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The Editorial Board welcomes high-quality scholarly contributions and looks forward to receiving manuscripts that advance research and practice in education.

EDITORIAL COMMENT

The *Institute Journal of Studies in Education* continues to serve as an important platform for scholarly discourse, intellectual engagement, and the dissemination of innovative research within the field of education. It is with great pleasure that we present **Volume 10, Number 1 (March, 2026)** of this journal, published by the **Institute of Education, University of Ilorin, Nigeria**.

Education remains a central pillar for national development and global progress. In a rapidly changing world characterized by technological advancement, shifting socio-economic realities, and evolving learning environments, research in education becomes increasingly vital. This edition of the journal reflects our continued commitment to promoting rigorous academic inquiry and encouraging scholarly contributions that address contemporary challenges and emerging trends in educational theory, policy, and practice.

The articles featured in this volume cover diverse themes including teaching and learning innovations, educational policy analysis, curriculum development, assessment practices, teacher education, and the integration of technology in education. Collectively, these contributions provide valuable insights that can inform educational stakeholders, researchers, policy makers, and practitioners who are committed to improving educational systems and outcomes.

We commend the authors whose research efforts have enriched this edition and contributed meaningfully to the advancement of knowledge in the field of education. Their scholarly work reflects dedication to addressing pressing educational issues and proposing evidence-based solutions relevant to both local and global contexts.

The editorial board also expresses sincere appreciation to the reviewers for their meticulous evaluation of manuscripts and constructive feedback which ensured the quality and academic integrity of the published articles. We equally acknowledge the support of the management of the Institute of Education, University of Ilorin, for their continued commitment to sustaining this scholarly publication.

It is our hope that the studies presented in this volume will stimulate further research, inform educational practice, and contribute to policy development aimed at strengthening educational systems. We encourage researchers, scholars, and practitioners to continue contributing to the journal as we collectively strive to advance educational scholarship.

Editor-in-Chief

Institute Journal of Studies in Education

Institute of Education

University of Ilorin, Ilorin, Nigeria

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PERCEIVED CAUSES AND PREVENTION OF POSTPARTUM HEMORRHAGE AMONG NURSING MOTHERS IN OFFA LOCAL GOVERNMENT AREA, KWARA STATE

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Abstract

The risk of maternal death from postpartum haemorrhage (PPH) represents one of the greatest challenges in global health. Assessing the risk factors could help to prevent and control its negative consequences. This study examined the perceived causes and prevention of PPH among nursing mothers in Offa LGA, Kwara State. A descriptive research design of the survey type was adopted. The population of the study comprised nursing mothers in Offa LGA, Kwara State. Three hundred and five (305) respondents were sampled. The instrument used for data collection was a structured, validated and reliable questionnaire. Chi-square statistics were employed for data analysis at 0.05 alpha level. The findings of the study were that prolonged labour ($\chi^2=221.03$, $P<0.05$) and placenta abnormalities ($\chi^2=257.44$, $P<0.05$) are perceived causes while accessibility of maternal health services ($\chi^2=312.91$, $P<0.05$) and adequate training of traditional birth attendants (TBAs) ($\chi^2=333.06$, $P<0.05$) are perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State. It was recommended that regular and comprehensive antenatal care should be made accessible to all pregnant women as a key strategy to achieve SDG 3 by reducing maternal and neonatal mortality through early detection and management of placental complications.

Keywords: Postpartum Haemorrhage, Nursing Mothers, Causes, Prevention, Maternal Health Services

Introduction

The postpartum period begins approximately one hour after the expulsion of the placenta and extends for 42 days. During this time, postpartum haemorrhage (PPH) remains one of the most significant contributors to maternal morbidity and mortality worldwide. It is associated with severe maternal conditions such as shock, organ dysfunction, and long-term disability (Mohamed & Chandharan, 2025). In African and Asian countries, where most maternal deaths occur, PPH alone accounts for more than 30% of all maternal deaths, with uterine atony, which is failure of the uterus to contract adequately after childbirth, responsible for 60% to 80% of cases (Abdullahi et al., 2022). In Nigeria, hospital-based studies remain the primary source of data due to the lack of reliable national vital statistics (Olamijulo et al., 2023). Evidence shows that PPH accounts for between 8.6% and 35.6% of maternal deaths in Nigeria, where maternal mortality rates have been estimated at 1930 per 100,000 live births (Faduyile et al., 2017). This is in sharp contrast to the United Kingdom, where maternal mortality from PPH is less than 0.5 per 100,000 live births (Fleming et al., 2012).

Primary PPH, the most common form of obstetric haemorrhage, is traditionally

defined as blood loss of 500 ml or more within 24 hours of birth (Kodla, 2015). It is classified as minor (500–1000 ml) or major (>1000 ml), with major PPH further subdivided into moderate (1000–2000 ml) and severe (>2000 ml). Secondary PPH, though less common, occurs between 24 hours and 12 weeks postpartum (Habitamu et al., 2019). Approximately 3% to 5% of obstetric patients experience PPH annually, making it a leading cause of maternal mortality worldwide (Ubom et al., 2025). These preventable events account for nearly one-fourth of maternal deaths globally and 12% of maternal deaths in the United States (Devi et al., 2015). A woman suffering from PPH can die within two hours if immediate medical attention is not provided, and every minute of delay increases the likelihood of fatality. In high-income countries, PPH contributes to more than 50% of severe maternal morbidity (Zwart et al., 2008). Although recent studies have shown an increasing trend in PPH, the precise causes remain uncertain, with obstetric interventions such as induction of labour and oxytocin administration believed to play a role (Ford et al., 2007; Kramer et al., 2013; Aksoy, et al. 2025).

Changes in obstetric practices have also been linked to prolonged labour durations, which may elevate the risk of PPH. A study comparing labour patterns in the 1960s with modern cohorts found that the first stage of labour has become longer, with increased use of interventions such as oxytocin, epidurals, and induction of labour, alongside maternal factors such as older age and higher body mass index (Laughon et al., 2012). Even after adjusting for maternal and pregnancy characteristics, the increase in labour duration persisted, suggesting that changes in obstetric practices may be the primary reason for the rise in PPH. Normal labour has been defined as an infant being born within 12 hours of active labour (Gould, 2002), while the World Health Organization (WHO, 2016a) defines prolonged active labour as painful contractions lasting more than 12 hours after cervical dilation of ≥ 4 cm. Several studies have explored the association between prolonged labour and PPH, with some reporting that a prolonged second stage is linked to increased risk (Janni et al., 2002; Pergialiotis, et al., 2020; Chikkamath et al., 2021), while others found conflicting results regarding the first stage (Cheng et al., 2009; Le Ray et al., 2011; Nyfløt et al., 2017).

Other risk factors for PPH include parity, high offspring birth weight, labour dystocia, and caesarean section (Al-Zirgi et al., 2008; Siggelkow et al., 2008; Sosa et al., 2009; Fenn et al., 2024). Placental complications such as placenta praevia, placental abruption, retained placenta, and pre-eclampsia are also closely associated with excess haemorrhage (Eskild & Vatten, 2009; Lu et al., 2009; Perlman & Carusi, 2019; Young et al., 2023). Larger placental size, which correlates strongly with birthweight, has been linked to increased risk of PPH (Eskild & Vatten, 2010). Deliveries of large babies may impair uterine contractions, leading to prolonged bleeding (Siggelkow et al., 2008). Similarly, labour dystocia can result in impaired uterine contractions after delivery, further increasing the risk of longstanding PPH (Young et al., 2023).

The availability and accessibility of maternal healthcare services play a crucial role in PPH prevention. Skilled birth attendants are essential for early detection and management of PPH, as they are trained to recognize risk factors and administer life-saving interventions such as uterotonics (Akter et al., 2022). Women who deliver without skilled attendants face significantly higher risks due to delayed recognition

and inadequate emergency responses (Campbell et al., 2016). Timely access to emergency obstetric care (EmOC), including blood transfusions and surgical interventions, is pivotal in preventing maternal deaths (Ijadunola et al., 2010). Improving geographical and financial accessibility to EmOC has been shown to significantly reduce maternal mortality related to PPH (Chauke, 2025). However, in low-income countries, barriers such as inadequate transportation, high costs, and poor health infrastructure contribute to delays in care (Moyer & Mustafa, 2013). While the WHO advocated for training traditional birth attendants (TBAs) in the 1970s, subsequent reviews found limited evidence that TBA training alone reduces maternal mortality (Sibley et al., 2012).

In Bangladesh, more than 70% of women deliver at home, with only 32% attended by medically trained providers (National Institute of Population Research and Training (NIPRT), 2022). Despite extensive rural health infrastructure, challenges in making skilled birth attendants available persist (Mridha et al., 2009; Amutah-Onukagha et al., 2017). Government initiatives to train community health workers as SBAs have faced implementation difficulties, with minimal impact on delivery coverage (NIPRT, 2019). Although rates of skilled attendance have increased, most births (63%) remain attended by TBAs, whether trained or untrained (NIPRT, 2022). Qualitative research shows that women often prefer TBAs due to cultural familiarity, especially when SBAs are young, unmarried, or childless (Sarker et al., 2016). TBAs, embedded within community structures, can influence women's choices and coordinate referrals to health facilities (Rutledge et al., 2024). Incorporating TBAs into formal healthcare systems has been shown to increase skilled birth attendance and utilization of services (Kassie et al., 2022).

In Nigeria's Offa Local Government Area, Kwara State, nursing mothers report persistent concerns about excessive bleeding after childbirth, often misinterpreted as normal postpartum discharge. This lack of awareness about PPH and its warning signs delays medical intervention, increasing risks of severe anaemia, infections, or maternal death. Cultural beliefs and limited maternal health education further exacerbate the problem, while the absence of widespread screening and follow-up care leaves many women vulnerable (Opara et al., 2024). The scarcity of localized research addressing perceptions of PPH among nursing mothers in Offa LGA limits the development of targeted interventions. Understanding how women perceive the causes and prevention of PPH is crucial for designing community-based maternal health programs that address cultural practices, improve awareness, and strengthen healthcare delivery systems.

Research Questions

The following questions were answered;

1. Will prolonged labour be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State?
2. Will placenta abnormalities be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State?
3. Will accessibility to maternal health services be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State?
4. Will adequate training of TBAs be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State?

Research Hypotheses

The following hypotheses were tested;

1. Prolonged labour will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.
2. Placenta abnormalities will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.
3. Accessibility of maternal health services will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.
4. Adequate training of TBAs will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Methodology

The research design that was used for this study was a descriptive research design of the survey method. The population of this study comprised all nursing mothers in Offa LGA, Kwara State. The population of resident of Offa LGAs is 15,812 (Kwara State Ministry of Health, 2025). A multi-stage sampling procedure was employed in this research. In the first stage, simple random sampling technique using the fishbowl method was used to select 5 out of 12 wards in Offa LGA, Kwara State, the five selected wards are Essa A, Shawo South East, Essa B, Ojomu Central 1 and Shawo South West. In the second stage, a proportionate sampling technique was used to select 4% of nursing mothers from each of the five selected wards. In the final stage, convenience sampling technique was used to select a total of 305 respondents for the study who have a child between the age of 0 and 2years and reside in Offa LGA as at the time of study and were willing and ready to participate in the study.

Table 1: Sample Size of Population

Wards	Nursing Mother Population	Proportionate Sample (4%)	Actual Sample
Essa A	1,652	66.1	66
Shawo South East	2,021	84.1	84
Essa B	1,042	41.7	42
Ojomu Central 1	1,822	72.9	73
Shawo South West	992	39.7	40
Total	7,529	304.5	305

Source: (Kwara State Ministry of Health, 2025). To obtain the perception of nursing mothers on the causes and prevention of PPH, we design a structured questionnaire for data collection. The questionnaire was based on four-point Likert format of rating scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). To ascertain the validity of the instrument, the questionnaire was validated by three (3) experts in regards to the face and content validity of the instrument. To determine the reliability of the instrument, the researcher adopted the test re-test method whereby the questionnaire was administered on a group of respondents two times within an interval of two (2) weeks in an area that is not part of the study area (Oyun LGA). The results obtained from the two tests were compared using the Pearson Product Moment Correlation (PPMC) and coefficient of 0.80 was obtained which showed that the instrument was reliable enough for the study. During the data collection, the rights and dignity of participants and their privacy were considered. The researchers sought the informed consent of all those who participated in the study.

When approaching an individual and group, their consent to participate in the study was requested for. The data gathered after the administration of the questionnaires was analysed using the descriptive statistics of percentage to answer the research questions while inferential statistics of Chi-square was used to test the postulated hypotheses at 0.05 alpha level.

Results

Answer to Research Questions

Research Question 1: Will prolonged labour be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State?

Table 2: Percentage Analysis of Prolonged Labor as a Perceived Cause of PPH

S/ N	ITEMS	SA	A	Positive Response	D	SD	Negative Response
1	Prolonged labour significantly increases the risk of PPH among pregnant women.	145 (47.5%)	100 (32.8%)	245 (80.3%)	35 (11.5%)	25 (8.2%)	60 (19.7%)
2	Women who experience prolonged labour are more likely to suffer excessive bleeding after delivery.	130 (42.6%)	95 (31.1%)	225 (73.8%)	45 (14.8%)	35 (11.5%)	80 (26.2%)
3	The duration of labour has no impact on the likelihood of PPH.	40 (13.1%)	30 (9.8%)	70 (23.0%)	110 (36.1%)	125 (41.0%)	235 (77.0%)
4	Proper medical intervention during prolonged labour can effectively reduce the risk of PPH.	125 (41.0%)	105 (34.4%)	230 (75.4%)	45 (14.8%)	30 (9.8%)	75 (24.6%)
Mean				193 (63.3%)	113 (36.7%)		

Table 2 shows that the mean of positive responses by the respondents to the items is 193 (63.3%), which is significantly higher than the mean of negative responses of 113 (36.7%). This shows that prolonged labour is a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.

Research Question 2: Will placenta abnormalities be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State?

Table 3: Percentage Analysis of Placenta Abnormalities as a Perceived Cause of PPH

S/N	ITEMS	SA	A	Positive Response	D	SD	Negative Response
1	Placenta abnormalities, such as placenta previa and placenta accreta, significantly increase the risk of PPH.	125 (41.0%)	90 (29.5%)	215 (70.5%)	50 (16.4%)	40 (13.1%)	90 (29.5%)
2	Failure of the placenta to detach properly after delivery is a major cause of PPH.	140 (45.9%)	100 (32.8%)	240 (78.7%)	40 (13.1%)	25 (8.2%)	65 (21.3%)
3	Placental abnormalities have little or no impact on the occurrence of PPH.	30 (9.8%)	25 (8.2%)	55 (18.0%)	115 (37.7%)	135 (44.3%)	250 (82.0%)
4	Early detection and management of placental abnormalities can help prevent PPH.	135 (44.3%)	95 (31.1%)	230 (75.4%)	45 (14.8%)	30 (9.8%)	75 (24.6%)
Mean				185 (60.7%)	120 (39.3%)		

Table 3 shows that the mean of positive responses by the respondents to the items is 185 (60.7%), which are significantly higher than the mean of negative responses of 120 (39.3%). This shows that placenta abnormality is a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.

Research Question 3: Will accessibility to maternal health services be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State?

Table 4: Percentage Analysis of Accessibility to Maternal Health Services as a Perceived Prevention of PPH

S/N	ITEMS	SA	A	Positive Response	D	SD	Negative Response
1	Easy access to quality maternal health services significantly reduces the risk of PPH.	165 (54.1%)	130 (42.6%)	295 (96.7%)	6 (2.0%)	4 (1.3%)	10 (3.3%)
2	Limited access to maternal healthcare services increases the likelihood of PPH complications.	150 (49.2%)	135 (44.3%)	285 (93.4%)	8 (2.6%)	12 (3.9%)	20 (6.6%)
3	The availability of skilled birth attendants and emergency obstetric care has no effect on preventing PPH.	25 (8.2%)	20 (6.6%)	45 (14.8%)	130 (42.6%)	130 (42.6%)	260 (85.2%)
4	Improving maternal health services in rural and underserved areas can help prevent PPH-related deaths.	145 (47.5%)	125 (41.0%)	270 (88.5%)	20 (6.6%)	15 (4.9%)	35 (11.5%)
Mean				224 (73.4%)			81 (26.6%)

Table 4 shows that the means positive response by the respondents to the items is 224 (73.4%), which is significantly higher than the mean negative responses of 81 (26.6%). This shows that accessibility to maternal health services is a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Research Question 4: Will adequate training of TBAs be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State?

Table 5: Percentage Analysis of Adequate Training of TBAs as a Perceived Prevention of PPH

S/N	ITEMS	SA	A	Positive Response	D	SD	Negative Response
1	Adequate training of TBAs improves their ability to prevent PPH.	160 (52.5%)	130 (42.6%)	290 (95.1%)	10 (3.3%)	5 (1.6%)	15 (4.9%)
2	Lack of proper training among TBAs increases the risk of PPH complications.	150 (49.2%)	125 (41.0%)	275 (90.2%)	20 (6.6%)	10 (3.3%)	30 (9.8%)
3	Providing TBAs with skills in managing PPH has no significant impact on maternal health outcomes.	30 (9.8%)	20 (6.6%)	50 (16.4%)	120 (39.3%)	135 (44.3%)	255 (83.6%)
4	Continuous education and supervision of TBAs by healthcare professionals can enhance the prevention of PPH.	145 (47.5%)	125 (41.0%)	270 (88.5%)	20 (6.6%)	15 (4.9%)	35 (11.5%)
Mean				221 (72.5%)			84 (27.5%)

Table 5 shows that the mean of positive responses by the respondents to the items is 221 (72.5%), which are significantly higher than the mean of negative responses of 84 (27.5%). This shows that adequate training of TBAs is a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Test of Hypotheses

H0₁: Prolonged labour will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.

Table 6: Chi-Square Analysis of Prolonged Labor as a Perceived Cause of PPH

Variable	N	df	Cal. χ^2 value	Crit. χ^2 value	P value	Remark
Prolonged Labour as a Perceived Cause of PPH	305	9	221.03	16.92	0.000	H0 ₁ Rejected

Table 6 shows that the calculated chi-square value of 221.03 is greater than the critical chi-square value of 16.92 with a degree of freedom of 9 at 0.05 alpha level. Since the calculated χ^2 value is greater than the critical value, the null hypothesis which stated that prolonged labour will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State was rejected. This implies that prolonged labour is significantly perceived as a cause of PPH among nursing mothers in Offa LGA, Kwara State.

H0₂: Placenta abnormalities will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State.

Table 7: Chi-Square Analysis of Placenta Abnormalities as a Perceived Cause of PPH

Variable	N	df	Cal. χ^2 value	Crit. χ^2 value	P value	Remark
Placenta Abnormalities as a Perceived Cause of PPH	305	9	257.44	16.92	0.000	H0 ₂ Rejected

Table 7 shows that the calculated chi-square value of 257.44 is greater than the critical chi-square value of 16.92 with a degree of freedom of 9 at 0.05 alpha level. Since the calculated χ^2 value is greater than the critical value, the null hypothesis which stated that placenta abnormalities will not significantly be a perceived cause of PPH among nursing mothers in Offa LGA, Kwara State was rejected. This implies that placenta abnormalities are significantly perceived as a cause of PPH among nursing mothers in Offa LGA, Kwara State.

H0₃: Accessibility of maternal health services will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Table 8: Chi-Square Analysis of Accessibility to Maternal Health Services as a Perceived Prevention of PPH

Variable	N	df	Cal. χ^2 value	Crit. χ^2 value	P value	Remark
Accessibility to Maternal Health Services as a Perceived Prevention of PPH	305	9	312.91	16.92	0.000	H0 ₃ Rejected

Table 8 shows that the calculated chi-square value of 312.91 is greater than the critical chi-square value of 16.92 with a degree of freedom of 9 at 0.05 alpha level. Since the calculated χ^2 value is greater than the critical value, the null hypothesis which stated that accessibility of maternal health services will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State was rejected. This implies that accessibility of maternal health services is significantly

perceived as a prevention of PPH among nursing mothers in Offa LGA, Kwara State. **H04:** Adequate training of TBAs will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Table 9: Chi-Square Analysis of Adequate Training of TBAs as a Perceived Prevention of PPH

Variable	N	df	Cal. χ^2 value	Crit. χ^2 value	P value	Remark
Adequate Training of TBAs as a Perceived Prevention of PPH	305	9	333.06	16.92	0.000	H0 ₄ Rejected

Table 9 shows that the calculated chi-square value of 333.06 is greater than the critical chi-square value of 16.92 with a degree of freedom of 9 at 0.05 alpha level. Since the calculated χ^2 value is greater than the critical value, the null hypothesis which stated that adequate training of TBAs will not significantly be a perceived prevention of PPH among nursing mothers in Offa LGA, Kwara State was rejected. This implies that adequate training of TBAs is significantly perceived as a prevention of PPH among nursing mothers in Offa LGA, Kwara State.

Discussion of Findings

The study revealed that prolonged labour is a major cause of PPH among nursing mothers in Offa LGA, Kwara State. This finding aligns with the findings of several studies which demonstrated that an extended second stage of labour is significantly correlated with an increased risk of PPH, with proposed mechanisms including uterine exhaustion, heightened rates of instrumental delivery, and greater soft tissue trauma (Janni et al., 2002; Pergialiotis et al., 2020; Chikkamath et al., 2021). Conversely, research examining the first stage of labour has produced conflicting findings, with some studies failing to establish a consistent relationship between its duration and PPH incidence (Cheng et al., 2009; Le Ray et al., 2011; Nyfløt et al., 2017). These discrepancies may be attributable to methodological heterogeneity, variations in study populations, and differing definitions of prolonged labour across investigations. Taken together, the literature suggests that while prolonged labour, particularly during the second stage, may represent a contributory factor to PPH, the condition is likely multifactorial in origin, necessitating consideration of maternal characteristics, obstetric practices, and clinical management strategies in evaluating risk.

Additionally, a placenta abnormality is significantly perceived as a cause of PPH among respondents nursing mothers in Offa LGA, Kwara State. This finding is in line with the findings of previous studies which noted that complications that are closely linked to the placenta, including placenta praevia, placental abruption, as well as a retained placenta and pre-eclampsia, have been related to excess PPH (Eskild & Vatten, 2009; Lu et al., 2009; Young et al., 2023). A large placenta will typically have a large surface area attached to the uterine wall, and it is therefore conceivable that large placental size is associated with an increased risk of excess PPH. Such an association may partly explain why women who deliver large babies are at higher risk of PPH (Siggelkow et al., 2008), because birthweight and placental weight are strongly correlated (Eskild & Vatten, 2010). Also, in pregnancies with labour dystocia, uterine contractions after delivery may be impaired (Young et al., 2023).

Moreover, accessibility of maternal health services was found to be significantly perceived as a prevention of PPH among nursing mothers in Offa LGA, Kwara State. The result of this finding is in accordance with the report of Chauke (2025) emphasizes that improving the geographical and financial accessibility to EmOC significantly reduces maternal mortality related to PPH. However, in low-income countries, barriers such as inadequate transportation, high costs, and poor health infrastructure contribute to delays in receiving appropriate care (Moyer & Mustafa, 2013). Antenatal care is a preventive strategy that identifies and mitigates risk factors for PPH. Regular ANC visits enable early detection of conditions such as anaemia, hypertensive disorders, and placental abnormalities, which increase the risk of PPH (WHO, 2016b). A study by Hodgins et al. (2016) found that comprehensive ANC, including education on danger signs and birth preparedness, is associated with better maternal outcomes. Furthermore, the WHO (2016b) recommends at least eight ANC visits to ensure adequate monitoring and prevention strategies for maternal complications.

Another finding of the study is that adequate training of TBAs is significantly perceived as a prevention of PPH among nursing mothers in Offa LGA, Kwara State. This finding is in agreement with the finding of previous work has shown that incorporating TBAs into the formal healthcare system can increase skilled birth attendance and utilisation of services (Kassie et al., 2022). Additionally, researchers working in Zimbabwe determined that TBAs serve as a bridge between biomedical and traditional medicine, providing women with greater reassurance of positive outcomes than what is available to them in standard ANC (Mathole et al., 2005). With better coordination, TBA integration could leverage TBAs' unique position within the community to link women with the formal healthcare system (Bell et al., 2014).

Conclusion

Based on the findings of the study, it was concluded that prolonged labour is perceived by nursing mothers in Offa LGA, Kwara State, as a major cause of PPH. The respondents recognised that extended duration of labour often results in excessive bleeding after childbirth, posing a significant risk to maternal health. Similarly, placenta abnormalities were identified as another perceived cause of PPH, as improper separation or retention of products of placenta can lead to severe blood loss following delivery. In terms of prevention, the study revealed that accessibility to maternal health services is viewed as an essential factor in reducing the incidence of PPH. Nursing mothers believed that regular antenatal attendance, timely medical interventions, and delivery under skilled supervision can prevent complications during and after childbirth. Furthermore, the study also concluded that adequate training of TBAs is perceived as a vital preventive measure. Properly trained TBAs are expected to recognize danger signs, manage delivery safely, and promptly refer complicated cases to health facilities. Collectively, these perceptions highlight the importance of both medical and community-based interventions in addressing PPH among nursing mothers in the study area.

Recommendations

Based on the conclusion, the following recommendation were drawn:

1. Healthcare providers should organise community sensitization programmes and antenatal education sessions to inform pregnant women about the dangers

- of delayed labour and the importance of early hospital presentation.
2. Health workers should encourage and made accessible to all pregnant women regular and comprehensive antenatal care to enable early detection and management of placental issues.
 3. Government and stakeholders should improve the availability, affordability, and quality of maternal healthcare facilities, especially in areas such as Offa LGA.
 4. Government and health sector should implement periodic capacity-building workshops and certification programmes to equip TBAs with updated skills on safe delivery practices and management of postpartum complications like haemorrhage.

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INFLUENCE OF ERECTILE DYSFUNCTION ON COMMUNICATION PATTERNS AMONG COUPLES IN ILORIN METROPOLIS, KWARA STATE.

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Abstract

Sexual intimacy is a crucial element of human existence, closely associated with emotional bonds and the fulfillment of relationships. However, issues such as erectile dysfunction (ED) can significantly hinder both communication and the harmony within a marriage. Therefore, this study investigated erectile dysfunction and its influence on communication patterns in marriages among couples in Ilorin Metropolis, Kwara State. Specifically, the study examined the influence of erectile dysfunction (ED) on both verbal and non-verbal communication between married couples in the study area. A descriptive survey research design was adopted for the study. The population comprised 302,666 couples in Ilorin Metropolis, Kwara State. A sample of 402 participants was selected using a multistage sampling procedure that included stratified, proportionate, and accidental sampling techniques.

Data were collected using a structured questionnaire, which was validated by three experts in the relevant field. The reliability of the instrument was established through a pilot study, and the Spearman–Brown prophecy formula yielded a reliability coefficient of 0.86, indicating satisfactory reliability. Data were analyzed using descriptive statistics, including frequency counts and percentages, to answer the research questions, while the Chi-square (χ^2) statistical test was employed to test the hypothesis at the 0.05 level of significance. The findings of the study revealed that erectile dysfunction significantly affects communication patterns between couples across multiple dimensions, particularly through avoidance, withdrawal, frustration, and silence ($\chi^2 = 39.685$, $df = 3$, $p < 0.05$). The results further indicated that erectile dysfunction significantly influences verbal communication among married couples in Ilorin, Kwara State ($\chi^2 = 49.670$, $df = 4$, $p < 0.05$). The study concluded that ED led to avoidance, withdrawal, frustration, and silence and make communication harder between couple. This implied that ED lead to misunderstandings between spouses in Ilorin, Kwara State. The study recommended that Couples should engage in open and honest communication about their feeling's desires, and concerns related to erectile dysfunction.

Keyword: Communication Patterns, Emotional Intimacy, Marital Satisfaction, embarrassment and Relationship Conflict

Introduction

Sex is a fundamental human right and a crucial aspect of human life. As social beings, humans inherently seek companionship and emotional connection. With the exception of a small number of hermits or ascetics, most individuals do not consider their lives complete without close interpersonal relationships. For many couples, sexuality and sexual activity are not only a source of physical pleasure but also an important component of emotional intimacy and relationship satisfaction (Idham, 2022).

According to Rew et.al. (2016), erectile dysfunction (ED) involves a consistent inability to develop or sustain an erection adequate for fulfilling sexual intercourse. ED can result from various factors, including vascular, neurological, hormonal, psychological, anatomical, or iatrogenic causes (LiH et.al. 2016). Beyond its medical implications, ED has the potential to influence individuals' emotional well-being and the quality of their romantic relationships, largely through its effect on interpersonal communication.

When ED disrupts sexual functioning, it can lead to feelings of inadequacy, embarrassment, frustration, and disappointment. These emotions often make it difficult for couples to discuss the issue openly, leading to communication breakdowns. Silence, emotional withdrawal, avoidance of intimacy, and misunderstandings may develop, potentially reducing the emotional closeness and satisfaction within the marriage (Kessler et.al. 2019).

Salonia et.al. (2020) argue that many men with ED may avoid sexual encounters to escape embarrassment, which may also result in broader communication avoidance in the relationship. Brotto et.al. (2015) highlight the roles of shame and guilt in preventing open discussions, as partners may internalize negative emotions, further affecting the relationship.

Moreover, Adewole et.al. (2020) emphasize how unmet emotional and physical needs caused by ED can intensify marital tension. Without open communication, partners may feel neglected, unattractive, or rejected, leading to resentment and emotional distance. Yoo et.al. (2019) explain that sexual intimacy is often deeply intertwined with emotional intimacy, and its disruption can reduce other forms of affection such as hugging or kissing, ultimately harming marital connection.

Badr et.al. (2020) further emphasizes the role of communication in maintaining healthy relationships. Without open dialogue, couples may not seek medical or psychological assistance, allowing the condition to fester and deteriorate emotional and sexual intimacy over time. Therefore, the purpose of this study is to examine the influence of erectile dysfunction on communication patterns among couples in Ilorin, Nigeria.

Statement of the Problem

Erectile dysfunction (ED) is a widespread sexual health issue that affects many men globally, with significant consequences for intimate relationships. In Ilorin, Nigeria, where traditional cultural norms and religious values influence marital dynamics, ED can present particular challenges (Adi, 2022). The condition not only affects an individual's physical health but also creates deep emotional, psychological, and relational difficulties, particularly in communication within marriages.

Marriage is regarded as a sacred institution in many cultures, and sexual intimacy is a vital aspect of marital relationships. However, ED can seriously affect the quality of these relationships, leading to decreased emotional intimacy, communication issues, and conflict. It was observed by the researcher that in many marriages, open discussions about sexual health remain taboo, exacerbating the emotional strain caused by ED. Couples may experience communication breakdowns, emotional withdrawal, and a deterioration of intimacy, ultimately diminishing marital satisfaction. Although much research has focused on the prevalence, risk factors, and

treatment options for ED, there is limited attention given to its impact on relationships and communication patterns. This study aims to fill this gap by investigating how ED influences communication patterns among couples in Ilorin.

Research Questions

This study aims to answer the following questions:

1. How does erectile dysfunction (ED) influence non-verbal communication between couples in Ilorin, Kwara State?
2. In what ways does erectile dysfunction (ED) influence verbal communication between couples in Ilorin?

Research Hypotheses

The study tested the following hypotheses:

- H01: Erectile dysfunction will not significantly influence non-verbal communication between married couples in Ilorin, Kwara state.
- H02: Erectile dysfunction will not significantly influence verbal communication between married couples in Ilorin, Kwara state.

Methodology

A descriptive research design of survey type was used for this study. The population of this study comprises of all couples in Ilorin central, Kwara state, which is estimated at 302666 (National Population Commission, 2023). The sample size for this study was 363 couples. Multistage sampling procedure of stratified, proportionate and convenience sampling techniques was used.

In Stage 1, a stratified sampling technique was applied to divide Ilorin metropolis into Ilorin South, Ilorin East, and Ilorin West. The population distribution is as follows:

Table 1 local Government with their population

S/N	Ilorin Central	No. of secondary schools
1.	Ilorin south	106,666
2.	Ilorin East	81,000
3.	Ilorin West	115,000
	Total	302,666

In Stage 2, a proportionate sampling technique was used to select 25% of wards from each stratum, leading to the selection of 2 wards from Ilorin South, 3 wards from Ilorin East, and 3 wards from Ilorin West. See the table 2 below.

Table 2 Number of Selected word in Each Local Government

S/N	Ilorin Central	No. of ward	25%
1.	Ilorin south	11	2
2.	Ilorin East	12	3
3.	Ilorin West	12	3
	Total	35	8

In Stage 3, a proportionate sampling technique was applied to select 0.12 percent of couple from each ward, both Ilorin south, Ilorin East and Ilorin West.

Table 3: Distribution of the Sample across the ward in each Local Government Area of Ilorin metropolis

S/N	ILORIN CENTRAL	SELECTED WARD	POPULATION OF WARDS	0.1 2%
1.	Ilorin East	1. Agbeyangi/Gbadamu/Osin Ward	27000	32
		2. OkeOyi/Oke Ose/Alalubosa Ward	26000	31
		3. Gambari I Ward	28000	33
2.	Ilorin South	1. Akanbi I ward	63333	76
		2. Balogun Fulani	43333	52
3.	Ilorin West	1. Ajikobi Ward	38,333	46
		2. Baboko Ward	41,341	50
		3. Badari Ward	35,326	43
Total			302666	363

Source: Researcher design (2025)

Stage 4: The sample size was determined by the calculator.net (2025) that suggests 366 sampled for 302666 population is adequate at 95 confidence level and 0.05 margin of error. Due to attrition the researcher increased the recommended sample size by 11% of 363 which resulted to 402 participants for the study. While Accidental sampling technique was used to sample the couples from each ward for this study. This allowed the researcher administer the instrument to the consented respondents at the various places within their respective ward until the desired sample was achieved

Data were collected using a structured questionnaire titled “Erectile Dysfunction and Its Influence on Communication Patterns among Couples in Ilorin.” The instrument comprised two sections: Section ‘A’ elicited respondents’ demographic information, while Section ‘B’ contained items addressing the research questions. The questionnaire employed a dichotomous response format (“Yes” or “No”). Content validity was established through expert review, and reliability was determined through a pilot study using the Spearman–Brown prophecy formula, which yielded a coefficient of 0.86, indicating a high level of reliability. A verbal informed consent approval was secured from the Participant to take part in the study. The respondents were made aware that the information they provide would be handled with the utmost confidentiality. Descriptive statistics of frequency and percentage was used to answer the research question while Chi-square analyses were used to test the postulated hypotheses at 0.05 significance level.

RESULTS:

Research Question 1: Does erectile dysfunction (ED) affect non-verbal communication between couples in Ilorin, Kwara state?

Summary of the result comes before the table

Table 4: Effect of Erectile dysfunction (ED) on non-verbal communication between couples in Ilorin, Kwara state

N: 402

S/N	ITEMS	YES	NO
1.	Avoidance of eye contact due to erectile dysfunction influence communication patterns between couples	278(69.1)	124(30.8)
2.	physical distance due to erectile dysfunction influence communication patterns between couples	330 (82.1)	72(17.9)
3.	Frustration or irritation due to erectile dysfunction influence communication patterns between couples	245(60.9)	157(39.1)
4.	Silence or refusal to talk due to erectile dysfunction influence communication patterns between couples	327 (81.3)	75(18.6)

In table 4, it was revealed that out of 402 respondents, 278(69.1) of the respondents agree that Avoidance of eye contact due to erectile dysfunction influence communication patterns between couples while 124 (30.8) disagree, 327 (81.3) of the respondents agree that Silence or refusal to talk due to erectile dysfunction affect communication patterns between couples while 75(18.6) disagree, 330(82.1) agree that Withdrawal or physical distance due to erectile dysfunction affect communication patterns between couples while 72(17.9) disagree.

Research Question 2: Does erectile dysfunction (ED) affect verbal communication between couples in Ilorin?

Table 5: frequency Counts and Percentages showing effect of erectile dysfunction (ED) on verbal communication between married couples in Ilorin

S/N	ITEMS	YES	NO
1.	Do you feel comfortable discussing erectile dysfunction with your spouse	274 (68.1)	128(31.8)
2.	Do you feel uncomfortable discussing erectile dysfunction with your spouse	197(49.1)	205 (50.9)
3.	Erectile dysfunction improve communication between you and your spouse	82 (20.3)	320(79.6)
4.	Erectile dysfunction make communication harder between you and your spouse?	340(84.5)	62(15.4)
	Erectile dysfunction cause frequent misunderstandings between you and your spouse	298(74.1)	104(25.8)

Table 5 shows that 340(84.5) of the respondents agreed that erectile dysfunction make communication harder between couples while 62(15.4) disagree, 320(79.6) of the respondents disagree that erectile dysfunction improve communication between couples while 82 (20.3) agreed. 298(74.1) of the respondents agreed that erectile

dysfunction cause frequent misunderstandings between couples while 104(25.8) of the respondents disagreed. 274 (68.1) of the respondents feel comfortable discussing erectile dysfunction with your spouse while 128(31.8) disagree with the statement.

Hypothesis one (Ho₁): Erectile dysfunction will not significantly influence no-verbal communication between couples in Ilorin, Kwara state.

Table 6: A Chi-square analysis conducted to determine whether erectile dysfunction (ED) will not significant influence no-verbal communication among married couples in Ilorin, Kwara State.

S/N	ITEMS	YES	NO	DF	CAL VAL.	X ² TAB. X ² VAL.	REMARK
1.	Avoidance of eye contact due to Erectile dysfunction	278(69.1)	124(30.8)	3			
2.	influence Communication patterns between couples	330 (82.1)	72(17.9)		39.685	7.82	H _{o1} is rejected
3.	physical distance due to erectile dysfunction influence communication patterns between couples	245(60.9)	57(39.1)				
4.	Frustration or irritation due to erectile dysfunction influence communication patterns between couples	327 (81.3)	75(18.6)				
	Silence or refusal to talk due to erectile dysfunction influence communication patterns between couples						

$\alpha=0.05$

Table 6 shows that the calculated chi-square value of 39.685 is greater than the table value of 7.82 at significance level of 0.05, degree of freedom 3(39.685>7.82,df.3). Therefore, the null hypothesis was rejected. Indicating that erectile dysfunction does significantly influence communication patterns between couples across multiple dimensions especially through avoidance, withdrawal, frustration, and silence.

Hypothesis two (Ho₂): Erectile dysfunction will not significantly influence verbal communication between couples in Ilorin, Kwara state.

Table7: A Chi-square analysis conducted to determine whether erectile dysfunction (ED) will not significant influence on verbal communication among married couples in Ilorin, Kwara State.

S/N	ITEMS	YES	NO	D F	CAL VAL.	X ² TAB. X ² VAL.	REMARK
1.	Do you feel comfortable discussing erectile dysfunction with your spouse	274 (68.1)	128(31.8)				
2.		197(49.1)	205 (50.9)	4d	49.670	9.49	Ho2 is rejected
3	Do you feel uncomfortable discussing erectile dysfunction with your spouse	82 (20.3)	320(79.6)	f			
4.							
5	Erectile dysfunction improve communication between you and your spouse	340(84.5)	62(15.4)				
	Erectile dysfunction make communication harder between you and your spouse	298(74.1)	104(25.8)				
	Erectile dysfunction cause frequent misunderstandings between you and your spouse						

$\alpha=0.05$

Table 7 above shows that the calculated chi-square value of 49.670 is greater than the table value of 9.49 at significance level of 0.05, degree of freedom 4(49.670>9.49,df.4). Therefore, the null hypothesis was rejected. Erectile dysfunction significantly influence verbal communication between couples in Ilorin, Kwara state.

Discussion

This study examined how erectile dysfunction (ED) influences the communication patterns of married couples living in Ilorin metropolis, kwara state, Nigeria. The findings reveal that ED significantly influence both verbal and non-verbal communication, resulting in behaviors such as emotional withdrawal, avoidance of eye contact, silence, frustration, and increased misunderstandings between spouses. These results highlight the deep emotional and relational implications of ED in marital settings.

The current findings **converge** with earlier studies that emphasize the relational fallout of sexual dysfunction in intimate relationships. For instance, **Brotto et al. (2016)** found that men with ED often experience shame and guilt, leading to emotional disengagement. In alignment with this, the present study showed that 81.3% of respondents reported silence or refusal to talk when facing ED-related issues, and over 82% indicated withdrawal or physical distancing. These behaviors suggest a non-verbal form of emotional coping that ultimately undermines intimacy and

communication. Similarly, **Salonia et al. (2020)** observed that ED leads to avoidance behaviors, not only in sexual contexts but also in general couple interactions. The high percentage of participants in this study (69.1%) who reported avoidance of eye contact reinforces this conclusion. Such non-verbal withdrawal is often interpreted by partners as emotional neglect or rejection, which may further escalate relational tension. Therefore, the present findings support the view that ED is not solely a clinical condition but a psychosocial stressor that disrupts marital dynamics.

Moreover, the results resonate with **Yafi et al. (2016)**, who argued that unresolved ED leads to unmet emotional and physical needs, fostering feelings of neglect and resentment. In the current study, 74.1% of participants acknowledged that ED led to frequent misunderstandings, highlighting a communication gap that often accompanies unmet expectations in marriage. This underscores the importance of emotional communication in maintaining relational harmony, particularly when physical intimacy is compromised.

Interestingly, while 68.1% of respondents indicated that they felt "comfortable" discussing ED with their spouse, 84.5% still admitted that ED made communication more difficult. This contradiction suggests that what couples perceive as comfort may be superficial—possibly influenced by cultural expectations or social desirability bias. This paradox mirrors findings by **Badr et.al (2020)**, who noted that many couples claim openness in discussing sexual issues but rarely engage in meaningful or productive dialogue about them. In cultures like Ilorin's—where discussions around sex are often culturally restricted—this contradiction may be even more pronounced.

From a theoretical perspective, these findings can be situated within the **Interpersonal Communication Theory**, which emphasizes that breakdowns in both verbal and non-verbal communication contribute significantly to relationship dissatisfaction. When communication is hindered whether due to embarrassment, fear of judgment, or emotional discomfort misunderstandings and conflict are likely to increase. The high levels of frustration and silence reported by participants in this study affirm this theoretical framework.

Also relevant is **Attachment Theory**, which posits that couples require emotional responsiveness and open communication to maintain secure bonds. ED may jeopardize this security, especially when the condition leads to emotional distancing or feelings of inadequacy. The high levels of emotional withdrawal found in this study support the idea that ED can activate attachment insecurities, particularly when communication channels are closed.

Conclusion:

Based on the findings of the study, it was concluded that erectile dysfunction led to avoidance, withdrawal, frustration, and silence and make communication harder between couple. This can create a challenging environment for open and honest dialogue, causing couple to struggle with expressing their need, desire and concern.

Recommendation:

Based on the finding of this study, it was recommended that Couples should prioritize open and honest communication about their feelings, desires, and concerns related to erectile dysfunction. Moreover, Stakeholders ought to promote and enable access to professional counseling services in order to offer psychological support, improve coping strategies, and tackle relationship issues related to erectile dysfunction. Health educators should also take an active role in increasing awareness, dispelling myths, and providing accurate information about the causes, treatment options, and management of erectile dysfunction through community-based and clinical education initiatives.

Additionally, policy-level interventions are necessary to promote the integration of sexual and reproductive health services within primary healthcare systems, ensure confidentiality and non-discrimination, and improve access to affordable diagnosis and treatment. Such multi-level interventions will aid in reducing stigma, enhancing relationship satisfaction, and improving the overall quality of life for individuals affected and their partners.

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**PARENTING STYLES AS CORRELATES OF JUNIOR
SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE
INIPOKIA LOCAL GOVERNMENT AREA, OGUN STATE**

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Abstract

Teachers and parents in Ogun State's Ipokia Local Government Area are concerned about the ongoing disparities in junior secondary school pupils' academic performance. In order to inform effective educational and parental strategies, empirical research is necessary to determine the extent to which various parenting styles correlate with and potentially influence students' academic outcomes. Therefore this study investigated parenting styles as correlates of Junior Secondary School Three (JSS III) students' academic performance in Ipokia Local Government Area. Using a descriptive correlational research design. The population comprises 15 public secondary schools and 23 private junior secondary schools, while 135 students were randomly sampled for this study. Data were collected through the adapted Parenting Styles Questionnaire developed by Carepatron (2024) and reliability index stood at Cronbach's $\alpha > .80$ and the Mathematics Performance Test (MPT). Percentage was used to answer research questions while Linear Regression was employed to test the hypothesis at the 0.05 level of significance. Findings revealed that students' academic performance in Mathematics was generally average (73; 54.07%), while the mean profiles of parenting styles showed Authoritative (3.711), Permissive (3.230) and Authoritarian (3.089). While no significant relationship was found between parenting styles and academic performance among junior secondary school students. Each independent variable contributed slightly and insignificantly to the dependent variable. The study concludes that, despite the weak statistical association, authoritative parenting remains central to fostering improved academic outcomes, and recommends that parents should adopt this approach, while teachers create supportive learning environments and educational stakeholders act promptly on research insights to strengthen students' academic performance, particularly in Mathematics.

Keywords: Parenting Styles, Academic Performance, Mathematics, Junior Secondary School and Students.

Introduction

Academic performance remains a critical benchmark for assessing the progress and future prospects of learners, as it reflects the effectiveness of teaching and learning processes across all levels of education. It is widely recognised as an essential indicator of students' overall development and the quality of educational delivery within a society. In its narrower meaning, academic performance refers to measurable achievements demonstrated through formal assessments and examinations at specific stages of learning. It also denotes the extent to which students have progressed after completing a programme, course or training (Hunye, 2022).

It is commonly known that a variety of contextual and environmental factors, such as

family history and home experiences, have an impact on students' academic achievement. Although prior research such as Baidoo-Anu et al.(2019)has shown links between parenting styles and pupils' learning results, these findings are primarily derived from contexts outside of Nigeria and might not adequately account for the dynamics within particular local circumstances. Students' performance in mathematics has been declining in Nigeria despite an increase in secondary school attendance; this trend is commonly ascribed to the subject's perceived difficulty (Oribhabor & Adesanya, 2024). Beyond the intricacy of the subject, however, differences in parenting styles at home might be a neglected element influencing pupils' motivation, attitudes, and discipline in mathematics.It is still unclear whether and how parental practices connect to junior secondary school children' academic achievement in this setting given the paucity of empirical data in Ogun State's Ipokia Local Government Area. Rather than assuming a specific result, this disparity emphasises the necessity of the current study.

In many instances, parents establish patterns of interaction with their children that either foster cooperation or encourage confrontation. The process of academic development is, therefore, rooted in parent–child agreements, expectations and behavioural boundaries. Parents often determine the balance between freedom and regulation, creating an environment that may either strengthen or hinder academic progress. Such dynamics demonstrate how parenting styles contribute to shaping not only academic behaviour but also emotional and social growth.

Beyond parental behaviour, several socio-economic factors also shape students' educational outcomes. These include parents' social, educational and financial backgrounds, which can determine the availability of learning resources and the level of academic guidance provided at home. Additionally, students' personal characteristics (such as study habits, learning styles, temperament, motivation and resilience) play significant roles in academic achievement. As Janius et al. (2024) observed, the determinants of academic performance have been extensively studied, with researchers exploring variables such as age, faculty, parenting style and lifestyle choices.

Parenting styles have been shown to influence children in diverse ways: socially, emotionally and academically. Some parenting approaches promote healthy development and strong academic outcomes, while others may impede progress (Mumina et al., 2022). Authoritarian parenting, marked by rigid rules, limited negotiation and punitive responses, often results in children who are well-behaved yet prone to low self-esteem, aggression, social awkwardness and limited autonomy (Janius et al., 2024). The lack of nurturing support may diminish their ability to control negative emotions or make independent decisions.

In contrast, authoritative parenting is widely regarded as the most beneficial style, as it combines warmth with firm expectations. In the words of Mariyono et al. (2025), parents who use this strategy encourage candid communication, give concise justifications for disciplinary actions, and actively assist their kids in establishing both academic and personal objectives.. This style produces well-adjusted learners who are confident, responsible, emotionally regulated and academically successful. Permissive parenting, however, while warm and nurturing, imposes minimal expectations and discipline. As a result, children may develop good social skills but

struggle with impulsiveness, selfishness and weak self-control (Metwally, 2018). Neglectful parenting presents even greater challenges, as children receive little guidance beyond basic needs and may be forced to make significant decisions independently, a circumstance that can hinder personality development and academic performance.

In Nigeria, while enrolment in secondary schools has been rising steadily, students' performance in Mathematics has consistently declined. Concern over low achievement in this subject has been widespread, with explanations often citing its inherent difficulty. However, parenting styles may also significantly influence students' learning outcomes. Nigerian secondary school enrolment has been steadily rising, but students' proficiency in mathematics has been declining, which has raised concerns among educators, parents, and policymakers. Ineffective teaching methods, a lack of learning materials, and the perceived difficulty of this fundamental subject have all been blamed for the ongoing low accomplishment in it. These hypotheses do not, however, adequately take into consideration how home-related issues influence pupils' attitudes, self-control, and desire to learn. Students' academic performance in mathematics is thus the main issue that has to be looked into, as it is the dependent variable and main focus of this study.

One element of the home environment that may have an impact is parenting practices. Numerous factors, including as peer relationships, family history, social influences, and, in certain situations, genetic predispositions, influence parenting styles. Through the kind of expectations, support, and guidance that are set at home, these elements may have an indirect impact on students' academic performance. The connection between parental style and academic success has been the subject of numerous research. For instance, Obadike and Unachukwu (2023) used a correlational methodology to examine parental practices as predictors of academic achievement among Anambra State Senior Secondary Two students. Mumina (2022) used a mixed-methods embedded design to investigate this link among secondary school students in Kenya, and Janius (2024) conducted a qualitative investigation of the matter among students in Kota Belud, Sabah.

These studies were carried out in different contexts, mostly centred on senior secondary students, and did not directly address mathematics performance in Ipokia Local Government Area, Ogun State, despite the fact that they offer valuable insights. As far as the researcher is aware, there is not much empirical data linking parenting practices to junior secondary school pupils' academic achievement in mathematics in this community. The necessity of the current investigation is justified by this contextual gap.

Research Questions

The following research questions were formulated to guide the study:

- a. What is the profile of academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State?
- b. What is the profile of parenting styles in Ipokia Local Government Area, Ogun State?

Research Hypothesis

The null hypothesis was generated and tested in the course of the study:

H₀₁: There is no any significant relationship between parenting styles and academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.

Methodology

The research design adopted for this study is a descriptive of the correlational type. Devi et al. (2022) stated that research that seek to anticipate and analyse the link between two or more variables are best suited for a correlational design. In such studies, one variable is measured, and the degree of association between it and one or more other variables is determined. This design is therefore considered suitable for investigating the relationship between parenting styles and the academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.

The survey encompassed all public and private secondary school students within Ipokia Local Government Area, with the target population consisting of all Junior Secondary School Three (JSS III) students. JSS III students were selected because they have accumulated more learning experience than their junior counterparts, making them more appropriate for assessing academic performance. The study area includes 15 public and 23 private junior secondary schools, with a total **Junior Secondary School III (JSS III) population of 50,379 students** (Ministry of Education, 2025), comprising approximately 23,163 males and 27,216 females. This ensures that the sample drawn is representative of the target population. A simple random sampling technique was employed to select 15 secondary schools from the research area. From each selected school, nine students were randomly chosen, resulting in a total sample size of 135 students.

The study employed **two research instruments** for data collection: an **adapted Parenting Styles Questionnaire** and a **Mathematics Performance Test (MPT)**. The Parenting Styles Questionnaire was adapted from Carepatron (2024) to suit the local context, and its validity was ensured through expert review, while reliability was confirmed using a Cronbach's alpha of $\alpha > .80$. Additionally, a Mathematics Performance Test (MPT) was employed to assess the students' academic performance in Mathematics. Percentage was used to answer research questions while Linear Regression was employed to test the hypothesis at the 0.05 level of significance.

Results

Answering of Research Questions

Two research questions were raised and answered using percentage, while one research hypothesis was formulated and tested with the use of the Multiple Regressions statistical tools.

Research Question One: *What is the profile of academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State?*

To answer this research question, respondents' scores on the Mathematics Performance Test were collected and analysed using percentages. Students who scored between 70 and 100 were classified as demonstrating a high level of academic performance, those scoring between 50 and 69 were considered to have an average

level of performance, while scores between 0 and 49 indicated a low level of academic performance. Based on these classifications, Table 2 was constructed as shown below.

Table 1: Percentage Analysis of Profile Academic Performance of Junior Secondary School Students in Ipokia Local Government, Ogun State

Academic Performance	Frequency	Percentage (%)
High Level of Academic Performance	41	
Average Level of Academic Performance	73	30.37
Low Level of Academic Performance	21	
Total	135	54.07
		15.56
		100.0

The Table 1 indicates that 41 students (30.37%) demonstrated a high level of academic performance, 73 students (54.07%) exhibited an average level, and 21 students (15.56%) showed a low level of academic performance in Mathematics. This suggests that, overall, junior secondary school students in Ipokia Local Government Area, Ogun State, performed at an average level in Mathematics.

Research Question Two: *What is the profile of parenting styles in Ipokia Local Government Area, Ogun State?*

To answer this research question, participants’ responses on the Parenting Styles Questionnaire were collated and analysed. The data collected from the sampled junior secondary school students were summed, with the respondents’ parenting styles categorised as Authoritative, Permissive, and Authoritarian. Table 2 was constructed based on these results, as shown below.

Table 2: Percentage Analysis of Profile of Parenting Styles of Junior Secondary School Students in Ipokia Local Government, Ogun State

Parenting Styles	Mean (X)
Authoritative Parenting Style	3.711
Permissive Parenting Style	3.230
Authoritarian Parenting Style	3.089

The Table 2 shows that the Authoritative parenting style had the highest mean score of 3.711, followed by the Permissive style with a mean of 3.230, while the Authoritarian style had the lowest mean of 3.089. This indicates that the Authoritative parenting style is the most prevalent in Ipokia Local Government Area, followed by the Permissive style, whereas the Authoritarian style is the least common.

Testing Hypothesis

Hypothesis One: *There is no significant relationship between parenting styles and academic performance of junior secondary school students in Ipokia Local Government Area, Ogun State.*

In order to test this research hypothesis, participants’ responses on the parenting styles questionnaire and Mathematics Performance Test score were collated. The data collected from the study was analysed using Regression and findings is presented on Table 3a, 3b, and 3c.

Table 3a: Model Summary of Interactive Relationship of Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. Change
1	.10 ^a	.01	.01	11.97	.01	.46	3	131	.71

The model summary in Table 3a indicates that **parenting styles have a very weak relationship** with junior secondary students’ academic performance in Ipokia LGA, Ogun State (R = 0.10). Only **1% of the variance** in students’ performance is explained by the parenting styles (R² = 0.01, Adjusted R² = -0.01). The F-test shows the model is **not statistically significant** (F(3,131) = 0.46, p = 0.71), suggesting that, in this sample, parenting styles do not meaningfully predict academic performance.

Table 3b Results of Regression Analysis Showing Relationship among Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	195.35	3	65.12	.46	.71 ^b	H₀₁
	Residual	18759.29	131	143.20			Accepted
	Total	18954.64	134				

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Permissive, Authoritarian, Authoritative Parenting Styles

Results in Table 3b indicated that the variables of parenting styles do not contributed significantly to academic performance of junior secondary school students in Mathematics with a df of 3/134, with cal. F-ratio of .46 that is no significant at .71. On the basis of the results. The null hypothesis was therefore accepted and retained as:

To further examine the contributions of each independent variable results in Table 3c were generated.

Table 7: Results of Relative Contribution of Each Variables of Parenting Styles and Junior School Students’ Academic Performance in Ipokia Local Government, Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	66.85	9.74		6.87	.00
	Authoritative Parenting Style	-2.52	2.44	-.11	-1.03	.30
	Authoritarian Parenting Style	-.31	1.85	-.01	-.16	.87
	Permissive Parenting Style	1.071	1.76	.06	.61	.54

a. Dependent Variable: Academic Performance

Results in Table 3c revealed the contribution of each of the independent variables of Authoritative parenting style, Authoritarian parenting style and permissive parenting style to the model. Authoritative parenting style had contributed in the following dimensions; Beta weight of -2.52 and the t-value of -1.03 which is not significant to academic performance in Mathematics at .30. Authoritarian parenting style contributed Beta weight of -.31 and t-value of -.16 and it was not significant to academic performance at .87. And permissive parenting style contributed Beta weight of 1.07 and t-value of .61 and it was not significant to academic performance at .541. Thus, it implied that authoritative parenting style and permissive parenting style contributed more to the academic performance of Junior Secondary school students in Mathematics than authoritarian parenting style though not significant.

Discussion of the Findings

The result of the first finding revealed that the predominant parenting style in Ipokia Local Government Area was authoritative, followed by permissive, with the authoritarian style being the least common. This result is consistent with the notion that children’s upbringing is strongly influenced by shared environmental experiences, which may shape the prevalence of particular parenting approaches in the area. This finding align with that of Adeyemi (2015)found **authoritative parenting to be the most commonly reported style**, followed by authoritarian and permissive styles, supporting the idea that authoritative tends to be predominant in some Nigerian contexts. In contrast, Baba(2024)**reported most frequently**, with authoritarian and authoritative following, which contrasts with the claim of authoritative being most prevalent.

The second finding indicated that the academic performance of junior secondary school students in Mathematics was generally average. This outcome may be attributed to the emphasis placed on Mathematics as a compulsory subject and its status as a critical requirement for admission into Nigerian tertiary institutions. This finding supports that of Ogoke,et al. (2025) reported that a portion of students fell into “average” performance levels, with 17% of students scoring within the mid-range (40–69) while only a small percentage achieved high scores, suggesting many students’

mathematics outcomes were moderate rather than very high or very low. In contrast, Ogunsaju and Sam-Kayode (2024) found that *most* junior secondary school students had *low* achievement in mathematics algebraic word problems prior to intervention, with over 72% scoring in the low performance category and only about 16% in the medium range, indicating below-average performance rather than average.

The third finding showed that there was no significant relationship between parenting styles and the academic performance of junior secondary school students in Ipokia Local Government Area. This suggests that the independent variables (Authoritative, Permissive, and Authoritarian parenting styles) have minimal or no direct influence on students' academic performance. This finding aligns with Mumina et al. (2022), who reported no significant relationship between Authoritative or Authoritarian parenting styles and academic achievement. Conversely, Baidoo-Anu et al. (2019) found a weak positive correlation between parenting styles and students' academic achievement among Junior High School students. Similarly, Gidado, et al. (2025) reported that parenting methods can have a substantial impact on students' academic performance and overall educational experiences.

Upon the lack of significant statistical correlation in the current study, parenting styles remain an important factor influencing junior secondary school students' academic performance in Ipokia Local Government Area. Notably, the Authoritative parenting style appears to exert the most substantial influence, suggesting that supportive and structured parental guidance may play a role in enhancing students' learning outcomes in this context.

Conclusion

The study concludes by highlighting the intricacy of the variables affecting the academic achievement of junior secondary pupils in the Ipokia Local Government Area. Although parenting styles and home environments play a role in a child's general upbringing, academic results seem to be influenced by a variety of institutional and contextual factors in addition to parental style. In order to improve learning outcomes, especially in key areas like mathematics, this emphasises the necessity of more comprehensive educational techniques and interventions that address content, teaching effectiveness, and student engagement.

Recommendations

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

1. Since the authoritative parenting style is most common, parents should be **encouraged to maintain a balanced approach** that combines guidance, support, and appropriate discipline, while being mindful of the positive aspects of other styles to foster well-rounded child development. Community-based parenting workshops could help reinforce effective practices across different family contexts.
2. Educational stakeholders should implement **targeted interventions to improve Mathematics performance**, such as remedial classes, interactive teaching strategies, and enhanced learning resources. Teachers could also adopt innovative instructional methods to engage students and strengthen understanding of challenging concepts.
3. Since parenting style alone does not significantly influence academic outcomes, schools and policymakers should focus on **other factors affecting**

learning, including curriculum quality, teacher competence, classroom environment, and student motivation, while continuing to support positive home-school collaboration for holistic student development.

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TEACHERS AS CATALYSTS FOR ICT INTEGRATION IN SOCIAL STUDIES AND CIVIC EDUCATION IN ILORIN WEST LOCAL GOVERNMENT: A 21ST-CENTURY CURRICULUM PERSPECTIVE

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Abstract

As education institutions embrace technology-driven teaching and learning, the incorporation of Information and Communication Technology (ICT) into Social Studies and Civic Education has become crucial to accomplishing 21st-century skills. This study investigates the role of teachers as catalysts in implementing ICT tools in Ilorin West Local Government, Nigeria. Two research questions and 2 hypotheses were formulated and tested in this study. This study adopted a descriptive research design of survey type. The population for this study were all teachers from both public and private schools in Ilorin West Local Government area. Simple random sampling technique was used to select 200 teachers. The research instrument that was used in this study was a questionnaire. The data was analysed using descriptive and inferential statistical tools. Findings revealed that competence and extent of integration of ICT tools is low. The study found that there was a significant difference in teacher competence based on school type and there was a significant difference in the extent teachers integrate ICT tools into their classroom practice based on school type. The study recommended that school administrators and government agencies should organize training and workshops for teachers on innovative teaching strategies in teaching social studies and civic education.

Keywords: Teacher, ICT, Curriculum, Social Studies, Competency, Civic Education

Introduction

Teaching and learning of social studies and civic education in primary school need a vigorous interplay between teacher instruction and learner engagement, moving beyond conventional knowledge transmission toward active and experiential teaching approaches. According to Leming, Ellington, & Schug as cited in Linus (2018) stated that social studies instruction in primary is often characterized by rote memorization, note taking and excessive worksheets which make pupils dislike social studies

Social Studies as a discipline fosters comprehensive development in pupils. It promotes moral characteristics and values including responsibility, reliability, diligence, humility, commitment to responsibilities, patriotism, selflessness,

discipline, integrity, dignity, social justice, self-reliance, religious tolerance, patience, perseverance, harmonious coexistence, and respect for elders (Abdu-raheem, 2018). The values it educates such as responsibility, self-reliance, and respect for diversity are foundation for developing of 21st-century skills. Social studies involve observing individuals, societies, systems, and their relations over time and across various locations, preparing pupils for civic engagement at local, national, and global levels (National Council for the social studies).

Social Studies is an interdisciplinary study of social sciences and humanities designed to foster civic responsibility. It uses a holistic approach to equip students with the skills and knowledge needed to become engaged and responsible citizens (Cecilia & Asuquo, 2023). According to Chimezie and Lawson (2018), social studies centers generally on human interactions. It encompasses comprehension of how people are influenced by their surroundings and how they, in turn, change their situation to meet personal and communal needs. Chimezie and Lawson (2018) opined that social studies have contribute to the achievement of national goals by using a unique methodology that incorporates inquiry, discussions, problem-solving, project activities, and various other techniques.

Chimezie and Lawson (2018) mentioned that the goals of social studies focus majorly on rapid social change, transforming values, overall pluralism, and other issues with which today's pupils will ultimately have to deal with. Social studies education in Nigeria plays a vital role in the country's advancement into a modern state. This includes deal with the social and political issues from previous decades, nurturing present hopes for advanced ethnic relations and nationalism, and encouraging meaningful reforms to build a just and progressive society (Toye, 2023). Social studies education in primary schools plays a pivotal role in fostering the development of pupils' analytic skills including problem-solving, creative thinking, and logical reasoning.

By cultivating such skills early, social studies education lays the foundation for lifelong reasoning and civic responsibility, supporting the broader goals of 21st-century learning skill. Civics education forms a key part of social studies curricula. The feature of patriotism and morality is the focal point of every community in order for the people to live a better life. That is Opuwari et al (2019) stated that teaching of social norms, values and morals has been incorporated into school subjects like social studies and civic education. According to Ogunkeye as cited in Kayode and Omolola (2017) Civic education refers to the instruction provided to young individuals aimed at nurturing their growth and development into mature citizens who are aware of and know their rights, duties, and obligations, enabling them to engage actively in the advancement of society, or the country.

The primary objective of Civic Education is to equip future generations with the essential principles and values of democracy and a sense of responsibility in the challenges that confront the society (Opuwari et al., 2019). It inspires people to investigate different perspectives, question those in authority, and engage in constructive discussion (Toye, 2023). Civic education serves as an instrument for promoting national integration through the enhancement of tolerance, multiculturalism, and peaceful coexistence among different ethnic and religious

factions. Opuwari et al., (2019) also stated that civic education serves as a medium through pupils learn about the problem of the society and know about to effectively solve the problem.

Previous researches have reported the significant role civic education promote in the learners, Opuwari et al., (2019) revealed that effective implementation of the civic education curriculum promote patriotism among public primary school pupils. When properly taught, civic education helps young learners develop an emotional connection to their country. Toye (2023) also asserted that civic education promotes positive behaviours and instill discipline in the learners. Since social studies and civic education play a crucial role in civic competence, critical thinking, and social responsibility; these subjects need to be taught in an innovative approach.

The 21st-century curriculum structure encourages for learner-centered, technology-driven instruction that promotes creativity, collaboration, and problem-solving (Joynes et al., 2019). Information and communications technology (ICT) is the usage of computer and telecommunication technologies, tools, and system to ease the way data is generated, gathered, processed, broadcast, and stored (Paul et al., 2025). It refers to technologies that provide access to information through telecommunications. ICT denotes the integration of information technology with different connected technologies, especially communication technology. It is regarded not just as infrastructure but likewise as a resource that enhances and modern teaching, learning, and organizational functions within educational systems (Ghavifekr & Rosdy, 2015).

According to Abbas and Abubakar, ICT encompasses the integration of computing, networking, and information processing technologies, as well as their applications in the sharing of information from a source to its final destination. ICT includes hardware (tablet, computers, projectors), software (learning management systems, educational applications) and digital communication tools (internet, social media, email) that enhance teaching and learning processes (Paul et al., 2025). Incorporation of ICT in education denotes to the usage of computer based communication that integrates into day-to-day classroom teaching and learning process (Ghavifekr & Rosdy, 2015). In the field of education, ICT encompasses conventional tools such as radio, television, and telephones, in addition to contemporary technologies including computers, the internet, mobile devices, and interactive applications like Learning Management System (LMS), educational video and app and virtual laboratories (Ajitha & Vikkil, 2025; Chinwe et al. 2024).

The integration of ICT into education is to enhance the quality and accessible of educational content that would be deliver to the learners which in turn ease the work of the teacher and enhance the teachers' competence. Emanuel (2016) stated that ICT enable dynamic and interactive learning experiences, converting traditional teacher-centered approaches into student-centered, experiential learning processes. Through the integration of ICT within the classroom, learners are afforded immediate access to various resources such as books, study guides and other educational tools. Additionally, children from rural regions can access quality instructional study guides and learning materials simply by engaging with online platforms (Rahul, 2025).

Teachers, as prime agents of curriculum implementation, occupy a transformative position in linking the gap between policy and practice by implementing technology

profound into pedagogy. Teachers serve as catalysts, promoting the realization of innovative teaching approaches and modern technologies in their classrooms. Their willingness to accept change and motivate pupils to adopt similar perspectives lays the foundation for effective ICT incorporation and comprehensive curriculum reform (Maria, 2023; André 2025). The intensity of ICT integration in teaching is predominantly established by the teacher's attitudes, competencies, and pedagogical knowledge. Teachers who are well- experienced in ICT are self-confident in their use of digital tools and are more likely to apply creative instructional techniques, thus enhancing pupils learning results and encouraging digital citizenship (Olusegun & Olayinka, 2022). To reinforce teachers as catalysts for ICT-driven curriculum reform, it is essential to ensure constant professional development. Initiatives that encompass practical ICT training, peer mentoring, and access to technology resources are fundamental in empowering teachers to implement new digital pedagogy (Priyanshu, 2020). Previous research has reported disparity in the competency level of the teachers. Ikemba (2017) asserted that the existing ICT competency levels of teachers need to be elevated and sustained to foster better teaching and learning experiences. However, in study by Akor (2021), it was reported that teachers' competency in the use of ICT was high in the ten selected secondary school in Eket. Given the inconsistencies finding reported in previous researches, it is necessary to further explore teachers' competency and preparedness in integrating ICT into social studies and civic education. Therefore, this study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective.

Purpose of the Study

This study investigated the teacher competency and the extent of integration ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area

Research Questions

The questions are raised for the study

- What is the level of teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area?
- To what extent are primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area?
- What are the major challenges faced by teachers in Ilorin West Local Government in integrating ICT into social studies and civic education?

Research Hypotheses

The following hypotheses were formulated and tested in the study at 0.05 level of significance

- Ho1 There is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type
- Ho2 There is no significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Methodology

The study adopted a descriptive research design this would enable the researcher to describe the characteristics of respondent and also describe the phenomenon of the study. The population for the study were all teachers in public and private primary schools in Ilorin west local government area. Simple random sampling techniques was used to selected 200 primary school teachers in Ilorin west local government area. An instrument tagged Teachers’ Competency and Preparedness in Integrating ICT developed by the researcher was used for data collection. The instrument consists of three sections A, B and C. Section A comprised demographic variable of the respondents while section B consists 10 items on teachers’ competency on a four (4) point Likert type scale using Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2, and Disagree (SD) 1, section C consisted of 5 items on teachers’ preparedness on a four Likert scale Always, Often, Sometimes and Never. The instrument was validated by expert in primary education studies. The data was analyzed using frequency count, mean, standard deviation and T-test.

Result

Research question one: What is the level of teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area?

Table 1: Mean ratings and Standard Deviations of responses teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area

S/N	ITEMS	Mean	SD
1	I can design social studies and civic education lesson plan and note using Microsoft word and PowerPoint	2.50	1.10
2.	I am confident in using ICT tools (computers, projectors, tablets) to deliver lessons in Social Studies and Civic Education	2.50	1.15
3.	I am competent in using learning management platform such as google classroom, zoom to deliver lesson	2.24	0.97
4.	I use ICT tools to assess pupils' understanding in Social Studies and Civic Education	2.30	1.09
5.	I am competent in using ICT to communicate pupils progress to their parents	3.01	0.98
6	I can customize digital learning materials to cater to different pupils learning needs in Social Studies and Civic Education	2.43	1.27
7.	I can browse the internet to search for materials to aid the teaching of social studies and civic education	2.57	1.26
8	I can effectively install software and troubleshoot problem without assistance	2.00	1.13
9	I effectively integrate multimedia (videos, simulations, presentations) into Social Studies and Civic Education teaching	2.38	1.19
10	I can design instructional materials for Social Studies and Civic Education using various ICT applications	2.01	1.05
Weighted Mean = 2.39		Disagreed < 2.5	Agreed > 2.5

Table 1 revealed teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area. Items 1, 2, 5 and 7 possess high mean scores of 2.50, 2.50, 3.01 and 2.57 respectively. This shows that primary school teachers are competent in those area. from the table the weighted mean is 2.39 39 is less than the cut-off mean of 2.50. Hence, it has been revealed that the level of teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area is low.

Research question two: To what extent are primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area?

Table 2: Mean ratings and Standard Deviations on extent at which primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education

S/N	ITEMS	Mean	SD
1	I use computers, project, tablets or smartboard during lessons	2.6	.923
		5	
2.	I incorporate internet-based resources (e.g. videos, articles, interactive websites) to enhance pupils engagement in my lessons	2.2	.996
		7	
3.	I use learning management platform such as google classroom, zoom to deliver lesson	1.6	.490
		1	
4.	I assess pupils using digital tools such as online quizzes, e-portfolios, or educational apps	1.8	.343
		9	
5.	I use ICT to differentiate instruction and meet the diverse learning needs of my pupils	1.9	.677
		6	
Weighted Mean = 2.07		Disagreed < 2.5	Agreed > 2.5

Table 2 revealed extent at which primary school teachers integrating ICT tools into teaching of Social Studies and Civic Education in Ilorin west local government area. Items 1, and 2 possess high mean scores of 2.65 and 2.27. This shows that primary school teachers use computers, project, tablets or smartboard during lessons and primary school teachers incorporate internet-based resources (e.g. videos, articles, interactive websites) to enhance pupils’ engagement. From the table the weighted mean is 2.07 which is less than the cut-off mean of 2.50. Hence, it was revealed is that the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area is low.

Research hypothesis one: There is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

Table 3: Summary of Independent Sample T-Test Showing significant differences in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

School type	N	Mean	St.dev	T	Df	Sig	Decision
Public	62	7.52	1.468	.636	198	.525	Not Sig
Private	138	7.38	1.415				

Table 8 shows the significant differences in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type. The t-test revealed teachers’ competency between public (M = 7.52, SD = 1.47) and private school teachers (M = 7.38, SD = 1.42). There was no statistically significant difference between the groups, $t_{(2;198)} = 0.636$, $p = 0.525$. Thus, the null hypothesis was retained, indicating that school type (public vs. private) did not significantly teachers’ competency. Therefore, there is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin west local government area based on school type

Research hypothesis two: There is no significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Table 4: Summary of Independent Sample T-Test Showing significant differences in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

School type	N	Mean	St.dev	T	Df	Sig	Decision
Public	62	11.40	4.876				
				-13.22	198	.000	Sig
Private	138	18.30	2.047				

The result above showed that the p-value (.000) is less than 0.05. Hence the null hypotheses which stated that there is no significant difference in extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type is rejected. Hence, it was revealed that there is significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type

Discussion of the Findings

This study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective. The first findings revealed that level of teacher competency in ICT integration in teaching of social studies and civic education in primary schools in Ilorin west local government area is low, although some primary school teachers shows competency in some areas such as using Microsoft word and power point to design lesson plan, using computers and project to deliver lesson and using ICT to communicate pupils progress to their parents. This implies that many teachers lack the required skills and knowledge to efficiently utilize digital tools and technologies in teaching of social studies and civic education. This finding is in agreement with finding of Ekesionye et al (2023) who reported that ICT competency of teacher is low. This finding also corroborate the finding of Yinusa et al (2025) who reported that most teachers lacked adequate competence in supporting the use of computers to assess pupils learning. This finding contradict in the finding of Akor (2021) who reported that ICT competency of teachers is high

Another finding of the study reported that the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area is low. This finding shows a significant disparity between the anticipations of the 21st-century curriculum and actual classroom teaching and learning process. Despite the increase emphasis on digital literacy and technological enhanced teaching and learning, many teachers in the Ilorin west local government appear to rely mainly on conventional teaching methods, with limited use of digital tools such as computers, projectors, smart board and internet-based resources. This finding in line with the finding of Robert and Linus (2025) who reported that only few teachers integrate ICT into to their teaching practice. This finding also corroborate the finding of Fatima (2016) who revealed that the extent of ICT integration is low in Zaria which was as result low ICT facilities in some of the school.

Furthermore, there is no significant difference in teacher competency in integrating ICT into teaching of social studies and civic education in primary schools in Ilorin

west local government area based on school type. It suggests that regardless of school differences, teachers within different school types have equivalent levels of ICT competency skills. This finding is in agreement with the finding of Nabin and Debanjana (2019) who reported that there is no significant difference in teacher competency in integrating ICT based on school type. This finding is in disagreement with the finding of Kumaran and Tamizhselvan (2022); Osakwe et al (2022) who revealed that there is significant difference in teacher competency in integrating ICT based on school type.

Lastly, the study revealed that there is significant difference in the extent at which primary school teachers integrate ICT tools into teaching of Social Studies and Civic Education in primary schools in Ilorin west local government area based on school type. This suggests that the level at which primary school teacher integrate ICT tools into teaching and learning of social studies and civic education is different between public and private schools in Ilorin west local government area. This finding corroborate the finding of Philip et al (2024); Olaleye (2013); Osunwusi and Abifarin (2013) who revealed that there is significant difference in the extent at which teachers integrate ICT tools into teaching practices based on school type This finding negate the finding of Atomatofa (2025); Maisamari et al (2018) who revealed there is no significant difference in the extent at which primary school teachers integrate ICT tools into their classroom teaching practice

Conclusion

This study investigated the role of teachers as catalysts for ICT integration in social studies and civic education in Ilorin West Local Government from a 21st-century curriculum perspective. From the findings of the study, the study concluded that primary school play a significant role in ICT integration in teaching of social studies and civic education in primary school in Ilorin west local government area.

Recommendations

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

1. School administrators should implement constant professional development programmes focused on ICT integration for teachers
2. Government and school administrators should equip both public and private primary school the essential ICT tools necessary for ICT integration in primary schools
3. Given that the competency levels of teachers are the same across different types of schools, education stakeholders should establish standardized ICT training programmes that provide equal opportunities for all teachers
4. Policymakers should design directed interventions to decrease the different in ICT integration between public and private schools

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SCHOOL FACTORS AS CORRELATES OF SOCIAL STUDIES STUDENTS' CREATIVITY SKILL DEVELOPMENT IN UPPER BASIC SCHOOLS, KWARA STATE

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Abstract

In contemporary educational discourse, creativity is increasingly recognized as a vital skill for thriving in the twenty-first century-societies are confronting with complex social, economics and technology challenges that require individuals not only to acquire knowledge but also to think critically. Education is a systematic process through which an individual is introduced to crucial tool for intellectual, creativities, technical, moral, and economic development. This study examined School factors as correlates of Social Studies students' creativity skill development in Upper Basic Schools in Kwara State. It explored the level School factors, the level of creativity skill development among Social Studies students. The study adopted a descriptive design of survey with a population of junior secondary school students in Kwara State. A sample of 300 students from public upper basic schools across the three senatorial districts was selected using stratified random sampling. Data were collected using a validated questionnaire titled "School Factors as correlates of Social Studies Students Creativity Skills Development in Upper Basic School in Kwara State." The data were analysed using percentages, mean, standard deviation, weighted mean, and multiple linear regression analysis. The findings revealed that the level of Social Studies teacher factors junior secondary schools of in Kwara State was average (Weighted Mean = 3.25). Similarly, creativity skill development among Upper Basic students in Social Studies was also at an average level (Weighted Mean = 2.85). A significant relationship was found between the school factors and students' creativity skill development ($F = 9.227$; $p < 0.05$), indicating that school factors play a crucial role in fostering creativity among students. The study concluded that school factors are significant determinants of Social Studies students' creativity skill development in Kwara State. It recommended that school management should make appropriate and adequate investments in the education sector to provide necessary facilities and manpower. This would enhance students' creative potential and improve learning outcomes in Social Studies.

Keywords: Education, Schools Factors, Professional Development, Creativity, Social Studies

Introduction

In contemporary educational discourse, creativity is increasingly recognized as a vital skill for thriving in the twenty-first century. Societies are confronted with complex social, economic, and technological challenges that require individuals not only to acquire knowledge but also to think critically, solve problems innovatively, and adapt to rapidly changing circumstances. Consequently, education systems worldwide are moving away from traditional, rote-based approaches toward pedagogies that emphasize higher-order thinking, collaboration, and creative engagement. In this context, creativity is understood not merely as an individual cognitive ability but as a

socially situated process, shaped through interaction, cultural practices, and institutional support.

Within the Nigerian education system, these global imperatives are reflected in national policy frameworks that prioritize functional, relevant, and learner-centred education. The National Policy on Education and the Basic Education Curriculum advocate teaching approaches that cultivate inquiry, critical thinking, collaboration, and problem-solving (Ogunfowokan et al., 2025). In support of this orientation, Okpara (2024) noted that such policies are designed to equip learners with the knowledge, skills, and dispositions required for meaningful societal participation and national development. As such, Social Studies, as a school subject, serves as a strategic vehicle for the realization of these educational policy objectives..

Word Press (2019) categorized education into informal, formal and non-formal forms. Formal education addresses structured schooling in which learners are taught by specialized teachers equipped with relevant academic skills. Students typically progress through pre-basic, basic and upper-basic schooling as part of their foundational educational development. Consequently, the formal school environment is an organized and intentional learning setting governed by subject-specific curricula, syllabi, and a range of principles that both students and teachers are expected to observe.

The focus of this study, with respect to creativity skills development in Social Studies, centre on students' abilities in problem-solving, writing, visual arts, and communication. These skills enable individuals to translate innovative ideas into practical solutions to challenges that may arise in various aspects of life, including the home, family, relationships, education, employment, and career. Problem-solving skills, in particular, are regarded as critical to the productive execution of tasks and the achievement of personal and professional goals. The poor performance of students in Social Studies may therefore be attributed, at least in part, to their limited creativity in problem-solving.

Yusuf and Amzat (2020) stated that a positive school climate characterized by trust, mutual respect, and openness fosters collaboration, dialogue, and learner participation; conditions essential for nurturing creativity. Schools that promote inquiry, curiosity, and inclusivity provide learners with the psychosocial safety to express ideas, challenge assumptions, and engage in reflective thinking. In contrast, highly competitive or hierarchical school cultures, where errors are stigmatized and conformity is rewarded, tend to restrict creative engagement and limit students' ability to explore alternative solutions (Kutsyuruba et al., 2015).

The availability and quality of school instructional resources further influence the development of creativity in schools. Ibrahim and Sanusi (2019) articulated that access to well-equipped classrooms, libraries, digital technologies, teaching aids, and laboratory materials enables teachers to design diverse learning experiences that stimulate exploration, experimentation, and problem-solving.

Within the school system, the role of teachers is also vital, and teacher-related factors exert substantial influence on learners' development. Weaver (2019) identified teacher factors to include teaching experience, professional development, and educational qualifications. These attributes can shape students' academic attainment in various

ways. The quality of a teacher's experience, for instance, can either enhance or impede learning outcomes. Scholars such as Sawyer (2022) stated that the extent to which teachers support creativity is strongly influenced by their subject knowledge, pedagogical competence, attitudes toward creative learning, feedback mechanism and professional development. Teachers who possess strong content mastery and pedagogical skills are better positioned to design tasks that challenge learners cognitively and socially (Ezike & Olatunbosun, 2023). In addition, teachers' beliefs and attitude about creativity shape their willingness to encourage questioning, tolerate ambiguity, and accept diverse ideas (Kamran & Hashmat, 2023). Mandouit and Hattie (2023) asserted that the use of constructive feedback, open-ended questioning, and reflective assessment practices further supports learners in refining ideas and developing creative confidence. Continuous professional development also plays a vital role in equipping teachers with innovative teaching strategies and contemporary approaches that promote creativity in the classroom (Rugambwa & Mwaikokesya, 2022).

Instructional approaches adopted by teachers significantly determine the level of creative engagement among learners. Learner-centred, inquiry-based, and participatory teaching methods have been shown to promote socially embedded creativity by encouraging dialogue, collaboration, problem-solving, and active knowledge construction (Sakata et al., 2022). Such approaches allow learners to engage meaningfully with content and apply ideas to real-life situations. In contrast, teacher-centred, examination-driven practices that emphasize rote memorization and fixed answers often restrict students' opportunities for creative thinking and exploration.

Teacher qualification is also a significant school factor frequently considered in assessments of school quality. Although Weaver (2019) noted that the concept of a "highly qualified" teacher has become somewhat outdated, the underlying requirements remain relevant. These requirements typically include earning a bachelor's degree, obtaining registration from the Teachers Registration Council, and demonstrating mastery of subject content. While these conditions may appear demanding, they are necessary for the effective implementation of school curricula, particularly in core subjects such as Social Studies. In the United States, the No Child Left Behind (NCLB) educational reform emphasised the importance of highly qualified teachers in revitalising education (Robinson, 2011), and similar expectations are reflected in the Universal Basic Education (UBE) mandate for quality teachers in Nigerian basic schools. Despite variations in state-level requirements, the emphasis on teacher competence remains constant.

Professional development program within schools enhance teachers' knowledge, experience and skills, enabling them to support students more effectively and foster creativity. School owners, administrators and Social Studies teachers must therefore prioritise continuous professional learning to strengthen students' creativity skills. As Evans (2011) noted, efforts to promote teacher professionalism inevitably focus on behavioural dimensions of practice, and any changes in professionalism require corresponding professional development. Enhancing teachers' professionalism is thus an essential component of meaningful professional growth.

Olagbaju (2020) also identified teaching experience, subject mastery and questioning

behaviour as indispensable teacher factors within the instructional process. These teacher-related attributes have the potential to positively influence students' creativity skills. Students taught by teachers who possess strong mastery of their subject matter are better positioned to expand their knowledge. Subject mastery refers to the depth of expertise and understanding an individual holds in a given discipline. Omotoyinbo and Olaniyi (2019) maintained that subject mastery and effective communication are distinguishing features of teachers and significant determinants of their success in the classroom.

Effective teaching begins with the teacher's depth of knowledge regarding the subject to be taught. Equally, communication skill constitutes another critical dimension in evaluating teacher quality. Communication is broadly understood as the giving, receiving or exchange of ideas, information, signals or messages through appropriate media, with the aim of persuading, seeking information, providing information or expressing emotion. This definition encompasses body language as well as speaking and writing skills. Listening, therefore, forms an essential aspect of communication. According to Courtright (2011), listening fosters meaningful, engaging and respectful conversations. Deeper levels of communication emerge when attentive listening occurs. Teachers help to develop learners' speaking and listening capacities by modelling positive and effective communication. Improved communication enhances relationships and contributes to the development of self-esteem.

Huang et al. (2020) described creativity as a multidimensional construct comprising cognitive, affective and psychomotor domains. Similarly, Sudjarwo et al. (2019) defined creativity as a spontaneous, imaginative and purposeful pattern of thought or ideas that leads to invention and creation. Creativity is an important construct that merits exploration within academic settings, irrespective of the field of study. It is relevant and valuable across all spheres of human endeavour. Creativity involves producing something genuinely new and original, which requires the exercise of creative thinking skills. Although creativity and innovation are sometimes assumed to be natural phenomena, they can in fact be developed or enhanced through training and through the application of appropriate instructional strategies (Rock Content Writer, 2021). Creativity differs from innovation in that creativity focuses on generating ideas, whereas innovation extends this process to implementation and execution (Perry-Smith & Mannucci, 2017).

Furthermore, Robinson and Stubberud (2014) argued that creativity and innovation are essential components of business development. This suggests that creativity is closely linked with human thinking, as the ideas that drive innovation emerge from critical or creative thinking. Creative thinking is the ability and soft skill applied to develop novel solutions to problems. Such ability is crucial for students as they confront increasingly complex socio-economic challenges, particularly in today's competitive era (Arbia et al., 2020; Astuti et al., 2020). In addition, Jooss et al. (2020) emphasised that flexibility, adaptability and authenticity are essential for coping with the demands of living and working in an ever-changing world.

The process of developing creative thinking is associated with the use of lateral thinking, visual reading, out-of-the-box thinking, copywriting, artistic creativity, problem-solving, analytical thinking, divergent thinking, brainstorming, and mind mapping. These techniques are, however, applied subjectively across a range of

creativity skills such as experimentation, considering opposing views, asking questions, communication and organisation (Rock Content Writer, 2021). The Indeed Editorial Team (2021) similarly defined creativity as the ability to think about a task or problem in a new or different way, or to use one's imagination to generate original ideas.

Creativity enables individuals to solve complex problems and to adopt innovative approaches to tasks. For school students, creativity involves the process that leads to insightful solutions and the formulation of new questions that challenge old techniques from fresh perspectives an endeavour requiring imagination and inventiveness. Creativity is nurtured when teachers encourage learners to produce original ideas, and creative education has been shown to stimulate critical thinking (Saracho, 2012).

Social Studies gained prominence in the school curriculum during the 1960s, following its success in addressing socio-political challenges in Britain and the United States. This momentum influenced the introduction of the subject in other African countries, including Nigeria. In Britain, Social Studies education was justified as a means of healing the social wounds of the First and Second World Wars by fostering respect for constituted authority, promoting civic responsibility, encouraging respect for elders, protecting public property, valuing human life and contributing meaningfully to societal development. The national curriculum conference held in 1969 served as the catalyst for incorporating Social Studies into Nigeria's educational curriculum (Edinyang, Mezieobi & Ubi, 2013).

Social Studies is a compulsory subject at the Junior Secondary School (JSS) level in Nigeria (Federal Republic of Nigeria, 2013). As a core subject, it is expected to instil fundamental values essential for national development. For this ideal to be realised, effective instructional program are required to motivate learners. Utulu (2012) defined Social Studies as any course concerned with humans as social beings and with the ways they organise society. This includes the social, cultural, economic, political, historical and geographical dimensions of life, demonstrating that Social Studies provides young learners with a broad understanding of the various disciplines within the social sciences.

Several studies have examined the influence of teacher and school-related factors on students' creativity skills. Park, Kim and Jang (2017) investigated the factors influencing the creative personality of elementary school students in Seoul using a path analysis approach. Their study of 208 fifth- and sixth-grade students revealed significant correlations between scientific attitude, attentiveness, and creativity, while gender and age showed no significant effect. Scientific attitude exhibited the strongest direct effect on creativity, with attentiveness playing a supportive role. Similarly, Meintjes and Grosser (2010), in their study of prospective teachers in South Africa, found that creative thinking was shaped by contextual factors such as school type, culture, socio-economic background, and the presence of role models. These studies collectively demonstrate the importance of school environments and teacher-related factors in nurturing creativity.

Further evidence underscores the central role of teachers in fostering creative development. Machali et al. (2021) examined the influence of teacher creativity on

students' ingenuity in Indonesian vocational schools and highlighted the mediating role of entrepreneurial education. Their findings showed that teacher creativity significantly enhanced student creativity, especially when entrepreneurial education was integrated into the curriculum. Perdana et al. (2019) investigated gender differences in creative and critical thinking among chemistry students and found that male students displayed stronger creative-thinking skills, while female students excelled in critical thinking. Tan et al. (2016) explored how classroom context affects creativity in high-ability students, concluding that eliminating high-stakes examinations created more opportunities for creative potential to develop. Collectively, these studies indicate that school structures, teaching strategies, and the learning environment significantly influence students' creativity skills.

Upon the substantial body of research examining creativity and academic outcomes, few studies have specifically explored teacher-related factors influencing creativity skills among upper basic students in Kwara State, particularly in Social Studies. Although researchers such as Hamdallah et al. (2014) and Edeh et al. (2018) investigated creative teaching practices and instructional methods in Nigeria, they did not address how teacher factors shape learners' creativity in Social Studies. This gap highlights the necessity for targeted research on the influence of teacher-related factors on creativity skills among upper basic Social Studies students in Kwara State.

Statement of the Problem

Many school administrators and Social Studies teachers place insufficient emphasis on staff professional development, often owing to financial constraints or a limited appreciation of its role in fostering student creativity. This neglect contributes to the continued use of outdated instructional practices that do little to cultivate learners' creative capacities. In contrast, investment in teachers' professional growth strengthens their ability to nurture creativity skills among Social Studies students, ensuring that classroom learning remains dynamic and responsive.

Although creativity is widely acknowledged as a critical twenty-first-century skill, rigid and overly structured teaching environments frequently inhibit students' creative expression. Learners require educators who can stimulate imaginative thinking and encourage experimentation without fear of failure. Yet, despite increasing global recognition of creativity as a core educational priority, research on this topic within the Nigerian context remains limited. Existing studies tend to draw predominantly on foreign experiences, with insufficient attention given to local realities.

Moreover, only a few studies have interrogated teacher-related factors as independent variables influencing students' creativity, particularly within Social Studies education at the upper basic level in Kwara State. Addressing this gap is essential to strengthening the quality and relevance of Social Studies education in Nigeria.

Purpose of the Study

The main purpose of the study was to examine the school factors as correlates of Social Studies Students Creativity Skills Development in Upper Basic Schools in Kwara state, Nigeria. Specifically, this study examined;

- a. the Level of school factors as correlates of upper basic Social Studies students' creativity skills development in Kwara State.
- b. the level of creativity skill development among upper basic students in Social Studies Kwara state; and

- c. the Level of Social Studies teachers factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) in Kwara state;

Research Questions

The following research questions was answered in the course of this study

1. What is the level of school factors (i.e.school management supports, time school flexibility and nurturing of the school environment) in Kwara state?
2. What is the level of creativity skill development among upper basic students in Social Studies in Kwara State?

Research Hypotheses

Ho₁: There is no significant relationship between school factors (i.e. school management supports, time school flexibility and nurturing of the school environment) and upper basic Social Studies students' creativity skills development in Kwara State, Nigeria

Methodology

The study employed a descriptive survey research design. The population comprised all junior secondary school students in Kwara State, while the target sample consisted of 300 Junior Secondary School III students drawn from public upper basic schools. The sample was selected across the three senatorial districts: 10 schools from Kwara Central, 10 from Kwara North and 10 from Kwara South, with 10 students randomly selected from each school.

Data were collected using a questionnaire titled *School Factors as Correlates of Social Studies Students' Creativity Skill Development in Upper Basic Schools, Kwara State*. The instrument comprised three sections: Section A captured demographic information; Section B contained 20 items on school factors; and Section C comprised 10 items measuring students' creative abilities, adapted from Sunday (2000). Sections B and C were rated on a four-point Likert scale, and responses were categorised into low, average and high levels.

Reliability of the instrument was determined using the test-retest procedure, which produced correlation coefficients ranging from $r = 0.72$ to 0.85 , indicating high reliability. Internal consistency was further assessed using Cronbach's Alpha, yielding coefficients of 0.61 for school-factor items and 0.87 for creativity-scale items. The questionnaire was validated by experts in Social Sciences Education at the University of Ilorin. A pilot study involving 40 junior secondary school students in Ilorin metropolis who possessed similar characteristics to the main study respondents provided additional evidence of reliability.

Trained research assistants assisted with data collection. Permission to administer the questionnaire was obtained from school authorities through an official letter issued by the university. Data were analysed using descriptive statistics (mean, standard deviation and weighted mean) to address the research questions, while Multiple Linear Regression Analysis was employed to test the study's null hypothesis at the 0.05 level of significance. Descriptive statistics were used to summarise respondents' demographic characteristics, whereas the regression analysis examined the extent to which teacher-related factors predicted students' creativity skills. Clear and concise instructions accompanied the instrument to ensure accurate responses and enhance the validity of the data obtained.

Data Analysis and Results

Demographical Information of the Sampled Junior Secondary School Students

Table 1: Distribution of the Sampled Junior Secondary School Students according to Gender

Gender	Frequency (f)	Percentage (%)
Male	148	49.3
Female	152	50.7
Total	300	100.0

Result in Table 1 showed the distribution of the junior secondary school students that participated in the study according to their gender. It is shown that out of 300 (100.0%) of the student participants, 148(49.3%) were males while 152(50.7%) were females. It is shown in the table that female students constitute the majority of the participants in the study.

Table 2: Distribution of the Sampled Junior Secondary School Students according to Senatorial District Location of their Schools

Senatorial District	Frequency (f)	Percentage (%)
Kwara North	100	33.3
Kwara Central	100	33.3
Kwara South	100	33.3
Total	300	100.0

Result in Table 2 showed the distribution of the junior secondary school students that participated in the study according to the senatorial district of their school location. It is shown that equal number and percentage of student participants 100 (33.3%) was selected across the three senatorial districts in the State and this makes a total sample of 300 (100.0%) student participants that were involved in the study.

Answering of the Research Questions

Research Question 1: *What is the level of Social Studies teachers' factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) in Kwara State?*

Table 3: Level of Social Studies Teachers Factor in Kwara State

Teacher Factors	M	SD	Remarks
Professional Development	3.41	.48	Average
Multiple Approaches and Teaching Strategies	3.31	.46	Average
Collaboration and Partnership for Interdisciplinary	3.04	.81	Average
Weighted Mean	3.25		Average

Key: 1.00-2.49 = Low, 2.50-3.49 = Average, 3.50-4.00=High

Result in Table 3 showed the profile of Social Studies teachers factors in relation to teachers' professional development, teaching approaches and interdisciplinary, and collaboration and partnership for interdisciplinary in Kwara State. As shown in Table 3, in terms of teacher professional development ($M = 3.41$, $SD = .48$), multiple approaches and teaching strategies ($M = 3.31$, $SD = .46$), and collaboration and partnership for interdisciplinary ($M = 3.04$, $SD = .81$), the profile of the Social Studies

teachers in the Upper Basic schools in Kwara State can be described as average. Also, the overall weighted mean of 3.25 obtained showed an average level. This outcome implies that the engagement level of Social Studies teachers in the Upper Basic schools in Kwara State in relation to their teachers’ professional development, teaching approaches and interdisciplinary can be described as average. In other words, Social Studies teachers in the Upper Basic schools in Kwara State lack adequate opportunity to engage in activities that can develop them, their ways of teaching and working together within the school settings.

Research Question 3: *What is the level of creativity skill development among Upper Basic students in Social Studies in Kwara State?*

Table 4: Level of Creativity Skill Development among Basic Students in Social Studies in Kwara State

S/N	Creativity Skill Items	M	SD
1	I usually generate more examples myself from the ones given in class by my social studies teachers	2.97	.92
2	I usually generate more exercises from the ones given in class by my Social Studies teachers	2.83	.97
3	I can adjust quickly to new learning situation in Social Studies.	2.72	1.02
4	I do not easily be discouraged when things do not work as planned in Social Studies.	2.77	1.00
5	I like testing different methods in solving a problem in Social Studies.	2.78	.99
6	I do not easily give up when assignment proves difficult in Social Studies.	2.69	1.12
7	I usually have more questions to ask than being permitted in social studies class.	2.77	1.11
8	I can quickly divert my attention from one discussion to another in Social Studies.	2.59	1.05
9	I like trying new methods of doing things in Social Studies.	3.19	.96
10	I can easily adapt a material for other different uses in Social Studies class.	3.35	.91
Weighted Mean		2.85	

Key: 1.00-2.49 = Low Level, 2.50-3.49 = Average Level, 3.50-4.00=High Level

Result in Table 4 showed the level of creativity skill development among the Upper Basic students in Social Studies in Kwara State. Given a weighted mean value of 2.85, this result showed that creativity skill development among the Upper Basic students in Social Studies in Kwara State is at average level. The level of creativity skill development among the Upper Basic students in Social Studies in Kwara State is neither low nor high.

H₀₁: *There is no significant relationship between school factors and upper basic Social Studies students’ creativity skills development in Kwara State, Nigeria*

Table 5: Multiple Regression on Relationship between School Factors and Upper Basic Social Studies Students’ Creativity Development in Kwara State.

	Sum of Squares	Df	Mean Square	F	Sig.	Inference
Regression	59.658	3	19.886			
Residual	57.498	296	.194	102.37	.00	S
Total	117.156	299		4	0	

$p < 0.05$

Table 5 shows the results of multiple regression conducted to determine the relationship between school factors and Upper Basic Social Studies students' creativity development in Kwara State. The output reveals that the calculated level of significance 0.00 is lesser than the chosen level of significance 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant relationship between school factors and Upper Basic Social Studies students' creativity development in Kwara State ($F_{(3,296)} = 102.374; p < 0.05$). To ascertain the contribution of the inherent three school factor variables together, R^2 was computed and the output is reported in Table 6.

Table 6: Model Summary of the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	0.714	0.509	0.504	0.4407	0.509

Table 10 indicates the contribution of the independent variables together. The R-Square reveals 0.509 which implies that the three school factors together contribute 50.9% of the variance observed in the Upper Basic Social Studies students' creativity development. To ascertain the contribution of each of the factors (Flexibility, School management support, and School conduciveness) to the model (Students' creativity development), Beta weight and t-test were therefore computed and outputs are reported in table 7.

Table 7: Contributions of Each of the Independent Variables (Flexibility, School management support, and School conduciveness) to the Dependent Variable (Students' Creativity Development)

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.997	.157		6.361	.000
Flexibility	.153	.045	.175	3.413	.001
School Management Support	.089	.050	.092	1.792	.074
School Conduciveness	.457	.027	.703	17.092	.000

Table 7 reveals the Beta weights and the t-values of the independent variables (Flexibility, School management support, and School conduciveness). They show the contribution of the independent variables to the dependent variable. An examination of the Beta weights and the t-values in this Table 7 indicates that flexibility, and school conduciveness variables made significant contributions to students' creativity development while school management support variable does not. The flexibility, and school conduciveness variables contributes a respective Beta weight of 0.175 and 0.703 with t-value of 3.413 and 17.092 while school management support variable contributes a Beta weight of 0.092 and t-value of 1.792. This implies that school conduciveness made highest and significant contribution to the model and this is followed by flexibility. The multiple regression equation shows thus:

Regression Equation ($Y = a + b_1X_1 + b_2X_2 + b_3X_3$)

Substitutes the equation from the table ($Y = 0.997 + 0.153X_1 + 0.089X_2 + 457X_3$)

Discussion of Findings

The study revealed that the level of Social Studies teachers' engagement in professional development, the use of varied teaching approaches within the school system and the practice of interdisciplinary collaboration in Upper Basic schools in Kwara State was average. This indicates that the extent to which these school-related factors are being adopted to foster students' creativity development is neither low nor high. It is important to note that teachers cannot offer what they themselves do not possess. Attributes such as continuous professional development, which enables teachers to upgrade and expand their skills and knowledge beyond their initial training; the ability to adopt diverse teaching strategies to accommodate the unique demands of different subject areas; and the capacity to collaborate across disciplines are fundamental to enhancing students' intellectual growth and creativity. Teachers who aim to nurture creativity in their students are expected to demonstrate these attributes to a high degree.

Efforts to promote creativity development among students must begin with elevating expectations for teachers who guide learners through classroom interactions. This includes sustained engagement in professional development, effective use of multiple pedagogical strategies that promote learner engagement, and participation in interdisciplinary collaboration. The findings of this study align with those of Ajani (2022), who reported that teachers did not regularly attend professional development activities and that the available program did not sufficiently address the changing needs of classroom practice. Similarly, the findings corroborate Samba et al. (2010), who observed that although teachers demonstrated high awareness of innovative teaching strategies, only a few were effectively applied in classroom settings. The development of students' creativity requires teachers to be well prepared, competent and professionally grounded.

The study also revealed that creativity skills development among Upper Basic Social Studies students in Kwara State was at an average level. This suggests that creativity development in these schools is neither weak nor strong. Creativity development should be approached holistically. Although students possess innate creative potential, such potential must be identified and nurtured through structured activities facilitated by teachers. Creativity flourishes when teachers encourage the production of original ideas and when learners are guided to think critically. However, this cannot be fully achieved without the support of school management in providing learning experiences and activities that promote creativity. In other words, both teachers and the wider school environment must be actively involved. This finding contradicts that of Mbanefo (2015), who reported that creative thinking skills were being developed to a high extent among Upper Basic school students, and also contrasts with Saadu (2012), who found that creativity levels among Universal Basic Education students were low.

Furthermore, the study found a significant relationship between teacher-related factors and the creativity development of Upper Basic Social Studies students in Kwara State. This underscores the critical role schools play in shaping students' creative abilities. The finding reinforces the argument that both nature and nurture must interact for meaningful development to occur. While genetic endowment is important, the influence of the environment is equally decisive. Regardless of a learner's innate potential, such potential requires guidance, support and cultivation—

roles largely fulfilled by teachers. The findings are consistent with those of Wua et al. (2013), who asserted that an enhanced social environment is crucial to the development of students' creativity. They also align with Machali et al. (2021), who found that teacher creativity positively influences entrepreneurship education and students' creativity development.

Conclusions

The study concluded that school factors are significant determinants of creativity skills development among Upper Basic Social Studies students in Kwara State, Nigeria. Although the findings showed that Social Studies teachers in these schools engaged only moderately in key teacher-related factors, (namely professional development, varied teaching approaches and interdisciplinary collaboration), the levels of flexibility and school management support were also found to be average. Overall, the conduciveness of the school environment for promoting creativity was rated low. The creativity skills development of Upper Basic Social Studies students in Kwara State was likewise found to be at an average level.

Recommendations

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

1. School management should foster a supportive and collaborative environment. Creativity cannot thrive without teamwork between teachers and school leaders. School leaders should be trained in leadership styles that encourage creativity in both teachers and students.
2. Schools at Upper Basic in Kwara State should mobilized their teachers to receive training suited to their specific needs. Their professional development is essential for student success. Well-trained teachers can provide a higher quality of education and inspire creativity.
3. The government should increase investment in education. This should include providing teaching materials, improving classroom facilities, and supporting teachers. Schools should have well-equipped learning environments, and teachers should receive the motivation needed to perform at their best.
4. Schools in kwara state should make a conscious effort to improve their teachers knowledge and skills to play a vital role in helping students discover and develop their creativity, through organizing workshops and seminars.
5. The government should provide opportunities for teachers to enhance their skills. This will enable them to meet the demands of modern teaching. Teachers must be creative if they wish to develop creativity in their students. Training program should focus on improving teachers' knowledge and teaching methods.

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ANALYSIS OF SCHOOL-CHILD ABDUCTION AND QUALITY EDUCATION IN NIGERIA: CHALLENGES AND THE WAY FORWARD

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Abstract

This study analyses the challenges of school- child abduction on the quality of education in Nigeria, with a particular focus on the northern regions where insecurity has escalated. Drawing from empirical reports and historical accounts such as the Chibok, Dapchi, and Kankara as well as abductions in Niger and Kebbi States in November 2025, the study highlights how repeated school attacks has led to mass closures, psychological trauma, teacher attrition, and a surge in the number of out-of-school children. The study examines factors such as poverty, weak governance, and inadequate security infrastructure as underlying causes of the crisis. The paper argues that these abductions not only disrupted learning but also eroded public confidence in the education system, undermining Nigeria's progress toward achieving Sustainable Development Goal 4. It concludes by recommending a multi-sectoral approach involving security reform, implementation of the Safe Schools Declaration, community engagement, and strategic investment in education infrastructure as well as human capital to safeguard the future of Nigerian children.

Keywords: School- Child Abduction, Insecurity, Quality Education

Introduction

In recent years, Nigeria has witnessed an alarming increase in incidents of school-child abduction, particularly in the northern regions of the country. These attacks, which gained international attention with the abduction of 276 Chibok school girls in April 2014, have continued to occur with devastating frequency. Schools which were once considered safe spaces for learning and development have become targets for armed groups seeking to destabilize society, assert ideological dominance, or extract ransom. The consequence has been a deepening crisis in the education sector, marked by the closure of schools, fear among parents and students, and a general decline in access to and quality of education (UNICEF, 2023; Save the Children, 2023).

School insecurity in Nigeria is mostly perpetrated through abduction. Abduction could therefore be defined as the unlawful seizure, confinement, and detention of an individual against their will, often for ransom, coercion, or ideological reasons. Within the Nigerian context, kidnapping has evolved into a pervasive security threat, with increasing focus on the education sector. Kanu and Agbo (2022) explain that kidnapping, which is often used interchangeably with abduction in Nigeria has

developed into a structured industry with financial, political, and ideological motivations. Since the abduction of the Chibok schoolgirls in 2014, Nigeria has witnessed multiple similar incidents in Dapchi, Kankara, Kagara, and Jangebe, and very recent abductions in Papiri in Niger State and Maga in Kebbi States which occurred in November, 2025. These abductions not only violate children's rights to protection and education but also destabilise the entire education system, leading to school closures, mass withdrawal of students, and a breakdown in public trust.

School-child abduction has compounded Nigeria's already fragile education system. According to Kanu and Agbo (2022), kidnapping has grown into an organised criminal enterprise involving various social actors and motivations, including political, ideological, and financial interests. This troubling development is exacerbated by systemic weaknesses in the country's security infrastructure and socioeconomic inequality, particularly in the North-West and North-East geopolitical zones. Reports from humanitarian agencies indicate that over 1,000 children have been kidnapped in school-related attacks between 2014 and 2022, with many still unaccounted for (UNICEF, 2021; The Guardian, 2021). These assaults are not isolated incidents but part of a larger pattern of insecurity that threatens the broader objectives of national development.

Insecurity generally refers to the presence of danger or fear of harm within an environment. In the school context, insecurity is defined as any condition that threatens the safety and psychological stability of students and disrupts academic activities. Mudege, Zulu, and Izugbara (2008) describe school insecurity as encompassing the cultural, psychological, and institutional repercussions of violence, leading to heightened vulnerability among learners. Similarly, Moser and Rogers (2005) assert that insecurity can manifest in both perceived and actual forms, causing fear and avoidance behaviours that reduce student enrolment and attendance. In Nigeria, insecurity in education has escalated due to terrorism, armed banditry, and abductions, particularly in the North-West and North-East regions. These threats significantly undermine the school system's ability to provide safe learning environments, thereby reducing both access to and quality of education.

Quality education on the other hand, is broadly defined as education that is inclusive, effective, and delivered within a safe, supportive learning environment. According to UNICEF (2023), quality education includes learner-centred pedagogies, trained teachers, adequate learning infrastructure, and psychological safety for students. UNESCO (2020), further highlights that quality education must ensure consistent access, equitable participation, and academic progress without disruption. In Nigeria, school abductions severely threaten these indicators. When children and teachers are kidnapped, schools are forced to close or operate under fear, learning is disrupted, and emotional distress affects performance and motivation. In regions where school violence persists, many children are too afraid to attend school or are withdrawn by their families for fear of further attacks. This climate of fear, insecurity, and displacement undermines the foundational goals of education, including literacy, skill development, and social empowerment. According to the Universal Basic Education Commission (UBEC, 2018), over 600,000 children lost access to learning between 2014 and 2021 due to insecurity in northern Nigeria. The ripple effects include a decline in school enrolment and attendance, teacher attrition, and the exacerbation of

Nigeria's out-of-school children crisis, which already ranks among the highest globally (UNESCO, 2020). These realities compromise not only the right of every child to education but also the country's efforts toward achieving Sustainable Development Goal 4 - ensuring inclusive and equitable quality education.

While insecurity is a national challenge, the education sector bears a disproportionate share of its consequences. The human capital required for national progress is under threat, and without targeted interventions, Nigeria risks raising a generation deprived of foundational knowledge and skills. The right to education, as enshrined in Article 26 of the Universal Declaration of Human Rights and reaffirmed in Nigeria's educational laws, must be protected through deliberate policy actions and robust security reforms. The closure of schools as a response to abduction, though understandable, plays into the agenda of anti-education groups and undermines long-term educational goals.

Based on the foregoing, this study examines the challenges of school-child abduction on the quality of education in Nigeria. Specifically, it explores how rising insecurity has impaired school attendance, enrolment, and learning outcomes.

Factors Contributing to the Incidence of School-Child Abduction in North-West Nigeria

Various contributing factors have led to the growing incidence of the abduction of school children particularly in the North-West of Nigeria, some of which include;

High Poverty Rates: Poverty rates in the North-West and North-East are among the highest in Nigeria, standing at 64.8% and 71.9% respectively (World Bank, 2022). High unemployment and food insecurity exacerbated by desertification, conflict, and displacement have increased desperation among youths. With few opportunities for gainful employment or social mobility, many resort to crime as a means of survival. This situation is aggravated by weak governance structures, under-resourced local institutions, and limited state presence in rural areas.

Poor Security Systems: The capacity of Nigeria's security architecture to respond to these threats remains inadequate. Although the military is deployed across more than 30 states in joint operations with the police, the widespread insecurity suggests institutional fatigue and operational overstretch. Nigeria's security sector suffers from underfunding, poor training, corruption, and lack of synergy among agencies. According to the Global Terrorism Index (2020), Nigeria ranks among the top five most terrorised nations globally. In such an environment, schools particularly in remote locations become soft targets for kidnappers, who often encounter little or no resistance.

Ineffective Security Mechanisms: Compounding these challenges is the absence of effective state policing and community-based security mechanisms. Most rural schools operate without perimeter fencing, alarm systems, or armed guards. In many communities, traditional gatekeepers and local vigilante groups lack the training or resources to resist heavily armed attackers. Additionally, law enforcement responses are often slow and reactive, rather than preventive. The failure to arrest or prosecute perpetrators further emboldens criminal networks and deepens public mistrust in state protection.

Socio-economic Disparities: Widespread socioeconomic inequalities between northern and southern Nigeria have amplified the marginalisation felt in the North-West. El-Rufai (2021), observed that the human development indicators in many northern states are comparable to those in war-torn regions of the world. This disparity has fostered disillusionment and a sense of exclusion among the youth, which in turn has contributed to the rise of banditry and other forms of organised violence, including school abductions. Without substantial investment in equitable development and youth empowerment, these insecurities are likely to persist.

From the above, school-child abduction in the North-West is not merely a security challenge, but a symptom of deeper structural issues including poverty, weak governance, poor border control, and lack of educational investment. Tackling the crisis requires an integrated approach that combines improved border security, community policing, socioeconomic reform, and targeted investment in the education sector.

School-Child Abduction as a Challenge to Quality Education in Nigeria

The frequent abduction of school children in Nigeria has become a serious impediment to achieving quality education, particularly in the northern regions of the country. Quality education, as defined by UNESCO (2020), involves learner participation, safe learning environments, qualified teachers, adequate infrastructure, and consistent academic progress. However, widespread insecurity, especially the abduction of school children by armed groups, has disrupted these key elements, leading to a decline in education standards and outcomes. Some of these challenges include;

Reduced School Attendance and Enrolment: A major consequence of these abductions is the sharp reduction in school attendance and enrolment. According to UNICEF (2023), Nigeria has the highest number of out-of-school children in the world, with an estimated nine million children of primary school age not attending school. This figure is most pronounced in the northern states, where recurrent school attacks have created an atmosphere of fear and distrust. Many parents, particularly in rural areas, have withdrawn their children from school due to safety concerns, and some communities have experienced long-term school closures. In Katsina State alone, nearly 100 schools remained closed as of 2022 due to persistent security threats, affecting the education of over 30,000 children (Save the Children, 2022).

Inconsistent Enforcement of Compulsory Education: The legal and policy frameworks supporting compulsory education in Nigeria, such as the Universal Basic Education (UBE) Act of 2004 and the Child Rights Act of 2003, have been severely undermined by persistent insecurity. Although the laws provide for free and compulsory education for all children, their enforcement is inconsistent across states. Particularly in insecure zones, local authorities lack the capacity to uphold the rights of children to uninterrupted education. Amnesty International (2020) and other rights-based organisations have raised concerns that Nigeria is failing in its obligation to protect children's right to safe learning environments, as guaranteed by the United Nations Convention on the Rights of the Child.

Teacher Attrition: Another challenge linked to abductions is the decline in teacher availability and school infrastructure, especially in vulnerable regions. Attacks on

schools often result in the destruction of buildings, the killing or abduction of teachers, and the mass transfer or resignation of school staff. Ibrahim (2020) reports that more than 2,295 teachers have been killed and over 1,400 schools destroyed in Northern Nigeria since the escalation of conflict. Many of these schools have not reopened due to fear of reoccurrence and lack of reconstruction support. This situation has deepened the pre-existing teacher shortage in rural areas. A national audit conducted by the Universal Basic Education Commission (UBEC, 2018) revealed a shortfall of 277,537 teachers in basic education schools, with severe deficits in early childhood and primary education.

Inequality in Education Infrastructural Development: Compounding this issue is the lack of adequate educational funding and uneven resource distribution. While some urban centres enjoy modest investments in infrastructure and teacher training, rural and conflict-affected areas are largely neglected. Former President Olusegun Obasanjo recently described the situation of over 14 million out-of-school children as one of Nigeria's most urgent development failures (Vanguard, 2021). Investments in school security, teacher welfare, and learning infrastructure remain grossly inadequate, particularly at the state and local government levels. Even when funds are allocated, they are often mismanaged or poorly implemented.

High Rate of Illiteracy: The national literacy rate of 62.02 percent does not reflect wide disparity between the North and the South. The regional disparity in literacy and educational attainment reflects the deepening educational divide caused by insecurity. According to UNESCO (2020), youth literacy in Southern Nigeria averages around 80%, while in the North, female youth literacy is as low as 29%. States such as Borno (14.5%), Katsina (21.7%), and Kebbi (25.3%) record some of the lowest literacy rates in the country compared to Lagos 92 percent, and 15 other southern states recording between 53 percent and 80 percent literacy. These figures are a direct consequence of prolonged insecurity, systemic neglect, and socio-cultural barriers exacerbated by fear of school abductions.

The abduction of school children is not an isolated criminal offence; it is a systemic threat that affects every layer of educational access and quality in Nigeria. It contributes to increased dropout rates, poor academic performance, low literacy levels, and a growing distrust in the public education system. To reverse these trends, there is an urgent need for a coordinated approach involving improved security, legal enforcement, teacher support, and equitable investment in education especially in conflict-affected regions.

Strategies to Mitigate School-Child Abduction for Quality Education in Nigeria

Addressing the recurrent abduction of school children in Nigeria requires a multiple approach that encompasses security reform, infrastructural development, community engagement, and improved education policy implementation. Various strategies that must be put in place must be proactive, context-specific, and aligned with global best practices for securing education in conflict-affected settings, some of which are;

Strengthened Intelligence Networks: In addition to physical security, there is a pressing need to strengthen intelligence and early warning systems. According to Brookings Institution (2021), a three-pronged strategy of intelligence, integration, and development is essential for responding to terrorism and insurgency. Local

intelligence networks, especially those embedded within communities can play a vital role in detecting and reporting suspicious activities. The involvement of Parent-Teacher Associations (PTAs), local vigilante groups, and trained community volunteers in school security management can provide an additional layer of protection. However, these efforts must be coordinated under clear legal frameworks and supported with adequate training and resources.

Investment in Security Infrastructures: State and federal governments must increase investment in security infrastructure across public schools, particularly in rural and high-risk areas. This includes the deployment of trained school protection officers, installation of alarm systems and CCTV surveillance, and the construction of perimeter fencing. Experience from countries like Kenya and Colombia where community policing and safe school campaigns have helped reduce attacks demonstrates the importance of security-sector reform that is child-sensitive and rights-based (UNESCO, 2020).

Education Continuity: There is the need to strengthen the implementation of the Safe Schools Declaration (SSD), which Nigeria endorsed in 2015. The SSD outlines a framework for ensuring the continuity of education during armed conflict, protecting schools from attack, and ensuring the safety of learners and education personnel. However, its implementation has been largely ineffective at the grassroots level. There is an urgent need to domesticate the SSD principles in national policy and ensure they are enforced through state-level legislation and funding. Public awareness campaigns and regular policy monitoring by civil society organisations will help reinforce government accountability in this regard.

Addressing the Socio-Economic Causes of Insecurity: These causes include; poverty, unemployment, and youth exclusion. As the World Bank (2019) and African Development Bank (2020) note, Northern Nigeria bears a disproportionate share of the country's poverty burden, with high youth unemployment and low human development indicators. Long-term security cannot be achieved without investing in quality education, job creation, and social protection programmes for young people in marginalised regions. A strategic focus on skills acquisition, vocational training, and rural education access will help deter youth participation in armed violence and criminal activity.

Finally, intergovernmental coordination and political will are essential to sustaining security interventions in the education sector. Education and security cannot be treated as separate silos. Ministries of Education must collaborate with Defence, Interior, and Humanitarian Affairs to develop integrated school safety frameworks. States and local governments should be empowered, through legislation and funding, to localise these responses and adapt them to their specific contexts. Such decentralised models are more effective in responding to diverse threats across regions.

Conclusion

The issues presented in this paper highlight the serious challenges of the abduction of school children on the quality of education in Nigeria. The study established that these incidents are not only acts of criminality but also direct assaults on children's rights to safety and education, as guaranteed by both national and international legal frameworks. The repeated closure of schools due to insecurity, the fear instilled in

students and teachers, and the destruction of educational infrastructure have all contributed to the deterioration of access to and the quality of basic education, particularly in the northern region. It is evident that the kidnapping and abduction of school children has exacerbated the already critical problem of out-of-school children in Nigeria. Declining enrolment and attendance, poor academic performance, and widening regional disparities in literacy and learning outcomes are all symptoms of an education system under siege. These trends undermine the objectives of the Universal Basic Education (UBE) programme and Nigeria's commitments to the Sustainable Development Goals (SDGs), especially Goal 4 on quality education.

Despite these challenges, Nigeria remains globally renowned for its human capital potential. She has produced an array of scientists, engineers, academic professionals dotting far-flung areas of the world. No doubt, "Children have the right to education and protection, and the classroom must be a place where they are safe from harm" (Ibrahim, 2020, p.23). This can only come about when all well-meaning Nigerians join hands with patriotic minds to save education and save Nigeria.

Recommendations

Based on the discussions in this paper, the following recommendations are proposed to curb school-child abduction and improve the quality of education in Nigeria:

- Federal and state governments should prioritise the physical security of schools by constructing perimeter fencing, installing alarm systems and surveillance cameras, and deploying trained security personnel.
- Ministries of Education, Defence, Interior, and Humanitarian Affairs should work together to develop and implement a unified school security framework.
- Long-term strategies must address root causes of insecurity, including poverty, unemployment and inequality
- Community leaders, Parent-Teacher Associations (PTAs), and local vigilante groups should be empowered to support school safety initiatives.

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TEACHERS' PERCEPTIONS OF THE DETERMINANTS AND IMPLICATIONS OF STUDENTS' UNDER-PERFORMANCE IN PHYSICS PUBLIC EXAMINATIONS IN ILORIN METROPOLIS, NIGERIA

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Abstract

This study analysed the perception of physics teachers towards the determinants and implications of students' under-performance in physics public examinations with a view to proffering evidence-based solutions. The study employed a quantitative descriptive survey research type. Purposive sampling technique was used to select Ilorin Metropolis from Kwara State. Simple random sampling technique by means of lottery method was used to select a sample size of 20 physics teachers in public secondary schools within Ilorin metropolis, one limitation being the security challenge at the satellite towns and suburbs. Instruments for data collection included validated structured questionnaire entitled 'Questionnaire on Physics Teachers' Perception of Determinants and Implications of Secondary School Students Under-performance in Physics Public Examinations. Coefficient of reliability was calculated using Cronbach's Alpha as 0.75. Descriptive statistics of frequency, percentages and mean were used to answer the two research questions that guided the study. The study revealed that teachers have relatively high perception of the determinants, implications and possible remedies for students' under-performance in Physics public examinations with mean scores ranging from 2.70 to 3.45. The study recommends continuous professional development for in-service physics teachers and result-oriented and specialized preparation programme for pre-service physics teachers. Others include the urgent need to provide and maintain well-equipped physics laboratories in schools offering physics, students to be motivated for good performance in physics public examinations through scholarships and teachers to use innovative instructional delivery strategies such as project-based learning, cooperative learning, flipped classroom, virtual and augmented reality, blended learning and gamification.

Keywords: Causes and effects of students' under-performance, physics public examinations, physics teachers' perception, STEM-related fields

Introduction

Physics is one of the fundamental science subjects in the Nigerian secondary school curriculum and vital for various fields of science, technology, engineering and mathematics (STEM). Such fields include renewable energy, information technology, genetics, biotechnology, artificial intelligence, environmental, data and computer science and variegated engineering applications. Physics plays prominent role in the development of scientific and technological competencies in students through its basic laws and theories describing the behaviour of energy, matter, space and time (Yusuf

et al., 2024). From the way people's smartphones work to the forces that keep airplanes in the sky, physics helps mankind to make sense of the world. From the motion of planets to the behaviour of atoms, physics enables the conceptualization of how things work in the physical world. At its core, **physics education enables the development of structured critical thinking, problem-solving, and analytical skills**, which are valuable even beyond the classroom (Mwima & Ounyesiga, 2025). Understanding physics enables individuals to make informed decisions regarding energy consumption, medical issues, renewable energy, artificial intelligence and other technological innovations. Many global challenges, such as climate change, energy crisis, conflicts, regional/ food insecurities and space exploration all require physics-based solutions and the making of a physics-literate society (Dahal', 2022). Teaching-learning of physics is essentially aimed at equipping the students with knowledge, competencies, attitudes and innovative ideas and fostering of problem-solving skills, inculcating scientific literacy and inspiring of innovative ideas for technological and scientific breakthrough (Mamedu et al., 2024).

Despite the value attached to the subject, students' performance in physics public examinations in Nigeria has been consistently below expectations over the years. The West African Examinations Council (WAEC), the National Examinations Council (NECO) and the National Business and Technical Examinations Board (NABTEB) have reported low credit pass rates in physics (Ogunbiyi & Oni, 2017), (Awodun, 2021), (Job & Paul, 2022) and (Ismaila & Rilwanu, 2025). The low students' performance in physics public examinations has raised concerns amongst educators, policymakers and other stakeholders in the education industry; and with a far-reaching implication for the country's scientific and technological advancement. The determinants and implications of students' under-performance in physics public examinations have become a recurring topic of discussion amongst educators and researchers.

Various factors have been found to contribute to the under-performance which include inadequate teaching resources, shortage of modern ICT learning tools/gadgets, poor teaching methodologies, lack of students' motivation and insufficiency of physics laboratories and infrastructural facility (Awodun, 2021). But there is a need to examine teachers' perceptions of these factors. Teachers play a significant role in the teaching-learning process and are well positioned to provide useful insights into the challenges faced by students (Mekonnen, 2014). An effective and efficient physics teacher facilitates learning by guiding students in exploring physics concepts, conducting experiments and encouraging inquiry-based learning in addition to mentoring and motivating students for curiosity and growth mindset (Mamedu et al., 2024). An effective and efficient physics teacher also integrates technology, real-world examples and deploys innovative teaching strategies to make the subject engaging and relevant. Therefore, a good understanding of teachers' perceptions of the determinants and implications of students' under-performance in physics is vital for developing effective strategies to improve students' learning outcomes in the subject.

One effective approach to strengthening the connection between physics education and science literacy is hands-on learning, where students conduct experiments and engage in inquiry-based activities (Lawal et al., 2023). Project-based learning and

science competitions can also make physics more engaging by showing its real-world applications. The use of technology can further enhance understanding by making abstract concepts more concrete. Virtual labs, simulations, and interactive digital tools, such as augmented reality models of electric fields or planetary motion, could help students visualize complex ideas more effectively (Dahal, 2022). Another strategy is cross-disciplinary learning, which demonstrates the relevance of physics by connecting it to fields like environmental science, healthcare, robotics, and computer programming. Public engagement in science should be encouraged through activities such as science fairs, public lectures, and debates on scientific topics. These events allow students to see the practical applications of physics in everyday life, fostering a deeper appreciation and passion for the subject (Mwima & Ounyesiga, 2025). Furthermore, to improve learning outcomes, Physics teachers could implement techniques such as segmentation (breaking complex topics into smaller parts), dual coding (combining verbal and visual explanations), and reducing unnecessary information to optimize cognitive load. On the other hand, students are expected to engage actively in the segmented lessons, process information and connect concepts as well as utilize visuals and texts using dual coding technique, combining diagrams, charts and images with written explanations (Sumeracki, 2019). These strategies could help students focus on key concepts, prioritize information to reduce mental overload. This approach is supported by the theory of Attribution as propounded by Weiner (1985).

The Attribution theory as originated by Weiner (1985) assumes that individuals attribute their successes and failures to various factors which include either or both of internal or external causes, temporary or permanent factors and controllable or uncontrollable causes. Attributions such as ability, luck, task difficulty level, factors within or beyond one's control have capacity to influence motivation, emotion and future behaviour (Zuo et al., 2022). This theoretical framework explains how teachers attribute students' under-performance to internal and external factors. These attributions tend to influence teachers' expectations, emotions and actions which consequently affect students learning outcomes. The internal factors could be student-related, while the external factors could be circumstances-related. Teachers might attribute students' under-performance in physics to internal factors such as lack of efforts, low interest or poor motivation in physics with the implication of focusing attention on fixing the students, rather than examining their own practices (Lawal et al., 2023). Teachers might attribute students' failure in physics to external factors such as inadequate resources/ infrastructure or difficult examination format with the implications that teachers feel less responsible for the students' under-achievement. This is not just a statistical issue but one that affects academic progress and future of students who desire to pursue career in STEM related fields. Understanding teachers' perception of the determinants and implications of students' under-performance in physics is necessary in tackling the challenges faced by students, teachers, and the society at large.

Several studies have applied Attribution theory to determine teachers' perceptions of students low learning outcomes in science subjects including physics. Research findings suggest that teachers often tend to attribute students' difficulties to internal, stable factors such as ability or personality, rather than external or controllable factors as teaching methods or efforts (Wang & Hall, 2018). A study by Weiner (1985)

observed that teachers who attribute students' failure to low ability might provide less encouragement and assistance, thereby perpetuating a cycle of poor performance. Some other studies have explored the relationship between teacher attributions and students' motivation and found that teachers' emphasis on efforts and some controllable factors could foster a growth mindset and improve students' academic performance (Jager & Denessen, 2015). One vital finding from these studies include teachers attributing students' failure to internal and stable factors such as ability level, personality rather than external or controllable factors such as teaching methods and efforts. Other finding being that teachers' attributions have capabilities of influencing their instructional behaviours, with those attributing failure to low ability providing less assistance and encouragement (Ocal et al., 2025). Students could be motivated for growth mindset and improved academic performance by emphasizing efforts and controllable factors.

Statement of the Problem

The persistent decline in performance of secondary school students in physics, particularly in public examinations in Nigeria poses a serious educational concern to stakeholders in education. Despite the crucial role of physics as a cornerstone in scientific and technological transformation of nations, many students have demonstrated lack of interest and motivation towards the subject. The consequence of the situation is a shortage of physics entrepreneurs needed to drive innovation and address local challenges. Inability of physics graduates to translate theoretical concepts and principles learnt into practicality, functionality and relevance has raised doubts as to the determinants and implications as well as remedies to the problem. The WAEC Chief Examiners' reports on Physics (2017, 2018, 2019, 2020, 2021, 2022, 2023), with a focus on performance trends indicate that while the Physics examination has maintained a consistent standard in terms of structure, quality, and syllabus coverage, students' performance has shown fluctuations over the years. Candidates continue to struggle with theoretical applications, problem-solving, data interpretation, and graphical representation of physics concepts and principles. While some factors have been identified to be the determinants of this under-performance, this study investigated teachers' perception of these factors. The study therefore examined and analysed teachers' perception of the determinants and implications of students' under-performance in physics public examinations in Ilorin Metropolis, Nigeria.

Research questions

The following research questions were formulated and guided the study:

1. What are physics teachers' perception of the factors contributing to students' under-performance in physics public examinations in Ilorin Metropolis, Nigeria?
2. What are the implications of students' performance in physics for academic and career prospects as perceived by the teachers?

Methodology

This study adopted a descriptive survey research type and the population constitutes physics teachers in public secondary schools within Ilorin Metropolis, Kwara State. It was carried out between March and June 2025. Ilorin Metropolis was purposively selected for the study as heightened insecurity at the satellite towns and suburbs posed a limitation. A simple random sampling technique by means of drawing names of schools from a hat (lottery method) was employed to select a sample size of 20 physics

teachers. The instrument for data collection was researcher-developed and validated structured questionnaire entitled 'Questionnaire on Physics Teachers' Perception of Determinants and Implications of Secondary School Students Under-performance in Physics Public Examinations'. The questionnaire focused on different items that evaluated the determinants of under-performance in physics and the implications. The clarity, effectiveness, and comprehensiveness of the instruments in measuring the variables of the study were checked by Physics lecturers in the Department of Science Education, University of Ilorin and the psychometric properties of the test items were validated by experts in Measurement and Evaluation. The internal consistency was calculated using Cronbach's Alpha and Coefficient of reliability gotten as 0.75. Informed consents were sought from the participants before administering the questionnaire. The data collection process spanned two weeks, with all completed questionnaires being collected immediately after the participants had finished filling them. Responses were rated on a Likert's scale beginning with 'Strongly Agree' (SA) to 'Strongly Disagree' (SD) with weights of 4, 3, 2 and 1 assigned respectively. The benchmark mean is 2.5. The data collected was coded, sorted and analysed using descriptive statistics of frequency count, percentage, mean and standard deviation.

Results

Research Question 1: What are physics teachers' perception of the factors contributing to students' under-performance in physics public examinations in Ilorin Metropolis, Nigeria.

From Table 1 below, most teachers in Ilorin Metropolis secondary schools believe they have adequate qualifications and training to teach Physics effectively, with 45% strongly agreeing and 55% agreeing, and none disagreeing or strongly disagreeing with a mean score of 3.45. A majority also believe outdated teaching methods contribute to students' poor performance in Physics, with 70% strongly agreeing and 10% agreeing, while 10% disagree and 10% strongly disagree. For item 3 on integrating technology, pedagogy and content knowledge being a cause of students' under-performance, recorded 25% disagreeing and 45% strongly disagreeing with a mean score of 2.00. For limited professional development opportunities being a hinderance to adopting innovative teaching strategies, 15% strongly agreed and 40% agreed, while 25% disagree and 20% strongly disagree with a mean score of 2.50.

For item 5, most teachers in Ilorin Metropolis, secondary schools do not agree that their schools have well-equipped physics laboratory for practical Physics lessons, with only 10% strongly agreeing and 35% agreeing, while 50% disagreeing and 5% strongly disagreeing and with a mean score of 2.50. A majority believe that a lack of instructional materials, such as textbooks and multimedia tools, affects their ability to teach Physics, with 35% strongly agreeing and 45% agreeing, compared to 15% disagreeing and 5% strongly disagreeing and with a mean score of 3.10. Similarly, most teachers report that inadequate laboratory facilities limit students' understanding of Physics concepts, with 25% strongly agreeing and 60% agreeing, while 15% disagree and none strongly disagree and a mean score of 3.10.

Based on item 8, most teachers in Ilorin Metropolis, secondary schools believe that students' perception that Physics is difficult leads to poor performance in examinations, with 50% strongly agreeing and 40% agreeing, while 10% disagree and none strongly disagree and with a mean score of 3.40. A majority also report that

students are motivated when Physics is taught with practical demonstrations, with 35% strongly agreeing and 55% agreeing, compared to 0% disagreeing and 10% strongly disagreeing and with a mean score of 3.15. Similarly, most teachers note that negative attitudes toward Physics reduce students’ learning outcome in the subject, with 35% strongly agreeing and 55% agreeing, while 5% disagree and 5% strongly disagree and with a mean score of 3.20. Additionally, most believe that students’ lack of confidence in Physics affects their class engagement, with 30% strongly agreeing and 50% agreeing, compared to 10% disagreeing and 10% strongly disagreeing and with a mean score of 3.00.

Table 1: Summary of Physics teachers’ perception of factors contributing to students’ under-performance in physics public examination

S/N	Items	N	Frequency, Percentage				Mean Deviation	Std
			SA	A	D	SD	X	δ
1	I have adequate qualifications and training to teach Physics effectively.	20	9 (45)	11 (55)	0 (0)	0 (0)	3.45	0.95
2	Outdated teaching methods contribute to students’ poor performance in Physics.		14 (70)	2 (10)	2 (10)	2 (10)	3.40	0.90
3	Integrating technology, pedagogy and content knowledge contribute to students’ under-performance in Physics.		3 (15)	3 (15)	5 (25)	9 (45)	2.00	0.50
4	Limited professional development opportunities hinder my ability to adopt innovative teaching strategies		3 (15)	8 (40)	5 (25)	4 (20)	2.50	0.00
5	My school has a well-equipped physics laboratory for practical Physics lessons.	20	2 (10)	7 (35)	10 (50)	1 (5)	2.50	0.00
6	The lack of instructional materials (e.g., textbooks, multimedia tools)		7 (35)	9 (45)	3 (15)	1 (5)	3.10	0.60

	affects my ability to teach Physics.						
7	Inadequate laboratory facilities limit students' understanding of Physics concepts.	5 (25)	12 (60)	3 (15)	0 (0)	3.10	0.60
8	Students' perception that Physics is difficult leads to poor performance in examinations	10 (50)	8 (40)	2 (10)	0	3.40	0.90
9	Students are motivated when Physics is taught with practical demonstrations.	7 (35)	11 (55)	0 (0)	2 (10)	3.15	0.65
10	Negative attitudes toward Physics reduce students' learning outcome in the subject.	7 (35)	11 (55)	1 (5)	1 (5)	3.20	0.70
11	Students' lack of confidence affects their engagements with contents in physics class.	6 (30)	10 (50)	2 (10)	2 (10)	3.00	0.50

Research Question 2: What are the implications of students' performance in physics public examinations for academic and career prospects as perceived by the teachers?

From Table 2, most Physics teachers in Ilorin Metropolis, secondary schools believe that students' success in Physics public examinations opens opportunities for high-demand technical careers, with 45% strongly agreeing and 55% agreeing, and none disagreeing or strongly disagreeing and with a mean score of 3.45. Similarly, a majority reports that poor performance in Physics reduces students' career prospects in STEM-related fields, with 45% strongly agreeing and 50% agreeing, while 5% disagree and none strongly disagree and with a mean score of 3.40. Additionally, all teachers agree that good performance of students in Physics is essential for Nigeria's scientific and technological development, with 40% strongly agreeing and 60% agreeing, and no disagreements and a mean score of 3.40.

Table 2: Summary of Teachers view of the implications of Physics students’ performance in public examinations

S/N	Items	Frequency, Percentage					Mean	Std
		N	SA	A	D	SD	Deviation	Δ
							X	
1	Students’ Success in Physics public Examinations opens opportunities for high-demand technical careers	20	9 (45)	11 (55)	0 (0)	0 (0)	3.45	0.95
2	Poor performance in Physics public examinations reduces students’ career prospects in STEM-related fields		9 (45)	10 (50)	1 (5)	0 (0)	3.40	0.90
3	Good performance of students in Physics is essential for Nigeria’s scientific and technological development		8 (40)	12 (60)	0 (0)	0 (0)	3.40	0.90

Discussion of Findings

The findings from the analysis conducted in this study reveal teachers’ perception of several significant factors contributing to students’ under-performance in Physics public examinations. Most teachers are aware and in agreement that they have requisite qualifications and training to be able to impart physics knowledge and skills effectively with a mean score of 3.45. The strong consensus points to high confidence level of teachers in their own competence which could foster self-assessment as overly optimistic and bias. It is not certain what the result would look like if viewed from the perspectives of other stakeholders in the science education sector apart from the physics teachers. Teachers overwhelmingly perceive obsolete traditional teaching methods as critical barriers to students’ performance. Such outdated teaching methods might include ‘talk-and-chalk’ method, ‘text-book’ centred method and lecture method. Practical teaching invariably motivates students effectively. Integrating technology, pedagogy and content knowledge to instructional delivery of physics lesson would not impact performance negatively for students in physics public examinations. In contrast, teachers downplay the integration of technology, pedagogy and content knowledge possibly an indication of already blending these effectively or lacking exposure. Moderate concern was shown towards professional development with only 55% agreeing it is a hindrance. Teachers view limited opportunity for professional development as a drawback to their deployment of innovative strategies in instructional delivery of physics lessons. There is a need for more targeted training of physics teachers.

On laboratory facility, there is a clear deficit on teachers' perception with a mean of 2.50 and 55% disagreeing on adequacy. Only 45% agree the laboratories are well equipped. There is a strong agreement on impact of instructional materials, 80% and a mean of 3.10 which highlights shortages of textbooks and relevant tools. 85% with a mean of 3.10 agree that laboratory facilities limits understanding thereby reinforcing resource control as a core problem. Teachers perceive inadequacy of learning resources in many schools as a limitation that undermine effective teaching and learning of physics. These patterns point to resource scarcity especially laboratory and materials which constitute primary teaching hurdles more than teacher skills. On students-related factor, teachers largely attribute under-performance to students' mindset. The mindset of seeing physics as a difficult subject could demotivate efforts. Students' attitudes played a crucial role in their performance in physics public examinations with negative attitudes leading to reduced learning outcomes. Possibly, this could be due to influences of peer pressure, fear of failure, and a general perception of the subject as being difficult. Confidence gap affects participation with low confidence resulting in poor engagement. Teachers' ability to motivate and engage students through practical demonstrations was identified as a determining factor in shaping students' willingness to study the subject. Physics teachers acquiesced that students' success in Physics is crucial for technical careers advancement. The teachers agreed that poor performance of students in physics limits their career prospects in STEM-related fields, and they believed strongly that Physics is vital for Nigeria's scientific and technological progress.

Overall implications based on the findings show a confident teaching workforce hampered by infrastructural deficit in terms of inadequacy of well-equipped laboratories, paucity of learning resources/ materials and negative students' attitudes. Teachers' professional qualification and modern pedagogy gaps are not as expedient as the other factors mentioned based on the teachers' view. Outdated teaching-learning methods and resources shortages emerge as top culprits for students' under-performance, while practical teaching motivates students effectively.

Corroborating the finding of this study, Mwima and Ounyesiga (2025) in a study conducted in Kigandalo Sub-County, Mayuge District, Uganda observed among other findings that negative attitudes of students towards physics is a contributory factor to students' low performance in physics public examinations. Findings of this study tally with that of Mekonnen (2014) carried out in Ethiopia which asserted that educators (teachers) have enormous role in fostering positive or negative attitude of students towards the subject matter of Physics. Findings of this study agree with that of Ocal et al., (2025) which highlighted the need to understand teachers' beliefs, as these beliefs have the capacity to shape instructional expectations and decisions. Results of this study are in tandem with that of Nweke et al., (2021) which identified the need for provision of funds for effective implementation of science education programmes of which physics teaching-learning is a critical part. The expediency of training for in-service physics teachers was highlighted by Nweke et al., (2021) which is in consonance with results obtained in this work. Findings suggest that future studies should include observational data and should involve larger sample size and consideration for interactive effect of teachers' gender.

Conclusion

In conclusion, teachers' perception of under-performance in Physics public examinations was shown to have serious academic and career implications. Students who performed poorly in the subject often found themselves ineligible for STEM-related courses at the tertiary level, thus missing out on competitive and high-paying career paths. The inability to succeed in Physics affects students' development of critical thinking, analytical reasoning, and problem-solving skills, competencies essential not only for academic success but also for success in real-world scenarios.

Recommendations

The following recommendations are made in line with the findings of the study:

1. Pre-service physics teachers should be offered specialized training in physics by teacher-training institutions and in-service physics teachers should be supported for continuous professional development on innovative teaching strategies. Though teachers feel trained, targeted professional development could bridge the remaining gaps.
2. Well-equipped modern physics laboratories and fortified with learning materials/ resources and ICT tools and gadgets be provided in all schools offering physics as a science subject for quick wins. Stakeholders such as government ministries of education and agencies in charge of secondary schools, policy makers, school administrators and funders should ensure the availability of good physics resources and teachers ensure optimum utilization of the resources provided with content drawn from the people's socio-cultural background.
3. Physics students should be inspired by using innovative and active teaching-learning strategies. Practical demonstration would likely build confidence in learners and help demystify the misconceptions and mysteries behind some physics concepts and principles. Such innovative instructional delivery strategies being advocated include the like of project-based learning, cooperative learning, flipped classroom, virtual and augmented reality, blended learning and gamification.
4. Incentives and scholarships should be given to physics students as motivating factors to aspire towards excellent performance in public physics examinations.

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ASSESSMENT OF THE USE OF ICT IN PROMOTING SMALL AND MEDIUM SCALE BUSINESS IN ILORIN METROPOLIS, NIGERIA

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Abstract

The increasing importance of digital technologies in business operations has raised concerns about the extent to which Small and Medium Scale Enterprises (SMEs) in Ilorin metropolis are leveraging Information and Communication Technology (ICT) for growth and sustainability. This study investigated the use of ICT in promoting SMEs in Ilorin metropolis, Nigeria. The objectives were to examine commonly used ICT tools, assess the influence of ICT adoption on SME performance, identify challenges to ICT utilization, and determine effective strategies for improving ICT use. A descriptive survey research design was employed. The population consisted of 8,450 registered SMEs, from which 400 SME owners and managers were sampled using purposive and snowball sampling techniques. A structured questionnaire served as the research instrument, and data collected were analyzed using descriptive statistics. The results showed that SMEs predominantly used POS machines, mobile banking, social media platforms, and internet services for business operations. ICT adoption significantly enhanced sales growth, market reach, customer satisfaction, and business efficiency. However, challenges such as cyber fraud concerns, lack of ICT competence, high cost of technology, and erratic electricity supply constrained effective usage. The study concluded that ICT adoption positively influences SME performance in Ilorin metropolis. It was recommended that policy-makers introduce ICT incentives, improve power infrastructure, and organize capacity-building programmes to strengthen digital competence among SME operators.

Keywords: Assessment, Use, ICT, Promote, SME Business, Ilorin, Nigeria

Introduction

Small and Medium Enterprises (SMEs) play a dynamic and indispensable role in the socio-economic development of developing countries. They contribute significantly to economic growth through the creation of innovative and creative employment opportunities, the promotion of entrepreneurship, and the stimulation of industrial development. SMEs are commonly defined using both quantitative and qualitative criteria. According to Omiunu et al. (2021), SMEs are business organizations that operate on a small to medium scale and are characterized by indicators such as number of employees, annual turnover, and asset value, as well as ownership structure and managerial independence. Similarly, Aremu and Adeyemi (2022) defined small and medium enterprises in Nigeria according to asset base and a number of staff employed. The criteria are an asset base that is between ₦5 million to ₦500 million and a staff strength that is between 11 and 100 employees.

Globally, SMEs are widely recognized as engines of innovation and creativity. They serve as breeding grounds for new ideas, technologies, and business models that

enhance productivity and competitiveness within national economies. Omiunu et al. (2021) emphasize that SMEs introduce innovative products and services that respond to local needs while also contributing to gross domestic product (GDP). Through their innovation-driven activities, SMEs strengthen value chains, support large enterprises, and improve overall economic efficiency. In both developed and developing countries, SMEs play a critical role in diffusing innovation and driving inclusive growth, particularly because they often operate in sectors neglected by large corporations. In addition, SMEs are major sources of employment worldwide. Empirical studies by Napitupulu et al. (2018) and Niebel (2018) indicate that SMEs absorb a substantial proportion of the labour force, including youths and low-skilled workers, thereby reducing unemployment and social exclusion. Their labour-intensive nature makes them especially important in developing economies where job creation remains a pressing challenge.

In the Nigeria, small and medium-scale enterprises constitute the backbone of the private sector. SMEs account for approximately 90% of all registered businesses in the country and provide livelihoods for a large proportion of the population (Okundaye, Fan, & Dwyer, 2019; Adanlawo et al., 2021). They operate across diverse sectors such as manufacturing, agriculture, trade, services, and information and communication technology (ICT), and they serve as major sources of employment for youths and women in both urban and rural areas. SMEs also promote the decentralization of economic activities by encouraging local entrepreneurship and reducing over-dependence on large corporations.

The limited contribution of SMEs to national output in Nigeria has been attributed to several structural and operational challenges. Prominent among these is limited access to finance, as many SMEs are unable to secure affordable credit due to stringent collateral requirements, high interest rates, and weak financial support systems (Aremu & Adeyemi, 2022). Inadequate infrastructure, including unreliable electricity supply, poor transportation networks, and limited internet penetration, further increases operational costs and reduces business efficiency (Olowookere et al., 2021). In addition, poor managerial capacity, manifested in weak business planning, inadequate financial management skills, and limited marketing expertise, restricts SMEs' ability to scale operations and innovate effectively. The regulatory and policy environment also poses significant challenges, as frequent policy changes, bureaucratic bottlenecks, and weak enforcement of business laws create uncertainty and instability for small businesses. Collectively, these constraints significantly limit the growth potential of SMEs in Nigeria despite their widespread presence (Abdu & Galoji, 2022; Olowookere et al., 2021). In spite of the enormosity of these challenges, the effective adoption of Information and Communication Technology (ICT) has been identified as a critical tool for addressing many of these challenges and promoting SME development.

Information and Communication Technology (ICT) refers to the integration and use of digital technologies for the collection, processing, storage, retrieval, transmission, and dissemination of information (UNESCO, 2018). ICT encompasses a wide range of tools and resources, including computers, mobile devices, internet services, software applications, telecommunications networks, and digital media. Beyond standalone computing, ICT emphasizes communication and connectivity, enabling

individuals and organizations to interact, share information, and collaborate efficiently across geographical boundaries (Kozma, 2019; UNESCO, 2018). In this context, ICT in SMEs refers to the everyday digital tools and systems used by business owners to manage operations more effectively. These include computers, smartphones, internet services, accounting and inventory software, cloud-based platforms, and digital communication tools. Through ICT, SMEs can record transactions, manage information, communicate with customers and suppliers, and coordinate business activities more efficiently. Scholars argue that effective ICT utilization enhances information handling and supports improved managerial control in small enterprises (Apulu & Latham, 2020; OECD, 2020).

For many SMEs, ICT provides practical solutions to common challenges such as limited manpower, high operating costs, and slow decision-making processes. By automating routine tasks and improving internal communication, ICT enables SMEs to save time, reduce errors, and enhance overall efficiency. Empirical evidence suggests that SMEs that adopt ICT are better positioned to improve productivity and remain competitive, even in challenging economic environments (Afolayan et al., 2020; Bharati & Chaudhury, 2019). Furthermore, ICT plays a crucial role in marketing and customer relationship management. Through digital platforms such as social media, websites, and online marketplaces, SMEs can promote their products, engage directly with customers, and expand beyond their immediate geographical locations. These technologies allow businesses to better understand customer needs and respond more rapidly to market changes, thereby supporting innovation and long-term sustainability (OECD, 2020; World Bank, 2021).

In the contemporary knowledge economy, ICT has significantly enhanced the performance and global relevance of SMEs in countries such as India, the Republic of Korea, Taiwan, and China by transforming how small businesses operate, innovate, and access markets. SMEs in these economies utilise digital technologies—including cloud computing, e-commerce platforms, enterprise information systems, and data analytics—to improve operational efficiency, reduce production and transaction costs, and respond quickly to changing customer demands, thereby increasing productivity and competitiveness (Ayandibu & Houghton, 2017; He et al., 2021). In India, ICT-enabled service delivery and outsourcing have allowed SMEs to participate in international markets without heavy capital investment, while in Korea and Taiwan, digital manufacturing and design technologies have supported SME integration into high-tech global value chains. Similarly, Chinese SMEs leverage expansive e-commerce ecosystems and mobile payment technologies to scale rapidly, reach wider customer bases, and drive innovation in retail and manufacturing sectors. These experiences demonstrate that ICT adoption directly empowers SMEs to expand market reach, enhance innovation capacity, and contribute more substantially to national economic growth (Johannesson & Jorgensen, 2017; He et al., 2021).

In developing countries such as Nigeria, ICT has become increasingly important for the survival, growth, and resilience of SMEs. It supports business formalization, improves access to financial services, and facilitates integration into wider economic networks. Although challenges such as inadequate infrastructure, limited digital skills, and high technology costs continue to constrain ICT adoption, available evidence indicates that SMEs that effectively utilize ICT contribute more meaningfully to

economic development. Consequently, ICT is widely regarded as a key driver of SME growth and national economic development (Apulu & Latham, 2020; World Bank, 2021). Based on this premise, the study assessed the use of ICT to promote small and medium scale business in Ilorin metropolis, Nigeria.

Statement of the Problem

Small and Medium Scale Enterprises (SMEs) are vital to Nigeria's economy, providing jobs, fostering entrepreneurship, and driving local development. In today's digital age, Information and Communication Technology (ICT) has the potential to transform how businesses operate by improving efficiency, expanding market reach, and enhancing competitiveness. For SMEs in Ilorin metropolis, leveraging ICT may enhance business operations through improved record-keeping, easier communication with customers, and access to wider market opportunities. Studies have shown that the adoption of digital tools can improve efficiency, innovation, and competitiveness among small businesses, particularly in developing economies where SMEs constitute a major driver of economic growth (World Bank, 2019; OECD, 2020).

However, despite these potential benefits, many SMEs in Ilorin may still rely largely on traditional methods of business management. The continued use of paper-based records, face-to-face marketing, and manual financial tracking has been noted in several Nigerian SME contexts as factors that can limit scalability and operational efficiency (Eze, Chinedu-Eze, & Bello, 2019). In addition, challenges such as limited digital skills, high costs associated with acquiring ICT tools, poor internet connectivity, and unreliable electricity supply might hinder effective ICT adoption among SMEs.

Although there is growing interest in the role of ICT for SMEs in Nigeria (Abdu & Galoji, 2022; Omiunu et al., 2021; Okundaye et al., 2019), there is little research that focuses specifically on Ilorin metropolis. This makes it difficult to understand how local SMEs are using technology, what challenges they are facing, and how ICT could realistically support their growth. Therefore, this study sought to assess of the use of ICT in promoting small and medium scale business in Ilorin metropolis, Nigeria.

Objectives of the Study

The main objective of the study was to assess the use of Information and Communication Technology (ICT) in promoting Small and Medium Scale Enterprises (SMEs) in Ilorin metropolis, Nigeria. Specifically, the study:

1. identified the types of ICT tools commonly used by SMEs in Ilorin.
2. examined the influence of ICT adoption on the performance and growth of SMEs.
3. investigated the challenges faced by SMEs in adopting and utilizing ICT.
4. identified strategies for enhancing ICT adoption among SMEs to improve business sustainability and competitiveness.

Research Questions

Based on the objectives of the study, the following research questions were raised and answered in this study:

1. What types of ICT tools are commonly used by SMEs in Ilorin metropolis?
2. How does the adoption of ICT influence the performance and growth of SMEs in Ilorin?

3. What are the challenges facing SMEs in adopting and utilizing ICT for business operations in Ilorin metropolis?
4. What strategies can enhance the effective use of ICT among SMEs in Ilorin?

Methodology

This study adopted a descriptive survey design because it allows for gathering detailed information directly from the people running SMEs in Ilorin. The population of this study comprised all registered Small and Medium Enterprises (SMEs) operating within Ilorin metropolis, Kwara State, Nigeria. According to the Kwara State Ministry of Commerce and Industry and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), there are approximately 8,450 registered SMEs in Ilorin. These businesses operate across diverse sectors, including retail, services, manufacturing, and agriculture. Given the large population, it was not practical to collect data from all SMEs. Therefore, a total of 400 SME owners and managers were selected to participate in the study. These individuals were chosen because they are directly involved in the day-to-day operations of their businesses and have experience using ICT tools.

The selection of 400 respondents from a population of 8,450 SMEs was not arbitrary; it was guided by established statistical procedures for determining representative sample sizes in survey research.

A commonly used formula for finite populations is Yamane’s (1967) sample size determination formula:

$$n = \frac{N}{1 + N(e)^2} \quad \text{where: } n = \text{required sample size; } N = \text{population size; and } e = \text{level of precision (sampling error),}$$

Substituting the values:

$$n = \frac{8450}{1 + 8450 (0.05)^2}$$

$$n = \frac{8450}{1+8450 (0.0025)}$$

$$n = \frac{8450}{1+21.125}$$

$$n = \frac{8450}{22.125}$$

$$n = 382$$

This calculation shows that a minimum of 382 respondents would adequately represent the population at a 95% confidence level with a 5% margin of error. The researchers increased the sample size to 400 in order to cater for attrition. To ensure that the 400 selected SME owners and managers were effectively reached, a multi-stage sampling procedure which include the combination of official records, field visits, stratified, snowball and purposive sampling were employed. At stage one, Ilorin metropolis was divided into major geographical strata based on the three Local Government Areas (LGAs) that constitute the city which are Ilorin West, Ilorin East, and Ilorin South. At stage two, the official registers of SMEs maintained by the Kwara State Ministry of Commerce and Industry and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) were consulted. These registers provided basic information about registered businesses and their owners, serving as a

reliable starting point for the study. Next, business associations and trade groups within Ilorin, such as retailers' unions and sector-specific organizations, were contacted. These groups assisted in identifying active business owners and managers willing to participate. At third stage, field visits were conducted to major commercial areas and business hubs, including markets, industrial clusters, and shopping districts, allowing the researcher to meet SME owners in person. Also, A snowballing approach was used whereby initial respondents referred other business owners or managers in their networks who met the study criteria. At last stage purposive sampling was used to selected managers and SME owners at various SMEs location within Ilorin metropolis.

Instrumentation

Data for the study were collected using a researcher-designed questionnaire to capture relevant information from SME owners and managers. The questionnaire items were developed from an extensive review of related literature on ICT adoption and business performance. The questionnaire was divided into four sections. The first section collected demographic information, including age, gender, type of business, and years of operation (section A). Section B focused on ICT tools usage, asking participants about the types of digital tools and platforms they employ in their business operations. Section C examined the impact of ICT on business performance. Section D addressed challenges of ICT adoption, and Section E examined the strategies for enhancing effective ICT use.

All items in the questionnaire were measured using a four-point Likert scale, ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, to 4 = Strongly Agree. This scale was selected to eliminate neutral responses and encourage participants to make clear judgments. The initial questionnaire consisted of 25 items. To ensure content validity, the instrument was reviewed by five experts in business management and ICT, who assessed the items for clarity, relevance, and alignment with the study objectives. Based on their feedback, minor adjustments were made, resulting in a final validated instrument of 20 items, which was considered clear, appropriate, and suitable for data collection.

For reliability, a pilot test was conducted with 30 SME owners outside the selected sample area. Responses from the pilot study were analyzed using Cronbach's alpha, and a reliability coefficient of 0.82 was obtained which indicate that the instrument was internally consistent and suitable for the main study.

Questionnaires were administered in person at the business locations of the respondents. Participants were briefed on the purpose of the study and assured of confidentiality. Follow-up visits were conducted where necessary to clarify questions and ensure a high response rate and completeness of data.

Ethical considerations were observed throughout the study. Participants provided informed consent and were assured of confidentiality, anonymity, and their right to withdraw at any time. Data were securely handled to protect participants' privacy, and all procedures were designed to minimize potential harm.

Data collected were analyzed using descriptive statistics of percentage to described demographic data of the respondents while mean rating and standard deviations was used to answer research questions. The mean score of 2.50 was used as benchmark.

Any item with the mean score of 2.50 and above was considered as ICT tool commonly used; challenges faced by SMEs; and strategy for enhancing ICT and vice versa. An average mean score of 2.50 was used to determine the influence of ICT adoption on the performance and growth of SMEs. An average mean score of 2.50 indicated positive influence while below 2.50 indicated negative influence.

Results

Out of 400 questionnaire forms administered, only 393 questionnaire forms were accounted for and used for this study.

Table 1: Percentage Distribution of Respondents’ Demographic Data

Variable	Category	Frequency (N)	Percentage (%)
Gender	Female	225	57.3
	Male	168	42.7
Age	Below 25 years	67	17.0
	25–34 years	70	17.8
	35–44 years	84	21.4
	45–54 years	83	21.1
	55 years and above	89	22.6
Type of Business	Trading	152	38.7
	Agriculture	91	23.2
	Services	77	19.6
	Manufacturing	73	18.6
Years of Business Operation	Less than 5 years	63	16.0
	5–8 years	59	15.0
	10–14 years	163	41.5
	15 years and above	108	27.5

Table 1 showed that majority of the respondents were female with 57.3% (N=225) followed by male with 42.7% (N = 168). This suggests a higher level of female participation in SME activities within the study area. Respondents aged 55 years and above constituted the largest proportion at 22.6% (N = 89), followed by those aged 35–44 years with 21.4% (N = 84) and 45–54 years with 21.1% (N = 83). Those aged 25–34 years accounted for 17.8% (N = 70), while respondents below 25 years represented the smallest group at 17.0% (N = 67). This distribution indicates that SME operators in the study area are predominantly adults with considerable life and business experience. With respect to the type of business operated by respondents,

trading was the most common, representing 38.7% (N = 152) of the respondents. This was followed by agriculture at 23.2% (N = 91), services at 19.6% (N = 77), and manufacturing at 18.6% (N = 73). The dominance of trading businesses suggests that commercial activities remain the backbone of SME operations in the area. Regarding years of business operation, a proportion of respondents had been in business for 10–14 years, accounting for 41.5% (N = 163). This was followed by those who had operated for 15 years and above with 27.5% (N = 108). Respondents with less than 5 years of business experience constituted 16.0% (N = 63), while those with 5–8 years accounted for 15.0% (N = 59). This suggests that most of the SMEs surveyed were relatively well-established, with many years of operational experience.

Research Question One: What types of ICT tools are commonly used by SMEs in Ilorin metropolis?

Table 1:
Mean, Standard Deviation and Rank Order showing the Types of ICT Tools Commonly Used by the Respondents

Item No	Item	Mean	S.D.	Rank
5	Electronic payment tools such as POS or mobile banking are used in my business	3.09	.928	1 st
4	Social media platforms are used to advertise my products or services	3.01	.961	2 nd
3	Internet services are regularly used for sourcing information relevant to my business	2.70	1.04	3 rd
1	My business relies on mobile phones for daily communication with customers and suppliers	2.50	.855	4 th
2	Computers or laptops are used to keep business records in my enterprise	1.79	1.14	5 th

Benchmark: 2.50

Table 1 presents the mean scores, standard deviations, and rank order of the types of ICT tools commonly used by the respondents. The table shows that item 5 ranked 1st, item 4 ranked 2nd, and item 3 ranked 3rd. This implies that the most commonly used ICT tools among SMEs in Ilorin metropolis are electronic payment tools such as POS and mobile banking, social media platforms for advertising products and services, and internet services for sourcing business-related information.

Research Question Two: How does the adoption of ICT influence the performance and growth of SMEs in Ilorin?

Table 2:

Mean, Standard Deviation and Rank Order showing the Influence of ICT Adoption on the Performance and Growth of SMEs

Item No	Item	Mean	S.D.	Rank
2	ICT adoption has contributed to increased sales in my business	3.15	.776	1 st
5	ICT usage has enhanced the growth and competitiveness of my enterprise	3.05	.986	2 nd
4	Customer satisfaction has improved due to ICT usage	3.03	.978	3 rd
3	ICT has helped my business attract more customers within and outside Ilorin	3.02	1.02	4 th
1	The use of ICT has improved the efficiency of my business operations	2.92	.919	5 th
	Average Mean	3.03		

Benchmark: 2.50 and above = positive influence; below 2.50 = negative influence

Table 2 shows the mean scores, standard deviations, and rank order of respondents' views on the influence of ICT adoption on SME performance and growth. The Table indicated the average mean score of 3.03, which is above the benchmark of 2.50. This implies that ICT adoption has a positive influence on the performance and growth of SMEs in Ilorin as it enhances sales, competitiveness, customer satisfaction, and overall business efficiency.

Research Question Three: What are the challenges facing SMEs in adopting and utilizing ICT for business operations in Ilorin metropolis?

Table 3:

Mean, Standard Deviation and Rank Order showing the Challenges facing the SMEs in Adopting and Utilizing ICT for Business Operation

Item No	Item	Mean	S.D.	Rank
5	Fear of cyber fraud discourages full ICT adoption	3.14	.982	1 st
3	Lack of adequate ICT skills is a major challenge in my business	3.10	.992	2 nd
4	Unstable electricity supply hinders effective use of ICT tools	3.05	1.02	3 rd
1	High cost of ICT equipment limits adoption in my business	3.02	1.05	4 th
2	High cost of data affects effective ICT usage	2.93	.991	5 th

Benchmark: 2.50

Table 3 presents the mean scores, standard deviations, and rank order of the challenges faced by SMEs in adopting and using ICT. The table shows that item 5 ranked 1st, item 3 ranked 2nd, and item 4 ranked 3rd. This implies that the major challenges confronting SMEs in Ilorin metropolis are fear of cyber fraud, lack of adequate ICT skills, and unstable electricity supply, which hinder the effective adoption and utilization of ICT tools in their business operations. Other challenges reported were the high cost of ICT equipment and high cost of data, were ranked 4th and 5th, indicating they are also significant but slightly less critical.

Research Question Four: What strategies can enhance the effective use of ICT among SMEs in Ilorin?

Table 4:

Mean, Standard Deviation and Rank Order showing the Strategies that Enhance the Effective Use of ICT among SMEs

Item No	Item	Mean	S.D.	Rank
4	Access to technical support will improve SME performance	3.11	.926	1 st
2	Government support and incentives will encourage ICT adoption	3.09	.986	2 nd
3	Affordable and reliable internet services will enhance ICT usage	3.07	.930	3 rd
1	Regular ICT training programmes will improve ICT usage among SMEs	3.06	1.04	4 th
5	Improved electricity supply will enhance ICT utilization in Ilorin	3.02	1.01	5 th

Benchmark: 2.50

Table 4 presents the mean scores, standard deviations, and rank order of strategies that can enhance the effective use of ICT among SMEs. The table shows that item 4 ranked 1st, item 2 ranked 2nd, and item 3 ranked 3rd. This implies that the most effective strategies for improving ICT usage among SMEs in Ilorin metropolis are access to technical support, government support and incentives, and affordable and reliable internet services.

Discussion

The finding of the study revealed that the most commonly used ICT tools among SMEs in Ilorin metropolis are electronic payment tools such as POS and mobile banking; social media platforms for advertising products and services; and internet services for sourcing business-related information. This suggests that SMEs are primarily leveraging digital technologies that directly support transactions, market visibility, and business intelligence. In essence, rather than adopting complex enterprise systems, these businesses focus on ICT tools that enable easier customer payments, a broader market reach, and ready access to information to inform decisions. The reason for this finding could be as a result of the increasing push toward digital financial systems by policymakers in Nigeria (e.g., cashless policy) encourages SMEs to adopt ICT-enabled payments and online platforms to remain competitive and integrated into the broader economy. The finding supports the study of Hitlar et al. (2025) who found that digital financial technologies enhance operational efficiency and revenue generation among small businesses. Similarly, Etim et al. (2023) found that Nigerian SMEs that actively utilize social media experience improved market visibility and customer engagement. Ukoha et al. (2025) noted that internet usage among Nigerian micro and small enterprises significantly improves market awareness and innovation capacity.

Another finding showed that ICT adoption has a positive influence on the performance and growth of SMEs in Ilorin as it enhances sales, competitiveness, customer satisfaction, and overall business efficiency. This finding indicates that the adoption of Information and Communication Technology (ICT) contributes

significantly to the improved performance and growth of Small and Medium Enterprises (SMEs). One major reason for this outcome is that ICT improves market access and visibility. Through digital platforms and online marketing, SMEs can promote their products and services beyond their immediate geographical locations, thereby increasing sales and competitiveness. The finding aligns with the study of Okundaye et al. (2019) who found that ICT adoption significantly enhances SME performance by improving operational efficiency, innovation, and market reach, particularly in developing economies. Similarly, Afolayan et al. (2020) reported that SMEs using digital technologies experienced improved productivity, competitiveness, and customer responsiveness, which translated into business growth. In the Nigerian context, Adanlawo et al (2021) observed that ICT utilization positively influenced SME sales growth and customer satisfaction by enabling better communication and service delivery.

The finding of the study also revealed that the major challenges confronting SMEs in Ilorin metropolis are fear of cyber fraud, lack of adequate ICT skills, and unstable electricity supply, which hinder the effective adoption and utilization of ICT tools in their business operations. The finding implies that although ICT has the potential to improve the efficiency, competitiveness, and growth of SMEs, its effective adoption is significantly constrained by structural, human, and security-related barriers. One major reason for this finding is the increasing incidence of cybercrime in developing economies, including Nigeria, which heightens SME owners' anxiety about online transactions, data breaches, and financial losses. In addition, limited access to formal ICT training and capacity-building programmes means that many SME operators rely on basic digital skills, which are inadequate for advanced business applications such as e-commerce, digital accounting, and online marketing. The finding of the study corroborates with the study of Adebisi and Akinbobola (2019) who reported that fear of cyber fraud significantly reduced SMEs' willingness to adopt e-commerce platforms in Nigeria. Similarly, Ogunleye et al. (2020) found that inadequate ICT skills among SME operators limited the effective use of digital accounting, marketing, and inventory systems. In the same vein, Yakubu and Dasuki (2021) identified erratic electricity supply as a major infrastructural barrier to ICT utilization among SMEs in urban and semi-urban areas of Nigeria.

Another finding of the study showed that the most effective strategies for improving ICT usage among SMEs in Ilorin metropolis are access to technical support, government support and incentives, and affordable and reliable internet services. This finding implies that Small and Medium Enterprises (SMEs) are more likely to adopt and effectively use Information and Communication Technology (ICT) when the necessary enabling conditions are in place. One major reason for this finding is that many SMEs, particularly in developing economies like Nigeria, operate with limited financial, human, and technical resources. Without access to technical support, business owners may lack the skills required to effectively use ICT tools, leading to underutilization or abandonment of such technologies. The finding is in line with the study of Abubakar and Ahmad (2021) who reported that access to technical support significantly improved ICT usage among SMEs by reducing system failures and enhancing user competence. In a related study, Eze et al. (2019) observed that affordable and reliable internet connectivity was a critical determinant of ICT-driven business performance, particularly in customer relations and market expansion.

However, some studies present a contrasting perspective. For example, Adegbite and Machethe (2020) argued that although external support and infrastructure are important, internal factors such as entrepreneurial orientation and digital competence exert a stronger influence on ICT usage.

Conclusion

This study concluded that Small and Medium Enterprises (SMEs) in Ilorin metropolis have increasingly integrated ICT into their business operations, with electronic payment systems such as Point of Sale (POS) terminals and mobile banking, social media platforms for marketing, and internet services for accessing business information emerging as the most commonly utilized tools. These technologies have become central to day-to-day business activities, reflecting their practicality and relevance in a rapidly digitizing business environment. The findings further establish that ICT adoption exerts a positive and significant influence on the performance and growth of SMEs in Ilorin metropolis. By improving sales transactions, enhancing competitiveness, strengthening customer satisfaction, and increasing overall operational efficiency, ICT serves as a critical driver of business sustainability and expansion. This underscores the strategic importance of digital technologies for SMEs seeking to remain viable in an increasingly competitive marketplace.

Despite these benefits, the study reveals that SMEs in Ilorin metropolis face notable challenges that constrain effective ICT adoption. Prominent among these are fear of cyber fraud, inadequate ICT skills, and unstable electricity supply. These constraints not only limit the extent to which SMEs can leverage digital tools but also discourage deeper investment in ICT infrastructure and innovation. In response to these challenges, the study concludes that improving ICT usage among SMEs in Ilorin metropolis requires deliberate and coordinated interventions. Access to reliable technical support, sustained government support and incentives, and the provision of affordable and dependable internet services are identified as the most effective strategies for enhancing ICT adoption. Implementing these measures will strengthen SMEs' digital capacity, reduce operational risks, and ultimately contribute to improved productivity, growth, and economic development within the metropolis.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the effective adoption and utilization of ICT among SMEs in Ilorin metropolis:

1. Government agencies, business associations, and ICT service providers should establish accessible and affordable technical support services for SMEs. Regular on-site and remote support will help address operational challenges, minimize system downtime, and build confidence in the use of ICT tools.
2. Structured training programmes and workshops should be organized to improve the ICT competence of SME owners and employees. Emphasis should be placed on practical digital skills, cybersecurity awareness, and the effective use of electronic payment systems and social media platforms for business growth.
3. To reduce the fear of cyber fraud, stakeholders should promote awareness of safe digital practices and provide SMEs with access to basic cybersecurity

- tools. Financial institutions and regulators should also strengthen consumer protection frameworks to build trust in electronic transactions.
4. Policymakers should prioritize the provision of stable and reliable electricity supply, particularly in commercial clusters where SMEs are concentrated.
 5. Government at both state and local levels should introduce targeted incentives, such as tax reliefs, grants, and subsidized ICT equipment, to encourage ICT adoption among SMEs. Supportive policies will reduce the cost burden and stimulate greater investment in digital technologies.
 6. Telecommunication companies, in collaboration with government, should expand broadband infrastructure and offer affordable data plans tailored to SMEs. Reliable and low-cost internet services will enable SMEs to fully leverage online platforms for marketing, communication, and information sourcing.
 7. Financial institutions, development agencies, and SME support organizations should collaborate to provide funding schemes and advisory services specifically aimed at digital transformation. Such partnerships will facilitate sustainable ICT integration and long-term business growth.

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EQUIPPING EDUCATORS FOR LINGUISTIC DIVERSITY: EFFECTIVE STRATEGIES FOR INCLUSIVE COMMUNICATION AND PEDAGOGY

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Abstract

In an increasingly globalised and multicultural world, linguistic diversity within educational settings has become the norm rather than the exception and many educators are inadequately prepared to address the complex needs of linguistically diverse learners. This research investigates the challenges educators face in multilingual classrooms and explores effective strategies to promote inclusive communication and pedagogy. The study aims to equip educators with practical tools and insights that foster a more inclusive learning environment. Employing a mixed-methods approach, data were gathered through surveys distributed to primary and secondary school teachers, followed by in-depth interviews to provide richer contextual understanding. Analysis reveals that while educators acknowledge the importance of linguistic inclusivity, there is a gap between awareness and practical implementation, often due to a lack of targeted training and institutional support. Key findings highlight the effectiveness of culturally responsive teaching methods, translanguaging practices, and ongoing professional development in enhancing educators' capacity to meet the needs of linguistically diverse students. The study concludes that equipping educators with both theoretical knowledge and practical strategies are crucial for fostering inclusive, dynamic classrooms that respect and celebrate linguistic diversity.

Keywords: Linguistic Diversity, Inclusive Pedagogy, Multilingual Education, Teacher Training, Culturally responsive teaching, Translanguaging practices

Introduction

In an increasingly globalised world, educational spaces have become characterised by growing linguistic and cultural diversity. Patterns of migration, international mobility, and global interconnectedness have brought multiple languages into classrooms, creating both new possibilities and significant challenges for educators (García & Wei, 2014). As a result, teachers are increasingly expected to adopt inclusive communication and pedagogical strategies that enable all learners, regardless of language background or proficiency, to access meaningful and equitable education.

Despite these expectations, existing teacher education programmes often struggle to respond effectively to learners' real needs and broader societal demands. In some cases, there is a noticeable mismatch between the training provided and the competencies required in contemporary educational and labour market contexts

(Ayeni & Okey, 2025a). Traditional models of teacher preparation, largely rooted in monolingual assumptions, have proven inadequate for addressing the complexities of multilingual classrooms (Lucas & Villegas, 2013). Consequently, many educators lack sufficient linguistic awareness, training in second language acquisition, and confidence in applying inclusive pedagogical strategies (Gándara & Santibañez, 2016). These gaps often translate into barriers for linguistically diverse learners, limiting their participation and academic success.

Against this backdrop, the present study seeks to explore the challenges educators face in responding to linguistic diversity and to identify effective strategies for inclusive communication and pedagogy. Specifically, it investigates teachers' perceptions of linguistic diversity, examines the strategies currently employed to support multilingual learners, identifies barriers to inclusive practice, and proposes ways to better equip educators for multilingual educational contexts. The study is guided by three key concerns: the challenges teachers encounter in supporting linguistically diverse students, the strategies they use to foster inclusion and the ways teacher education and professional development can be improved. The significance of this research lies in its contribution to both educational policy and practice. By foregrounding the lived realities of multilingual classrooms, it supports the development of more responsive teacher education programmes and inclusive policies. As Flores and Rosa (2015) emphasise, developing critical language awareness among educators is central to challenging linguistic hierarchies and advancing equity. Similarly, Odey et al. (2025) advocate differentiated pedagogy, which adapts content, methods and materials to learners' diverse needs, abilities and learning styles. Conceptually, linguistic diversity refers to the coexistence of multiple languages within individuals and communities, encompassing varied social, cultural and educational uses of language. This diversity supports the development of intercultural competence and effective cross-cultural interaction (Ayeni & Okey, 2025b). While traditionally understood through multilingualism (Grosjean, 2010), more recent perspectives such as translanguaging highlight the fluid integration of linguistic resources (García & Wei, 2014). Sociolinguistic hierarchies further shape educational experiences, privileging certain languages over others (Bourdieu, 1991). In contrast, scholars such as Cummins (2000) and Baker (2011) view learners' home languages as valuable cognitive resources. In multilingual contexts such as Nigeria, where over 500 languages coexist, teacher education must therefore address both the practical and ideological dimensions of linguistic inclusion.

Theoretical Perspectives on Linguistic Diversity

Linguistic diversity in education is underpinned by a range of theoretical perspectives that seek to explain how language shapes learning, identity and social interaction. These theories inform pedagogical approaches that promote inclusivity and validate multilingualism in the classroom.

Socio-cultural Theory: One of the most influential frameworks for understanding linguistic diversity is Vygotsky's socio-cultural theory. Vygotsky (1978) emphasises that learning is a socially mediated process, where language plays a central role in cognitive development. According to this perspective, linguistic diversity is not a barrier but a rich resource for meaning-making and learning. Teachers are therefore encouraged to engage students' full linguistic repertoires as tools for constructing knowledge collaboratively.

Translanguaging Theory: Translanguaging theory, developed by García (2009), challenges the traditional notion of languages as separate, autonomous systems. Instead, it posits that multilingual individuals draw from an integrated linguistic repertoire to make sense of the world. Translanguaging allows students to navigate and merge their languages fluidly in educational settings, thus supporting deeper understanding and learner agency (García & Wei, 2014). In this view, language practices in the classroom should reflect the dynamic, hybrid nature of students' linguistic realities.

Critical Pedagogy and Linguistic Diversity: Freire's (1970) theory of critical pedagogy provides another important lens. Freire argues that education should be a practice of freedom, where learners' cultural and linguistic backgrounds are respected and validated. From this perspective, ignoring linguistic diversity perpetuates systems of domination and marginalisation. Educators must therefore, adopt pedagogical practices that empower students to critically engage with language and society.

Language Ecology Perspective: Haugen's (1972) concept of language ecology further informs our understanding of linguistic diversity. Language ecology examines the complex interactions between languages and their environments. Hornberger (2002: 35) expands on this notion, arguing that educational policies and practices must support the maintenance of minority languages alongside dominant ones to ensure linguistic sustainability and social justice.

Culturally and Linguistically Responsive Pedagogy: The concept of culturally and linguistically responsive pedagogy, articulated by Gay (2010), integrates linguistic diversity into broader multicultural education frameworks. Gay contends that acknowledging and incorporating students' linguistic and cultural experiences into teaching practices enhance academic success and promotes equitable learning environments.

Inclusive Communication in Multilingual Contexts

Effective communication in multilingual educational contexts is a cornerstone of inclusive pedagogy. Inclusive communication recognises the diverse linguistic backgrounds of learners and adapts strategies to ensure all students can access, engage with, and contribute to the learning process. As García and Wei (2014) note, inclusive communication goes beyond translation; it involves creating spaces where multiple languages and language practices are validated and leveraged for learning. Inclusive communication in multilingual contexts is built on several principles. Firstly, it embraces linguistic diversity as an asset rather than a deficit. Cummins (2001) argues that when educators affirm students' home languages, they foster positive learner identities and cognitive engagement. Secondly, inclusive communication requires flexibility in language use. Teachers should not insist on rigid adherence to a single language but instead encourage translanguaging, allowing students to move fluidly between languages to support comprehension and expression (García & Kleyn, 2016). Thirdly, inclusive communication must be culturally responsive. Gay (2010) emphasises that effective communication is not only about language but also about understanding cultural norms, values and modes of interaction that shape how students communicate and learn.

A range of strategies has been proposed to enhance inclusive communication in multilingual classrooms. One effective approach is the strategic use of translanguaging spaces, where students are encouraged to use all their linguistic

resources without fear of correction or marginalization (Creese & Blackledge, 2010). Visual aids and multimodal communication such as gestures, images, videos and physical artifacts also support meaning-making across language barriers (Gibbons, 2009). Using peer support systems, such as language buddies or collaborative group work, enables students to assist one another linguistically and socially (Walqui, 2006). Teachers themselves must model inclusive communication practices by employing clear language, avoiding unnecessary jargon, and validating all contributions, regardless of the language in which they are made (Schleppegrell, 2004). This modelling reinforces the message that all languages are valued in the classroom.

Despite its importance, inclusive communication faces several barriers. Policy constraints often impose rigid language requirements that limit teachers' ability to incorporate multiple languages into instruction (Menken & García, 2010). Additionally, some educators lack training or confidence in managing multilingual communication, resulting in the unintentional marginalisation of students who are not fluent in the dominant language (Lucas & Villegas, 2013).

Implicit biases about the superiority of certain languages over others can also undermine efforts at inclusive communication. As Flores and Rosa (2015) observe, even well-intentioned language policies can perpetuate "racialised ideologies of language" that privilege the linguistic practices of dominant groups.

Pedagogical Approaches to Linguistic Inclusion

Pedagogical approaches to linguistic inclusion are central to creating equitable educational experiences for students from diverse linguistic backgrounds. Such approaches acknowledge the value of students' home languages and cultures, and strategically incorporate them into classroom practices to support both academic achievement and social belonging.

Translanguaging Pedagogy: One of the most widely discussed approaches is translanguaging pedagogy. García and Wei (2014) describe translanguaging as the process by which multilingual speakers utilise their full linguistic repertoire to communicate and learn. In the classroom, this practice allows students to access content through all their languages, promoting deeper understanding and engagement. Translanguaging not only supports comprehension but also affirms students' linguistic identities, countering traditional deficit models that view non-dominant languages as barriers to learning.

Culturally and Linguistically Responsive Teaching: Culturally and linguistically responsive teaching is another vital approach. Gay (2010) defines this pedagogy as one that uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more relevant and effective. This model encourages educators to design curriculum content, communication styles and assessment methods that reflect and respect linguistic diversity, thereby fostering inclusive environments where all students feel valued.

Scaffolding and Differentiated Instruction: Gibbons (2009) emphasises scaffolding as a crucial technique for linguistic inclusion. Scaffolding involves providing structured support that enables learners to perform tasks they would not be able to complete independently. In multilingual classrooms, this might include using visual aids, simplified language, sentence starters or bilingual glossaries. Similarly, differentiated instruction—tailoring content, process and product to meet diverse

learners' needs—ensures that multilingual students can access the curriculum at appropriate levels of language proficiency (Tomlinson, 2014).

Collaborative and Cooperative Learning: Collaborative learning is particularly effective in multilingual contexts. Johnson and Johnson (2009) argue that cooperative learning structures promote interaction, negotiation of meaning and mutual support among learners, which are critical for language development. Group work provides authentic opportunities for language use and encourages peer teaching, where students can leverage each other's linguistic strengths.

Multimodal Teaching Approaches: Incorporating multimodal strategies enhances linguistic inclusion by supporting multiple means of communication. According to Kress (2010), multimodal learning environments, where information is conveyed through text, images, gestures, sound and movement, cater to varied linguistic abilities and learning preferences. Such approaches make learning more accessible and foster active participation from students with diverse language backgrounds.

Despite its advantages, implementing linguistically inclusive pedagogy presents challenges. Teachers often report limited training and resources for addressing linguistic diversity (Lucas & Villegas, 2013). Institutional pressures for standardised testing in dominant languages can also discourage inclusive practices (Menken & García, 2010). Therefore, systemic support through policy changes, professional development, and curriculum design is essential to enable teachers to adopt inclusive pedagogical approaches effectively.

Teachers' Competencies and Language Awareness

The successful implementation of linguistically inclusive pedagogy largely depends on teachers' competencies and their language awareness. Teachers must not only possess strong subject knowledge but also the skills, attitudes and understanding necessary to work effectively in multilingual settings. Language awareness, as part of professional competency, plays a critical role in recognising and valuing the linguistic resources students bring to the classroom.

Concept of Language Awareness: Language awareness refers to the explicit knowledge about language, sensitivity to language variation and the ability to reflect critically on language use and learning (Andrews, 2007). For educators, this involves recognising how language functions across different academic disciplines and how students' linguistic backgrounds can affect their access to content. Hawkins (1984), one of the pioneers of the language awareness movement, emphasised that all teachers—not just language specialists, must develop an understanding of the role of language in learning if they are to support students effectively.

Key Competencies for Linguistic Inclusion: Several core competencies are necessary for teachers to support linguistic diversity. Firstly, linguistic pedagogical knowledge is essential. According to Lucas and Villegas (2013), teachers must understand second language acquisition processes, cross-linguistic influences, and the socio-cultural factors that affect language development. Without this knowledge, educators risk misinterpreting language-related learning needs as deficits rather than differences. Secondly, the ability to implement linguistically responsive teaching strategies is vital. Teachers must adapt instruction to scaffold language and content learning simultaneously (de Jong & Harper, 2005). This includes using visuals, modelling academic language, promoting translanguaging practices and differentiating tasks according to language proficiency levels. Thirdly, teachers need to foster positive

attitudes towards linguistic diversity. As García and Kleyn (2016) note, teachers who view students' home languages as assets are more likely to create inclusive, affirming classroom environments that enhance both linguistic and academic development.

Professional development programmes are crucial for building teacher competencies and language awareness. Research by Gándara and Santibañez (2016) highlights the importance of continuous, practice-oriented training that focuses on multilingual pedagogies, language policies and critical reflection on language ideologies. Teacher preparation should encourage critical engagement with issues of language, identity and power to equip educators with the tools to challenge monolingual biases (Flores & Rosa, 2015). Mentoring, peer collaboration and action research have also been found to support the development of language awareness among teachers. By engaging in reflective practice and collaborative inquiry, teachers can better understand their own linguistic assumptions and refine their strategies for inclusive education (Hélot, 2012). Implementing a language policy that fosters interaction and mutual enrichment between African languages and those inherited from colonisation is essential for advancing educational development. Such a policy should also respond to the pressing need to expand the workforce and to formulate and adopt standards that are recognised and accepted by the international community (Ayeni & Moruwawon, 2024).

Research Methodology

This study took a mixed-methods approach to explore how educators can effectively manage linguistic diversity in classrooms, combining numbers with stories to get a full picture. By blending quantitative and qualitative methods, it was possible to capture both the broad patterns of practice and the nuanced experiences of teachers navigating multilingual spaces. Surveys and interviews were conducted at roughly the same time, analysed separately, and then brought together to give a fuller, corroborated understanding of what was happening in classrooms. The research unfolded across 15 schools in Lagos State, including public and private primary and secondary schools. Lagos was chosen deliberately because, it is densely populated, culturally diverse, and has a highly multilingual education environment, which made it an ideal place to see how teachers handle multiple languages in practice.

In the survey phase, 150 teachers took part, selected through stratified random sampling to ensure representation across school types and levels. Among them, 95 were female and 55 male; 90 taught in public schools and 60 in private schools; 80 taught at the primary level and 70 at secondary. For the qualitative side, 20 teachers were purposively selected. All had at least five years of experience teaching in multilingual classrooms and were already engaging with inclusive teaching approaches in some form.

Data collection combined structured tools with more open, observational approaches. The survey included 30 closed-ended items exploring language awareness, inclusive teaching strategies, challenges and professional development needs. A small pilot with 10 teachers confirmed reliability, giving a Cronbach's alpha of 0.84.

Alongside this, semi-structured interviews lasting 45–60 minutes allowed the teachers to speak freely about their classroom experiences, the strategies they used to navigate linguistic diversity and their thoughts on policy or training improvements.

Observation of 10 classroom sessions provided a complementary perspective, showing in real time how language was used, how students responded and how inclusive strategies played out in practice. In essence, this approach allowed the research to be both systematic and sensitive to the lived realities of multilingual classrooms. It combined the clarity of numbers with the richness of personal narratives, giving insight into how inclusive teaching and linguistic diversity are negotiated day-to-day, rather than simply in theory.

Findings and Analysis

This study explored how teachers navigate linguistic diversity in classrooms, using a mixed-methods approach that combined surveys with interviews and classroom observations. The aim was not just to collect numbers, but to capture the everyday realities of teaching in multilingual environments. A convergent parallel design guided the research, meaning that quantitative and qualitative data were gathered around the same time, analysed separately, and later woven together to create a richer picture of classroom practice.

The surveys contained 30 closed-ended items probing teachers' awareness of language, strategies for inclusion, classroom challenges and professional development needs. Before full administration, a small pilot with 10 teachers was conducted to ensure reliability, yielding a Cronbach's alpha of 0.84, indicating consistency.

Alongside this, semi-structured interviews lasting 45–60 minutes provided space for teachers to speak openly about their experiences. One teacher reflected, for example, that “Sometimes I switch languages mid-lesson, not because I plan it, but because I know my students won't understand otherwise.” These conversations revealed the tension between official English-medium instruction and the multilingual reality of classrooms. Observations of 10 lessons gave a complementary, real-time view: how students responded when multiple languages were used, how teachers navigated explanations, and which strategies seemed to work best in practice.

Data were analysed with descriptive statistics summarising patterns across gender, school type and teaching level, to compare differences between groups. The qualitative data—interview transcripts and observation notes—were analysed thematically to organise and code recurring themes such as classroom inclusivity, pedagogical flexibility and teacher adaptations. Merging the findings from both strands allowed for triangulation, creating a robust picture that reflected the realities teachers and students actually experienced. Overall, this approach combined the clarity of quantitative trends with the richness of personal narratives, revealing how inclusive teaching and multilingual practices are negotiated daily. Rather than a distant policy ideal, the study captured the real, lived decisions teachers make—sometimes quietly bending rules, sometimes improvising mid-lesson—to ensure students could access learning in a linguistically diverse world.

Interpretation and Discussion

Spending extended time in these classrooms quickly made it clear that managing linguistic diversity is less about rigid policy compliance and more about everyday improvisation. Teachers and students were constantly negotiating meaning across languages, often instinctively, to ensure that learning could continue. The quantitative data from the survey provided a broad picture of teachers' practices and perceptions,

while the qualitative interviews and classroom observations revealed the nuanced, lived realities behind these numbers.

Survey results showed that a substantial majority of teachers (78%) reported regularly using more than one language to support student understanding. Classroom observations confirmed this: teachers frequently switched between English and local languages such as Yoruba, Igbo, Hausa and Nigerian Pidgin, often mid-sentence. For instance, during a Social Studies lesson on civic responsibility, a teacher began explaining “rights and duties” in English. When students appeared hesitant, she seamlessly shifted into Nigerian Pidgin, drawing parallels with community decision-making and local governance. Immediately, students became more animated, contributing examples and asking questions. One student later commented in an interview, “When she says it in Pidgin, it makes sense. After that, I can write it in English.”

The quantitative data also highlighted perceived challenges. 64% of teachers identified assessment in English as a major barrier, noting that it often misrepresents students’ understanding. Classroom artefacts supported this observation: marked scripts revealed conceptual knowledge lost due to language proficiency rather than content comprehension. One Junior Secondary teacher explained candidly, “sometimes their answers are correct, but because the grammar isn’t perfect, the marks go down. I know they understand, but the system doesn’t.”

Interviews and observations further revealed that translanguaging had broader pedagogical and affective benefits. Teachers reported that using multiple languages helped maintain attention, clarify complex concepts, and increase participation. Lessons that allowed linguistic flexibility were noticeably more interactive: in one Basic Science class, students discussed photosynthesis in small groups using a mix of Ibibio and English, employing metaphors from local farming practices. The teacher later translated the discussion into standard English for the whole class. This peer-mediated learning not only reinforced understanding but also redistributed classroom authority. As one teacher put it, “they sometimes teach each other better than I can, and I don’t interfere as long as the idea is correct.”

Data from surveys and interviews revealed strategies that teachers found most effective for fostering inclusion. 95% of participants highlighted scaffolding instructions in multiple languages, using visual aids and encouraging peer explanations. Teachers also stressed the importance of building a classroom culture where students felt confident using their home languages alongside English. One senior teacher reflected, “if a child feels shy to speak because they fear getting English wrong, learning stops. Allowing them to mix languages changes that.”

The findings point to a persistent tension between practice and policy. While teaching was inherently multilingual, all formal assessments remained in English, creating a disconnect between classroom learning and evaluation. Teachers attempted to bridge this gap through post-assessment feedback sessions conducted in multiple languages. Students confirmed the value of this approach: “The test is in English, but the correction in Pidgin helps me really understand what I did wrong,” said one 14-year-old student.

Overall, the study shows that effective strategies for managing linguistic diversity are grounded in flexibility, responsiveness and empathy. Teachers employ a range of approaches—translanguaging, scaffolding, peer-mediated learning and culturally relevant examples—to make content accessible and inclusive. These practices not only support comprehension and participation but also foster confidence and a sense of belonging among students.

The integration of quantitative and qualitative data demonstrates that managing multilingual classrooms is both an art and a science: survey numbers highlight patterns and widespread practices, while vignettes and participant voices illustrate the real human work of teaching across languages. Importantly, these findings challenge deficit perspectives on multilingual learners, showing that language mixing is a strategic, thoughtful response to the needs of students rather than evidence of confusion or inadequacy.

Challenges in Equipping Educators for Linguistic Diversity

Although linguistic diversity is increasingly acknowledged as a valuable educational resource, many educators still face persistent obstacles when attempting to implement inclusive communication and teaching practices. These challenges arise at multiple levels—individual, institutional and systemic—and reflect ongoing tensions between entrenched monolingual traditions, the realities of multilingual classrooms and rigid educational frameworks that are slow to adapt.

A central challenge lies in the limited preparation of teachers, both during initial training and through ongoing professional development. In many contexts, teacher education continues to prioritise a single dominant language of instruction, leaving educators ill-equipped to engage with linguistically diverse learners. As a result, many teachers lack both the conceptual understanding and practical skills needed to apply approaches such as translanguaging, multilingual assessment or linguistically responsive pedagogy. Where professional development opportunities do exist, they are often short-term, fragmented or overly theoretical, making it difficult for teachers to translate inclusive ideals into everyday classroom practice.

Another significant barrier is the persistence of monolingual ideologies and deficit-based attitudes within schools. Multilingualism is frequently viewed as a problem to be managed rather than a resource to be harnessed. Such perspectives can lead to the marginalisation of learners' home languages and shape low expectations of multilingual students, negatively affecting their confidence, identity and academic engagement.

Educators are also constrained by rigid curricula and standardised assessment regimes. These systems typically prioritise rapid mastery of the dominant school language and offer little flexibility to accommodate diverse linguistic trajectories. High-stakes testing further discourages experimentation with inclusive practices, as teachers feel pressured to focus narrowly on examination outcomes.

Also, the lack of multilingual and culturally relevant teaching resources places an extra burden on teachers, particularly in under-resourced settings. Finally, weak institutional backing and unclear language policies mean that inclusive practices often depend on individual initiative rather than sustained systemic support, increasing the risk of teachers' frustration and burnout. Together, these challenges highlight the need

for coordinated, system-wide reform to genuinely support linguistic diversity in education.

Future Directions

Future initiatives aimed at equipping educators for linguistic diversity should be grounded in a long-term, integrated approach that connects research insights, policy decisions and everyday classroom realities. A central priority is the reframing of teacher education, where linguistic diversity is treated as a fundamental aspect of teaching rather than a specialist add-on. Initial teacher training should consistently include practical and theoretical engagement with approaches such as translanguaging, culturally sustaining pedagogy and multilingual assessment, complemented by meaningful teaching practice in linguistically diverse learning environments. This would better prepare new teachers to respond confidently and effectively to multilingual classrooms.

Equally important is the strengthening of Continuous Professional Development (CPD) for practising teachers. Future CPD initiatives should move beyond short workshops and instead foster sustained, collaborative learning communities in which teachers reflect on inclusive practices, exchange experiences and apply research-informed strategies. The use of digital tools and blended learning formats can further enhance access to professional learning, especially for educators working in resource-constrained or remote settings.

Again, there is a clear need for more context-specific research on inclusive communication and pedagogy. Long-term and mixed-method studies could provide deeper insights into how linguistically responsive teaching shapes learners' academic progress, identity formation and classroom engagement over time. Research attention should particularly focus on multilingual contexts in the Global South, where diversity is a lived reality.

At the policy level, future efforts must prioritise coherent language-in-education frameworks that recognise multilingualism as a valuable educational resource. Aligning curriculum goals, assessment practices and classroom expectations will help reduce the pressures teachers face. Finally, sustained investment in multilingual and culturally relevant teaching materials will be essential to support inclusive and equitable education systems.

Conclusion

This study highlights linguistic diversity as a central reality of today's classrooms and stresses the urgent need to prepare educators to work confidently and ethically in multilingual learning environments. As migration, global mobility and sociolinguistic diversity continue to reshape education systems, inclusive communication and pedagogy are no longer optional additions but core requirements for quality and equitable education. The findings show that teachers who employ linguistically responsive practices—such as translanguaging, culturally sustaining pedagogy, differentiated instruction and multilingual assessment are better able to support learners academically while also affirming their identities and encouraging active participation. Rather than treating linguistic difference as a barrier, these approaches reposition it as valuable resources that enriches learning, deepen engagement and support meaningful knowledge construction. Inclusive communication further strengthens teacher–student relationships, minimises misunderstanding and fosters

classroom environments built on respect and mutual understanding. The study also underscores the critical role of institutional support. Ongoing professional development, flexible curricula and enabling language policies are essential for sustaining inclusive practices. In contexts where such support is absent, teachers often depend on improvised strategies, limiting the reach and durability of inclusive pedagogy. This points to the need for stronger alignment between teacher education, school leadership and national policy frameworks. Beyond academic outcomes, equipping educators for linguistic diversity contributes to social cohesion and democratic participation by validating learners' linguistic identities and promoting educational justice. Ultimately, addressing linguistic diversity requires an integrated approach that connects classroom practice with institutional and policy-level action, ensuring education systems are inclusive, resilient and socially responsive.

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ROLE OF VALUES-BASED EDUCATION IN ADDRESSING YOUTH RADICALIZATION AND EXTREMISM

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Abstract

The growing incidence of youth radicalization and violent extremism has become a pressing global concern, threatening peace, stability, and sustainable development. With young people increasingly being targeted by extremist networks, both online and offline, there is an urgent need for innovative, holistic, and long-term strategies to counteract these influences. One such strategy is the integration of values-based education within national and regional education systems. This article explores the critical role that values-based education plays in addressing youth radicalization and extremism by cultivating essential human values such as empathy, respect, tolerance, critical thinking, and civic responsibility. Values-based education goes beyond rote learning by focusing on the holistic development of learners, shaping not only their cognitive skills but also their ethical and emotional capacities. By embedding moral and ethical reasoning into the curriculum, this educational approach equips youth with the tools to resist extremist ideologies, critically analyze divisive narratives, and develop a strong sense of social identity and inclusion. The article delves into how values-based education fosters intercultural understanding, promotes peaceful coexistence, enhances emotional intelligence, and nurtures responsible citizenship. Drawing on global case studies, academic literature, and policy frameworks, the article demonstrates that when schools become environments where values are consistently taught, modeled, and reinforced, the likelihood of youth falling prey to radicalization is significantly reduced. Additionally, the paper addresses the challenges associated with implementing values-based education, including curricular constraints, teacher preparedness, and societal resistance. The findings underscore the importance of educational reforms, teacher training, and multi-stakeholder collaboration to make values-based education a cornerstone of national strategies against youth extremism.

Keywords: Values-Based Education, Youth Radicalization and Extremism, civic responsibility, empathy, respect, tolerance

Introduction

In recent years, the world has witnessed an alarming rise in youth radicalization and violent extremism. This trend has been intensified by factors such as digital connectivity, socio-political instability, economic marginalization, identity crises, and weak educational systems (United Nations Development Programme [UNDP], 2023). Radicalization is not an overnight process; rather, it is a gradual progression in which individuals, especially young people adopt extremist ideologies that can lead to violence, hate, and terrorism. Youths are particularly vulnerable due to their developmental stage, psychological malleability, and frequent search for meaning, belonging, and purpose (Institute for Economics and Peace [IEP], 2023). Traditional responses to extremism have largely focused on surveillance, counter-terrorism legislation, and punitive measures. However, these reactive strategies often overlook the root causes and fail to provide long-term solutions. Increasingly, scholars and policymakers are recognizing that prevention particularly through education is key to addressing the conditions that fuel radicalization (UNESCO, 2023). Among preventive educational strategies, values-based education (VbE) has emerged as a powerful tool that seeks to instill universal moral and civic values in learners, equipping them with the ethical reasoning, emotional resilience, and social consciousness needed to resist extremist ideologies (Lovat, Clement, & Dally, 2021).

Values-based education is not merely about teaching right from wrong; it is about nurturing a sense of shared humanity, promoting inclusivity, and developing the capacity for peaceful coexistence (Lickona, 2018). In multicultural and conflict-prone societies, VbE helps counter the narratives of hatred and division by fostering respect for diversity, dialogue, and human dignity (Davies, 2019). The approach emphasizes the integration of core values such as empathy, respect, justice, and responsibility into curricula, pedagogy, and school culture. Through this, learners not only acquire academic skills but also develop strong ethical foundations and critical awareness. In the context of youth radicalization, values-based education serves a dual role. First, it provides young people with the moral compass to discern and reject harmful ideologies. Second, it creates inclusive school environments where students feel valued, heard, and engaged factors that significantly reduce the allure of extremist recruitment (Organisation for Economic Co-operation and Development [OECD], 2022). Moreover, VbE fosters social cohesion and strengthens the role of education in nation-building, especially in fragile states where institutional trust is low and divisions run deep.

Global initiatives have recognized the need for education systems to respond to radicalization threats. For instance, the United Nations Educational, Scientific and Cultural Organization (UNESCO) developed the "Preventing Violent Extremism through Education" framework, encouraging countries to integrate global citizenship, peace education, and values-based learning into school curricula (UNESCO, 2023). Likewise, the African Union's Plan of Action on Preventing Violent Extremism (2021–2025) emphasizes the importance of education in promoting tolerance, interfaith understanding, and youth empowerment. Despite these international efforts, many educational systems particularly in developing countries continue to prioritize examination success over character development. Values education is often marginalized, underfunded, or inconsistently implemented. Teachers may lack the training, resources, or institutional support to facilitate discussions on ethics, tolerance,

and diversity (Lovat et al., 2021). As a result, a critical gap remains in the global response to youth radicalization, one that values-based education is uniquely positioned to fill. This study, therefore, seeks to explore the transformative potential of values-based education in countering youth radicalization and extremism. By examining how VbE shapes young minds, fosters resilience, and builds inclusive societies, the article highlights its indispensable role in promoting long-term peace, security, and social development.

Understanding Youth Radicalization and Extremism

Youth radicalization and extremism are complex and multidimensional phenomena that pose significant threats to national and global peace, development, and social cohesion. At the core, radicalization refers to the process through which individuals especially youth come to adopt extremist ideologies that may lead to the justification or perpetration of violence for political, ideological, religious, or social goals (United Nations Development Programme [UNDP], 2023). Extremism, in turn, involves the expression of beliefs and actions that reject the principles of democracy, pluralism, and peaceful coexistence, often manifesting in hate speech, terrorism, and violent uprisings (Institute for Economics and Peace [IEP], 2023). Adolescents and young adults are often in a phase of identity formation and value development, making them particularly susceptible to external influences. Factors such as unemployment, marginalization, political exclusion, family breakdown, lack of purpose, and limited access to quality education can create fertile ground for radical ideologies to take root (UNESCO, 2023). In many conflict-prone or fragile states, young people feel alienated or distrustful of the state and its institutions, which increases their vulnerability to extremist recruitment (OECD, 2022).

Moreover, digital platforms have become powerful tools in spreading radical ideologies. Online spaces offer anonymity, community, and rapid dissemination of extremist content that glorifies violence or demonizes certain groups. Extremist groups often exploit social media, video games, chat rooms, and messaging apps to groom and manipulate youth into joining their cause (Europol, 2022). Radicalization is often driven by a combination of push and pull factors. Push factors refer to the underlying conditions that create a sense of frustration, hopelessness, or injustice such as poverty, discrimination, or human rights abuses. Pull factors, on the other hand, are the perceived benefits or attractions of joining extremist movements, such as a sense of belonging, adventure, protection, or even financial incentives (UNDP, 2023; USAID, 2022). For some youths, extremist ideologies offer simplistic answers to complex societal problems and a platform to assert identity or revenge perceived wrongs.

The pathways to radicalization are not linear or uniform. While some youths may be influenced by peer networks or charismatic religious leaders, others may be driven by personal trauma, ideological indoctrination, or systemic failures. Studies show that radicalization often occurs gradually beginning with grievances, followed by exposure to extremist narratives, acceptance of ideologies, and, in extreme cases, participation in violence (Koehler, 2021). A particularly dangerous dimension of youth radicalization is its transnational nature. Violent extremism does not respect borders; ideologies spread rapidly across nations through digital connectivity. This transnational threat requires coordinated, cross-border prevention strategies grounded

in education, psychosocial support, and community resilience (UNESCO, 2023). The consequences of youth involvement in violent extremism are devastating. They range from loss of life and societal disintegration to mass displacement, economic decline, and intergenerational trauma. Communities are often torn apart, and education systems are disrupted in regions plagued by terrorism. Moreover, when young people are radicalized, nations lose vital human capital that could otherwise contribute positively to national development (IEP, 2023).

Understanding youth radicalization and extremism is a prerequisite for developing informed, preventive responses. While security and law enforcement are necessary, they are not sufficient. A sustainable solution lies in addressing the root causes and creating empowering alternatives, chief among them being values-based education, which instills critical thinking, empathy, peacebuilding, and ethical consciousness in youth.

Conceptualizing Values-Based Education.

Values-Based Education (VbE) refers to an educational approach that emphasizes the integration of core ethical, moral, social, and civic values into teaching and learning processes. Unlike traditional models of education that focus predominantly on academic knowledge and cognitive skills, VbE seeks to cultivate the **whole person**, developing learners' character, emotional intelligence, and sense of social responsibility (Lickona, 2018). It is grounded in the belief that education must prepare individuals not only for employment but also for responsible and active citizenship in an increasingly complex and diverse world (UNESCO, 2023). VbE is often described as an approach that infuses the school culture, curriculum, and pedagogy with universal human values such as **respect, empathy, justice, honesty, tolerance, responsibility, integrity, and compassion** (Lovat et al., 2021). These values are not taught in isolation; rather, they are embedded in classroom interactions, school leadership, discipline practices, and co-curricular activities. As such, VbE represents both a **content-driven** and **process-oriented** model of education, one that ensures values are lived, not just learned. According to Halstead and Taylor (2019), values in education refer to principles that guide behaviors and attitudes and help learners distinguish between right and wrong. These values are developed through socialization and are reinforced by consistent modeling from teachers, school administrators, and the community. A school that practices VbE becomes a “**values-rich environment,**” where students feel respected, heard, and empowered to make ethical decisions.

Theoretical Underpinnings

The philosophy of values-based education draws on several theoretical foundations, including **constructivist learning theories, character education, and moral development frameworks**. Jean Piaget and Lawrence Kohlberg, for instance, emphasized the stages of moral development and the need for education to nurture ethical reasoning in children and adolescents (Kohlberg, 1981). More recent scholarship has aligned VbE with **social-emotional learning (SEL)**, which focuses on developing self-awareness, empathy, relationship-building, and responsible decision-making (CASEL, 2022). Moreover, values-based education aligns with **global citizenship education (GCED)**, which seeks to prepare learners to engage constructively in local, national, and global communities. GCED promotes values

such as human rights, cultural diversity, sustainability, and peace core elements of VbE (UNESCO, 2023).

Components of Values-Based Education include **Explicit Teaching of Values**. Through curriculum design, learners are introduced to core values in subjects such as civic education, religious studies, literature, and social studies. **Role Modeling**. Teachers and school leaders are expected to model the values they wish to instill, thereby creating a consistent and authentic school ethos. **Reflective Practices**. Students engage in self-assessment, dialogue, and moral reasoning exercises that allow them to internalize values and apply them to real-life situations (Lovat et al., 2021). **Safe and Inclusive Environment**. VbE thrives in school cultures that promote respect, inclusiveness, and emotional safety, which are essential for fostering trust and ethical engagement. **Community Involvement**: Parents, guardians, and community leaders are encouraged to reinforce values taught at school, ensuring continuity between home, school, and society.

The relevance of VbE is more pronounced in today's world, where learners are increasingly exposed to conflicting ideologies, moral relativism, and social fragmentation. The rise of hate speech, bullying, intolerance, and radicalization among youth calls for an education system that goes beyond academic excellence to cultivate moral discernment, empathy, and global consciousness (Davies, 2019). In this context, VbE plays a transformative role in helping students become ethical leaders, peacebuilders, and socially responsible citizens. Furthermore, values-based education contributes to the achievement of **Sustainable Development Goal 4.7**, which calls for education that promotes sustainable development, human rights, gender equality, peace, and global citizenship (United Nations, 2023).

Challenges in Implementing Values-Based Education (VbE)

While Values-Based Education (VbE) offers a transformative approach to cultivating ethical, responsible, and emotionally balanced citizens, its implementation in many educational systems—especially in developing countries, faces a myriad of challenges. These challenges often stem from **systemic, cultural, infrastructural, pedagogical, and ideological barriers** that limit the full integration and sustainability of VbE in schools.

1. **Lack of Policy Frameworks and Institutional Support**: One of the foremost challenges in implementing VbE is the **absence of clear national policies or educational frameworks** that mandate and guide values integration across curricula. In many countries, especially in sub-Saharan Africa and parts of Asia, VbE is not explicitly embedded in teacher training, assessment practices, or school evaluation mechanisms (UNESCO, 2023). Without institutional backing, VbE initiatives are often left to the discretion of individual schools or educators, making implementation inconsistent and unsustainable (Lovat et al., 2021).
2. **Teacher Preparedness and Professional Development**: Educators play a central role in delivering values-based education. According to Davies (2019), the emphasis on content delivery, performance targets, and standardized testing in most systems leaves little room for reflection-based, dialogical, or participatory teaching methods that are essential for VbE. Teachers also often

struggle with modeling ethical behavior, especially when working under poor conditions or within corrupt systems.

3. **Cultural and Religious Pluralism:** Another significant challenge is navigating **diverse cultural, religious, and philosophical interpretations of values**. What is considered a core value in one community may not hold the same meaning in another. For instance, values such as obedience, individual freedom, or gender equality may be perceived differently across societies (Halstead & Taylor, 2019). The pluralistic nature of modern societies makes it difficult to develop a universally accepted set of values without generating resistance or accusations of cultural imperialism.
4. **Political and Ideological Interference:** In some contexts, values-based education becomes entangled with political agendas or ideological indoctrination. When VbE is used as a tool to promote narrow nationalistic, religious, or partisan ideologies, **it loses its transformative and inclusive essence**. This politicization undermines trust in educational systems and can foster resentment among minority groups or dissenting voices (Davies, 2019).
5. **Resource Constraints and Infrastructural Gaps:** Implementing effective VbE programs requires **adequate resources**, including teaching materials, school infrastructure, safe learning environments, and time allocation for reflection and discussion-based learning. In many underfunded school systems, basic teaching and learning materials are lacking, let alone resources for VbE implementation (UNDP, 2023). Moreover, large class sizes and rigid curricula can make it difficult to conduct the kind of participatory, values-rich engagements that VbE requires.
6. **Assessment Limitations:** Traditional assessment systems are typically geared toward evaluating academic performance rather than **measuring character development, empathy, or ethical reasoning**. There is often no reliable mechanism to assess whether students are internalizing and applying the values taught in school (Lickona, 2018). This misalignment between teaching objectives and assessment strategies can lead to undervaluing the importance of VbE.
7. **Resistance to Change:** School administrators, teachers, and even parents may show resistance to integrating VbE due to **deeply entrenched traditional practices** or misconceptions. For instance, some educators may view values education as peripheral or “soft” compared to core academic subjects. In conservative or hierarchical education systems, the participatory and dialogical methods recommended for VbE may also challenge the conventional teacher-student power dynamic (Halstead & Taylor, 2019).
8. **Inconsistent Role Modeling by Adults** Finally, a major obstacle to implementing VbE is the **lack of consistent ethical behavior among adults**, including teachers, school leaders, and policymakers. When students witness contradictions between the values taught in school and the behavior of adults in their communities, such as dishonesty, corruption, or violence the credibility and impact of VbE are significantly undermined.

Case Studies and Best Practices in Values-Based Education

Implementing Values-Based Education (VbE) across diverse educational contexts has yielded promising results in mitigating youth radicalization and promoting peaceful coexistence. These successes are often tied to holistic strategies that integrate VbE into the curriculum, teacher training, community engagement, and broader policy frameworks. This section explores **global** and regional case studies that highlight effective VbE implementation and distills the best practices that can guide broader adoption.

Case Study 1: The United Kingdom – The Values-Based Education Trust

The UK-based *Values-Based Education Trust*, founded by Dr. Neil Hawkes, provides one of the most structured models of VbE implementation in schools. Its approach involves embedding core values such as respect, empathy, and responsibility into the entire school culture, including the curriculum, pedagogy, and leadership style (Hawkes, 2021). One notable success story is *West Kidlington Primary School* in Oxfordshire, which adopted VbE in response to behavioral and community challenges. The transformation was marked by: A measurable reduction in bullying and disruptive behavior, Improvement in academic performance, Increased student engagement and empathy toward others, Stronger partnerships with parents and the local community. An Ofsted report noted that VbE contributed significantly to “pupils’ spiritual, moral, social, and cultural development,” which are key components of radicalization prevention (Ofsted, 2019).

Case Study 2: Kenya – Peace Education Programme

In Kenya, where youth have been targeted by extremist groups such as Al-Shabaab, the Ministry of Education collaborated with UNESCO to develop a Peace Education Programme integrated into national school curricula. The initiative focuses on values like tolerance, dialogue, nonviolence, and human rights, particularly in regions vulnerable to extremism such as Garissa and Lamu counties (UNESCO, 2022). The Peace Education Programme uses: Storytelling, peer mediation, and role-play as pedagogical strategies, Teacher training programs focusing on conflict resolution and emotional intelligence, Community involvement to reinforce peace values at home and in local institutions. Evaluation reports indicated a 30% decline in school-related violence and stronger student resilience against recruitment by extremist groups (UNDP, 2023).

Case Study 3: Indonesia – Pesantren-Based Counter-Radicalization

Indonesia, the world’s most populous Muslim-majority country, has developed a unique approach to countering radical ideologies through values education in Islamic boarding schools known as pesantren. These institutions integrate moderate religious teachings, civic education, and national values into their daily routines. Supported by the Indonesian Ministry of Religious Affairs, pesantren like *Pondok Pesantren Tebuireng* have become centers of pluralism, interfaith dialogue, and tolerance (Nisa, 2020). Their curriculum challenges extremist interpretations by promoting: Peaceful coexistence and respect for diversity, Critical thinking about religious texts, Service learning projects that engage students with broader society. This approach has been acknowledged by international peacebuilding organizations for its role in shaping peaceful and tolerant youth leaders (ICG, 2021).

Case Study 4: Nigeria – Peace Clubs in Schools

Nigeria’s northern states have been deeply affected by violent extremism, particularly by Boko Haram. As a response, several NGOs such as *Search for Common Ground*

and *Creative Associates International* have implemented peace clubs and values education programs in schools in Borno, Yobe, and Adamawa states. These clubs provide safe spaces for students to: Discuss conflict and identity, learn about respect, empathy, forgiveness, and reconciliation, participate in community outreach programs promoting peace. The 2022 evaluation by the Nigeria Stability and Reconciliation Programme (NSRP) found that students in these clubs showed greater resistance to extremist rhetoric, improved conflict resolution skills, and were more likely to advocate for peace within their communities (NSRP, 2022).

Best Practices in Values-Based Education Implementation

Based on the case studies above and broader scholarly literature, the following are essential for the effective implementation of VbE to counter youth radicalization. VbE must permeate all aspects of the school environment—not just classroom instruction but also leadership styles, disciplinary procedures, and extracurricular activities (Lovat et al., 2021). Teacher Empowerment and Training is key and teachers must be trained not only in the content of values but also in the pedagogical techniques to teach them such as dialogue, storytelling, experiential learning, and conflict-sensitive approaches (Davies, 2019). Curriculum Integration: Values education should not be isolated in a single subject. It must be cross-curricular, appearing in literature, history, civic education, and religious studies (Halstead & Taylor, 2019). Student-Centered and Reflective Learning Active student participation through discussion, reflection, and moral dilemma analysis enhances internalization of values and promotes critical thinking. Community and Parental Involvement Collaboration with parents, faith leaders, and civil society ensures consistency in messaging and reinforces values learned in school at home and in society. Monitoring and Evaluation Systems must be in place to measure behavioral and attitudinal change. While difficult, tools such as student reflections, teacher observations, and peer feedback can offer insights into VbE effectiveness. Cultural Relevance and Sensitivity Programs should be adapted to the cultural and religious context of the learners, ensuring alignment with local realities while upholding universal human rights.

Conclusion

Youth radicalization and violent extremism represent some of the most pressing security, social, and educational challenges of the 21st century. While counterterrorism measures and security-based responses have dominated global discourses, they often fail to address the root causes that make young people susceptible to extremist ideologies. This study has shown that Values-Based Education (VbE) offers a transformative and proactive framework to counteract radicalization by fostering ethical reasoning, empathy, critical thinking, and social cohesion among young learners. The conceptual framework of VbE is grounded in the belief that education is not merely a vehicle for academic instruction but also a foundation for nurturing socially responsible, emotionally resilient, and morally grounded individuals. Through its emphasis on universal human values such as respect, tolerance, compassion, and justice, VbE cultivates the inner capacities that safeguard young people against ideological manipulation and extremist narratives. As evidenced by global case studies from the UK's school-wide value programs to Kenya's peace education and Indonesia's pesantren reforms VbE initiatives have contributed significantly to promoting peace, reducing school violence, and strengthening resilience to extremism.

However, the study also identified key challenges in implementing VbE, including inadequate teacher preparation, resistance from traditional education systems, lack of political support, and socio-cultural constraints. Overcoming these barriers requires a multi-stakeholder approach involving educators, policymakers, religious leaders, parents, and civil society actors. It also necessitates long-term investment in teacher training, inclusive curricula development, community engagement, and policy integration. Ultimately, the success of VbE in addressing youth radicalization depends not only on curricular content but on the creation of learning environments rooted in dignity, equity, dialogue, and mutual respect. As the world grapples with the complexities of youth alienation, social polarization, and violent extremism, values-based education emerges as a critical pillar for building peaceful, inclusive, and just societies. Embedding values into the heart of education is no longer optional it is an urgent necessity for ensuring the safety, stability, and flourishing of future generations.

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EDUCATIONAL INFRASTRUCTURE AS PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EDO NORTH DISTRICT OF EDO STATE

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Abstract

This study investigated educational infrastructure as predictor of students' academic achievement in public secondary schools in Edo North District of Edo State. Specifically, the study assessed the relationship between educational infrastructure and students' academic performance. A correlational survey research design was adopted for the study. The targeted population comprised all 327 teachers from public secondary schools in Edo North District. Data were collected using two adapted instruments: the Educational Infrastructure Questionnaire (EIQ) and the Students' Academic Achievement Questionnaire (SAAQ). Content validity of the instruments was established by experts in Educational Foundations and Management at Ambrose Alli University, Ekpoma. Reliability was determined using the split-half method. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while simple linear regression was employed to test the hypothesis at the 0.05 level of significance. The findings revealed that educational infrastructure in public secondary schools in Edo North District is inadequate, students' academic achievement is low, and educational infrastructure significantly predicts students' academic achievement. Based on these findings, it was recommended that the Edo State Government, through relevant education authorities, should prioritize the provision, rehabilitation, and upgrading of educational infrastructure to improve teaching, learning, and students' academic outcomes.

Keywords: Educational Infrastructure, Students' Academic Achievement, Public Secondary Schools, Edo North District, Edo State.

Introduction

Academic achievement refers to the extent to which students successfully meet the learning goals set by the school system. It is commonly assessed through examination results, continuous assessment scores, classroom participation, and overall academic performance. Beyond the ability to recall facts, academic achievement seems to reflect students' understanding of concepts and their capacity to apply knowledge and skills in different learning situations. At the secondary school level, academic achievement is especially important as it determines students' promotion, preparedness for external examinations and access to further educational opportunities. High academic achievement also serves as an indicator of effective teaching methods, a supportive learning environment, and proper curriculum implementation within schools (Maratkyzy, 2025). In addition, strong academic achievement enhances students' self-esteem, improves future career prospects, and contributes to the development of skilled human capital necessary for national development. To achieve

desirable academic outcomes, the availability of adequate educational infrastructure is essential.

Educational infrastructure refers to the physical, material, and technological facilities that support the teaching and learning process in schools. These facilities include classrooms, libraries, laboratories, workshops, furniture, instructional materials, water and sanitation facilities, electricity supply, and information and communication technology (ICT) resources. Educational infrastructure plays a very important role in the overall functioning of a school system because it provides the environment within which teaching and learning activities take place. When these facilities are available, functional, and properly maintained, they help create a conducive learning environment that supports effective teaching and promotes meaningful learning outcomes among students (Mormah, 2019).

The availability of adequate classrooms and laboratories enables teachers to adopt diverse teaching methods, including interactive, practical, and learner-centred instructional approaches. Such facilities allow students to participate actively in the learning process through experiments, demonstrations, discussions, and collaborative activities that enhance understanding and retention of knowledge. Similarly, access to well-equipped libraries provides students with opportunities for independent reading, research, and the exploration of a wide range of academic materials beyond the classroom. In the same way, the presence of ICT facilities such as computers and internet connectivity exposes students to digital learning resources, encourages critical thinking, and improves their ability to access global information that supports academic development.

Furthermore, supportive infrastructure such as adequate furniture, reliable electricity supply, and functional water and sanitation facilities contributes significantly to the comfort, health, and concentration of students and teachers. When the learning environment is physically comfortable and safe, students are more likely to remain attentive, motivated, and actively engaged in classroom activities. Teachers also become more effective in delivering lessons when they operate within a well-equipped and organized learning environment. However, when educational infrastructure is inadequate, poorly maintained, or completely absent, it can negatively affect the teaching and learning process. Overcrowded classrooms, lack of laboratories, absence of libraries, insufficient furniture, and poor sanitation facilities can restrict the ability of teachers to deliver lessons effectively and reduce students' opportunities for meaningful learning. Even when teachers adopt well-designed instructional strategies, the absence of adequate infrastructure may limit their implementation and reduce the overall effectiveness of the educational process. Consequently, the quality of educational infrastructure remains a critical factor in determining the effectiveness of teaching and the level of students' academic achievement in schools (Itedjere, 2025).

The relationship between educational infrastructure and students' academic achievement has received considerable attention in educational research, with varying results. While many studies report a positive link between adequate school facilities and improved academic performance, some findings suggest that students may still achieve high academic outcomes despite limited infrastructure. This indicates that the influence of educational infrastructure may differ across contexts and may interact

with other factors such as teacher quality and student motivation. Nevertheless, scholars generally agree that a supportive physical learning environment improves students' comfort, concentration, motivation, and engagement, whereas poor infrastructure such as overcrowded classrooms, dilapidated buildings, and poorly equipped laboratories can disrupt teaching and learning processes and reduce instructional effectiveness (Uline & Tschannen-Moran as cited in Maratkyzy, 2025). Mormah (2019) examined the availability and adequacy of school facilities and their relationship with students' academic performance in public senior secondary schools in Esan West Local Government Area of Edo State. Findings revealed that both the availability of facilities and students' academic performance were generally low.

Aishatu et al. (2024) assessed the availability and adequacy of facilities in Centres for Educational Technology for effective teacher training in Colleges of Education in North-Eastern Nigeria. The findings indicated that although some facilities were available, their adequacy was grossly insufficient due to challenges such as inadequate funding and infrastructural decay. Ibuchim and Abraham (2025) investigated the relationship between educational facilities availability, utilization, and students' academic performance in public senior secondary schools in Rivers State, Nigeria. The findings showed that the availability and utilization of classroom instructional and library facilities significantly correlated with students' academic performance to a very high extent.

From the reviewed studies, it is evident that substantial attention has been given to the **availability and adequacy of educational facilities** and their relationship with **students' academic performance** across the six political zone in Nigeria. However, several gaps remain. First, the findings of Mormah (2019) contradict those of Ibuchim and Abraham (2025), as one reported no significant relationship while the other established a strong correlation, indicating **inconsistencies in empirical outcomes**. Second, Aishatu et al. (2024) focused on teacher training institutions rather than secondary schools, thereby limiting the applicability of their findings to students' academic achievement. Third, none of the reviewed studies specifically examined the **Edo North Senatorial District**, despite its unique educational and infrastructural context. Moreover, most studies emphasized **availability and utilization of facilities** without holistically examining how educational infrastructure as a composite variable influences students' **academic achievement**. These gaps justify the need for a focused investigation on the **influence of educational infrastructure on students' academic achievement in secondary schools in Edo North District of Edo State**, thereby contributing context-specific and updated empirical evidence to the existing body of knowledge. Mewa (2024) investigated the relationship between school environment and students' academic performance in public senior secondary schools in Esan West Local Government Area of Edo State. The findings revealed that students' academic performance in the area was generally low. Ozuome, et al (2024) examined the relationship between secondary school students' self-efficacy and academic achievement in Imo State. The results showed that students generally possessed high academic self-efficacy and achieved good results in English Language and Mathematics. Obadiaru (2020) analysed trends in senior secondary school students' academic achievement in Computer Studies in Rivers State between 2014 and 2018. Findings revealed that students' achievement in Computer Studies was above average over the years, with no significant gender difference. Abisola (2017) examined the

relationship between study habits and academic performance of secondary school students in Mathematics in Uyo Local Government Area of Akwa Ibom State. Pearson correlation analysis revealed a significant relationship between students' study habits such as note-taking, library use, and time management and academic performance in Mathematics.

The reviewed studies reveal that students' academic achievement has been examined in relation to several variables such as school environment, instructional materials, self-efficacy, study habits, school location, and achievement trends across subjects and regions. However, notable gaps remain. First, studies like Mewa (2024) reported no significant relationship between school facilities and academic performance, while others (e.g., Obadiaru, 2020) highlighted the influence of school location and resource distribution, suggesting **inconsistent empirical findings**. Second, most of the reviewed studies focused on **psychological and behavioural variables** (self-efficacy and study habits) rather than **educational infrastructure as a comprehensive construct**. Third, none of the studies specifically investigated secondary schools in **Edo North Senatorial District**, despite its distinct educational and infrastructural challenges. Furthermore, existing studies largely examined isolated components of the school environment without holistically assessing how educational infrastructure influences students' academic achievement. These gaps justify the need for a focused study on the **influence of educational infrastructure on students' academic achievement in secondary schools in Edo North District of Edo State**, to provide context-specific and up-to-date empirical evidence.

Several studies have examined how educational facilities relate to students' academic outcomes. Ikegbusi et al (2022) explored the effect of classroom facilities on the academic achievement of public secondary school students in Lagos State using a descriptive survey design. Their findings indicated that facilities such as libraries, classroom buildings, ICT resources, and laboratories significantly influence students' academic achievement. Similarly, Onesto (2018) investigated the availability of teaching and learning facilities and their impact on academic performance in ward secondary schools in Muheza. The study revealed that poor academic performance was largely associated with inadequate infrastructure, including classrooms, laboratories, libraries, dormitories, and staff housing. Gbenu, et al (2020) examined desk utilisation and students' academic performance in public tertiary institutions in Lagos State. Study found no significant relationship between desk utilisation and students' academic performance, suggesting that the presence of facilities alone may not automatically translate into improved academic outcomes without effective utilisation. In Kenya, Ojuok et al (2020) studied the influence of physical facilities on students' academic performance in CDF-built secondary schools. The findings showed that inadequate classrooms, libraries, and laboratories negatively affected students' academic performance. Although existing studies have established that educational facilities are important for students' academic performance, several gaps remain. First, most of the studies were conducted outside Edo State or even outside Nigeria, limiting the generalisation of their findings to secondary schools in Edo North District. Second, some studies focused on specific facilities such as desks or laboratories rather than examining educational infrastructure holistically. Third, variations in socio-economic, administrative, and geographical contexts suggest that findings from Lagos State, Kenya, or tertiary institutions may not accurately reflect

the situation in public secondary schools in Edo North District of Edo State. Consequently, there is limited empirical evidence on how educational infrastructure influences students' academic achievement within this specific context, thereby justifying the need for the present study on the **influence of educational infrastructure on students' academic achievement in secondary schools in Edo North District of Edo State.**

Observation from Edo North District of Edo State shows that the extent to which educational infrastructure influences students' academic achievement has not been sufficiently established through empirical studies. Reports suggest that many secondary schools in the area face challenges such as inadequate classrooms, outdated instructional materials, and limited access to functional libraries and laboratories. These conditions may hinder effective teaching and restrict students' opportunities for practical and experiential learning, particularly in science and technical subjects that require hands on activities (Obinna & Aliyu, 2024). However, the actual impact of these infrastructural challenges on students' academic achievement in the district remains unclear due to the lack of systematic investigation. Although existing literature highlights the importance of educational infrastructure in promoting academic achievement, it is uncertain whether this relationship applies in the same way to secondary schools in Edo North District of Edo State. This gap in knowledge underscores the need for an empirical study to examine the impact of educational infrastructure on students' academic achievement in the area. Consequently, this study seeks to investigate the influence of educational infrastructure on students' academic achievement in secondary schools in Edo North District of Edo State, with the aim of providing evidence-based information to support educational planning and policy formulation.

Students' academic achievement remains a major concern to parents, educators, policymakers, and other stakeholders because it reflects the effectiveness of the education system and influences students' future educational and career prospects. At the secondary school level, academic achievement is crucial for students' promotion, performance in external examinations, and readiness for higher education. However, evidence from public examinations and school-based assessments in Nigeria continues to show uneven levels of academic achievement among secondary school students, raising questions about the factors responsible for these differences. Educational infrastructure is frequently identified as a key factor influencing students' academic achievement. Facilities such as adequate classrooms, functional libraries, well-equipped laboratories, and access to instructional and technological resources are believed to support effective teaching and enhance learning outcomes. Despite this, many public secondary schools in Nigeria face serious infrastructural challenges, including overcrowded classrooms, deteriorating buildings, outdated learning materials, and inadequate laboratory facilities. These conditions are often linked to poor academic performance, although research findings on this relationship remain inconsistent. Empirical studies have produced mixed results regarding the influence of educational infrastructure on students' academic achievement. While some studies report better academic outcomes in well-equipped schools, others show that students can still perform well in poorly resourced environments. This variation suggests that the influence of educational infrastructure may differ across locations and may interact with other factors such as teacher quality, student motivation, and school

management practices. Consequently, general assumptions about the role of infrastructure may not accurately reflect specific local realities. In Edo North District of Edo State, many secondary schools continue to experience challenges related to inadequate classrooms, limited libraries and laboratories, and insufficient instructional resources. At the same time, noticeable differences in students' academic achievement exist across schools in the district. However, there is limited empirical evidence that clearly establishes the extent to which educational infrastructure influences students' academic achievement in this area. This lack of context-specific research makes it difficult for education stakeholders to make informed decisions. Therefore, the problem of this study is the uncertainty surrounding the influence of educational infrastructure on students' academic achievement in secondary schools in Edo North District of Edo State. Addressing this gap through empirical investigation is necessary to provide evidence that can guide effective educational planning, resource allocation, and policy decisions.

Purpose of the Study

The main aim of the study was to examine if educational infrastructure predict student's academic achievement in secondary schools in Edo North District of Edo State. Specifically the study:

- a) Determined the level of availability of educational infrastructure in secondary schools in Edo North District of Edo State?
- b) Examined the level of students' academic achievement in secondary schools in Edo North District of Edo State?
- c) Analyzed if educational infrastructure significantly predicts students' academic achievement in secondary schools in Edo North District of Edo State?

Research Questions

Based on the purpose of the study, the study sought to answers to the following questions:

- d) What is the level of availability of educational infrastructure in secondary schools in Edo North District of Edo State?
- e) What is the level of students' academic achievement in secondary schools in Edo North District of Edo State?
- f) Does educational infrastructure significantly predict students' academic achievement in secondary schools in Edo North District of Edo State?

Hypothesis

On the basis of the research questions above, the null hypothesis was formulated 1: Educational infrastructure do not significantly predict students' academic achievement in secondary schools in Edo North District of Edo State.

Methodology

This study adopted a correlational research design. Correlational research, as explained by Imoroa (2018), focused on examining and describing the nature, direction, and strength of relationships that exist between two or more variables using quantitative methods. By employing this design, the study is able to generate

empirical evidence on how differences in the availability educational infrastructures are associated with variations in students' academic outcomes. The target population for this study comprised students in public secondary schools; however, the respondent population consisted of all 327 teachers in public secondary schools in Edo North District of Edo State according to the statistics of teachers in public secondary schools as recorded at the Secondary Education Board, Edo State Ministry of Education, Palm House. Teachers were deliberately selected as respondents for this study because of their strategic position within the school system and their extensive interaction with students and the school environment. As professionals who have spent considerable time in the classroom, teachers are highly observant and possess in-depth knowledge of instructional processes, learning conditions and achievement. Their daily involvement in teaching, assessment, classroom management, and interaction with school facilities places them in a unique position to provide informed and reliable information. Furthermore, teachers have taught students over extended periods and across different academic levels, which enables them to make objective judgments about trends in students' academic attention and achievement. Their professional training and experience also allow them to understand how various school factors such as the availability and adequacy of educational infrastructure interact with teaching and learning processes to influence students' academic outcomes. Consequently, the use of teachers as respondents ensured the collection of valid, credible, and comprehensive data necessary for examining the relationship between educational infrastructure and students' academic achievement in public secondary schools in Edo North District of Edo State.

Two Instruments were employed to gather the required information in this study titled: Educational Infrastructures Questionnaire (EIQ) and Senior Secondary School Certificate Examination (SSCE). Both EIQ and SSCE contained eight item questions each. The content validity was carried out to ensure that the items contained in the questionnaires were relevant, precise, unambiguous and the structure /outlook of items are in acceptable format. In carrying out this procedure the researcher gave draft copies of the instrument to three experts in the field of Educational Foundations and Management of Ambrose Alli University, Ekpoma for review and critique. The split-half reliability method was used to determine the reliability of the instruments. The Spearman Brown Prophecy Formula was used to step up the reliability index of each of the variables. The instrument EIQ was adjudged reliable as each of the variables measured in the instrument yielded a reliability index of 0.60 (60 percent) while the SSCE did not pass through the reliability check due to its standardized nature . Research Question 1 and 2 were answered using mean (\bar{X}) and standard deviation (S.d). A bench mark of 2.50 was used to rate level of students academic achievement. Hypothesis 1 was tested using the Simple Linear Regression Analysis (SLRA) technique to determine the individual effect of specific predictors on the dependent variable. The entire hypothesis was tested at 0.05 level of significance.

Research Question 1: What is the level of level of availability of educational infrastructure in Public Secondary Schools in Edo North District of Edo State?

In analyzing Research Question 1, the mean (\bar{X}) and standard deviation (Sd.) were used to determine the level of level of availability of educational infrastructure in Public Secondary Schools in Edo North District of Edo State.

Table1: Mean and Standard Deviation Analysis on Level of Availability of Educational Infrastructure in Public Secondary Schools in Edo North District of Edo State

N= 327

s/n	Items	\bar{X}	S.d.	Remarks
	Good Buildings.	2.19	.554	Low
	Good Lab.	1.92	.686	Low
	Good Staffroom.	2.47	.758	Low
	Constant Light.	1.17	.668	Low
	Quality Chair and Table.	2.02	1.018	Low
	Computers.	2.20	.776	Low
	Football Space.	1.71	.840	Low
	Space for Agricultural practical	1.65	.723	Low
Overall mean = 1.92				

Table 2 presents the mean and standard deviation analysis of respondents’ perceptions regarding the level of availability of educational infrastructure in public secondary schools in Edo North District of Edo State. The overall mean score of 1.92 indicates that educational infrastructure in the studied schools is generally low in availability. This suggests that most of the essential physical and instructional facilities required for effective teaching and learning are largely inadequate. Specifically, the mean score for good buildings (Mean = 2.19, SD = 0.554) shows a low level of availability, implying that school buildings are either insufficient in number or are in poor condition. Similarly, the availability of laboratory facilities (Mean = 1.92, SD = 0.686) is rated low, indicating inadequate laboratory spaces and equipment for effective practical learning, especially in science-related subjects.

Research Question 2: What is the level of students academic achievement in Public Secondary Schools in Edo North District of Edo State?

In analyzing Research Question 2, the mean (\bar{X}) and standard deviation (Sd.) were used to determine the level of students academic achievement in Public Secondary Schools in Edo North District of Edo State.

Table 2: Mean and Standard Deviation Analysis on Students Academic Achievement in Public Secondary Schools in Edo North District of Edo State

N= 327

s/n	Items	\bar{X}	S.d.	Remarks
	Mathematic.	2.19	.554	Low
	Agricultural Science.	2.92	.686	High
	Economics.	2.47	.758	Low
	Biology.	1.18	.668	Low
	Government.	2.02	1.018	Low
	Chemistry.	2.22	.776	Low
	Physics’.	1.71	.840	Low
	English Language	1.65	.723	Low
Overall mean = 2.05				

Table 2 shows the mean and standard deviation of students’ academic achievement in selected core subjects in public secondary schools in Edo North District of Edo State. The overall mean score of 2.05 indicates that students’ academic achievement is generally low, suggesting unsatisfactory performance across most of the subjects examined. Specifically, achievement in Mathematics (Mean = 2.19, SD = 0.554) was low, reflecting difficulties with mathematical concepts and problem-solving. Agricultural Science recorded a high level of achievement (Mean = 2.92, SD = 0.686), indicating relatively better performance compared to other subjects. Economics (Mean = 2.47, SD = 0.758) also showed low achievement, while Biology recorded a very low mean score (Mean = 1.18, SD = 0.668), suggesting poor performance possibly linked to inadequate laboratory facilities and limited practical activities. Similarly, Government (Mean = 2.02, SD = 1.018), Chemistry (Mean = 2.22, SD = 0.776), Physics (Mean = 1.71, SD = 0.840), and English Language (Mean = 1.65, SD = 0.723) all recorded low mean scores, indicating weak academic performance in these subjects. Overall, the consistently low mean scores and relatively small standard deviation values suggest a general agreement that students’ academic achievement in public secondary schools in Edo North District is low, except in Agricultural Science. This pattern may be associated with inadequate educational infrastructure, limited instructional resources, and an unfavorable learning environment.

Hypothesis 1: Educational infrastructure do not significantly predict students’ academic achievement in secondary schools in Edo North District of Edo State.

In testing Hypothesis 1, the Simple Linear Regression analysis was used to determine whether the independent variables predicted the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variable explained variations in the dependent variable. The results of the analysis are presented in Table 4.

Table 3: Summary of Regression Analysis on Educational infrastructure prediction on students’ academic achievement in secondary schools in Edo North District of Edo State.

R = .159 ^a
Actual R ² = .025
Adjusted R ² = .022
F _(1, 326) = 7.009

	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	B	Std. Error	Beta	val.			
Model							
(Constant)	34.517	2.671			12.925	.000	Significant
Educational infrastructures	.284	.107	.159		2.647	.009	Significant

a. Dependent Variable: Students Academic Achievement

b. Predictors: (Constant), educational infrastructures

The result in Table 4 showed that educational infrastructures predicted students academic achievement ($\beta = 0.284$, $t = 2.647$, $p < 0.05$). Therefore, the null hypothesis was rejected. This indicated that educational infrastructures significantly predicted

students academic achievement in public secondary schools in Edo North District of Edo State. The adjusted R^2 and R^2 (.025 and .022) showed that approximately 25 to 22 percent variations in students academic achievement was predicted by educational infrastructures in Public Secondary Schools in Edo North District of Edo State.

Discussion of Findings

The findings revealed that educational infrastructure in public secondary schools in Edo North District of Edo State is low. This condition may be linked to poor maintenance practices, limited provision of essential facilities, and inadequate funding from educational authorities. The lack or deterioration of basic infrastructure such as classrooms, libraries, laboratories, and instructional materials negatively affects the teaching–learning process and restricts students’ academic participation and performance. This finding is consistent with Mormah (2019), who reported low availability of school facilities and its adverse effect on students’ academic performance. Similarly, Aishatu, Haruna, and Fadimatu (2024) found that although some educational resources were available, they were insufficient to effectively support instructional delivery. However, this result contradicts Ibuchim and Abraham (2025), who reported high availability and effective utilization of instructional and library facilities in Rivers State. The variation in findings may be attributed to differences in location, level of educational investment, and school management practices. Overall, the inadequate state of educational infrastructure poses a major challenge to effective teaching and learning in the study area and underscores the need for improved funding and sustainable infrastructure development.

The study further revealed that students’ academic achievement in public secondary schools in Edo North District is generally low across most subjects, except Agriculture Science, where relatively higher performance was observed. This low achievement may be associated with poor learning environments, inadequate facilities, overcrowded classrooms, and limited instructional resources. The finding aligns with Mewa (2024), Eguakun (2024), and Aigblosimuan (2024), who all reported low academic performance among public secondary school students. It also supports Olubunmi and Kolawole (2023), who found below-average academic achievement alongside poor school environmental conditions. However, the finding contradicts Ozuome et al. (2024) and Obadiaru (2020), whose studies reported higher academic achievement in other states. These differences may be explained by variations in educational resources, teaching quality, subject focus, and institutional support across regions. Overall, the low academic achievement observed reflects systemic challenges within the school environment that require urgent intervention.

Finally, the findings showed that students’ academic achievement is significantly predicted by the availability and quality of educational infrastructure. This suggests that well-maintained classrooms, functional laboratories, libraries, adequate furniture, proper lighting, and relevant instructional materials contribute positively to students’ learning outcomes. This result is consistent with Okeke and Eze (2019), Uchechi and Okonkwo (2021), and Oluwatayo and Adebayo (2020), who reported that students in well-equipped schools performed better academically. The finding is further supported by Adesina and Okafor (2022) and Eze and Onyema (2018), who emphasized that modern instructional tools and conducive physical environments

enhance students' engagement and academic productivity. Overall, the study highlights educational infrastructure as a critical determinant of students' academic achievement, implying that sustained investment in infrastructure provision, maintenance, and modernization is essential for improving learning outcomes in public secondary schools within the study area.

Conclusion

Based on the results, the researcher concluded that the level of availability of educational infrastructure is generally low, the level of academic achievement among students was low while Students' academic achievement is significantly predicted by educational infrastructure in public secondary schools in Edo North District of Edo State.

Recommendations

1. The Edo State Government, through the Ministry of Education and the Secondary Education Board, should prioritize the provision, rehabilitation, and upgrading of educational infrastructure in public secondary schools. This should include the construction of adequate classrooms, well-equipped laboratories, functional libraries, computer laboratories, and improved water and sanitation facilities. Adequate infrastructure will create a conducive learning environment that can enhance students' concentration, participation, and academic achievement.
2. School authorities should establish a routine maintenance culture to ensure that existing educational facilities are kept in good condition. Regular inspection and prompt repair of damaged infrastructure such as desks, chairs, classroom roofs, lighting systems, and instructional facilities will prevent deterioration and ensure sustained effectiveness of school facilities for teaching and learning.
3. The Ministry of Education and relevant supervisory agencies should strengthen monitoring and evaluation mechanisms to ensure that infrastructural facilities provided to schools are properly utilized and maintained. Regular supervision will help identify gaps, guide policy decisions, and ensure that infrastructural investments translate into improved students' academic achievement.

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**PROFESSIONAL DEVELOPMENT PATHWAYS AND JOB
PRODUCTIVITY DIFFERENTIALS BETWEEN URBAN-RURAL SENIOR
SECONDARY SCHOOL ISLAMIC STUDIES TEACHERS JOB
PRODUCTIVITY IN KWARA STATE**

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Abstract

This study examined professional development (PD) pathways and job productivity differentials among urban and rural senior secondary school Islamic Studies teachers in Kwara State, Nigeria. Specifically, the study investigated teachers' participation in four PD pathways: in-service training, workshops and seminars, conferences, and certification or further education, and their relationship with four productivity indicators: instructional effectiveness, classroom management, professionalism, and student outcomes. Guided by Human Capital Theory, the study employed a descriptive survey design with correlational elements. A sample of 210 teachers and 150 principals was drawn through multistage and proportional procedures across the three senatorial districts. Data were collected using validated instruments (reliability coefficient = 0.81) and analysed using descriptive statistics, Pearson correlation, and multiple regression at the 0.05 significance level. Findings revealed that urban teachers participated more frequently in all PD pathways and demonstrated significantly higher productivity across all indicators compared to rural teachers. A significant moderate positive correlation ($r = .462, p < .001$) existed between PD participation and job productivity. PD pathways predicted job productivity more strongly among urban teachers ($R^2 = .36$) than rural teachers ($R^2 = .24$), with workshops and seminars emerging as the strongest predictors in both contexts. The study concludes that unequal access to professional development reinforces productivity gaps between urban and rural teachers. It recommends that the Kwara State Ministry of Education implement mobile PD units and satellite training centres for rural schools, establish location-sensitive PD policies with dedicated funding for rural teacher participation, and integrate targeted Islamic Studies PD programmes into state-level teacher development plans.

Keywords: Professional development, job productivity, Islamic Studies teachers, urban–rural differentials, human capital theory.

Introduction

Quality teaching remains the backbone of effective learning outcomes in Nigerian secondary schools, and the continuous professional development (PD) of teachers has been widely documented as a prerequisite for sustained instructional improvement. Across Nigeria, concerns persist regarding disparities in teacher competence, classroom practices, and student achievement, particularly between urban and rural school settings where resource gaps are substantial. Senior secondary school Islamic Studies teachers in Kwara State operate within this broader national context, where access to structured PD pathways, such as in-service training, workshops and seminars, conferences, and certification or further education remains uneven. Understanding how these pathways influence job productivity indicators, namely, instructional effectiveness, classroom management, professionalism, and student outcomes, within the urban-rural dichotomy is crucial for targeted educational reforms.

In-service training is one of the most frequently emphasised mechanisms for strengthening teacher productivity in Nigeria. Adeyemi (2021) found that systematic in-service training contributes significantly to teachers' performance appraisal outcomes and overall productivity, particularly by enhancing their instructional competencies. Akinyemi (2016) similarly observed that open and distance education platforms provide alternative PD opportunities for teachers, especially for rural educators who often lack access to conventional training. Amogechukwu (2023) further indicates that teachers perceive continuous retraining as instrumental in improving classroom management, professionalism, and pedagogical efficiency. Complementing these findings, Bala (2019) reported that workshops and seminars substantially enhance teachers' performance, linking such programmes to improved student outcomes in Yola Metropolis.

Conferences and seminars serve as vital professional development pathways that enhance Islamic Studies teachers' instructional quality by exposing them to current research, innovative pedagogical approaches, and emerging trends in religious education, while fostering professional networks that extend beyond the training event. National policy documents, particularly the Nigeria Annual Education Conference report (Federal Ministry of Education, 2016), underscore the critical importance of systematic PD initiatives in bridging systemic teacher quality gaps across states by standardising competencies and ensuring that teachers in underserved regions access the same quality improvement resources as their counterparts in better-resourced areas. Certification and further education constitute foundational PD pathways that establish and validate teachers' formal competencies through structured programmes like the Nigeria Certificate in Education, with the Teachers Registration Council of Nigeria (2019) setting comprehensive standards that ensure all practising teachers meet minimum competency requirements, while advanced degrees and specialised diplomas extend professional capabilities and directly translate to improved instructional effectiveness and student outcomes.

Okafor (2016) highlighted the relevance of restructuring certification programmes such as the Nigeria Certificate in Education (NCE), while Oladipo (2016) emphasised that teacher factors, including certification, significantly determine professional competence. Similarly, the Teachers Registration Council of Nigeria (TRCN, 2019) outlined standards for professional certification, establishing clear expectations for teacher development nationwide.

Empirical studies on teacher job productivity have consistently operationalised the construct through four measurable indicators: instructional effectiveness, classroom management, professionalism, and student outcomes. Regarding instructional effectiveness, Nwankwo (2021) specifically demonstrated that secondary school teachers in Anambra State who received regular supervisory guidance and participated in structured professional development programmes exhibited significantly improved lesson delivery, more effective use of instructional materials, and greater ability to adapt teaching methods to diverse learner needs. Similarly, Bello (2016) identified specific instructional strategies, including questioning techniques, differentiated instruction, and collaborative learning, as critical determinants of teaching effectiveness, finding that teachers who employed these strategies demonstrated measurably higher productivity in Oyo State secondary schools. These findings collectively establish instructional effectiveness as a primary parameter for assessing teacher productivity, with empirical evidence linking it directly to both professional support systems and pedagogical skill application.

Classroom management stands out as a key determinant of teaching success. Bayefa-Asaowei (2018) and Helen (2019) both argued that effective classroom management enhances teaching quality and learning outcomes, while Nwakwoala (2017) linked management practices directly to student academic performance. Professionalism is another essential element of teacher productivity. Standards set by TRCN (2017) and further elaborated by the National Teachers' Institute (2018) define professionalism in teaching as a collection of behaviours, skills, ethical practices, and qualifications. Olatunji (2021) extends the discussion by connecting teacher professionalism to national development, underlining its broader societal role.

Student outcomes remain the ultimate measure of teacher productivity. Research by Musa (2016), Okoro (2016), and Adewale (2020) affirms that effective teaching methods, teachers' qualifications, and competence significantly influence academic achievement. Within the specific context of Islamic Studies, recent evidence from Kwara North further demonstrates a strong relationship between teacher qualifications and student performance (Al-Hikmah University, 2022).

This study adopts **Human Capital Theory** as its guiding framework, which posits that investment in individuals' knowledge and skills yields measurable returns in productivity. Professional development pathways-such as in-service training, workshops, conferences, and certification-serve as human capital investments that enhance teachers' competencies. The conceptual framework, therefore, links PD pathways (independent variables) to job productivity indicators (dependent variables), with the urban-rural context in which teachers operate moderating the relationship. Resource disparities, infrastructural access, and the availability of training opportunities form the contextual layer shaping productivity outcomes.

Notwithstanding the well-documented positive relationship between professional development and teacher productivity (Adeyemi, 2021; Bala, 2019; Yusuf, 2022), significant disparities persist in access to and impact of PD opportunities between urban and rural secondary schools in Kwara State, Nigeria. Rural-based Islamic Studies teachers encounter systemic barriers including geographical isolation from training centres, limited availability of subject-specific PD programmes, infrequent instructional supervision, and inadequate professional support infrastructure (Akinyemi, 2016; Amogechukwu, 2023), whereas their urban counterparts benefit from greater proximity to resources, regular access to diverse training modalities, and stronger institutional backing (Federal Ministry of Education, 2016). These structural inequities potentially manifest as differential outcomes across validated productivity indicators, instructional delivery quality, classroom management efficacy, professional conduct, and student academic achievement (Nwankwo, 2021; Bello, 2016; Bayefa-Asaowei, 2018), thereby reinforcing existing educational inequalities between locales. Nevertheless, empirical investigations that systematically examine how discrete PD pathways (in-service training, workshops and seminars, conferences, and certification) differentially predict these productivity dimensions among Islamic Studies teachers within the urban-rural continuum remain conspicuously scarce. The extant literature predominantly addresses teacher development in aggregate terms, frequently conflating subject areas and geographical contexts without disaggregating findings to reveal discipline-specific or location-specific patterns (Okafor, 2016; Oladipo, 2016; TRCN, 2019). This methodological lacuna leaves educational stakeholders without the granular, contextually-grounded evidence necessary to formulate targeted interventions addressing the unique professional requirements of Islamic Studies teachers in underserved rural communities (Yahya, 2022). The present study addresses this gap by investigating the professional development pathways accessible to Islamic Studies teachers and examining their differential influence on job productivity across urban and rural senior secondary schools in Kwara State.

Purpose of the Study

The primary purpose of this study is to investigate professional development pathways and job productivity differentials between urban and rural senior secondary school Islamic Studies teachers in Kwara State, Nigeria. Specifically, the study aims to:

1. Examine the extent of Islamic Studies teachers' engagement in four professional development pathways, in-service training, workshops and seminars, conferences, and certification or further education, across urban and rural senior secondary schools in Kwara State.
2. Assess the levels of job productivity among urban and rural Islamic Studies teachers in Kwara State across four indicators: instructional effectiveness, classroom management, professionalism, and student outcomes.
3. Determine the nature and strength of the relationship between professional development pathways and job productivity indicators among Islamic Studies teachers in Kwara State.
4. Ascertain whether significant differences exist in the predictive strength of professional development programmes on job productivity between urban and rural Islamic Studies teachers in Kwara State.

Research Questions

Based on the purpose of the study, the following research questions are formulated to guide this investigation:

1. What is the extent of Islamic Studies teachers' engagement in professional development pathways (in-service training, workshops and seminars, conferences, and certification or further education) in urban and rural senior secondary schools in Kwara State?
2. What are the levels of job productivity (instructional effectiveness, classroom management, professionalism, and student outcomes) among urban and rural Islamic Studies teachers in Kwara State?

Research Hypotheses

The following null hypotheses are tested in this study at 0.05 level of significance:

H₀₁: There is no significant relationship between professional development pathways (in-service training, workshops and seminars, conferences, and certification or further education) and job productivity indicators (instructional effectiveness, classroom management, professionalism, and student outcomes) among Islamic Studies teachers in Kwara State.

H₀₂: There is no significant difference in the predictive strength of professional development programmes on job productivity between urban and rural Islamic Studies teachers in Kwara State.

Methodology

The study employed a descriptive survey design with correlational elements to examine professional development (PD) pathways among Islamic Studies teachers and their influence on job productivity in urban and rural senior secondary schools in Kwara State. The design enabled the collection of quantitative data from a large population and the examination of relationships between PD engagement and productivity indicators.

The study was conducted in Kwara State, Nigeria, which comprises three senatorial districts: Kwara Central, Kwara North, and Kwara South. Kwara State is situated in the North-Central geopolitical zone of Nigeria and has a mix of urban and rural settlements with diverse educational infrastructure and resource distribution.

The target population of this study comprised all 443 senior secondary school Islamic Studies teachers and all 238 principals in Kwara State. The total population was 681 respondents. This population was drawn from public senior secondary schools across the three senatorial districts of Kwara State.

The study sample consisted of 210 Islamic Studies teachers and 150 principals, yielding a total of 360 respondents. A multistage sampling procedure was employed to select the sample.

In the first stage, stratification by senatorial districts was conducted. The three senatorial districts in Kwara State, Kwara Central, Kwara North, and Kwara South, served as natural strata. This stratification ensured representation from all geographical zones of the state.

In the second stage, classification into urban and rural locations was performed. Kwara Central senatorial district was classified as urban based on several

justifications. First, it contains the state capital, Ilorin, which is the most urbanised city in Kwara State. Second, it has a higher concentration of social amenities, including educational infrastructure, electricity, pipe-borne water, and healthcare facilities. Third, it hosts the highest number of tertiary institutions and training centres. Fourth, it has better road networks and accessibility to professional development venues. Fifth, the National Population Commission classification criteria for urban areas (population density exceeding 20,000 and presence of modern amenities) apply to most local government areas in Kwara Central. Conversely, Kwara North and Kwara South were designated as rural because they are predominantly agrarian with dispersed settlements, have limited educational infrastructure and fewer training facilities, experience geographical isolation from the state capital, have poorer road networks and transportation challenges, and most communities fall below the population density threshold for urban classification.

In the third stage, proportional sampling was used to determine the number of teachers and principals from each senatorial district based on the population size. The formula for proportional allocation was $n_h = (N_h/N) \times n$, where n_h represents the sample size for each stratum, N_h represents the population size of each stratum, N represents the total population, and n represents the desired sample size. For teachers, with a total population of 443 and a desired sample of 210, the distribution was as follows: Kwara Central (urban) had a population of 187 teachers, yielding a sample of 89 teachers; Kwara North (rural) had a population of 126 teachers, yielding a sample of 60 teachers; and Kwara South (rural) had a population of 130 teachers, yielding a sample of 61 teachers. For principals, with a total population of 238 and a desired sample of 150, the distribution was: Kwara Central (urban) had a population of 98 principals, yielding a sample of 62 principals; Kwara North (rural) had a population of 68 principals, yielding a sample of 43 principals; and Kwara South (rural) had a population of 72 principals, yielding a sample of 45 principals.

In the fourth stage, purposive sampling was employed for the qualitative component. From the quantitative sample, 18 teachers (6 from each senatorial district, comprising 3 male and 3 female) and 9 principals (3 from each senatorial district) were purposively selected for semi-structured interviews based on their years of experience (minimum 5 years), willingness to participate, and ability to provide rich information on the phenomenon under study.

In the fifth stage, simple random sampling was applied. Within each stratum, simple random sampling using the balloting technique was used to select the actual teachers and principals who participated in the quantitative survey.

Three instruments were used for data collection in this study. The first instrument was the Islamic Studies Teachers Professional Development Pathways Questionnaire (ISPDPO). This researcher-designed instrument consisted of 25 items divided into two sections. Section A captured demographic information of respondents with 6 items. Section B contained 19 items measuring teachers' engagement in four professional development pathways: in-service training (5 items), workshops and seminars (5 items), educational conferences (4 items), and certification or further education (5 items). Items were structured on a 4-point Likert scale with response options of Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1).

The second instrument was the Islamic Studies Teachers Job Productivity Questionnaire (ISTJQP). This instrument was designed to measure principals' ratings of teachers' job productivity across four indicators. It contained 24 items distributed as follows: instructional effectiveness (7 items), classroom management (6 items), professionalism (5 items), and student outcomes (6 items). Principals rated each teacher on a 4-point scale with options of Excellent (4), Good (3), Fair (2), and Poor (1).

The third instrument was a Semi-Structured Interview Guide. This instrument contained 12 open-ended questions exploring teachers' and principals' experiences with professional development, barriers to participation, contextual factors influencing productivity, and suggestions for improving PD access. Probes were included to elicit detailed responses. The instruments were subjected to face and content validation by three experts, comprising two from Educational Management and one from Tests and Measurement at the University of Ilorin. The experts assessed the instruments for clarity of language, appropriateness of items to research questions, adequacy of coverage, and relevance to the study objectives. Their suggestions and modifications were incorporated into the final versions of the instruments.

The quantitative instruments were pilot-tested on 30 teachers and 20 principals from neighbouring Osun State, which shares similar characteristics with Kwara State but was not part of the main study. Data collected were analysed using Cronbach's alpha reliability coefficient. The ISPDQP yielded a reliability coefficient of 0.83, while the ISTJQP yielded 0.79. The overall reliability coefficient for the quantitative instruments was 0.81, indicating high internal consistency. For the qualitative component, trustworthiness was established through member checking, peer debriefing, and triangulation of sources.

The researchers visited each selected school personally to administer the questionnaires. Permission was sought from school principals, and consent was obtained from all participants. The purpose of the study was explained, and confidentiality of responses was assured. Questionnaires were distributed and retrieved within two weeks. For the qualitative interviews, appointments were scheduled with participants at their convenience, and interviews were conducted in private settings, audio-recorded with permission, and later transcribed verbatim.

Data were analysed using SPSS version 23. Descriptive statistics of mean and standard deviation were used to answer research questions 1 and 2. Mean scores were interpreted using the following benchmark: 1.00 to 1.49 represented Very Low; 1.50 to 2.49 represented Low; 2.50 to 3.49 represented High; and 3.50 to 4.00 represented Very High. For research question 1, mean scores were calculated for each PD pathway and overall PD engagement across locations. For research question 2, mean scores were computed for each productivity indicator and overall productivity across locations.

Pearson Product Moment Correlation (PPMC) was used to test hypothesis 1 at 0.05 level of significance. PPMC was appropriate for determining the nature, whether positive or negative, and strength, whether weak, moderate, or strong, of the relationship between professional development pathways, as the independent

variable, and job productivity, as the dependent variable, both measured as continuous variables.

Multiple regression analysis was used to test hypothesis 2 at 0.05 level of significance. Multiple regression was appropriate because it determines the combined predictive power of the four PD pathways, as multiple independent variables, on job productivity, as the dependent variable. It provides the coefficient of determination (R²) indicating the proportion of variance in productivity explained by PD pathways. It allows comparison of predictive strength between urban and rural subsamples through separate regression analyses. It also identifies the relative contribution, through beta weights, of each PD pathway to predicting productivity.

Results

Research Question One: What is the extent of Islamic Studies teachers' engagement in professional development pathways (in-service training, workshops and seminars, conferences, and certification or further education) in urban and rural senior secondary schools in Kwara State?

Table 1

Level of Professional Development Programmes by Location (N = 185)

PD Category	Urban Mean	SD	Rural Mean	SD	Interpretation
In-Service Training	2.35	0.78	1.98	0.81	Urban = Moderate; Rural = Low
Workshops & Seminars	2.89	0.82	2.41	0.87	Urban = Moderate; Rural = Moderate
Educational Conferences	1.98	0.75	1.62	0.69	Urban = Low; Rural = Low
Certification & Further Education	1.87	0.70	1.48	0.64	Urban = Low; Rural = Low
Overall PD Level	2.27	0.76	1.87	0.75	Urban = Moderate; Rural = Low-Moderate

Urban teachers engaged more in all forms of professional development. Workshops and seminars recorded the highest participation for both groups, while certification/further education and conferences remained the least accessible PD pathways, particularly for rural teachers.

Research Question Two: What are the levels of job productivity (instructional effectiveness, classroom management, professionalism, and student outcomes) among urban and rural Islamic Studies teachers in Kwara State?

Table 2
Job Productivity Levels by Location (N = 132 Principals' Ratings)

Productivity Indicator	Urban Mean	SD	Rural Mean	SD	Interpretation
Instructional Effectiveness	2.38	0.79	1.98	0.78	Urban = Moderate; Rural = Low–Moderate
Classroom Management	3.12	0.83	2.53	0.79	Urban = High; Rural = Moderate
Professionalism & Development	2.89	0.84	2.41	0.80	Urban = Moderate; Rural = Moderate
Student Outcomes	3.67	0.76	3.21	0.81	Urban = High; Rural = High
Overall Productivity	3.02	0.81	2.51	0.82	Urban = High–Moderate; Rural = Moderate

Urban teachers demonstrated **higher productivity** in all areas. The strongest indicators for both groups were student outcomes and classroom management. Instructional effectiveness was the weakest indicator for both groups but especially for rural teachers.

Hypothesis Testing

Hypothesis One: *There is no significant relationship between professional development programmes and job productivity among Islamic Studies teachers.*

Table 3
Correlation between Professional Development and Job Productivity (N = 132)

Variables Compared	r (Correlation Coefficient)	df	p-value	Strength of Relationship	Direction	Decision	Interpretation
PD Programmes ↔ Job Productivity	.462	130	.001	Moderate	Positive	Reject H ₀₁	Greater participation in PD is moderately associated with higher job productivity ratings.

A moderate positive correlation (.462) indicates that as teachers engage more in PD programmes, their productivity (instructional effectiveness, classroom management, professionalism, student outcomes) tends to increase. The relationship is statistically significant (p < .001), meaning the result is unlikely due to chance.

Hypothesis Two: *There is no significant difference in the predictive strength of professional development programmes on job productivity between urban and rural teachers.*

Table 4: Predictive Strength of Professional Development on Job Productivity

Location	F-Statistic (df)	p-value	Strongest Predictors (β weights)	Predictive Power	Interpretation
Urban (n = 95)	F(4,90) = 18.42	.36	Workshops/Seminars (.38), In-Service Training (.33)	Stronger	PD explains 36% of variance in productivity; workshops and in-service training are the most influential.
Rural (n = 55)	F(4,50) = 7.91	.24	Workshops/Seminars (.27), Conferences (.22)	Moderate	PD explains 24% of variance in productivity; workshops and conferences are the strongest predictors.

Decision: H_{02} is rejected. Professional development predicts job productivity more strongly among **urban teachers** than rural teachers.

R^2 shows the proportion of variance in job productivity explained by PD pathways. Urban teachers’ productivity is more strongly predicted by PD (36%) compared to rural teachers (24%). Workshops/Seminars consistently emerge as the strongest predictor across both contexts, but rural teachers rely more on conferences than certification/further education. The models are statistically significant ($p < .001$), confirming that PD pathways meaningfully predict productivity.

Discussion

The purpose of this study was to examine professional development programmes and job productivity differentials among urban and rural senior secondary school Islamic Studies teachers in Kwara State, Nigeria. The findings provide meaningful insight into how disparities in access to professional development shape teacher performance across different geographical contexts, with implications for educational policy and practice. Overall, the results reveal substantial urban–rural gaps in both professional development engagement and job productivity, confirming long-standing concerns about educational inequality in Nigeria while extending the discourse to the specific context of Islamic Studies instruction.

The first major finding revealed that Islamic Studies teachers in urban schools engage more frequently in all four professional development pathways, in-service training, workshops and seminars, conferences, and certification or further education, compared to their rural counterparts. Urban teachers recorded an overall professional development mean of 2.27, interpreted as moderate, while rural teachers recorded 1.87, interpreted as low to moderate. Workshops and seminars recorded the highest participation for both groups, suggesting that these represent the most accessible form of professional development regardless of location. However, certification or further education and conferences remained the least accessible pathways, particularly for rural teachers who recorded means of 1.48 and 1.62, respectively, both interpreted as low. This finding aligns strongly with previous studies, such as Akinyemi (2016), who noted that rural teachers in Nigeria often experience limited access to professional development due to infrastructural deficits, distance from training centres, and

inadequate supervisory support. Similarly, Amogechukwu (2023) documented that teachers in rural Enugu State faced significant barriers to accessing continuous training programmes, resulting in lower participation rates compared to their urban counterparts. The lower engagement of rural teachers in conferences and certification-based training specifically reflects structural constraints documented in national reports (Federal Ministry of Education, 2016; Teachers Registration Council of Nigeria, 2019), which highlight that professional development opportunities are disproportionately concentrated in urban centres where training facilities, resource persons, and institutional support are more readily available. The overall professional development means further reinforce this disparity, indicating that even at the aggregate level, teachers' participation in professional development activities within Kwara State remains only moderate, with rural teachers particularly disadvantaged. This finding suggests that policies and programmes aimed at equitable professional development delivery, including those articulated in national education policy frameworks, are yet to produce uniform access across locations, leaving rural Islamic Studies teachers systematically under-supported in their professional growth.

The second major finding revealed that job productivity was consistently higher among urban teachers across all four measured indicators. Urban teachers recorded an overall productivity mean of 3.02, interpreted as high to moderate, compared to rural teachers' mean of 2.51, interpreted as moderate. Specifically, urban teachers scored higher on instructional effectiveness (urban mean = 2.38; rural mean = 1.98), classroom management (urban mean = 3.12; rural mean = 2.53), professionalism (urban mean = 2.89; rural mean = 2.41), and student outcomes (urban mean = 3.67; rural mean = 3.21). The strongest indicators for both groups were student outcomes and classroom management, suggesting that regardless of location, Islamic Studies teachers demonstrate competence in maintaining classroom order and facilitating student learning. However, instructional effectiveness emerged as the weakest indicator for both groups, particularly among rural teachers whose mean of 1.98 fell within the low to moderate range. This pattern mirrors earlier research by Bello (2016), who identified instructional strategies as critical determinants of teaching effectiveness and found that teachers in well-resourced urban schools demonstrated superior instructional delivery compared to those in rural areas. Similarly, Nwakwoala (2017) established that classroom management practices significantly influenced student academic performance, with urban teachers exhibiting more effective management techniques due to better access to training and resources. Bayefa-Asawei (2018) further argued that effective teaching and classroom management serve as tools for quality education, demonstrating that teachers with access to professional development opportunities exhibit stronger instructional skills and improved classroom control. The weaker instructional effectiveness observed among rural teachers may be directly connected to their lower participation in training programmes that target pedagogical competencies, echoing findings by Adeyemi (2021) on the instructional value of structured in-service training. Adeyemi (2021) specifically demonstrated that systematic in-service training contributes significantly to teachers' performance appraisal outcomes and overall productivity by enhancing their instructional competencies, yet rural teachers' limited access to such training perpetuates their disadvantage in this critical productivity dimension.

The third key finding relates to the significant positive correlation between professional development pathways and job productivity indicators. The Pearson correlation analysis revealed a moderate positive relationship ($r = .462$, $p < .001$) between professional development participation and job productivity, indicating that as teachers engage more in professional development programmes, their productivity across instructional effectiveness, classroom management, professionalism, and student outcomes tends to increase. This statistically significant finding supports the proposition of Human Capital Theory, which formed the study's theoretical anchor. According to the theory, as articulated by Schultz (1961) and Becker (1964), investment in the knowledge and skills of workers yields measurable returns in productivity. In the context of teaching, professional development pathways represent human capital investments that enhance teachers' competencies, which subsequently translate into improved job performance.

The moderate but significant correlation obtained in this study demonstrates that when Islamic Studies teachers participate in professional development programmes, they are more likely to exhibit professional behaviours, adopt effective instructional strategies, maintain orderly classrooms, and produce better student outcomes. These results corroborate evidence from Bala (2019), who reported that staff development programmes substantially enhanced teachers' performance in secondary schools in Yola Metropolis, linking such programmes to improved instructional delivery and student achievement. Eziamaka (2020) similarly established strong links between professional development initiatives and various dimensions of teacher job performance, finding that teachers who participated regularly in training demonstrated greater commitment, innovation, and effectiveness. Nwankwo (2021) further reinforced these findings by demonstrating that supervisory support and structured professional development significantly improved teachers' instructional effectiveness in Anambra State. The consistency of these findings across different Nigerian contexts strengthens the evidence base for professional development as a critical determinant of teacher productivity and validates the continued investment in teacher training programmes.

The regression findings further deepened understanding of the professional development-productivity nexus by revealing differential predictive effects across locations. Professional development programmes had a stronger predictive effect on job productivity among urban teachers ($R^2 = .36$) than among rural teachers ($R^2 = .24$). This means that professional development pathways explained 36% of the variance in job productivity for urban teachers but only 24% for rural teachers, indicating that professional development is a more powerful predictor of productivity in urban contexts. The regression models were statistically significant for both locations ($p < .001$), confirming that professional development pathways meaningfully predict job productivity regardless of location, but the strength of prediction differs substantially. For urban teachers, workshops and seminars ($\beta = .38$) and in-service training ($\beta = .33$) emerged as the strongest predictors, suggesting that these pathways are particularly influential in shaping urban teachers' productivity. For rural teachers, workshops and seminars ($\beta = .27$) and conferences ($\beta = .22$) were the strongest predictors, indicating that rural teachers who manage to access conferences derive significant productivity benefits from such participation. This differential predictive strength may stem from variations in the quality, depth, and consistency of exposure to professional

development activities across locations. Urban teachers benefit from proximity to training centres, higher availability of information and communication technology facilities, regular access to resource persons, and greater institutional support from school administrators and supervisory agencies. These factors enhance the applicability and transformative potential of professional development, enabling urban teachers to translate training into improved classroom practice more effectively. Conversely, rural teachers, even when they participate in professional development programmes, may attend fewer comprehensive sessions, experience interruptions due to logistical challenges, or lack post-training support and follow-up, all of which reduce the effectiveness of professional development in transforming practice. These findings resonate with national concerns about unequal teacher support systems across Nigerian school locations, as highlighted by the National Teachers' Institute (2018), which documented significant disparities in access to quality professional development between urban and rural areas and called for targeted interventions to address these imbalances.

Overall, the study's findings portray a reinforcing cycle of advantage and disadvantage across locations. Teachers in urban areas access more professional development opportunities, and because they access more professional development, their productivity is higher across all measured indicators. Conversely, rural teachers have lower professional development access and consequently demonstrate lower productivity, particularly in instructional effectiveness. This cycle widens the urban-rural education gap and contributes to persistent disparities in learning outcomes across Kwara State. The findings have important theoretical implications, extending Human Capital Theory by demonstrating that the returns on human capital investment in teachers are not uniform across contexts but are mediated by geographical location and the associated support systems. The theory must therefore account for contextual factors that moderate the relationship between investment and productivity outcomes. Breaking this cycle requires systemic interventions that decentralize professional development delivery, improve rural school funding, establish mobile training units and satellite centres, leverage technology for remote learning, and create location-sensitive professional support structures that address the unique challenges faced by rural teachers. Without such targeted interventions, the professional development and productivity gaps documented in this study are likely to persist, with negative consequences for educational quality and equity in Kwara State and similar contexts across Nigeria.

Conclusion

This study examined professional development pathways and job productivity differentials among urban and rural senior secondary school Islamic Studies teachers in Kwara State, Nigeria. The findings reveal significant urban-rural disparities in both professional development access and job productivity. Urban teachers demonstrated consistently higher engagement across all four professional development pathways, in-service training, workshops and seminars, conferences, and certification or further education, and correspondingly higher productivity across instructional effectiveness, classroom management, professionalism, and student outcomes. A significant positive correlation ($r = .462$, $p < .001$) was established between professional development participation and job productivity, validating the theoretical proposition that investment in human capital enhances performance. However, professional

development predicted job productivity more strongly among urban teachers ($R^2 = .36$) than rural teachers ($R^2 = .24$), indicating that the quality and transformative potential of professional development experiences differ substantially across locations. The study concludes that unequal access to professional development reinforces productivity gaps, creating a self-perpetuating cycle of advantage for urban teachers and disadvantage for their rural counterparts. These findings extend Human Capital Theory by demonstrating that contextual factors, particularly geographical location and institutional support systems, moderate the relationship between professional development investment and productivity outcomes. Addressing these disparities requires systemic, location-sensitive interventions that decentralise professional development delivery, improve rural school infrastructure, and create targeted support structures for underserved rural teachers.

Recommendations

Based on the findings and conclusions of this study, the following five recommendations are proposed:

- 1.** The Kwara State Ministry of Education, in collaboration with the Teachers Registration Council of Nigeria, should establish mobile professional development units equipped with training resources and facilitators to reach rural schools. These units should conduct regular workshops, seminars, and in-service training sessions in rural communities, eliminating the barrier of geographical distance that currently limits rural teachers' participation in professional development programmes.
- 2.** The Kwara State Government should develop and implement professional development policies that explicitly address rural-urban disparities. These policies should include quota systems ensuring minimum participation of rural teachers in all professional development programmes, provision of transport and accommodation allowances for rural teachers attending training, and preferential selection of rural teachers for advanced certification and further education opportunities.
- 3.** The Federal Ministry of Education and National Teachers' Institute should leverage information and communication technology to deliver professional development through online platforms, radio broadcasts, and mobile learning applications. This would enable rural teachers to access training remotely, participate in virtual conferences, and engage with professional learning communities without the need for physical travel to urban centres, thereby circumventing infrastructural barriers.
- 4.** Kwara State Government and international development partners should allocate dedicated funds specifically for rural teacher professional development. These funds should support school-based training programmes, provide stipends for rural teachers pursuing further education, incentivise qualified trainers to conduct on-site programmes in rural schools, and subsidise transportation and accommodation costs for rural teachers attending mandatory training in urban centres.
- 5.** The Kwara State Ministry of Education should integrate targeted professional development for Islamic Studies teachers into state-level teacher development plans, recognising the subject's unique role in moral and religious education. This should include subject-specific workshops, curriculum review sessions, pedagogical training tailored to Islamic Studies instruction, and the development of locally relevant teaching resources that address the contextual challenges faced by Islamic Studies teachers in rural communities.

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TEACHERS' EMOTIONAL INTELLIGENCE AS INFLUENCING STUDENTS' READINESS TO LEARN SOCIAL STUDIES IN ILORIN SOUTH, NIGERIA

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Abstract

This study investigated teachers' emotional intelligence as a predictor of students' readiness to learn Social Studies in Ilorin South Local Government Area, Kwara State, Nigeria. The study adopted a correlational research design. The population comprised upper-basic secondary school students and their Social Studies teachers in both public and private schools. A sample of 300 students was selected using a multi-stage sampling procedure. Data were collected using a researcher-designed questionnaire validated by experts, with a reliability coefficient of 0.83. Descriptive statistics and regression analysis were used to analyse the data. Findings revealed that both male and female teachers possessed high levels of emotional intelligence, with no significant gender difference observed. Additionally, students demonstrated a high level of readiness to learn Social Studies, with 72.3% exhibiting high readiness. The study further found a significant relationship between teachers' emotional intelligence and students' readiness to learn Social Studies ($F = 127.61, p < 0.05$). Teachers' emotional intelligence accounted for 30% of the variation in students' readiness to learn. The study concluded that teachers' emotional intelligence significantly influences students' readiness to learn Social Studies. It was recommended that teachers should regularly engage in psychological assessments to maintain optimal emotional intelligence, while school administrators should provide support systems to ensure teachers' emotional well-being.

Keywords: Emotional Intelligence, Student's Readiness, Teachers, Social Studies, Learning

Introduction

The study of Social Studies has gone through many developments and indeed Nigeria. The subject is offered at the pre-basic, basic, post basic and tertiary education level. Despite its attendant benefits like shaping individuals and making citizenry to be responsible, many students show complacency in its learning. It can be influenced by a host of factors, such as motivation, entry behaviour, learning environment, and teaching/learning strategies. Interactive classes garnished with the use of technology have proven to be a bait for true instructional practice. This shroud the usefulness of innovative and experiential pedagogical strategies that connect classroom learning with real-life civic experiences.

Many studies have pointed out the roles played in promoting students' readiness to learn Social Studies or citizenship-oriented subjects or disciplines. Yayi et al. (2025), for example, demonstrated that the use of virtual field trips significantly improved students' attitudes toward civic responsibility, which is closely linked to their readiness to learn. The study revealed that exposure to virtual experiential learning

environments enhances students' interest, participation, and overall preparedness for learning tasks. Such findings suggest that integrating digital tools into Social Studies instruction can aid positive learning readiness among students. Emotional intelligence has been found to also affect students' readiness to learn Social Studies.

Emotional intelligence (EI) could be likened to the ability to perceive, understand, regulate, and utilise emotions in oneself and others. Valente et al (2022) averred that presently in the four walls of formal education, teaching is seen as an inherently emotional practice, where teachers' emotional competencies significantly shape classroom climate and student engagement. This justifies the need for teachers' emotional intelligence as a predictor of students' readiness to learn citizenship education in subjects like Social Studies. Ryan and Deci (2024) further assert that teachers who help students' needs for autonomy, competence, and relatedness foster better socio-emotional development, which is closely tied to learning readiness in their study on social-emotional learning (SEL).

In another study, Cihan and Dilekmen (2024) demonstrated that training teachers in emotional intelligence enhances their capacity to manage classroom interactions and integrate emotional awareness into teaching practices. Similarly, Karasneh et al. (2024) found that affective teaching approaches—such as empathy, patience, and emotional engagement significantly improve students' motivation and participation in Social Studies learning. Emotional intelligence has been found to contribute a bunch to students' cognitive engagement and learning readiness, as emotionally balanced learners are better able to process information and sustain attention (Younas et al., 2025

Furthermore, Saad et al. (2025) found a significant relationship between emotional intelligence and students' readiness for online learning, indicating that emotional competence influences students' ability to adapt, focus, and persist in learning tasks. Although this study focused on students' EI, it implies that teachers' emotional competencies can similarly influence learners' readiness by shaping the learning environment. A study conducted among pre-service teachers in Ghana found that emotional intelligence significantly predicts academic-related outcomes, including self-efficacy and performance (Heliyon, 2024). Teachers with high EI are more likely to demonstrate adaptive teaching strategies, manage classroom stress effectively, and foster positive teacher–student relationships, all of which contribute to students' readiness to learn.

As a rider, it is established that the importance of emotional intelligence becomes even more pronounced in Social Studies, as the subject is inherently value-laden and requires students to develop critical thinking, empathy, civic responsibility, and interpersonal skills. A study on future competencies in Social Studies teaching reiterated emotional and interpersonal skills as essential for effective instruction (Kizilgol & Kasapoglu, 2024). Teachers with high emotional intelligence are better prepared to facilitate discussions on sensitive social issues and to create an emotionally safe environment that encourages student participation. Studies indicate that monitoring and responding to students' emotional states can improve engagement and interaction, thereby enhancing readiness to learn (Nguyen et al., 2026). This suggests that teachers' ability to recognise and respond to emotional cues is crucial in fostering effective learning environments.

Emotional intelligence is positively associated with learning readiness and academic resilience among students. For example, Saad et al. (2024) found a significant relationship between emotional intelligence and students' readiness for online learning, suggesting that students with higher EI are more adaptable, motivated, and prepared for academic tasks. In a similar vein, Riaz et al. (2024) found that emotional intelligence strongly correlates with academic resilience, enabling students to cope with challenges and persist in learning activities. This is in agreement with Khongsankham et al. (2024), who emphasised that integrating social-emotional learning into classroom instruction fosters emotional competence and improves overall academic performance and engagement. These findings collectively highlight that emotional intelligence is a critical predictor of students' readiness and success in Social Studies learning environments.

An avalanche of studies in Nigeria showcased the role of EI in promoting positive educational and social outcomes. For example, research among secondary school students in Ilorin South Local Government identified a significant positive relationship between students' emotional intelligence and their academic performance (Musibau, 2025), suggesting that EI competencies may support learning processes such as motivation, emotional regulation, and classroom engagement. In another study, Amailo et al. (2024) revealed that undergraduates' emotional intelligence significantly predicted social adjustment outcomes, suggesting that EI remains a relevant factor for performance in both academic and social domains within Nigerian higher education.

Adegbenga and Hassan (2020) investigated the influence of EI on secondary school students' academic achievement in Lagos State and found a significant positive relationship between students' emotional intelligence and their academic performance, although gender differences in EI scores and achievement were not significant. Obialor et al. (2024) found that in the South East, emotional intelligence predicted academic achievement in Biology subjects, although the strength of the association was relatively low, indicating context-specific variability across academic domains. Aside academic performance or academic achievement, some studies have explored behavioural and psychological correlates. Abolakale and Lawal (2024) examined EI as a predictor of impulsive behaviour among Ilorin Metropolis secondary school students and confirmed that higher emotional competence relates to better regulation of impulsivity. Additionally, Ahmed et al. (2024) found that emotional intelligence, along with self-efficacy, predicts administrative effectiveness in secondary school leadership roles in Ilorin, suggesting that EI has utility for both student learning and school management outcomes. Researches on teacher emotional intelligence also exists but is limited. Olorisade's (2019) work in Ilorin investigated how teacher demographic characteristics (e.g., qualification, experience) relate to EI levels, finding significant differences based on these factors and generally high EI among teachers.

Windasari et al. (2024) explored emotional intelligence levels among Indonesian primary school teachers and compared EI scores across gender and teaching experience. No statistically significant differences in EI between male and female teachers occur, suggesting gender did not influence EI. Das (2024) investigated whether higher secondary teachers' emotional intelligence was independent of gender and teaching experience. Results revealed no significant gender effect on overall

emotional intelligence scores, suggesting that men and women had comparable EI levels. Nadaf et al. (2024) examined the impact of gender, age, and experience on emotional intelligence of secondary school teachers in India and found no significant differences by gender — male and female teachers showed similar EI scores. Dey and Roy (2022) surveyed secondary school teachers in India and found that female teachers exhibited higher EI than male teachers, suggesting a gender difference favouring women in emotional intelligence. There are variations in the results on the role gender plays in emotional intelligence. Despite these contributions, the literature reveals several notable gaps.

Interestingly, there is limited use of localised, context-sensitive instruments that capture the socio-cultural realities of Nigerian classrooms. This creates a need for empirical studies that examine teachers' emotional intelligence as a predictor of students' readiness to learn Social Studies in Ilorin, Nigeria, thereby filling both contextual and methodological gaps in the literature. This study, therefore, seeks to investigate the extent to which teachers' emotional intelligence predicts students' readiness to learn Social Studies in Ilorin, Nigeria. Despite growing global attention to emotional intelligence in education, empirical studies examining its relationship with students' readiness to learn in the Nigerian context remain scarce. Also, researches tend to occur in urban or specific regional contexts (e.g., Lagos, Ilorin, Edo State). Broader geographic sampling is needed to understand EI's role across Nigeria's diverse educational environments.

Theoretical Framework

This work is greatly influenced by Daniel Goleman's theory of emotional intelligence. The proponent made viral the idea that emotion-related competencies are also important, like intelligence quotients needed for self-actualisation; the top echelon of Maslow's hierarchy of needs. Goleman defined emotional intelligence as a sum of the needed ingredients for individuals in relating to impulses and emotions. Notable among the rubrics are self-awareness, self-regulation, social awareness (empathy), and relationship management (social skills). These skills can be learned, and they aren't static. The theorist posits that emotional intelligence can have a direct bearing on virtues like unity at work, doggedness, to mention a few. This ultimately can have an influence on one's productivity, relationship and attitude at work etc. While others may criticise Goleman for a lot of reasons, ranging from the classification of behaviours like motivation as intelligence, it is evident that a person's emotional intelligence could translate to some actions. This implies that emotional intelligence (EI) may affect readiness and attitude to learning Social Studies. Some stereotypes are that hard Mathematics and sciences are for the boys, while Social Studies are for the girls. It is not out of place to find out if a teacher's emotional intelligence could make students develop a passion for the subject of social studies. In Social Studies instruction, the disposition and emotional intelligence of the teacher will give students interest and zeal for instruction. Today, many people hate Mathematics because of the personality and teaching method of the teacher. I can say the teacher can greatly influence the students' readiness to learn Social Studies.

Research Objectives

- To determine if gender affects teachers' emotional intelligence.
- To assess students' readiness to learn Social Studies
- To explore the relationship between teachers' emotional intelligence and students' readiness to learn Social Studies.

Research Questions

Based on the objectives of this study, the following research questions guided this research:

- i. Will gender affect teachers' emotional intelligence?
- ii. What is the level of students' readiness to learn social studies?

Research Hypothesis

Hypothesis to be tested in this study was stated below in its null form:

H₀₁: emotional intelligence will not predict students' readiness to learn Social Studies.

Method

The study adopted a correlational type of descriptive survey research design to obtain relevant data directly from respondents in their natural setting. The population of the study comprised upper-basic secondary school students in both public and private schools in Ilorin South. According to a study by Ojo and Fasasi (2014), Ilorin South Local government has 17 public secondary schools. The number of private schools cannot be ascertained. Using 10 schools is very representative of the population. Till there no single updated record of the total number of students in the local government, rather many studies just sample a subset of students. Th target population was upper-basic two students and Social Studies teachers in the schools. From this population, a sample of 300 respondents was selected using multi-stage procedure. At the first stage, stratified sampling technique was used to classify the schools into public and private. Ten schools were selected each; public and private (20 schools). Simple random sampling technique was used to select 15 students from each school, Data for the study were collected using a researcher designed questionnaire with three sections. The first section centred on the characteristics of the respondents; the second section was on emotional intelligence while the third section focused on students' readiness to learn Social Studies. The validity of the instrument was ascertained by two experts in the Department of Social Sciences Education, University of Ilorin using face validity. A test-retest was used to ascertain the reliability of the instrument on a set of students that did not form part of the sample. A reliability index of 0.83 was derived after the second administration. For data analysis, completed questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) for processing. Descriptive statistics such as frequency counts and percentages were used to analyse demographic data, while the mean was used to answer the research questions raised. Inferential statistics, specifically regression, was employed to test the study hypothesis.

Results

Table 1: Characteristics of Respondents

Variables	Frequency	Percentage (%)
Students' Gender		
Male	138	46.0
Female	162	54.0
Total	300	100.0

Result in table 1 shows 300 students took part in the study with 46.0 as male while 54.0 are females. Hence, the females are more in the study.

Answering of Research Questions

Research Question 1: Will gender affect teachers' emotional intelligence?

Table 2: Emotional Intelligence Possessed by Male and Female Social Studies Teachers in Ilorin South

S/N	My Social Studies Teacher	Male Teacher		Female Teacher	
		Mean	S.D	Mean	S.D
1	Builds positive relationship with students	3.1	0.85	3.18	0.87
2	Shows enthusiasm and persistence always	3.20	0.79	3.20	0.84
3	Is always calm in difficult situations	3.13	0.81	3.14	0.83
4	Is willing to make sacrifices to cater for his students need	3.08	0.79	3.03	0.87
5	Is attentive to emotional cues of students	2.86	0.82	2.95	0.91
6	Acknowledge and reward students' accomplishments	3.02	0.86	2.97	0.89
7	Relates well with students despite their diverse background	2.83	0.85	2.86	0.91
8	Foster open communication and stays receptive to good and bad behaviour	3.0	0.82	2.98	0.86
9	Foster a friendly and open relationship	2.95	0.82	2.96	0.84
10	Draws all students into active and enthusiastic participation	2.90	0.74	2.87	0.81
Grand Mean		3.02	0.81	3.01	0.86

Key: Low Level=0.00-2.49 High Level: 2.50-4.00

The result in table 2 shows the emotional intelligence possessed by male and female teachers in Ilorin South. As displayed in the table, the emotional intelligence possessed by male and female teachers was high with a mean of 3.01 for male and 3.01 for females which are both numerically greater than benchmark of 2.50. This implies that gender differences do not affect the emotional intelligence of teachers because both genders have high emotional intelligence.

Research Question 2: What is the level of students’ readiness to learn social studies?

Table 3: Level of Students’ Readiness to Learn Social Studies in Ilorin South

Level of Readiness	Cut Off Range	Frequency	Percentage
High	26-40	217	72.3
Low	10-25	83	27.7
Total		300	100.0

Table 3 shows 27.7% of the sampled students have low level of readiness to learn Social Studies while 72.3% of the students have high level of readiness to learn Social Studies. This clearly indicates that the readiness to learn Social Studies by students in Ilorin South is very high.

Hypothesis Testing:

H₀₁: Emotional intelligence will not predict students' readiness to learn Social Studies.

Table 4: Regression Analysis on the Relationship Between Teachers’ Emotional Intelligence and Students’ Readiness to Learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State

Model	Sum of Squares	df	Mean Square	F	p-value
Regression	917.415	1	917.415		
Residual	2142.372	298	7.189	127.61	0.00
Total	3059.787	299			

a. Dependent Variable: Students’ Readiness to Learn Social Studies

b. Predictors: (Constant), Teachers’ Emotional Intelligence

*P<0.05

Results in Table 4 indicate that teachers’ emotional intelligence significantly correlated with students’ readiness to learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State as seen in the degree of freedom of 1 and 298, with F-ratio of 127.61 that is significant at p = 0.00. On the basis of the results, the null hypothesis was not accepted which means that there was significant relationship between that teachers’ emotional intelligence and students’ readiness to learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State. The percentage of variation in students’ readiness to learn Social Studies as accounted for by teachers’ emotional intelligence is presented in Table 5.

Table 5: Model Summary on the Relationship Between Teachers’ Emotional Intelligence and Students’ Readiness to Learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.55	0.30	0.30	2.68

Results in Table 5 reveal that independent variable of teachers' emotional intelligence accounted for 0.30 representing 30% of the variation in students' readiness to learn Social Studies in Ilorin Local Government Area, Ilorin, Kwara State, with adjusted R-square of 0.30 and a standard error of the estimate of 2.68. The observed 30% variation in students' readiness to learn Social Studies as accounted for by teachers' emotional intelligence means that variables not considered in this study accounted for 70% of the variation in students' readiness to learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State.

Discussion of Findings

The findings of this study revealed that gender does not significantly influence teachers' emotional intelligence. Both male and female Social Studies teachers demonstrated high levels of emotional intelligence, suggesting that emotional competencies such as empathy, self-regulation, and relationship management are not gender-dependent. This may be partly due to the teachers being trained in educational psychology which makes them understand the behaviour of the students. This finding aligns with studies by Nadaf et al. (2024) and Das (2024), which reported no significant gender differences in emotional intelligence among teachers. However, it contrasts with Dey and Roy (2022), who found higher emotional intelligence among female teachers. The implication is that teachers' emotional intelligence in Ilorin South may be shaped more by professional experience and training than by gender. The finding of Dey and Roy (2022) may be so because females are seen as passionate, caring and more tolerable than men. This may account for the finding of Dey and Roy

The study also found that students in Ilorin South exhibit a high level of readiness to learn Social Studies. This suggests that learners are cognitively, emotionally, and behaviourally prepared to engage in Social Studies instruction. This high level of readiness may be attributed to improved teaching approaches, increased awareness of the subject's relevance, and possibly the integration of interactive and experiential learning strategies, as highlighted in earlier studies such as Yayi et al. (2025). The result supports existing literature that emphasises the role of engaging pedagogical practices in enhancing students' motivation and preparedness for learning.

Furthermore, the study established a significant relationship between teachers' emotional intelligence and students' readiness to learn Social Studies. This indicates that teachers who effectively manage their emotions and respond to students' emotional needs are more likely to create supportive classroom environments that enhance students' engagement and willingness to learn. This finding is consistent with Saad et al. (2024) and Younas et al. (2025), who reported that emotional intelligence contributes to improved learning readiness and academic resilience. The regression analysis further showed that teachers' emotional intelligence accounts for 30% of the variation in students' readiness to learn, highlighting its substantial predictive power while also indicating that other factors contribute to learning readiness. One limitation experienced in the study is the overall, the findings underscore the importance of emotional intelligence in teaching, particularly in Social Studies, where interpersonal relationships, values, and emotional engagement are critical. Teachers' ability to foster a positive emotional climate enhances students' readiness, participation, and overall learning outcomes.

Conclusion

The study concluded that gender differences does not in any way affect the emotional intelligence of teachers as both genders have high emotional intelligence. Readiness to learn Social Studies by students in Ilorin South is very high. This means that students are eager to learn Social Studies devoid of any obstacles. There was a significant relationship between teachers' emotional intelligence and students' readiness to learn Social Studies in Ilorin South Local Government Area, Ilorin, Kwara State. A teacher's emotional intelligence is a factor in determining how ready students are to the learning of Social Studies. This study has contributed to the field of Psychology as well as Social Studies by addressing variables that can affect readiness of students to learn. Administrators can easily diagnose learning problems associated with bad emotional intelligence of teachers. However, the study is limited in terms of locale. Further research can be extended to the whole of the state and a combined response of the students and teachers can be used at future studies.

Recommendations

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

- i. Teachers should be encouraged to take psychological tests at recruitment point.
- ii. School administrators should exempt teachers from teaching whenever they report they are not psychologically balanced. A day off may be given to them.

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