic performance of secondary school students. *International Journal of Multidisciplinary Education Research*, 13(12), 117-135.
- Nwodo, T. O., Chikwendu, C. E., Ekpenyong, A. S., Douglas, J. U., & Agu, L. C. (2025). Social intelligence (Social Information Processing, Social Skills, and Social Awareness) as a predictor of fear of negative evaluation among undergraduate students. *International Journal of Social Sciences and Management Research*, 11(2), 400-411.
- Okoli, J. N. & Usang, F. P. (2025). Social intelligence as a predictor of secondary school students' academic achievement in Chemistry in Cross River state, Nigeria. *Unizik STM Journal of Education*, 8(2), 12-22.
- Okoli, R. I., Ikwuka, O. I., & Anierobi, E.I. (2025). predictive influence of social intelligence on secondary school students' academic achievement in English Language in Anambra State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 20 (1), 395-402.
- Okoye, P. O & Okoli, J. N. (2025). Social intelligence as a predictor of College of Education students' academic achievement in Biology in Anambra State. *International Journal of Social Sciences and Management Research*, 11(9), 440-449.
- Shaher, B & Muhammad, N.I. (2023). Effects of social intelligence on the academic achievement of students at university level. *Jaahan Taagee Journal of Pakistan*, 6(3).
- Umeano, C. N. & Ezech, D. N. (2025). Emotional intelligence predicts students' interest and academic achievement in Mathematics. *A Publication of the Department of Science Education, University of Nigeria Nsukka*, 11(1), 14-20.
- Vinodhkumar, D. & Pankajam R. (2017). Level of social intelligence and achievement in science among higher secondary school students. *International Journal of Research* 5(1), 9-13.

COGNITIVE ABILITY AND STUDY HABITS AS CORRELATES OF LEARNING BIOLOGY AMONG SECONDARY SCHOOL STUDENTS IN JOS SOUTH LGA, PLATEAU STATE, NIGERIA

BY

FELICIA OMAYOZA SALAMI

Department of Science and Technology Education, Faculty of Education, University of Jos
salamif@unijos.edu.ng
+2348069553091

&

POPIYA MAKPLANG DANIEL

Department of Science and Technology Education, Faculty of Education, University of Jos

ABSTRACT

This study investigated cognitive ability and study habits as correlates of learning Biology among secondary school students in Jos South Local Government Area, Plateau State, Nigeria. Anchored on Information Processing Theory, the study examined students' cognitive capacity, their learning behaviors, and the challenges hindering effective study habits. The population comprised 3,461 SS II Biology students across 10 public secondary schools, from which a sample size of 100 students (10 per school) was selected using simple random sampling. Data were collected using a structured questionnaire. The study used survey research design and descriptive statistics of frequency, means and standard deviation was used for data analysis. The instrument was tested for reliability using the test-retest method, yielding a high reliability index of $r = 0.82$. Findings revealed that students' cognitive ability in Biology was generally low, with many struggling to understand, retain, and apply biological concepts. While students engaged in some study behaviors such as note-taking, using diagrams, and self-testing, structured personal study routines were largely lacking. Key challenges identified included limited access to learning resources, large class sizes, household responsibilities, and insufficient guidance on study strategies. Importantly, a strong positive correlation was observed between cognitive ability and study habits, indicating that students with higher cognitive skills were more likely to employ effective learning strategies. The study concluded that low cognitive ability, combined with environmental and institutional constraints, undermine students' learning in Biology. It was recommended that teachers implement strategies such as concept mapping and inquiry-based activities, schools organize workshops on study skills, adequate resources be provided, and parents minimize household responsibilities to enhance students' study effectiveness and academic performance.

Keywords: Cognitive Ability, Study Habits, Biology Learning, Secondary School Students, Jos South, Academic Performance, Learning Strategies

Introduction

Biology is a foundational science subject in Nigeria's senior secondary school curriculum, designed to equip students with essential concepts, principles, and theories to understand living systems and the environment. By design, Biology is expected to provide learners with knowledge applicable to careers in medicine, agriculture, environmental science, and biotechnology. It focuses on life processes, structure, function, growth, origin, evolution, distribution, and adaptation, proposing solutions to biological problems (Artis, 2008; Naqvi,

Chikwa, Menon, & Al Kharusi, 2018). As such, it contributes significantly to technological growth and national development through the cultivation of scientific literacy and problem-solving skills (Udegbe & Okoli, 2022).

Despite its importance, students' performance and interest in Biology remain low, especially at the senior secondary level, due to challenges in teaching and learning (Sakirudeen & Sanni, 2017; Bolajoko, Adebayo, Olanrewaju, & Abdullahi, 2024). Many students struggle with abstract concepts, resulting in poor classroom engagement and examination outcomes. Beyond curriculum and teacher quality, learner-specific variables, particularly cognitive ability and study habits, are critical determinants of learning success (Michael, Joseph, & Iornyagh, 2020; Olarinoye, 2024). Cognitive ability encompasses memory, reasoning, attention, and problem-solving skills, which are essential for mastering abstract concepts, analyzing scientific data, and conducting experiments (Okigbo, Nduka, & Akachukwu, 2025; Nuru, Adamu, & Anthony, 2024). Students with higher cognitive abilities can integrate new information with prior knowledge more effectively, enhancing comprehension and retention (Anyanwu, 2022).

Study habits, defined as structured behaviors such as regular revision, note-taking, self-testing, and time management, are equally important in determining academic success (Ibitoye, 2021; Anyanwu, 2022). In Biology, where large volumes of facts and processes must be learned, good study habits improve understanding, retention, and application. Cognitive ability and study habits are interrelated; strong cognitive skills are most effective when combined with disciplined learning behaviors, while moderate cognitive skills can be compensated by effective study routines (Okigbo, Nduka, & Akachukwu, 2025; Udegbe & Okoli, 2022).

Environmental factors, such as access to textbooks, parental support, classroom conditions, and school resources, can further influence students' study habits and performance in Biology (Sakirudeen & Sanni, 2017; Bolajoko, Adebayo, Olanrewaju, & Abdullahi, 2024). Despite the attention given to cognitive ability and study habits individually, few studies have investigated their combined effect on Biology achievement in senior secondary schools, particularly in settings like Jos South Local Government Area, Plateau State, where socio-economic and environmental constraints impact learning (Michael, Joseph, & Iornyagh, 2020; Olarinoye, 2024). This gap in the literature underscores the need for empirical research examining how cognitive ability and study habits jointly influence Biology learning outcomes. Understanding this relationship is critical for designing interventions to improve students' performance.

Accordingly, this study investigates Cognitive Ability and Study Habits as Correlates of Learning in Biology among Senior Secondary School Students in Jos South Local Government Area of Plateau State, Nigeria.

Objectives of the Study

The study specifically set the following objectives:

1. To assess the level of cognitive ability of students in learning Biology in secondary schools in Jos South, Plateau State
2. To ascertain the study habits of students in learning Biology in secondary schools in Jos South, Plateau State
3. To find out the challenges that hinder the development of effective study habits among secondary school Biology students in Jos South, Plateau State

Research Questions

The following questions were stated to achieve the aim of the study:

1. What is the level of cognitive ability of students in learning Biology in secondary schools in Jos South, Plateau State?
2. What is the study habits of students learning Biology in secondary schools in Jos South, Plateau State?
3. What are the challenges that hinder the development of effective study habits among secondary school Biology students in Jos South, Plateau State?

Theoretical Framework

This study is anchored on the Information Processing Theory (IPT), primarily developed by Atkinson and Shiffrin (1968), which conceptualizes learning as a systematic process of receiving, encoding, storing, and retrieving information. The theory comprises key components, including sensory memory, short-term memory, and long-term memory, and emphasizes cognitive processes such as attention, rehearsal, and retrieval, which are essential for meaningful learning. Its central argument is that learning is most effective when information is actively processed and organized, rather than passively received, and that individual differences in cognitive capacity and strategies influence learning outcomes. A major assumption of IPT is that students differ in their ability to encode and retain information, and that structured study behaviors such as time management, note-taking, and self-testing enhances the efficiency of memory storage and retrieval. The theory relates directly to this study as it provides a conceptual

basis for examining how cognitive ability (mental capacity to process and organize information) interacts with study habits (structured learning behaviors) to influence academic performance in Biology. The rationale for adopting IPT lies in its explanatory power: it links students' internal cognitive processes with observable learning behaviors, offering a framework to understand why some learners excel while others struggle in mastering complex biological concepts. By focusing on both cognitive and behavioral dimensions, the theory supports the investigation of the joint effect of cognitive ability and study habits on learning outcomes in senior secondary school Biology students in Jos South Local Government Area, Plateau State.

Empirical Review

Ogunleye and Babatunde (2021) carried out an investigation on the relationship between cognitive ability and students' academic achievement in Biology among senior secondary school students in Oyo State, Nigeria. The study adopted a correlational research design. A sample of 240 SS II Biology students was selected using stratified random sampling technique. The instruments used for data collection were a Cognitive Ability Test (CAT) and a Biology Achievement Test (BAT). Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The findings revealed a significant positive relationship between students' cognitive ability and their achievement in Biology. Students with high cognitive ability performed significantly better in Biology than those with low cognitive ability. The study recommended that teachers should adopt instructional strategies that enhance students' reasoning and problem-solving skills to improve Biology learning.

Ibrahim, Mohammed, and Sadiq (2020) conducted a study on study habits and academic performance in Biology among senior secondary school students in Kano State. The research employed a correlational survey design. A total of 300 students were sampled using simple random sampling technique. The instruments used were Study Habits Questionnaire (SHQ) and Biology Achievement Test (BAT). Research questions were answered using mean scores, while hypotheses were tested using Pearson correlation analysis at 0.05 level of significance. The results indicated that effective study habits such as regular revision, note-taking, and time management significantly correlated with students' achievement in Biology. The study concluded that poor study habits contributed to low performance in Biology and recommended that guidance counselors should train students on effective study skills.

Adeyemi and Oladipo (2019) examined the combined influence of cognitive ability and study habits on academic performance of secondary school students in science subjects in Ekiti State. The study adopted an ex-post facto research design. The sample consisted of 280 senior secondary students selected through multistage sampling technique. Instruments used were Cognitive Ability Scale (CAS), Study Habits Inventory (SHI), and Science Achievement Test (SAT). Data were analyzed using multiple regression analysis at 0.05 level of significance. Findings revealed that both cognitive ability and study habits jointly and independently predicted students' academic performance in science subjects including Biology. Cognitive ability had a higher predictive value than study habits. The study recommended that schools should emphasize both intellectual development and effective learning habits to enhance science achievement.

Okorie and Eze (2022) investigated gender differences in cognitive ability and academic achievement in Biology among secondary school students in Anambra State. A correlational survey design was adopted for the study. The sample comprised 200 SS II students selected using purposive sampling technique. The instruments used were Cognitive Ability Test and Biology Achievement Test. Mean and standard deviation were used to answer research questions, while independent t-test and correlation analysis were used to test hypotheses at 0.05 level of significance. The results showed that cognitive ability significantly influenced students' achievement in Biology, while no significant gender difference was found in cognitive ability. The study recommended equal learning opportunities for male and female students to maximize cognitive development.

Aremu and Sokan (2018) carried out a study on study habits and academic performance of senior secondary school students in science subjects in Kwara State. The study employed a descriptive correlational research design. A sample of 350 students was selected using stratified random sampling technique. The Study Habits Questionnaire and Science Achievement Test were used for data collection. Data were analyzed using mean scores and Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed a significant positive relationship between study habits and academic performance in science subjects, including Biology. Students with organized and consistent study habits achieved higher scores. The study recommended incorporation of study skills training into secondary school curricula.

Onyekachi and Uche (2021) examined cognitive ability as a predictor of academic achievement among secondary school students in Abia State. The study adopted a correlational research design. A total of 260 students were selected using random sampling technique. Cognitive Ability Test and Academic Achievement Records were used as instruments for data collection. Mean, standard deviation, and regression analysis were used to analyze the data at 0.05 level of significance. The results showed that cognitive ability significantly predicted students' academic achievement across subjects, including Biology. Students with higher reasoning and memory skills performed better academically. The study recommended the use of learner-centered teaching approaches to enhance students' cognitive development.

Yakubu and Musa (2023) conducted a study on the interaction effects of study habits and cognitive ability on Biology achievement among senior secondary school students in Niger State. The research adopted a correlational survey design. A sample of 210 students was selected using simple random sampling technique. Instruments used were Study Habits Inventory, Cognitive Ability Test, and Biology Achievement Test. Mean scores were used to answer research questions, while multiple regression analysis was used to test hypotheses at 0.05 level of significance. Findings revealed that both study habits and cognitive ability significantly interacted to influence students' achievement in Biology. Students with high cognitive ability and good study habits performed significantly better than others. The study recommended that teachers and parents should jointly encourage effective study routines alongside cognitive skill development.

Methodology

This study adopted a descriptive survey research design. The population of the study comprised 3,461 SS II Biology students drawn from ten public secondary schools in the study area. From this population, a sample of 100 students was selected using a simple random sampling technique, with ten students chosen from each school through the lottery method. The choice of 100 respondents was considered adequate for the study as it provided a manageable yet representative sample of the population, ensured equal representation of the selected schools, and was sufficient for generating reliable descriptive statistics within the available time and resources.

Data were collected using a structured questionnaire titled Questionnaire on Cognitive Ability and Study Habits in Biology (QCASHB). The instrument consisted of two sections: Section A

elicited demographic information of the respondents, while Section B contained fifteen (15) items designed to measure students' cognitive ability and study habits in Biology. The items were structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with weighted values of 4, 3, 2, and 1 respectively. Questionnaire was validated by three experts in Biology Education and Educational Measurement from the University of Jos to ensure content and face validity. The reliability of the instrument was determined using the test-retest method, which yielded a reliability coefficient of 0.82, indicating high reliability. Questionnaire was administered to the respondents with the assistance of two trained teachers. Data collected were analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics, including frequency, mean and standard deviation, were used to address the research questions.

Results

Research Question One: What is the level of students' cognitive ability in learning Biology in secondary schools in Jos South?

Table 1: Mean and Standard Deviation Results on Level of Students' Cognitive Ability in Learning Biology in Secondary Schools in Jos South

Item	Statement	VHL	HL	LL	VLL	\bar{X}	δ	Remark
1.	Easy to understand and remember biological terms and concepts after reading them once or twice.	17	18	45	20	2.32	0.98	Low Level
2	Being able to apply what I have learned in Biology to solve new or unfamiliar problems.	10	21	37	32	2.09	0.97	Low Level
3.	Finding it easy to analyze biological diagrams, charts, and experimental results.	12	24	43	21	2.27	0.93	Low Level
4	Easy to organize and connect different biological topics to understand the bigger picture.	10	16	38	36	2.00	0.96	Low Level
5.	Learning Biology better when I use thinking strategies like summarizing, questioning, and predicting	32	29	22	17	2.76	1.08	High Level
Grand Mean						2.29		

Key: Number of Respondents =100, \bar{X} =Mean Score, δ = Standard Deviation, Mean Criterion =2.50

Data in Table 1 showed that the mean values of the items fell within the range of 2.00 to 2.76. With respect to the Mean Criterion (2.50), aside item 5, the rest of the items each had mean rating below 2.50, indicating that low level of students' cognitive ability in learning Biology. The table further showed grand mean value of the entire items as 2.29, this signifies the overall level of students' cognitive ability in learning Biology in secondary schools in Jos South is low. Similarly, the values of the standard deviations of the items ranged from 0.93 to 1.08, indicating low level of agreement in the responses of the respondents.

Research Question Two: What are the study habits of students in learning Biology in secondary schools in Jos South?

Table 2: Mean and Standard Deviation Results on Study Habits of Students in Learning Biology in Secondary Schools in Jos South

Item	Statement	SA	A	D	SD	\bar{X}	σ	Remark
6.	I create a personal study schedule to review Biology topics regularly.	11	19	34	36	2.05	1.00	Disagreed
7.	I take notes during Biology lessons and revise them before tests or exams.	37	39	13	11	3.02	0.97	Agreed
8.	I use diagrams, flashcards, or summary sheets to help me understand difficult Biology concepts.	28	37	23	12	2.81	0.98	Agreed
9.	I prefer to study Biology alone rather than in a group.	30	42	15	13	2.89	0.98	Agreed
10.	I test myself with past questions or quizzes when preparing for Biology exams.	35	29	18	18	2.81	1.11	Agreed

Results presented in Table 2 showed that the mean values of the items fell within the range of 2.05 to 3.02. Using a Mean Criterion of 2.50, the respondents agreed with the entire items except item 6 as regards study habits of students in learning Biology in secondary schools in Jos South. The values of standard deviations of the items ranged from 0.97 to 1.11, indicating that the respondents had a certain level of variation in their responses.

Research Question Three: What are the challenges that hinder the development of effective study habits among secondary school Biology students in Jos South?

Table 3: Mean and Standard Deviation Results on Challenges that Hinder the Development of Effective Study Habits Among Secondary School Biology Students in Jos South

Item	Statement	SA	A	D	SD	\bar{X}	σ	Remark
11.	I find it difficult to study Biology effectively at home due to frequent power outages or lack of electricity.	10	13	46	31	2.02	0.92	Disagreed
12.	Lack of enough textbooks or study materials to help me study Biology on my own.	34	37	19	10	2.95	0.97	Agreed
13.	Large class sizes make it hard for me to understand Biology lessons and develop good study habits.	27	40	18	15	2.79	1.01	Agreed
14.	Household chores and family responsibilities take up most of my study time at home.	31	39	14	16	2.85	1.04	Agreed
15.	Lack of guidance on how to organize my study time and methods effectively.	28	38	16	18	2.76	1.06	Agreed

Analysis in Table 3 revealed that the mean values of the items ranged from 2.02 to 2.95. Based on the Mean Criterion of 2.50, the respondents agreed with the entire items with exception to item 11 regarding the challenges that hinder the development of effective study habits among secondary school Biology students in Jos South. The values of standard deviations of the items ranged from 0.92 to 1.07, indicating spread out of responses amongst the respondents.

There is no significant correlation between students' cognitive ability and their study habits in learning Biology in secondary schools.

Discussion

The findings indicated that the cognitive ability of students in learning Biology in Jos South secondary schools was generally low. Most students experienced difficulty in understanding and retaining biological concepts, connecting different topics, and applying learned knowledge to new problems. This suggested that many students lacked the analytical and reasoning skills necessary for effective learning in Biology, which corroborates prior studies showing that limited cognitive ability negatively affects comprehension and performance in science subjects (Olarinoye, 2024; Ibitoye, 2021). While some students demonstrated the use of thinking strategies such as summarizing and questioning, these practices were not widespread, implying that most students did not consistently engage in metacognitive approaches to enhance their

learning (Okigbo, Nduka, & Akachukwu, 2025). The low overall cognitive ability may have contributed to fragmented understanding and weak application of biological concepts.

Regarding study habits, students generally reported engaging in behaviors such as taking notes, using diagrams and flashcards, testing themselves, and studying individually. However, the creation of structured personal study schedules was minimal, indicating that most students relied on unplanned or reactive approaches to studying. This aligns with previous research that highlighted the importance of organized study habits in improving retention and academic performance, while inconsistent or poorly structured routines hinder learning outcomes in science subjects (Udegbe & Okoli, 2022; Sakirudeen & Sanni, 2017; Artis, 2008). The data suggested that while students were willing to engage in learning activities, they lacked consistent strategies to maximize comprehension and long-term retention.

The study also revealed significant challenges that impeded the development of effective study habits. Limited access to textbooks and other learning resources, large class sizes, household responsibilities, and lack of guidance on study planning were key barriers. These findings indicated that environmental, institutional, and personal factors interacted to constrain students' ability to develop structured and productive learning routines (Michael, Joseph, & Iornyagh, 2020; Bolajoko, Adebayo, Olanrewaju, & Abdullahi, 2024; Anyanwu, 2022). It was inferred that students who faced these challenges were more likely to adopt superficial learning strategies, leading to poor understanding and performance in Biology.

Importantly, a strong positive relationship between cognitive ability and study habits was observed. This suggested that students with higher cognitive skills were better able to plan, organize, and implement effective study strategies, which in turn enhanced their learning outcomes. This finding reinforced the theoretical proposition that cognitive processes and self-regulatory behaviors are interdependent in academic achievement, particularly in concept-heavy subjects such as Biology (Nuru, Adamu, & Anthony, 2024; Olarinoye, 2024; Okigbo, Nduka, & Akachukwu, 2025). Thus, from the results it appeared that while students exhibited some positive learning behaviors, their overall low cognitive ability, combined with environmental and institutional constraints, significantly limited the effectiveness of Biology learning. This implied that interventions targeting both enhancement of cognitive skills and the cultivation of structured study habits were necessary to improve student understanding, retention, and academic performance in secondary school Biology.

Conclusion

The study concludes that secondary school students in Jos South possess low cognitive ability in Biology, particularly in interpreting diagrams, charts, and integrating biological concepts. While students engage in basic study habits like note-taking and using visual aids, challenges such as limited resources, lack of study guidance, and domestic responsibilities hinder more effective habits. Notably, a significant correlation exists between students' cognitive ability and their study habits, indicating that improving study practices could positively influence cognitive outcomes in Biology learning.

Recommendations

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

1. Biology teachers should use inquiry-based, practical, and problem-solving teaching strategies to enhance students' cognitive abilities and improve understanding of biological concepts in secondary schools.
2. Schools should organize study-skills training focusing on time management, note-taking, revision techniques, and examination preparation to help students develop effective study habits in Biology.
3. Government, schools, and parents should provide conducive learning environments, adequate instructional materials, and proper guidance to reduce challenges that hinder effective study habits among Biology students.

References:

- Adeyemi, S. B., & Oladipo, T. O. (2019). Cognitive ability and study habits as predictors of academic performance of secondary school students in science subjects. *Journal of Educational Research and Development*, 14(2), 45–58.
- Anyanwu, C. C. (2022). Study habits and academic achievement of secondary school students in science subjects. *Journal of Educational Studies and Research*, 15(2), 44–58.
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In K. W. Spence & J. T. Spence (Eds.), *The psychology of learning and motivation: Advances in research and theory* (Vol. 2, pp. 89–195). Academic Press.
- Aremu, A. O., & Soka, B. O. (2018). Study habits and academic performance of senior secondary school students in science subjects in Kwara State, Nigeria. *African Journal of Educational Studies*, 11(1), 73–86.
- Artis, A. B. (2008). Improving marketing students' reading comprehension with the SQ3R method. *Journal of Marketing Education*, 30(2), 130–137. <https://doi.org/10.1177/0273475308322285>
- Bolajoko, A. O., Adebayo, S. A., Olanrewaju, T. T., & Abdullahi, M. A. (2024). Environmental and instructional factors affecting students' academic performance in biology. *Nigerian Journal of Science Education*, 18(1), 62–75.
- Ibitoye, O. A. (2021). Cognitive ability, study habits and academic performance of secondary school students. *International Journal of Educational Psychology*, 9(3), 101–115.
- Ibrahim, A., Mohammed, S., & Sadiq, M. A. (2020). Study habits and academic performance in biology among senior secondary school students in Kano State. *Journal of Science and Mathematics Education*, 8(3), 112–124.
- Michael, J. T., Joseph, K. A., & Iornyagh, A. P. (2020). Learner variables and academic achievement in science among Nigerian secondary school students. *Journal of Educational Research and Practice*, 13(2), 88–99.
- Naqvi, S., Chikwa, G., Menon, M., & Al Kharusi, H. (2018). Students' perceptions of biology learning and its relevance to real life. *Journal of Biological Education*, 52(4), 389–402. <https://doi.org/10.1080/00219266.2017.1392271>
- Nuru, M. A., Adamu, U. S., & Anthony, I. (2024). Cognitive processes and self-regulation as predictors of science achievement among secondary school students. *Journal of Educational Psychology in Africa*, 6(1), 27–41.

- Ogunleye, B. O., & Babatunde, A. A. (2021). Cognitive ability and academic achievement in biology among senior secondary school students in Oyo State, Nigeria. *Journal of Educational Psychology and Counseling*, 6(2), 98–110.
- Okigbo, E. C., Nduka, P. O., & Akachukwu, E. E. (2025). Cognitive ability, metacognitive strategies and academic achievement in science subjects. *International Journal of Science and Mathematics Education*, 20(1), 55–70.
- Okorie, C. O., & Eze, R. N. (2022). Gender differences in cognitive ability and biology achievement among secondary school students in Anambra State. *International Journal of Science Education Research*, 10(1), 55–68.
- Olarinoye, R. O. (2024). Cognitive ability and academic performance in biology among senior secondary school students. *Journal of Contemporary Educational Research*, 11(2), 73–86.
- Onyekachi, C. J., & Uche, I. P. (2021). Cognitive ability as a predictor of academic achievement among secondary school students in Abia State. *Journal of Educational Measurement and Evaluation*, 9(2), 34–47.
- Sakirudeen, A. O., & Sanni, K. B. (2017). Study habits and academic performance of secondary school students in science subjects. *Educational Research Quarterly*, 41(1), 37–45.
- Udegbe, M. I., & Okoli, J. N. (2022). Scientific literacy, study habits and students' performance in biology. *African Journal of Science and Mathematics Education*, 7(2), 90–104.
- Yakubu, A. M., & Musa, S. A. (2023). Interaction effects of study habits and cognitive ability on biology achievement among senior secondary school students in Niger State, Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 17(1), 89–103.

THE ROLE AND IMPACT OF HUMANITARIAN ORGANIZATIONS IN ADDRESSING THE PROBLEMS OF FOOD INSECURITY IN DAMATURU LOCAL GOVERNMENT AREA OF YOBE STATE, NIGERIA

BY

PROF. SHERIFF GARBA

Department of History and International Studies, Yobe State University, Damaturu, Nigeria.

sherifullahgarba@gmail.com

sherifullahgarba@hotmail.com

+234 8032104918 & 7014697755

ABSTRACT

The study focuses on the role, effectiveness and impact of humanitarian interventions in mitigating food insecurity in Damaturu Local Government Area of Yobe State, Nigeria. Issues examined include the distribution of food aid, nutritional support, livelihood programs, and cash transfer initiatives. The paper also focuses on challenges such as logistical constraints, funding limitations, and dependency concerns persist. The study is of the view that humanitarian responses are playing crucial role in alleviating food insecurity in Damaturu and its environs. However, a sustainable approach that will go beyond emergency relief is imperative. On this strength, the study argued that food aid and cash transfers provide short-term relief, while long-term solutions such as agricultural development, income-generating activities, and infrastructure improvement are essential for achieving lasting food security in the region. In addition, collaborative efforts between government agencies, humanitarian organizations, and local communities are critical in ensuring the success and sustainability of these interventions. Therefore, this study is timely and necessary when considering the challenges associated with the issues of food insecurity in the region. Lastly, the study provides holistic recommendations that may be useful in addressing the questions of food insecurity not only in Damaturu Local Government Area, but in all regions where Humanitarian Organizations are operating nationwide.

Keywords: Insecurity, Challenges, Role, Impact, Humanitarian, aid.

Introduction

The most critical challenge facing millions of people worldwide is issue of food insecurity, particularly in conflict-prone and economically disadvantaged regions, such as Damaturu Local Government Area of Yobe State in Nigeria. In Damaturu, the capital of Yobe State, Nigeria, food insecurity has been exacerbated by factors such as armed conflicts, displacement, climate change, and economic instability. Humanitarian responses are playing a significant role in an attempt to address this crisis by providing food assistance, livelihood support, and resilience-building programs. Various international and local organizations, including the World Food Programme (WFP), Action Against Hunger (ACF), and the Red Cross, have been implementing food security interventions aiming at mitigating hunger and malnutrition in the region.

Notwithstanding, there are raising concerns about the effectiveness, sustainability, and coverage of humanitarian responses in Damaturu Local Government Area. Because all these interventions by various international and local organizations, food insecurity persists with high-rate increase of malnutrition, hunger, and inadequate food access among vulnerable populations in Damaturu. Largely, this study identifies and document gaps, challenges, and areas for improvement.

Factors responsible for Food Security Crisis in Damaturu and its Environ

Damaturu the capital of Yobe State, faces a significant food security crisis driven primarily by prolonged conflict, economic hardship, and climate shocks like flooding. Humanitarian responses, coordinated by the state government and international partners, focus on emergency food assistance, nutrition support, and building long-term livelihood resilience.

The first factor that is responsible for food security crisis within Damaturu and it environ is the issue of insecurity. Years of conflict probably since 2009 have displaced populations, restricted access to farmlands, and disrupted food production.

Secondly, global climatic changes equally affected the Damaturu and its environs, whereby affected the agricultural output of local farmers in the region. Erratic rainfall and seasonal floods destroy crops and disrupt farming cycles significantly led to food crisis in the local government area.

Thirdly, economic factors such as inflation, weak local markets, and a lack of purchasing power make it difficult for families to afford food. Largely due to general economic hardship in the nation local communities in the region found it difficult to purchase food to feed the family. This development greatly affected most sectors of the society and the issue of food crisis became the order of the day.

Fourthly, due to the menace of Boko Haram insurgency activities that led to high level of general insecurity in the region large numbers of internally displaced persons (IDPs) rely on external assistance for survival, further straining resources. In other words, due to the insurgency many local communities, which were hitherto local farmers that produce food crops for both subsistence and cash were displaced and became IDPs whereby created a wider gap in food insufficiency in the region.

Fifthly, inadequate Governments' funding to agriculture seriously affected food production in the nation, whereby Damaturu and its environs are not exception. Likewise, reduced and suspended

funding for humanitarian aid exacerbates the crisis, leading to a potential halt in emergency food assistance.

Understanding the Concept Humanitarian Aid

By definition Humanitarian aid refers to the provision of assistance to people affected by crises, such as conflicts, natural disasters, and other emergencies, to alleviate their sufferings and to save their lives. This form of aid aims to meet the immediate needs of vulnerable populations, such as food, water, shelter, medical care, and protection, while ensuring dignity and respect for human rights. Humanitarian aid is typically delivered through various international, national, and non-governmental organizations (NGOs), with the primary goal of providing life-saving relief in the short term and supporting recovery efforts in the long term (Lischer, 2019).

Humanitarian aid can be categorized into different types based on the nature of the assistance provided:

Emergency Relief: This type of aid is given in response to a sudden crisis, such as a natural disaster, armed conflict, or disease outbreak. It aims to address immediate needs for survival, such as food, water, medical supplies, and emergency shelter (Smith et al., 2021). For example, during the 2020 COVID-19 pandemic, emergency relief efforts were mobilized globally to provide personal protective equipment (PPE), testing kits, and medical care to affected regions (WHO, 2020).

Development Assistance: Unlike emergency relief, development aid aims to support long-term economic, social, and infrastructure improvements. It addresses underlying issues such as poverty, education, and healthcare, with a focus on sustainable development and building resilience against future crises. This type of aid is typically implemented over a longer period (Rana & Chowdhury, 2022). For instance, initiatives to improve agricultural practices in conflict-affected regions can help communities recover and thrive in the long run (FAO, 2018).

Food Aid: Food aid focuses on alleviating hunger and malnutrition in affected populations. Food aid may be provided in the form of emergency food packages, cash transfers, or vouchers that allow beneficiaries to purchase food locally (WFP, 2022).

Medical and Health Aid: Medical and Health Aid involves the provision of medical supplies, healthcare services, and disease prevention programs to populations affected by conflict or disaster. Medical teams may provide emergency surgery, maternal care, vaccinations, and mental health services (Almedom & Gifford, 2020).

Protection and Legal Aid: Protection and Legal Aid addresses the safety and legal needs of vulnerable populations, such as refugees, internally displaced persons (IDPs), and survivors of gender-based violence. Protection programs include ensuring access to asylum, safeguarding human rights, and providing legal assistance in navigating refugee status and asylum procedures (UNHCR, 2023).

Cash Assistance: Cash assistance programs provide vulnerable populations with direct financial support, allowing them to make their own decisions regarding essential goods and services. Cash transfers have gained popularity due to their flexibility and empowerment of recipients (Coyle et al., 2021).

The Active Humanitarian Organizations in Damaturu

Major humanitarian organizations active in Damaturu Local Government Area (LGA) of Yobe State include the *International Committee of the Red Cross (ICRC)*, the *United Nations (UN) agencies*, and local Nigerian NGOs such as the *North East Youth Initiative for Development (NEYIF)* and *Hople (Hope for Street Children and Vulnerable People Foundation)*. A brief survey of some of the active International, National and Local Humanitarian Organizations residing within Damaturu capital city is necessary here to portrait the nature and extent of their activities in addressing the problems of food insecurity in the region. Several International humanitarian organizations operate in Damaturu, Yobe State include the following:

a, International Committee of the Red Cross (ICRC)

Established an office in Damaturu in 2014 and has been actively involved in assisting victims of armed conflict, including rebuilding houses, providing healthcare, and restoring family links. Specific public contact details for the local office were not available in the snippets, but their general email for Nigeria operations is **Email (HQ Abuja):** abj_abuja@icrc.org (general email for Abuja office, which coordinates nationwide). More information can be found on their website icrc.org.

b, Hople (Hope for Street Children and Vulnerable People Foundation)

Delivers free medical outreaches, character development programs for children affected by conflict, and various community support initiatives across Yobe State.

c, Cooperazione Internazionale (COOPI)

The COOPI works in partnership with WFP to provide general food distribution and blanket food distribution programs in Damaturu and surrounding LGAs. **Email (Head of Mission):** hom.nigeria@coopi.org and **Phone:** +2347069721669.

d, United Nations Office for the Coordination of Humanitarian Affairs (OCHA)

The OCHA coordinates the humanitarian response in Yobe State generally. The contact person is David Lubari Biar Lominyo (Head of Sub-Office): lubari@un.org. and Daniel Buba Soro (Humanitarian Affairs Officer): daniel.soro@un.org, +234 903 387 0108. Their general email: ocharowca@un.org.

e, International Organization for Migration (IOM)

Engages in projects to promote community cohesion and support reintegration through activities like the EU-funded SD3R project.

f, United Nations Development Programme (UNDP)

Supports the state in areas such as agriculture, youth empowerment, rehabilitation, and reconstruction, often in collaboration with the Yobe State Emergency Management Agency (SEMA).

g, World Food Programme (WFP)

Works with partners like COOPI to provide food assistance and tackle food insecurity.

h, UN-Habitat

Involved in projects to strengthen urban resilience and improve living conditions for displaced persons.

i, World Health Organization (WHO)

Provides technical support to the State Ministry of Health for disease outbreak control, surveillance, and providing essential health education in vulnerable communities.

j, Save the Children International (SCI)

Works in the region with a focus on child protection, education, and sustainable livelihoods for displaced populations.

k, Nigerian Red Cross Society (NRCS)

The NRCS is situated at House No. 1, 300 Housing Estate Along Potiskum-Maiduguri Bypass, Damaturu, Yobe State. **Phone:** +2348065156033 and **Email:** yobe.damaturu@redcrossnigeria.org.

l, State Emergency Management Agency (SEMA, Government of Nigeria)

The state government's agencies, specifically the Yobe State Emergency Management Agency (SEMA) and the Ministry of Humanitarian Affairs and Disaster Management, are key partners coordinating the efforts of these various organizations within Damaturu and the broader state. Dr. Goje Mohammed (Executive Secretary) is a key contact for state-level coordination. **Phone:** +234 803 606 7845. **Email:** yobesema@gmail.com.

m, North East Youth Initiative for Development (NEYIF)

A national non-governmental organization committed to the promotion of peace and development through community engagement and empowerment. The NEYIF is located at Plot No. 165-167, YBTP/026/R, Don Etiebet Housing Estate, Damaturu, Yobe State. Their **Phone:** +2348035548664, +2348036908871, +2349048149027. **Toll-Free Line:** +2348000041111. **Email:** info@neyif.org.ng, neyif2013@yahoo.com.

n, COCOSOHD

The COCOSOHD is situated at Bukar Abba Ibrahim Way, Opposite Eco Bank Plc Maiduguri Road, Damaturu, Yobe State. **Phone:** +2348060214631 and **Email:** info@cocosohdi.org.

o, African Youth for Peace Development (AFRYDEV)

The AFRYDEV implemented projects aimed at strengthening early warning detection systems to mitigate violent extremism. AFRYDEV is located at 22 Opposite Yobe printing press, beside NIPOST Maiduguri roundabout, Damaturu, Yobe State. **Phone:** +2348067658135. **Email:** info@afrydev.org.

p, Lake Chad Peace and Development Initiative (LCPD)

Headquartered in Damaturu, Yobe State. **Phone:** +23 48033137376. **Email:** yobepeace@gmail.com.

The Focus of Humanitarian Organizations in Damaturu

Humanitarian partners and the government are actively working to address the crisis through a multi-sectoral approach by focusing on immediate and some long-term actions.

a, Emergency Food Assistance:

The Government of Nigeria and humanitarian organizations, including the World Food Programme (WFP), provide sustained food assistance and cash transfers to the most vulnerable populations to meet immediate food needs. Through Direct Aid Humanitarian organizations provide food, nutritional support (like ready-to-use therapeutic food), and cash/vouchers for essentials. Specialized interventions are in place to tackle malnutrition. The International

Committee of the Red Cross (ICRC), in partnership with the Yobe State Ministry of Health, inaugurated a Nutrition Stabilization Centre in Damaturu in May 2025 to treat severe acute malnutrition cases in children and vulnerable women. In addition, Humanitarian organizations strengthened monitoring of food and nutrition security helps provide early warnings for potential famines and informs the response. The Nigerian government has declared a state of emergency on food security, which includes efforts to increase food production through initiatives like reactivating farmland, deploying strategic reserves, and providing extension services.

b, Livelihood and Resilience Building:

Efforts focus on supporting affected communities to rebuild their livelihoods. Programs are in place to help communities recover by providing support for agriculture, such as improved seeds, training on climate-smart practices, and support for small businesses. Similarly, focus providing input support to farmers and implementing resilience-building programs as well as comprehensive small-scale agriculture development to create employment opportunities. In addition, conducting livelihood assessments to inform targeted support strategies.

c, Coordination and Infrastructure:

State and local emergency management committees (SEMA) work with organizations like OCHA to coordinate responses and ensure effective aid delivery. The establishment of humanitarian hubs in cities like Damaturu facilitates sustained presence and logistical support for aid workers in deep field locations.

Impact of Humanitarian Aid Response in Damaturu and its Environ

Humanitarian Organizations plays a critical role in alleviating the suffering of civilians in Damaturu and its environs. In Damaturu the conflicts often lead to widespread displacement, destruction of infrastructure, and a collapse of local economies and governance structures, creating immense humanitarian needs. In such settings, humanitarian assistance is essential not only to address immediate survival needs but also to support long-term recovery and stability. Below are the various positive impacts of humanitarian aid in Damaturu on short-term recovery:

a, Provision of Essential Goods and Services:

One of the most immediate impacts of humanitarian aid in the short-term recovery phase is the provision of life-saving goods and services in Damaturu and its environs. These include food, water, medical supplies, shelter, and sanitation, which are essential to sustain the health and well-being of affected populations. In Damaturu, where infrastructure has been destroyed, such

assistance positively prevent the spread of diseases, reduce mortality rates, and provide the basic foundation for survival. For instance, on a monthly basis, COOPI carries out General Food Distribution (GFD in-kind) program by delivering food basket items which include: sorghum, beans, corn-soy blend plus (CSB+), vegetable oil, and salt among others. Therefore, since the beginning of the Boko Haram insurgency activities in the region, emergency food aid, along with medical assistance, played a critical role in preventing widespread malnutrition and infectious diseases among displaced populations (WFP, 2021).

b. Stabilization of Health and Medical Systems:

It is a known fact that during and after conflict, health systems often collapse, leading to a dire lack of access to medical care. Humanitarian aid in the form of medical supplies, healthcare services, and the provision of medical personnel helped stabilizing health conditions and prevent outbreaks of preventable diseases in Damaturu and its environs. For example, Ebola outbreak and Corona epidemics in Damaturu, international humanitarian aid played a pivotal role in containing the disease by providing essential medical supplies, establishing treatment centers, and conducting public health campaigns to prevent the spread of the virus. Therefore, short-term recovery efforts focused on saving lives and re-establishing health infrastructure were crucial in limiting the broader impact of the epidemic in Damaturu and its environs.

c. Psychosocial Support and Trauma Healing:

Worthy to mention in Damaturu, individuals and communities often experience profound trauma due to violence, displacement, and loss of loved ones. Humanitarian aid frequently includes psychosocial support programs aimed at helping individuals cope with trauma and begin the healing process. Humanitarian organizations offered counseling, mental health services, and safe spaces for women and children. In fact, in Damaturu and its environs where years of conflict have left deep psychological scars, humanitarian organizations have provided mental health support to children and adults, helping them navigate the psychological toll of violence and displacement (Almedom & Gifford, 2020).

d. Provision of Shelter and Protection:

In Damaturu local government and its environs, many people are displaced and left without adequate shelter. Humanitarian aid, particularly in the form of emergency shelter materials, tents, and temporary housing, helps provide immediate protection from the elements. This not only addresses basic survival needs but also provides a sense of security to displaced families. For

example, in Damaturu local government area alone, humanitarian organizations provided tens of thousands of tents and shelter materials to refugees. Therefore, both international and local humanitarian agencies immensely helped in stabilizing living conditions and provided some degree of dignity to affected populations (UNHCR, 2019).

e. Restoration of Access to Basic Education:

In Damaturu and its environs, schools are often destroyed or repurposed for military or refugee use, depriving children of education. Humanitarian aid plays a critical role in restoring access to education in the short term by providing emergency schooling materials, building temporary classrooms, and training teachers. Programs targeting children, such as "education in emergencies" initiatives, are essential for helping children return to school and regain a sense of normalcy. The education response in Damaturu in particular and Yobe state in general has focused on re-establishing education services in the wake of widespread disruption, ensuring that children continue their learning (Save the Children, 2020).

f. Economic Stabilization Through Livelihood Support:

While the provision of immediate relief is essential, humanitarian aid also supports short-term recovery by offering livelihood support to affected populations in Damaturu. This includes providing cash assistance, vocational training, and tools for income-generating activities. In Damaturu, where livelihoods have been severely disrupted, cash transfers and livelihood programs have helped families regain economic independence in the short term, contributing to community stabilization. Livelihood assistance also aids in preventing further displacement, as families who regain a sense of financial stability are less likely to migrate or rely on charity. (Rana & Chowdhury, 2022).

g. Facilitation of Social Cohesion and Reconciliation:

Humanitarian aid programs also contribute to social recovery by promoting social cohesion and reconciliation among divided communities in Damaturu and its environs. Indeed, the conflict created deep ethnic, religious, or political rifts, and humanitarian organizations played a role in facilitating dialogue, rebuilding trust, and fostering collaboration among groups. For example, in Damaturu local government area, humanitarian aid efforts incorporated elements of peacebuilding, such as conflict resolution workshops and community-building activities, which contributed to the societies' social recovery (Bouvier, 2019).

Challenges of Humanitarian Agencies in Damaturu and its Environs

While humanitarian aid is crucial in addressing immediate needs in Damaturu, development and presented number of significant challenges. These challenges often hinder the sustainability of recovery efforts and delay or complicate the process of rebuilding societies and economies in the region. Addressing these challenges is essential for achieving lasting peace, stability, and development. The following are key obstacles faced by humanitarian aid organizations in Damaturu:

a. Dependency on External Assistance:

One of the most significant challenges in post-conflict recovery is the risk of creating dependency on external humanitarian aid. If aid is not well-coordinated and gradually phased out, it can foster reliance, undermine local economies, and impede self-sufficiency. In many cases, ongoing aid programs, especially those providing food or cash transfers, can discourage local production and trade, thus inhibiting the development of sustainable local economies. For example, in Damaturu, long-term dependence on food aid has hindered local agricultural development and created a cycle of dependency, with limited capacity to move toward self-sufficiency (Rana & Chowdhury, 2022).

b. Governance Weaknesses:

Weak governance of politicians' structure pose significant challenges to long-term development. In post-conflict region such as Damaturu, the breakdown of rule of law, corruption, and a lack of transparency prevented the effective use of humanitarian aid in development meaning projects. Without strong governance, development programs can be mismanaged, and resources can be diverted, leading to inefficiency and even conflict over distribution. In fact, in Damaturu local government area, despite years of humanitarian aid, corruption and lack of transparency have hampered the delivery of services and hindered long-term development (UNDP, 2021).

c. Security Concerns and Ongoing Conflict:

Security is a persistent challenge in Damaturu and its environs, where armed Boko Haram are still be active, whereby many satellite villages are facing security threats. Continued insecurity can delay or completely obstruct development projects, particularly those that require long-term investments in infrastructure, education, and healthcare. For instance, in even within the Damaturu local government area, particularly around Goniri and Katarko villages prevented aid organizations from implementing sustainable development programs and have limited access to

vulnerable populations, hindering efforts to build long-term resilience (Save the Children, 2020). Security concerns also prevent the return of displaced persons, thereby complicating the stabilization process.

d. Rebuilding Trust and Social Cohesion:

Post-conflict societies often experience deep social divisions along ethnic, religious, or political lines, which hinder efforts to rebuild national unity and social cohesion. Trust in institutions, government, and other communities may be severely eroded, making it difficult to implement peacebuilding initiatives and foster reconciliation. Programs designed to heal societal rifts and build trust—such as community dialogues and transitional justice mechanisms—are often slow and face resistance. (Bouvier, 2019).

e. Economic Challenges and Recovery:

Long-term economic recovery is one of the most difficult aspects of development in Damaturu local government area. The activities of Boko Haram insurgency in the region often leads to widespread destruction of infrastructure, loss of human capital, and the collapse of agriculture and craft work. Even during and after humanitarian aid has ceased, many communities struggle to rebuild their economies, attract investment, and promote job creation. In Damaturu, for example, although humanitarian aid played a crucial role in stabilizing the region still economic growth has been slow, with unemployment and poverty rates remaining high, partly due to the long-term destruction of the agricultural sector and lack of investment. Additionally, humanitarian aid often focuses on immediate relief, with less emphasis on building a diversified, resilient economy capable of sustaining growth in the long term.

f. Environmental Degradation and Resource Management:

The Boko Haram conflict led to significant environmental damage, such as the destruction of agricultural land, craftsmanship, and depletion of natural resources the region. Humanitarian aid programs are often focused on immediate recovery, which can overlook environmental concerns that are critical for long-term development. In Damaturu and its environs rebuilding livelihoods that are environmentally sustainable remains a significant challenge. Restoring ecosystems, promoting sustainable agriculture, and managing natural resources are vital to ensure long-term development and food security. However, these efforts require long-term commitment and coordination across various sectors (FAO, 2020).

g. Cultural and Social Barriers:

Cultural and social factors can also impede long-term development. In Damaturu local government area social norms, such as gender inequality or resistance to new forms of environmental life, may undermine efforts to build a peaceful and prosperous society. For example, in Damaturu, societal norms have restricted women's participation in the workforce, education, and decision-making processes, making it difficult to achieve inclusive development (Buvinic et al., 2020).

h. Lack of Sustainable Funding:

Even after the immediate relief phase has passed, securing adequate and sustained funding for long-term development projects can be challenging. Donor fatigue and shifting priorities in the international community can lead to funding shortfalls, limiting the capacity to implement essential recovery programs. In many post-conflict settings, the international community tends to focus on immediate needs and emergency response, with limited attention to long-term development financing. For example, in Damaturu and its environs, ongoing humanitarian aid measures left long-term development initiatives underfunded (UNHCR, 2023).

Conclusion

Conclusively, humanitarian aid plays a critical role in addressing immediate needs in Damaturu local government Area, but its contribution to long-term development remains limited. The findings of the study demonstrate that aid delivery often falls short of meeting the needs of beneficiaries, particularly in the areas of food security, healthcare, and education. Key challenges, including inadequate funding, corruption, and security risks, significantly undermine the effectiveness of humanitarian efforts. Additionally, the persistence of economic dependency among beneficiaries highlights the need for more strategic and sustainable interventions.

Despite some progress in improving healthcare access and infrastructure development, the limited impact on education and economic self-sufficiency underscores the necessity for a paradigm shift from short-term relief to integrated development planning. Notwithstanding, humanitarian aid improved access to healthcare and education for women and girls, particularly in refugee camps. But despite significant efforts to address gender-based violence (GBV), aid programs often lacked long-term strategies to prevent violence and empower women in Damaturu Local Government Area. The study concluded that aid programs focusing solely on immediate needs, without integrating gender equality into long-term development, risked

perpetuating gender inequalities and limiting the potential for sustainable social change (Lutz, 2019).

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the impact of humanitarian aid on food security in Damaturu Local Government Area and similar environmental setting anywhere:

Firstly, Governments and International Organizations should allocate more resources to humanitarian aid programs, ensuring that they address both immediate and long-term needs. In a similar vein design aid programs that align with the United Nations Sustainable Development Goals (SDGs) to create synergies between emergency relief and long-term development planning.

Secondly, to maintain efficiency and achieve intended goal all agencies should implement robust monitoring and evaluation systems to minimize corruption and favoritism in aid distribution. This can be achieved by establishing independent oversight bodies to ensure transparency in the use of aid resources.

Thirdly, to enhance security measures there is greater need to establish collaborate between local and international security agencies to mitigate risks in conflict zones, ensuring safe and effective delivery of humanitarian aid.

Fourthly, engage local stakeholders and local communities to participate developing programs that empower local communities with skills and resources to reduce reliance on humanitarian aid. This can be achieved by providing vocational training and entrepreneurship support to foster economic independence. In addition, strengthen food chain systems and distribution channels by improving access to food delivery and specialized services in underserved areas. Likewise, offer long-term financial and technical support to small businesses and agricultural ventures and create linkages between local producers and markets to boost economic activity.

Fifthly, encourage collaboration between governments, NGOs, and private-sector entities to pool resources and expertise for more effective interventions. Use technology to improve the efficiency of aid delivery, monitor progress, and gather real-time data for informed decision-making.

Largely, by implementing these recommendations, stakeholders can enhance the effectiveness and sustainability of humanitarian aid programs, ultimately contributing to the resilience and self-reliance of conflict-affected communities.

References:

- Balcik, B., & Stroe, I. (2020). Humanitarian logistics and disaster response: Challenges, opportunities, and lessons learned. *International Journal of Disaster Risk Reduction*, 45, 101509. <https://doi.org/10.1016/j.ijdrr.2020.101509>
- Barakat, S., & Milton, S. (2020). Humanitarian aid in post-conflict situations: A critical review of its effectiveness in rebuilding livelihoods. *Journal of Conflict Resolution*, 64(4), 795-818. <https://doi.org/10.1177/0022002720910698>
- Houghton, R., & Marks, L. (2022). Bridging the gap: Linking humanitarian aid to development in conflict zones. *Humanitarian Assistance Review*, 5(2), 63-77. <https://doi.org/10.1007/s41245-022-00368-5>
- Juchau, D. (2023). The long-term impact of humanitarian aid: A review of current issues and strategies. *International Journal of Humanitarian Action*, 8(1), 45-58. <https://doi.org/10.1186/s41018-023-00102-5>
- MacFarlane, S. (2021). Researching the impact of humanitarian aid in conflict-affected regions: Key questions and approaches. *Journal of Peacebuilding and Development*, 16(1), 15-22. <https://doi.org/10.1177/15423166211004399>
- Nyamwaya, S., & Odhuno, A. (2021). The role of humanitarian aid in supporting long-term development goals in conflict-affected communities. *Journal of International Development*, 33(6), 973-987. <https://doi.org/10.1002/jid.3557>
- Rohwerder, B. (2021). The role of humanitarian aid in post-conflict reconstruction. *Development Policy Review*, 39(2), 257-274. <https://doi.org/10.1111/dpr.12563>
- Schenck, R. (2022). Humanitarian aid as a tool for peacebuilding and development: A cross-sectoral analysis. *Peace and Conflict Studies*, 29(1), 125-138. <https://doi.org/10.1080/10756317.2022.2048298>
- Stoddard, A., Harmer, A., & Haver, K. (2019). Humanitarian financing and its impact on development: Lessons from conflict-affected regions. *Humanitarian Practice Network*, 77, 1-8. <https://odihpn.org/magazine/humanitarian-financing-and-its-impact-on-development-lessons-from-conflict-affected-regions/>
- Theobald, S., & Greco, M. (2022). Humanitarian aid and development aid in conflict zones: Challenges and prospects. *International Development Studies Journal*, 40(3), 15-32. <https://doi.org/10.1080/23301063.2022.2060848>

- WFP. (2023). The role of the World Food Programme in post-conflict recovery and development. *World Food Programme, United Nations*. <https://www.wfp.org/publications/role-wfp-post-conflict-recovery-and-development>
- Barder, O. (2019). The logframe approach and the complexities of humanitarian aid. *Journal of Development Effectiveness*, 15(2), 94-106. <https://doi.org/10.1080/19439342.2019.1593983>
- Buvinic, M., Furst-Nichols, R., & Quezada, J. (2020). Gender equality and development in post-conflict settings: Overcoming social barriers. *Journal of Global Development*, 12(2), 48-65. <https://doi.org/10.1007/s10431-020-00384-w>
- Connell, J., & Kubisch, A. C. (2018). The theory of change in humanitarian aid: Making sense of complex interventions. *Development Studies Review*, 31(1), 15-29. <https://doi.org/10.1016/j.devstud.2018.01.001>
- Coyle, R., Fitzgerald, M., & Harris, R. (2021). Cash transfers in humanitarian crises: Impact and challenges. *Humanitarian Practice Network*, 16(3), 22-30. <https://odihpn.org/magazine/cash-transfers-in-humanitarian-crises-impact-and-challenges/>
- FAO (Food and Agriculture Organization). (2018). *Humanitarian assistance and long-term recovery in conflict-affected areas*. FAO Report. <https://www.fao.org/publications>
- FAO (Food and Agriculture Organization). (2020). *Restoring agriculture and ecosystems in post-conflict regions: Challenges and opportunities*. FAO Report. <https://www.fao.org/publications>
- Harmer, A., & Macrae, J. (2019). The humanitarian-development nexus: Challenges and opportunities. *Overseas Development Institute Report*. <https://www.odi.org/publications/12348-humanitarian-development-nexus-challenges-and-opportunities>
- Lischer, S. K. (2019). *Humanitarian aid in conflict zones: A global perspective*. Oxford University Press.
- Oxfam. (2021). *Cash-based interventions in Syria: Meeting the needs of conflict-affected populations*. Oxfam International. <https://www.oxfam.org/en/research/cash-based-interventions-syria>
- Rana, A., & Chowdhury, A. (2022). Development aid and its impact on post-conflict recovery *Journal of Humanitarian Studies*, 28(4), 95-110. <https://doi.org/10.1080/20421338.2022.2046556>

- Rana, A., & Chowdhury, A. (2022). Humanitarian aid and economic recovery in conflict-affected regions. *Journal of Development Studies*, 48(1), 66-82.
<https://doi.org/10.1080/00220388.2022.1811699>
- Save the Children. (2020). *Rebuilding education systems in post-conflict zones: A long-term development approach*. Save the Children Global Report.
<https://www.savethechildren.org>
- Save the Children. (2020). *Challenges in social recovery in conflict zones: A humanitarian perspective*. Save the Children Global Report. <https://www.savethechildren.org>
- Smith, K., Patel, S., & Johnson, T. (2021). Emergency relief responses: Challenges in disaster-stricken regions. *Journal of Emergency Management*, 39(2), 88-99.
<https://doi.org/10.5055/jem.2021.0466>
- UNDP (United Nations Development Programme). (2021). *Rebuilding infrastructure and governance in post-conflict regions*. UNDP Annual Report.
<https://www.undp.org/publications>
- UNDP (United Nations Development Programme). (2021). *Governance and political stability in post-conflict recovery*. UNDP Report. <https://www.undp.org/publications>
- WFP (World Food Programme). (2021). *Food aid and recovery in conflict zones: The case of Syria*. WFP Report. <https://www.wfp.org/reports>
- WFP (World Food Programme). (2022). *Food aid in conflict-affected regions: Strategies and challenges*. World Food Programme Report. <https://www.wfp.org/reports>
- WHO (World Health Organization). (2018). The role of humanitarian aid in containing the Ebola outbreak in West Africa. *WHO Bulletin*, 96(7), 423-429.
<https://doi.org/10.2471/BLT.18.220855>
- WHO (World Health Organization). (2020). The global response to the COVID-19 pandemic: Humanitarian aid and challenges. *WHO Bulletin*, 98(10), 639-642.
<https://doi.org/10.2471/BLT.20.273370>
- Chopra, J., & Hohe, T. (2004). Participatory peacebuilding. *Security Dialogue*, 35(4), 427-442.
<https://doi.org/10.1177/0967010604047517>
- Ní Aoláin, F., Haynes, D., & Cahn, N. (2011). *On the frontlines: Gender, war, and the post-conflict process*. Oxford University Press.
- UNDP (United Nations Development Programme). (2016). *Humanitarian-development nexus in crisis settings*. United Nations Development Programme.
<https://www.undp.org/publications>

- UN Women. (2017). *Gender, humanitarian action and development: Promoting gender equality in post-conflict situations*. UN Women. <https://www.unwomen.org/en/digital-library/publications/2017/12/gender-humanitarian-action-and-development-promoting-gender-equality-in-post-conflict-situations>
- United Nations. (2020). *Sustaining peace through inclusive development*. UN Report <https://www.un.org/sustainingpeace>
- World Bank. (2011). *World development report 2011: Conflict, security, and development*. World Bank Publications. <https://www.worldbank.org/en/publication/wdr2011>
- UNHCR (2023). Global Trends: Forced Displacement in 2022.
- Barakat, S., & Zyck, S. A. (2010). *The Evolution of Post-conflict Recovery*. Humanitarian Policy Group.
- Maxwell, D., & Parker, J. (2012). *Coordination in Food Security Crises: A Report to the World Food Programme*. ODI.
- Levine, S., et al. (2019). *Livelihoods in Crisis: Supporting Resilience through Humanitarian Aid*. Practical Action Publishing.
- UNHCR (2023). Global Trends: Forced Displacement in 2022.

INFLUENCE OF TEACHER COMPETENCY, MOTIVATION AND INTEREST ON STUDENT'S ACADEMIC PERFORMANCE IN CIVIC EDUCATION AT SENIOR SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

BY

DR. BELLO SHEHU

Departmental of Curriculum Studies and Educational Technology, Faculty of Educational Foundation, College of Education and Allied Studies, Bayero University, Kano

bshehu78@gmail.com,

+2348034220112

ABSTRACT

This study examined the influence of teacher competency, motivation, and interest on students' academic performance in Civic Education at senior secondary schools in Jigawa State, Nigeria. The persistent decline in students' enrollment and performance in Civic Education necessitated this investigation. A descriptive survey research design was adopted, the population of this study comprised of four thousand eight hundred and sixty-five (4,865) with a sample comprising 136 Civic Education teachers and 306 students from Gumel Educational Zone, Jigawa State. Data were collected using a researcher-designed questionnaire—Teachers' Competency, Motivation and Interest in Civic Education Questionnaire (TCMICEQ)—and students' performance records. Descriptive statistics (mean and standard deviation) were employed for analysis. Findings revealed that Civic Education teachers demonstrated a moderate level of competency ($M = 2.81$), a low level of motivation ($M = 2.44$), but a high level of interest ($M = 3.18$). The study concludes that enhancing teacher competency, fostering motivation, and sustaining interest are crucial for improving students' outcomes in Civic Education. It recommends holistic teacher development, adequate incentives, and supportive school environments to strengthen Civic Education delivery in Jigawa State.

Keywords: Teacher Competency, Motivation, Interest, Students' Academic Performance and Civic Education.

Introduction

Teacher's competency enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement. Education can be improved by improving the competence of teachers. Competent teachers appear to be effective with students of all achievement levels, regardless of the individual differences in their classrooms.

Every teacher needs to have a wide range of knowledge in the subject taught and should always be improved to be in line with the current curriculum requirements. Teachers also should understand the basic concepts and the structure of subjects taught. According to Netherlands Teacher Educators, content competency is an important element in integrating quality education.

The competency of teachers in the field of the curriculum is important in the implementation of classroom assessment.

Generally, motivated teachers are more likely to motivate students to bring about improvements in their academic skills. They need to implement their job duties with interest and enthusiasm and incur job satisfaction. It is essential to acquire an understanding of the factors that promote teacher motivation. As these are necessary to achieve educational goals in every learning and educational institutions. The educational institutions need to ensure that the environmental conditions are conducive for the teachers to enhance their motivation and to ensure that they are satisfied with their jobs. There is an interrelation between motivation and job satisfaction. When the teachers will be motivated towards their jobs, then they would feel satisfied with their jobs. Within the educational institutions, to augment teacher motivation, it is necessary to make provision of infrastructural facilities, materials and resources. When they would access all the necessary materials and equipment, particularly the ones, which are needed to carry out their job duties in an appropriate manner, then they would feel motivated towards their work. There are number of factors that cause demotivation, i.e. job dissatisfaction, stress, lack of resources and materials, lack of infrastructural facilities, and amenities, inadequate classroom and school environmental conditions, insufficient pay and reimbursements and so forth. Therefore, in order to promote teacher motivation, it is necessary to formulate strategies and approaches that would improve these factors, so teachers feel motivated towards the performance of job duties and in the achievement of educational goals.

Student performance in civic education is a comprehensive process that involves evaluating their knowledge acquisition, critical thinking skills, civic engagement, attitudes, values, and long-term impact. Civic education aims to prepare students to become informed, engaged, and responsible citizens capable of contributing positively to their communities and society. Assessing various dimensions of student performance in civic education, educators can gauge the effectiveness of civic education programs in achieving their goals and objectives. Ultimately, the assessment of student performance in civic education plays a crucial role in promoting democratic citizenship and fostering a culture of civic responsibility in school and society.

Statement of the Problem

Over the years, there have been consistent complain by government authorities and parents about the poor performance of students in both internal and external examination in civic education.

Consequently, students' enrolment in civic education in the west African senior school certificate examination (WASSCE) conducted by west African examination council (WAEC) and senior school certificate examination (SSCE) conducted by national examination council (NECO) has been on the decline. According to Akinyemi (2021) "over the years there has been consistent awareness on the alarming declining rate of students' enrolment in civic education as a subject". In the same vein, Adeyegbe (2022) opine that examiners of nationally conducted examination council (NECO) and locally conducted examination like terminal and sectional examination in our secondary schools have been witnessing a low enrolment and low students' performance".

Table 1 NECO Results in Civic Education

Year	No. of Students registered	No. of Students Passed	Percentage	No. of Students Failed	Percentage
2021	2083	1210	58.09	873	41.91
2022	3176	1714	53.96	1462	46.03
2023	1671	941	56.31	730	43.67
Total	6930	3865	-	3065	-

Source: Ministry of Education, Jigawa State, 2023.

And this problem has been attributed mostly to lack of efficient teaching methodology. Hence, to this reason that the study aims to examine the influence of teacher competency, motivation and interest on Students academic performance in civic education at senior Secondary schools in Jigawa State, Nigeria

Objectives of the Study

1. To determine the level of teachers' competency on students' academic performance in Civic Education at senior secondary schools in Jigawa state.
2. To determine the level of teachers' motivation on students' academic performance in Civic Education at senior secondary schools in Jigawa state.
3. To determine the level of teachers' interest on students' academic performance in Civic Education at senior secondary schools in Jigawa state.

Research Questions

The following research questions are put forward to guide the study:

1. What is the level of Civic Education teachers' competency in senior secondary schools in Jigawa state?
2. What is the level of Civic Education teachers' motivation in senior secondary schools in Jigawa state?

3. What is the level of Civic Education teachers' interest in senior secondary schools in Jigawa state?

Conceptual Clarification

Teacher Competency

Competency is the ability of an individual to do a job. Competency relates to a set of defined behaviours that provides a structure guide enabling the identification, evaluating and development of the behaviours in individual employees. The term 'competency' first appeared in an articles authored by (Lundberg, 2000) defined the concept as 'planning the executive development program'. Some scholars see competence as combination of practical and theoretical knowledge, cognitive skills behaviour and value used to improve performance, or at the state or quality of being adequately or well qualified, having the ability to perform a specific role, (Ugochukwu, 2014). Competency is also used as a more general description of the requirement of human being in organizations and communities.

Teachers' Motivation

Teacher motivation renders a significant contribution in the promotion of excellence in teaching and learning methods and bringing about improvements in the system of school education. Generally, motivated teachers are more likely to motivate students to bring about improvements in their academic skills. They need to implement their job duties with interest and enthusiasm and incur job satisfaction. It is essential to acquire an understanding of the factors that promote teacher motivation. As these are necessary to achieve educational goals in every learning and educational institutions. The educational institutions need to ensure that the environmental conditions are conducive for the teachers to enhance their motivation and to ensure that they are satisfied with their jobs (Nyakundi, 2012).

Teacher Interest

Didactic Interest refers to a teacher's interest in teaching methods, in literature on didactics, and on how best to prepare teaching content. *Educational interest* refers to the interest in educational aspects or issues in the teaching profession. This may cover, for example, discussions on educational or childrearing goals, on imparting values and social competencies, and on how to deal appropriately with difficult students or difficult class situations. (Butler, 2017)

Students Performance in Civic Education

According to Okam (2011) Student performance in civic education is a multifaceted aspect of educational assessment that encompasses various dimensions, including knowledge acquisition, critical thinking skills, civic engagement, attitudes, values, and long-term impact. Civic education is a vital component of the educational curriculum aimed at preparing students to become informed, engaged, and responsible citizens in their communities and society at large. One aspect of assessing student performance in civic education is evaluating their knowledge acquisition. (Samuel, 2011). This involves measuring their understanding of fundamental concepts, principles, institutions, and processes related to government, politics, citizenship, and democracy.

Methodology

For the purpose of this paper, the researcher used descriptive survey research design. According to Morrison (2018), descriptive survey aimed at collecting data on, and describing it in a systematic way, the characteristics features and facts about the population of the study. The population of this paper comprised of all Civic Education teachers and students offering Civic Education as a subject in Gumel Educational Zone Area, North- West Jigawa state, which stood at four thousand eight hundred and sixty-five (4,865) (MOEST, 2023). The sample of this study was drawn from the targeted population that is all civic education teachers in Gumel educational zone area, Jigawa state totaling two hundred and ten (210). MOEST, 2023). A sum total of one hundred and thirty-six (136) senior secondary school civic education teachers and three hundred and six civic education students (306) forms the sample of the study using purposive sampling. Jigawa state Ministry of Education (MOEST) gave their distribution and numbers.

Therefore, in this paper the researcher used two (2) instruments to collect data; questionnaire and pro-former students' academic performance in qualifying examination. The self-developed questionnaire titled: Teachers Competency, Motivation and Interest in Civic Education Questionnaire (TCMICEQ). The questionnaire consists of 30 items and was distributed to teachers in the study area. It also consists of two (2) sections: section A solicit information on respondents' personal data, while section B solicit information teachers Competency, teachers Motivation and teachers Interest. The psychometric properties was established by the experts. In order to answer the research questions, the data collected were analyzed using both descriptive

and inferential statistical techniques. Mean and Standard Deviation were used to answer the research questions.

Data presentation and Analysis

The data collected were analysed using descriptive statistics inform of mean and standard deviation for answering the research questions.

Answers to Research Questions

Research Question One: What is the level of Civic Education teachers' competency in senior secondary schools in Jigawa state?

Table 2: Level of Civic Education Teachers' Competency in Senior Secondary Schools in Jigawa State.

S/N	Item Statement	Mean	Std. Dev	Remarks
1.	I feel confident in my understanding of Civic Education content.	3.08	0.903	High
2.	I am skilled in applying various teaching methods in Civic Education.	3.05	0.805	High
3.	I effectively use teaching aids to enhance student understanding.	2.71	1.228	Moderate
4.	I regularly assess my students' progress in Civic Education.	2.76	1.218	Moderate
5.	I have adequate knowledge of Civic Education curriculum standards.	2.89	1.200	Moderate
6.	I can clearly explain complex Civic Education concepts to students.	2.57	1.227	Moderate
7.	I engage students in discussions to deepen their understanding of Civic Education topics.	2.39	1.175	Low
8.	I update my Civic Education knowledge through continuous professional development.	2.84	1.134	Moderate
9.	I feel sense of accomplishment when my students succeed academically	2.88	1.115	Moderate
10.	I find satisfaction in helping students to learn faster	2.95	1.060	Moderate
Overall Mean		2.81	0.446	Moderate

Table 2 shows the results for the level of Civic Education teachers' competency in senior secondary schools in Jigawa state. The findings indicate that 'teachers feel confident in my understanding of Civic Education content' (M =3.08; SD =0.903) with high level, and they are 'skilled in applying various teaching methods in Civic Education' (M =3.05; SD=0.805) with high level. Moreover, teachers show moderate competency in effective use teaching aids to enhance student understanding (M = 2.71; SD =1.228), regularly assess my students' progress in Civic Education (M = 2.76; SD =1.218), having adequate knowledge of Civic Education curriculum standards (M = 2.89; SD =1.200), can clearly explain complex Civic Education

concepts to students ($M = 2.57$; $SD = 1.227$), update their Civic Education knowledge through continuous professional development ($M = 2.84$; $SD = 1.134$), feel sense of accomplishment when my students succeed academically ($M = 2.88$; $SD = 1.115$), and find satisfaction in helping students to learn faster ($M = 2.95$; $SD = 1.060$). While they show low competency in engage students in discussions to deepen their understanding of Civic Education topics ($M = 2.39$; $SD = 1.175$).

Furthermore, the results show that the overall mean scores is (2.81) with standard deviation of (0.446) respectively. This indicated that Civic Education teacher in senior secondary schools in Jigawa State exhibit moderate competency level in teaching Civic Education with relatively low variation among them. The relatively low standard deviation (0.446) shows that the responses were not widely dispersed as most teachers rated their competency level close to the mean score of 2.81.

Research Question Two: What is the level of Civic Education teachers' motivation in senior secondary schools in Jigawa state?

Table 3: Level of Civic Education Teachers' Motivation in Senior Secondary Schools in Jigawa State.

S/N	Item Statement	Mean	Std. Dev	Remarks
1.	I feel motivated to teach Civic Education.	2.59	1.762	Moderate
2.	My school administration provides support that motivates me to teach Civic Education effectively.	2.19	1.694	Low
3.	I receive adequate recognition for my contributions to teaching Civic Education.	2.30	1.680	Low
4.	I am motivated by the positive impact I make on students' lives through teaching Civic Education.	2.52	1.739	Moderate
5.	I am satisfied with the teaching resources provided for Civic Education.	2.49	1.860	Low
6.	The professional growth opportunities in my school inspire me to enhance my teaching in Civic Education.	2.17	1.719	Low
7.	My students' achievements motivate me to teach Civic Education more effectively.	3.27	0.883	High
8.	I feel that my efforts in teaching Civic Education are valued by my school community.	2.35	1.839	Low
9.	Professional development programs and workshops offered by the school positively influence my motivation.	2.29	1.871	Low
10.	Recognition and appreciation from school administration positively impact my motivation.	2.24	1.820	Low
Overall Mean		2.44	1.686	Low

Table 3 shows the results for the level of Civic Education teachers' motivation in senior secondary schools in Jigawa state. The findings indicate that teachers 'feel motivated to teach

Civic Education' (M = 2.59; SD = 1.762); 'school administration provides support that motivates them to teach Civic Education effectively' (M = 2.19; SD = 1.694); 'receive adequate recognition for their contributions to teaching Civic Education' (M = 2.30; SD = 1.680); the teachers further 'feel motivated by the positive impact they make on students' lives through teaching Civic Education' (M = 2.52; SD = 1.739); they are 'satisfied with the teaching resources provided for Civic Education' (M = 2.49; SD = 1.860). However, the teachers believed that 'professional growth opportunities in their schools inspire them to enhance my teaching in Civic Education' (M = 2.17; SD = 1.719); 'their students' achievements motivate them to teach Civic Education more effectively' (M = 3.27; SD = .883); 'feel that their efforts in teaching Civic Education are valued by their school community' (M = 2.35; SD = 1.839); 'professional development programmes and workshops offered by the school positively influence their motivation' (M = 2.29; SD = 1.871); and 'recognition and appreciation from school administration positively impact their motivation' (M = 2.24; SD = 1.820).

Based on the above, the analysis of Civic Education teachers' motivation level in senior secondary schools in Jigawa State reveals an overall mean scores of (2.44) with standard deviation of (0.686), indicating that Civic Education teachers in Jigawa State have a low level of motivation in teaching Civic Education. The standard deviation of (0.686) indicates some variation in responses, but the general trend shows that teachers are not highly motivated. By implication Civic Education teachers in Jigawa State demonstrated low motivation due to poor incentive, suggests that financial dissatisfaction is a demotivating factor in teaching Civic Education.

Research Question Three: What is the level of Civic Education teachers' interest in senior secondary schools in Jigawa state?

Table 4: Level of Civic Education Teachers' interest in Senior Secondary Schools in Jigawa State.

S/N	Item Statement	Mean	Std. Dev	Remarks
1.	I am enthusiastic about teaching Civic Education.	3.30	0.523	High
2.	I enjoy preparing lessons for my Civic Education classes.	3.76	0.599	High
3.	I actively seek out new strategies to improve my Civic Education lessons.	3.44	0.594	High
4.	I am passionate about fostering students' civic knowledge and responsibilities.	3.24	0.430	High
5.	I look forward to teaching Civic Education each day.	3.33	0.586	High
6.	I stay updated on current events to make my Civic Education lessons more relevant.	3.14	0.494	High

7.	I willingly invest extra time to ensure my students succeed in Civic Education.	3.20	0.572	High
8.	I encourage students to engage in Civic Education activities outside the classroom.	3.17	0.607	High
9.	I find satisfaction in helping students to learn faster.	3.32	0.582	High
10.	Availability of necessary resources (books and ICT gadget) lead to my enthusiastic to teach civic education.	2.98	0.632	Moderate
Overall Mean		3.18	0.561	High

Table 4 shows the results for the level of Civic Education teachers' interest in senior secondary schools in Jigawa state. The results revealed that 'teachers' enthusiasm for teaching Civic Education had a mean score of ($M=3.30$; $SD = 0.523$), indicating a high level of interest. The highest-rated item was 'teachers' enjoyment of preparing lessons for Civic Education ($M = 3.76$, $SD = 0.599$), which falls within the high-interest category. This indicates that most teachers find lesson preparation to be a fulfilling and engaging activity. Also, the tendency to seek new strategies for improving Civic Education lessons has a ($M = 3.44$, $SD = 0.594$) which falls within the high interest category, indicating teachers' strong commitment to innovation and pedagogical improvement. While teachers' passion for fostering students' civic knowledge and responsibilities ($M = 3.24$, $SD = 0.430$) is also high level of interest, indicating a fair commitment to helping students develop civic awareness and responsibility. Teachers look forward to teaching Civic Education each day ($M = 3.33$, $SD = 0.586$) is also fall within the high level category. Moreover, teachers demonstrate willingness to invest extra time for students' success ($M = 3.20$, $SD = 0.572$), indicating that teachers are dedicated to ensuring students perform well in Civic Education. Staying updated on current events to make Civic Education lessons more relevant ($M = 3.14$, $SD = 0.494$) indicates that teachers incorporate current affairs in their teaching, but not consistently or extensively. While encouraging students to engage in civic activities outside the classroom ($M = 3.17$, $SD = 0.607$) also falls in the high category level of interest, meaning that while teachers encourage civic participation, there is still room for greater involvement. Teachers find satisfaction in helping students learn faster ($M = 3.32$; $SD = 0.582$) fall within high level, this indicates teachers derive fulfillment for helping students grasp concepts quickly. Lastly, the lowest-rated item ($M = 2.98$, $SD = 0.632$) which falls within the moderate interest level category relates to how the availability of resources (books and ICT gadgets) influences enthusiasm for teaching Civic Education. This indicates that inadequate teaching resources may be affecting teachers' interest in teaching the subject.

Discussion of Findings

This study was set to examine the influence of teachers Competency, Motivation and Interest on Students Academic Performance in Civic Education at Senior Secondary schools in Jigawa State. The findings of this study are discussed in relation to the findings of similar studies, theoretical underpinnings, experts' opinions and other validated assertions.

The study revealed that Civic Education teachers in senior secondary schools in Jigawa State exhibit a moderate competency level in teaching the subject ($M=2.81$; $SD=0.446$). This finding suggests that while teachers possess some level of pedagogical and subject-matter knowledge, there is still room for improvement to enhance their effectiveness in delivering Civic Education content. The findings correspond with that Ogheneakoke and Akpochata (2015) who found moderate competency level among Social Studies teachers in South-South geopolitical zone of Nigeria

The study found that Civic Education teachers in senior secondary schools in Jigawa State exhibit a low level of motivation in teaching the subject ($M=2.44$; $SD=0.686$). This implies that many teachers may lack enthusiasm, commitment, or satisfaction in their roles, which could have negative implications for teaching quality and student learning outcomes. This finding aligns with research by Bennell and Akyeampong (2017), who found that teacher motivation in many developing countries, including Nigeria, is generally low due to poor working conditions, inadequate salaries, limited career growth opportunities, and lack of recognition. When teachers feel undervalued and unsupported, their motivation to engage students effectively decreases.

The findings also link with Herzberg (1959) Two-Factor Theory of Motivation where identified two key factors affecting worker motivation: Hygiene factors (salary, job security, working conditions) and Motivators (recognition, career advancement, job satisfaction). In many Nigerian schools, the hygiene factors (such as inadequate salaries and lack of incentives) are often lacking, leading to dissatisfaction among teachers. This could explain the low motivation level reported in the study. The low motivation level of Civic Education teachers in Jigawa State presents a serious challenge to effective teaching and learning.

The study found that Civic Education teachers in senior secondary schools in Jigawa State exhibit a high level of interest in teaching the subject ($M=3.18$; $SD=0.561$). The high interest in teaching Civic Education is a promising finding. It indicates that teachers are intrinsically engaged with the subject, which can translate into more passionate and innovative teaching

practices. This suggests that, despite challenges such as low motivation and moderate competency, many teachers remain passionate about Civic Education and are likely committed to imparting knowledge to their students. Similarly, Adeyanju (2015) found that teachers with high interest in their subject displayed greater enthusiasm, resilience, and creativity, leading to improved student engagement and academic performance. Even when external motivation factors (such as salary and working conditions) were lacking, intrinsic interest helped sustain teacher effectiveness.

Conclusions

From the findings of this study, which was discussed in chapter four, the research concludes that civic education teachers competency, motivation and interest influence academic performance of students' in secondary schools of Gumel Education zone because the research reveals that teachers competency, motivation and interest contributes immensely to the progress of learning and this yield positive learning outcome. The findings of this study further concludes that teachers competency and motivation contribute immensely and leads to the academic progress of civic education student, the study also concludes that teachers' that interact and motivate students develop interest in their lesson effectively. It was learnt that competency helps significantly in academic progress of civic education students, it was also observed that teachers competency, motivation and interest influence students' performance. Praising hardworking/talented students and awarding them with honorariums and gifts, or clapping for them make other students (their colleagues) work harder to achieve a better academic rank. It was found that teacher with high level of competency are better able to simplify complex topic, engage students actively and improve their learning outcome. It was found that many teachers lack enthusiasm, commitment or satisfaction in their roles which could have negative implications for teaching quality and students learning outcomes. In conclusion, all the indices of teachers' competency, motivation and interest tested in this study plays a vital role and contribute immensely to the performance of civic education students in Gumel Education Zone, Jigawa State, Nigeria.

Recommendations

The study of this nature cannot cover all educational sectors; hence, there is need to further research, and the following recommendations are suggested by the researcher:

1. Further study should cover all public senior secondary schools in Jigawa state of Nigeria

2. A study should be carried out on influence of students' interest and motivation on their academic performance in civic education in Jigawa state
3. Further studies on the influence of teachers competency, motivation and interest should be carried out in Jigawa state colleges of education, polytechnics, and universities.

References:

- Adeosun, O. (2012). Teacher competence and students' academic performance in Nigerian secondary schools. *Journal of Educational Research*, 15(1), 34-47.
- Adeyanju, J. (2015). The impact of teachers' enthusiasm on student performance in Nigerian secondary schools. *Journal of Educational Research*, 10(3), 45-58.
- Adeyegbe J. (2022). Conceptualizing civic education in Nigeria. *International Journal of Educational Administration and Policy Studies*, 4(3), 43-47.
- Akinyemi S. (2021), Fostering citizenship through civic education. *Ilorin Journal of Educational Administration and Planning*, 11(1), 181-193.
- Bennell, P., & Akyeampong, K. (2017). Teacher motivation in Sub-Saharan Africa and South Asia. Department for International Development (DFID). Educational Paper No. 71.
- Butler, R. (2017). Dimensions of teacher interest. Teachers College, Columbia University. competencies. *Journal of Social Sciences*, 46(3), 12-21.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer.
- Dzever, S.E. (2015). Comparative analysis of rural and urban students' civic education performance. Unpublished thesis, University of Jos.
- Herzberg, F. (1959). The motivation to work. New York: John Wiley & Sons.
- Kumazhege, Z. & Zira, O.D. (2010). Assessment of technical competency, interest and needs of Introductory Technology teachers in junior secondary schools in Adamawa State. University of Yola.
- MOEST (2023). Distribution of schools and number of civic education teachers per local government in Gumel educational zone area, Jigawa state. Ministry of Education, Science and Technology, Jigawa State.
- MOEST, (2023). Population of civic education teachers and students in Gumel educational zone, Jigawa state. Ministry of Education, Science and Technology, Jigawa State.
- Nor, N. F. M., & Mahamod, Z. (2014). Effective subject matter mastery among science and mathematics teachers. *Journal of Education and Practice*, 5(7), 132-135.
- Nyakundi, P. (2012). Impact of working conditions on teacher motivation. University of Nairobi.
- Ogheneakoke, J. & Akpochato, M.B. (2015). Social studies teachers competencies in the use of inquiry method. Delta State University, Nigeria.
- Okam, E.A. (2011). Assessing student performance in civic education. *International Journal of Educational Planning & Administration*. 1(2). 91-97.
- Samuel, A.J. (2011). Approaches to assessing civic learning. Department of Political Science and Public Administration, Ahmadu Bello University.
- Ugochukwu, C.P. (2014). Teacher competence and instructional effectiveness. University of Nigeria.