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## EDITORIAL

As Nigeria continues its path of socioeconomic development, improving the education system remains a critical priority. In this volume, pertinent issues were raised from many articles that were contributed for publication in the journal. The selected articles addressed, among other issues, increased government spending on education which is linked to economic growth, public expenditures, and GDP in Nigeria. Strategic investments in expanding access, as well as improving infrastructure, and raising teacher quality were ventilated as sources of dividends in Nigeria's efforts at improving the quality of education in the country. The editorial board perceives cultural barriers and poverty as hindrances to educational attainment, especially for girls in northern regions, hence looking through the lens of literature, an article provides insights into uplifting female empowerment through schooling as a possible solution.

Additionally, major gaps remain in providing inclusive, quality education for students with disabilities nationwide. Programs tailored to meet diverse needs are also found to be essential to Nigeria's socioeconomic development, and improved education system in the country. The current volume recommended priorities that include reducing student procrastination, enhancing periodical accessibility in libraries, improving social studies pedagogy, promoting interreligious understanding, applying technology, and supporting teachers' professional development.

As evidenced throughout this volume of ZAJES, quality education is essential for empowering Nigerians and driving national development. The research presented underscores that progress requires expanding access, improving infrastructure, raising teaching standards, and tailoring programming to diverse needs. Cultural barriers and systemic inequities must also be addressed. Strategic investments combined with student-centred, evidence-based reforms can help realize the full promise and potential of education in Nigeria. There is no time to waste in reimagining and revitalizing education as a national priority. By learning from the rigorous studies in this journal, we can cultivate the knowledge, skills, and opportunities that will propel Nigeria forward now and in the future. The work begins today, and ZAJES remains committed to illuminating the path ahead through impactful education research.

**Ilesanmi Ajibola, PhD**  
Editor-in-Chief

## FOREWORD

This volume of the Journal of Educational Studies, published by the College of Education, Zaria, Nigeria, is a collection of ten research papers that explore a wide range of educational issues in Nigeria. The papers address topics such as government spending on education and economic growth, multidimensional poverty in northern Nigeria, and a literary analysis of Zaynab Alkali's *Invisible Borders*, using the novel as a lens for examining the challenges faced by girls in accessing education in Northern Nigeria. Other concerns of the volume include the need to overhaul education for people with disabilities, the effects of personality traits on procrastination, the challenges, and prospects of accessing periodicals in academic libraries, and the influence of teacher's questioning techniques on student academic performance. The volume also addresses the perceptions of stakeholders on the adequacy of the NCE CRS curriculum for interreligious peace and an assessment of teachers' experience in the application of computer-assisted instruction (CAI) in public secondary schools.

The papers in this volume provide valuable insights into the current state of education in Nigeria. They highlight the challenges that the education system faces, as well as the potential for improvement. The papers also offer some practical recommendations for how to improve the quality of education in Nigeria.

Collectively, these articles underscore the challenges facing Nigeria in improving educational access and quality at all levels. But they also highlight opportunities for progress through research, policy reforms, pedagogical innovations, and grassroots efforts. I hope that the volume will be a valuable resource for educators, researchers, and policy makers who are interested in improving the education system in Nigeria.

I would like to thank the authors of these papers for their contributions. Furthermore, I would also like to thank the editorial board for their hard work in reviewing and selecting the papers for this volume.

I hope that you will find this volume of the Journal to be a valuable resource.

**Dr Suleiman Balarabe**

Provost,  
FCE, Zaria

## BRIEF INFORMATION ABOUT THE JOURNAL

The Zaria Journal of Educational Studies (ZAJES) is the official academic journal published by the Federal College of Education in Zaria, Nigeria. The journal was established in 1988 when the College was still part of Ahmadu Bello University, Zaria. Since its inception, ZAJES has served as an important platform for scholars and practitioners in various fields of Education to publish their research findings, perspectives, and responses to prior work. Recognizing the Journal's high standard, the Tertiary Education Trust Fund (TETFund) of Nigeria began to sponsor the production of its issues in 2010.

### **Mission**

The mission of ZAJES is to promote and disseminate high-quality research in Education. The journal seeks to publish papers that are theoretically sound, methodologically rigorous, and relevant to the needs of the education community. ZAJES also aims to provide a forum for the exchange of ideas and perspectives on the most pressing issues in Education.

### **Scope**

ZAJES welcomes submissions on any topic related to Education. To help readers easily find relevant papers, articles are grouped into five broad subject areas:

- Arts and Social Science Education
- language and Literature Education
- Science and Mathematics Education
- Trends and Innovations in Education
- Vocational and Technical Education

### **Peer Review Process**

All papers submitted to ZAJES undergo an initial online similarity check (plagiarism test), and would only consider articles with 15% or less online similarity results, and 5% same source similarity level. Accepted papers are further subjected to a rigorous peer review process. Each paper is reviewed by at least two experts in the field. The reviewers provide feedback on the paper's strengths and weaknesses and make recommendations for revision. The editors of ZAJES then decide on whether to accept or reject the paper.

### **Publication Process**

Accepted papers are published in two issues per year. The journal is indexed in several major bibliographic databases.

### **Disclaimer**

While the journal publishes a diversity of well-researched ideas and opinions, the contents do not necessarily reflect the views of the publisher or editorial board. The responsibility for the accuracy and originality of the papers lies entirely with the contributing authors. However, through its rigorous peer review and editorial processes, ZAJES strives to maintain high academic standards and serve as a valuable resource for the education community.

## EDITORIAL POLICY

The Editorial Board of Zaria Journal of Educational Studies (ZAJES) invites papers from interested stakeholders in education for publication in the journal. The paper may focus on analytical research, research reports, replicated research, research notes, descriptive research, book reviews, etc, from any of the following areas in Education:

- Adult and Non-formal Education
- Citizenship Education
- Computer Information and Communication Technology (ICT) Education
- Continuing/Distance Education
- Creative Arts Education
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- Pre-Primary, Primary, Secondary and Higher Education
- Psychology and Counselling
- Religious and Moral Education
- Science, Technology and Mathematics Education
- Social Science Education
- Special and Rehabilitative Education
- Vocational and Technical Education

### Guidelines for Paper Preparation

#### *Manuscripts:*

- Must be written in English or any other acceptable language, and should be scholarly, original and contribute to knowledge.
- Must not have been published or under consideration for publication in any other journal. Once a paper is accepted for publication in ZAJES, the author(s) cede copyright to the publisher of the journal.
- should clearly state on its front cover page, the title of the paper, the author's name(s), his/her status/rank, and institutional affiliation. The next page should also begin with the title of the paper (but no name of the author) and followed by an abstract of not more than 150 words.
- should be computer typed on one side of the paper, using a font size of 12 double-spaced for the main work and single line spacing for the abstract should not exceed 12 pages of A4 paper including abstract, references appendices: and Tables, figures, and diagrams, where applicable, should be simple, camera-ready and kept to the barest minimum to facilitate printing.

### References:

The current American Psychological Association (APA) style of citation (7<sup>th</sup> edition) is the accepted style for the journal. It should be cited as follows:

#### *In-Text Citation*

An in-text citation should be deployed when the author quotes a source or paraphrases another work in his/her words. These could be in the narrative of the article, or as a parenthetical citation. See the examples below.



*Narrative Citation*

The narrative citation should be used when an author’s work or quote is cited alongside his/her name. For example, The impact of colonial missionary activities on Igbo socio-cultural activities is well captured by Achebe (2009) who observed that “The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won over our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together, and we have fallen apart” (p.81).

*Parenthetical Citation*

This form of citation is used when someone else’s work or idea is paraphrased as a summary or synthesis in one’s own words.

For example, Achebe (2009) narrates the development of the negative effect of colonial influence on African culture in *Things Fall Apart* (p.81). Or,  
 The radical factor for the disconnect between the *de iure* and *de facto* African family system is the unbridled assimilation of western culture by Africans (Achebe, 2009).

**Book**

Achebe, C (2009). *Things Fall Apart*. Penguin Books.

**Chapter in an Edited Book**

Swindler, L (2013). The History of Inter-Religious Dialogue. In C. Cornille (Ed.), *The Wiley-Blackwell Companion to Inter-Religious Dialogue*. Wiley-Blackwell: A John Wiley & Sons, Ltd., Publication.

**Journal**

Maccido, M. I (1997). Recreational Activities in Federal College of Education, Zaria Academic Staff. *Zaria Journal of Educational Studies*. 2 (1), 166-172.

**Conference Proceedings**

Ikenga, G. U (2015). Education in 100 Years of Nigeria’s Existence: The Need and Benefits of Public Private Partnership in Education. *Proceedings of The IRES 3rd International Conference*, 74–78.

**Projects/Thesis/Dissertations**

Ajibola, I (2018). *A Theological Analysis of Confessional-Centric Curriculum of Christian Religious Education: Towards an Inclusive Religious Pluralistic Centred Curriculum for Nigeria Colleges of Education*. Doctoral dissertation, Duquesne University, Pittsburgh, PA, USA.

Type of Citation	Narrative Format	Parenthetical Format
Single author	Achebe (2009)	(Achebe, 2009)
Two authors	Soyinka and Anyebe (2009)	(Soyinka & Achebe, 2009)
Three or more authors	Achebe et al. (2009)	(Achebe et al., 1999)

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# Government Spending on Education and Economic Growth in Nigeria

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## Abstract

*The study investigated the impact of education spending on the economic growth of Nigeria. We applied annual time-series data from 1980 to 2019 and an Autor Regressive Distributed Lag (ARDL) methodology to examine the effect of education spending on economic growth in Nigeria. The empirical findings established that health, capital expenditure on education, recurrent expenditure on education, positively affected GDP growth rate in the long-run and short-run whereas, inflation rate, gross capital formation, and exchange rate retarded economic growth rate in long-run. Contrariwise, inflation rate, gross capital formation and exchange rate retard the economic growth in the short run. The findings proposed that improved capital and recurrent expenditure on education, stabilized inflation and exchange rate, gross national investment would enhance economic growth, improve living standard, and increase government revenue in the long-term.*

## Keywords

Government Spending  
Economic growth  
Education spending  
Unit root

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## Introduction

The importance of human capital development in the economic growth of any country cannot be over-emphasized. This accounts for the reason countries spend a significant part of their budget on education. Similarly, the United Nations Educational, Scientific and Cultural Organization declared that Member states should devote 4 to 6% of their Gross Domestic Product (GDP) or 15 to 20% of their annual budget to education spending (UNESCO, 2015).

Adequate government spending on education has ripple effects which cut across self-realization, good governance, and effective service delivery in every sector of the economy. No matter what stage of development a state would be, the educational system must be planned to educate students for careers along the educational path. The planned educational system must be such that they will need to be able to integrate and coordinate the next level of growth. This is only achievable if the nation's

strategic vision, which focuses on education advises, the educational policy, a market economy built on talented teachers, an attractive foundation for education system funding, and a sustained and accelerated rate of human growth by being objective. Therefore, to achieve these objectives, government spending on education, which is a crux to a meaningful life, should not be toiled by any responsible government. In other words, capital formation, quality of labour, accelerated economic growth, peaceful cohabitation, good governance, and quality service delivery are because of quality education, Towah (2019).

In Nigeria, a substantial amount of money is allocated as a budget annually by both private and government specifically for the education sector. Perusing Nigeria's case, a major problem identified lies in implementation and providing infrastructural development to meet the demand of a modern educational environment in which learning and skill development would thrive. This is because of corruption, high-handedness, and lack of political will. Nigeria is currently rated 154 nations out of 180 countries considered to be the most corrupt in the world (Corruption Perceptions Index, 2022). The implementation of the budgeted amount for the education sectoral development and sustainability according to UNESCO's recommendations is a challenge in Nigeria. Given this, when education is poorly funded, the quality of life and productivity would be affected because the productivity of

labour depends on the quality of education and other indicators over time (Roser and Ortiz-Ospina, 2020) discoursed that the quality of education, however, depends on the amount invested in Education. Additionally, the GDP percentage intended to be spent on education in Nigeria over the years kept on declining far below the UNESCO declaration. Considering the percentage trend of five years, from 2015-2019 as depicted thus: 2015-10.79%, 2016-7.9%, 2017-6.13%, 2018-7.14%, 2019-7.12%. Given the ups and downs of the government spending on education, the standard, and quality of education deteriorate while industrial actions are frequent among places of learning in Nigeria.

It is argued that unless the root causes of poor performance of education in Nigeria are tackled, education will not contribute successfully towards economic growth in Nigeria. Considering this, however, it bewilders if there is an appropriate allocation and implementation of budgets for the educational sector. Considering all of these factors, the purpose of this paper is to examine and demonstrate, using appropriate macroeconomic indicators, to verify the effect of education spending on the economic growth of the oil-rich nation of Nigeria. The causes of both short-term and long-term growth are differentiated in economic theory. Because of sources of friction, such as a steady rise in the general price level of goods and services, and sticky wages which prohibit the economy from responding instantly, shocks have an impact on growth in the short run and

lead the economy to diverge temporarily from its long-run growth track. Long-term economic growth, on the contrary, is frequently fuelled by advancements in productivity, capital accumulation, employment growth, macroeconomic trends, technological innovation, and structural change. Therefore, to avoid drawing incorrect conclusions about the nature of economic linkages that could lead to bad policy choices, econometric models must distinguish between various periods (Usman and Olivier, 2021).

Given the importance of time in econometric modelling, the current work fills a gap by meticulously assessing the long and short-term link between education expenditure and economic growth in Nigeria using annual time-series data from 1980 to 2019. The random properties of the variables are investigated by completing the standard augmented Dicky-Fuller (ADF), Phillips-Peron (PP) and followed by the Bai-Perron structural break unit root test. Auto-Regressive-Distributed Lag (ARDL) approach was used for testing the existence of co-integration relationships among the study variables. The study contributes to the existing literature in the following research directions. First, it analyses the real effects of economic growth by disaggregated capital and recurrent expenditure on education in Nigeria. Secondly, a long time covering a span of forty-years from 1980 to 2019 was used, as new economic activities have taken place before the current study. Thirdly, in the applications of the econometrics methods to estimating the variations, we

also incorporated new and more important variables in the model to comprehensively investigate Nigeria's peculiarity. The rest of the study is structured thus: section two presents the theoretical framework and empirical reviews. Methodology and the procedures that guided the study in section three. The section four of the work dwells on the analysis, interpretation, and results. Section five is on the conclusion and policy recommendations.

### **Theoretical Framework**

Though some research has examined the effect of government spending on education and economic growth using various theoretical approaches, the theoretical basis of this study is anchored on the human capital-induced growth model as discussed below:

#### **Human Capital Growth Theory**

According to Romer's (1986) human capital-induced growth theory, the source of divergence in economic performance and the rate of growth between countries is human capital. According to the human capital idea, acquiring more education and training in specific abilities can boost a person's capacity for production. According to Claudia Goldin (2016), the foundation of the human capital concept is the notion that investments in people—like education—increase productivity and skill sets among employees. This theory is relevant to the knowledge economy because it emphasizes the widely held belief that an individual's human capital will increase and their demand for

specialized knowledge will increase as they become more educated. Human capital-induced growth theory; however, spreads the frontier by disaggregating public spending on education into two components. Splitting public spending on education into capital and recurrent expenditures provides a more coherent and wide-ranging apparatus for examining the role of public spending on education in economic performance. Furthermore, technology and information, which are the end products of discovery, are the indirect effects of conscious human endeavour (Romer,1986, 1994).

Nigeria, like many other nations around the globe, spends a huge amount of its budget on education annually. There are reasons behind such practice. Education could play a vital role in the economic development of countries' or it might be to meet the expectations of the international community's treaty, of which they are a member.

Thus, research and development(R&D) is part of education spending which trickles down its effects to other segments of the societal development. One thing is found common in Nigeria's education budget: the problems of implementation and execution. The resultant effects of poor funding and implementation of education spending are Poverty, low productivity, unemployment, lack of access to quality and compulsory education, social and dilapidated services on the infrastructural contours (World Bank report, 2019), and (Ehikioya, 2019). It is no doubt such

conditions could be harmful and detrimental to economic growth.

In recent times, it is evidenced that social vices such as insurgence, corruption, and political instability are on the rise in Nigeria. This is a result of poverty, unemployment, and inflation and exchange rate fluctuations which are centred on poor standards of education and low productivity which decline the gross domestic product. Education spending is considered an investment in human capital since it aids in skill building and increases the ability to work and creates more skilled workers. Countries invest in education to elevate their human resources, which will increase growth (Suwandaru et al. 2021).

### **Empirical Review**

Literature on the government spending on education and economic growth relationship has largely been inspired by seminar papers and article publications. To understand what category of education contributes more to economic growth, Lawanson & Umar, (2020), belief that education fosters growth by disintegrating the different levels of education: primary, secondary and tertiary. The outcomes of the studies indicated that there is a cointegration between total government education expenditures and economic growth. The outcomes of the study also revealed that all levels of education expenditure contribute to economic growth positively. Similarly, Shaliza et al. (2022), conducted a study on the impact of government expenditures on the economic growth in Malaysia using independent variables such as-

development expenditure, education, healthcare, and gross fixed capital formation from 1980 to 2020 as guidelines. The findings of this study show development expenditure is positive and significantly affecting Malaysia's economic growth, while education, healthcare, and gross fixed capital formation are negatively significant. Theoretical model explaining the channels through which human capital accumulation impacts on economic growth are presented by Bucci, (2014), on the economic determinants of the inter-sectoral allocation of skills within an R&D-based growth model with human capital accumulation. The research finds that steady-state growth is driven only by incentives to accumulate skills and its independent of scale effects. In the model, imperfect competition has a positive growth effect, while influencing the allocation of human capital to the different economic activities.

The work of Raghupathi & Raghupathi (2020), shows that an increase in healthcare expenditure has a positive relationship with economic performance. Similarly, Esen & Çelik Keçili (2022) using time series data of forty-three years period from 1975 to 2018 with the application of the VAR model investigated the effects of health expenditure on economic growth in Turkey. The results indicated that the Granger causality test results showed a unidirectional causality from health expenditure to economic growth in the short term. The existence of a long-term relationship among related variables and a short-term relationship between

health expenditure and economic growth displays the importance of investments in healthcare services in Turkey. Similarly, Torruam et al. (2014), investigates the Impact of public expenditure on tertiary education and economic growth in Nigeria using time series data for the period 1990-2011. A cointegration analysis and error correction technique was applied. The study concludes that public expenditure on tertiary education has a positive impact on economic growth in Nigeria.

Furthermore, Armeanu et al., (2018) investigated the empirical studies towards the drivers of sustainable economic growth in EU-28 countries. Panel data regression models, in the form of fixed and random effects models, alongside system generalized method of moments were used. The result from the finding as regards higher education, shows that expenditure per student in higher education and traditional 18–22-year-old students are positively linked with sustainable economic growth, whereas science and technology graduates negatively influence real GDP growth.

On the contrary, in another study investigated in eleven former communist - Central and Eastern Europe by Nuță et al., (2022) an ARDL with a structural break model was adopted for the study and mixed-up research findings were dictated. The public education expenditure-economic growth relationship is mixed in the long term; for five countries, there is no such thing; for six countries, there is one in the long term. In the short term, also, mixed results manifested for four



countries are positive, and for two negatives.

Ülger (2020) endeavoured to analyse the relationship between education expenditures and growth via graphics for the period of 2000-2018 in Turkey. As a result of studies on the effect of educational growth in Turkey, it stands out statistically insignificant. In this context, it is necessary to make investments to improve the quality of education and training in Turkey. For this, unproductive resources devoted to education should be used and should support economic development by increasing education expenditures.

However, from the existing empirical studies, the use of panel based was common and is unable to cover the country's specific data cauterizations of Nigeria. Thus, even though there are several empirical studies on the relationship between government spending on education and economic growth in Nigeria, such existing literature used a short time frame which is not long enough, and tremendous changes have occurred since then in Nigeria. Moreover, some other literature related to Nigeria suffered from variable omission. This study attempts to fill these identified gaps by interpreting the country-specific characteristics of the linkages between government education spending on economic growth in the oil-rich nation.

### **Data and Methodology**

This study draws on secondary data from various sources, namely: the Central Bank of Nigeria (CBN), National Bureau of Statistics (NBS), and World

Bank (WB) database using the desk survey approach. Annual time series data of Nigeria covering the span of 40 years from 1980 to 2019 were used in the study. The macroeconomics variables on which data were collected are Real Gross Domestic Product (RGDP), Government Expenditure on Health as a percentage of GDP (HEX), Inflation Rate (INF), Government Capital Expenditure on Education as a percentage of GDP (CEX), Government Recurrent Expenditure on Education as percentage of GDP (REX) Gross Fixed Capital Formation as a percentage of GDP (GCF), Exchange Rate (EXR). Data on RGDP, HEX CEX, and REX which were taken in monetary terms were log-transformed to stabilize the variance of the series. Whereas INF, GCF and EXR retained their percentage form. EVIEWS 12 statistical package was used for the data analysis. The dependent and independent variables utilized in this analysis were chosen after considering fundamental economic theories, relevant empirical literature, and the study's objectives. The exclusion of relevant variables in a regression model has been demonstrated in econometric studies to cause bias the size of which relies on the interaction between the omitted variable, the other explanatory factors, and the dependent variable (Gujarati and Porter 2009). To be properly guided, the study modelled RGDP as a function of the above-mentioned potential drivers of economic growth using a broad formulation of Jones (2019), and Jalil (2008), endogenous growth model.

The multivariate model adopted in this study emphasizes the short and long-term effects of government education spending on the economic growth of Nigeria. The researcher, therefore, devised and specified an Auto-regressive-Distributed Lag (ARDL) model, in an Error Correction (ECM) form as follows:

$$\begin{aligned} \Delta \text{LnRGDP}_t = & \beta_0 + \\ & \beta_1 \text{LnRGDP}_{t-1} + \beta_2 \text{LnHEX}_{t-1} + \\ & \beta_3 \text{INF}_{t-1} + \beta_4 \text{LnCEX}_{t-1} + \\ & \beta_5 \text{LnREX}_{t-1} + \beta_6 \text{LnGCF}_{t-1} + \\ & \beta_7 \text{EXR}_{t-1} + \sum_{i=0}^q \phi_1^{\Delta} \text{LnRGDP}_{t-1} + \\ & \sum_{i=0}^q \phi_2^{\Delta} \text{LnHEX}_{t-i} + \\ & \sum_{i=0}^q \phi_3^{\Delta} \text{LnINF}_{t-i} + \\ & \sum_{i=0}^q \phi_4^{\Delta} \text{LnCEX}_{t-i} + \\ & \sum_{i=0}^q \phi_5^{\Delta} \text{LnREX}_{t-i} + \sum_{i=0}^q \phi_6^{\Delta} \text{EXR}_{t-i} + \\ & \sum_{i=0}^q \phi_7^{\Delta} \text{GCF}_{t-i} + \text{ECT}_{t-1} + \mu_t \end{aligned}$$

Where:

RGDP is adopted as a precise gauge of economic growth and the dependent variable of the model. It is an inflation-adjusted measure that represents the value of all final products and services produced each year, expressed in a base year price.

INF is measured in rate and determines the general price levels of goods and services in Nigeria. Rising prices deplete disposable income, which increases poverty among the people. As consumers' income improves because of the decreasing general price level, their general capabilities to demand goods and services improve, leading to an increment in their living standard.

Therefore, a controlled inflation rate is appropriate for macroeconomic stability. CEX in billions of Nigerian Naira

measures the amount which the government spends on developing infrastructures for the education sector. Annually, the Nigerian government spends a huge amount from its national budget on education in terms of training the workers and providing infrastructures for the education sectors. REX in billions of Naira, measures government spending on education as a result of wages and salaries for the employed workers. It is a catalyst and the engine wheel for motivation for the services rendered. GCF is an investment in fixed assets funded with money raised via the stock market. Following the IMF report (2018), the GCF was adopted as a proxy for the level of private investment. EXR measures the rate at which one currency measures with another currency. Most exchange rates are said to be floating and will rise or fall with the interaction between supply and demand by the market forces. Some exchange rates are pegged or fixed to the value of a specific country's currency. Nigeria's naira, exchanged at the time of this research, stands at 418 naira per US dollar as an official rate. It is the selling price of the national currency in Nigeria since 2022.

$\Delta$  denotes the first differences of the respective variables, and 1 is the lag length selections accord to each variable. t=time trend consisting of years from 1980 to 2019.  $\beta_0$ =Intercept.  $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6,$  and  $\beta_7$ , are the coefficients of the long-run impact of the explanatory variables to be estimated.  $\phi_1, \phi_2, \phi_3, \phi_4, \phi_5, \phi_6,$  and  $\phi_7$ , are the coefficients of the short-run impact related to the model's convergence to long-run equilibrium, whereas ECT is the speed of adjustment parameter that

transmits the pace of convergence or how swiftly the variables returned from disequilibrium in the short-run to long-run equilibrium. The dependent variable is expected to interfere or correlate with one or more of the endogenous variables in the model.

### Estimation Procedure

The study applied the Auto-Regressive-Distributed Lag (ARDL) technique for testing the existence of a co-integration relationship among the variables, as developed by Pesaran et al. (2001). This procedure is recommended over traditional cointegration approaches (Engle and Granger, 1987; Johansen 1988, 1991; Johansen and Juselius 1990), which necessitate a long sample time and all variables to be I (1). Firstly, endogeneity problems and inability to test hypotheses on the estimated coefficients in the long-run associated with the Engle-Granger (1987) method are sidestepped. Secondly, the model's long- and short-run parameters can be estimated concurrently, as the speed of adjustment to long-run equilibrium caused by any short-run external shocks, thereby removing the issues associated with omitted variables and the occurrence of autocorrelation. Thirdly, the econometric methodology is relieved of the responsibility of determining the order of integration among variables and pre-testing for unit roots. Because the variables are assumed to be stationary at levels (I (0)), first difference (I (1)) or fractionally integrated, pre-testing for unit roots in time-series variables and determining first-order integration or I (1) behaviour

are not necessary for this technique (Ewetan et al., 2020). However, to assure the relevance of the co-integrating relationship, Pesaran et al. (2001) stated that, the dependent variable should be first difference stationary.

Rahman and Islam (2020) also believe that the presence of any I (2) variable(s) may dislodge the system. As a result, it is preferable to perform some efficient unit root tests to check that no I (2) variable(s) is/are included in the model. Furthermore, while the results from the estimation process derived from the Engle and Granger and Johansen and Juselius methods are not efficient and consistent for studies with small sample size, Pesaran et al., (2001) indicated that the short and long-run parameters estimated using the ARDL methodology are reliable and efficient for small sample analyses that can be related to what we have in this study. According to Nguyen (2020), the ARDL bounds testing methodology has considerably superior small sample qualities than multivariate co-integration. Likewise, in distinction to vector autoregressive (VAR) models, the ARDL model will accommodate a larger range of variables and additionally, versatile in terms of lag structure; in this case, it can settle for multiple optimum lag structures for distinct variables (Babu et al., 2020)

### Preliminary Analysis of Study Variables

The study conducted series of preliminary tests on the nominal data set used in the analysis by characterizing the key properties of the study variables

to assess their dependability and quality

for running OLS regression.

**Table 1** Descriptive statistics of the variables

	Mean	Median	Maxi	Mini	Std. Dev	Skewness	Kurtosis	J.B Prob	Obs
DP	34793346	23068845	84064360	13779256	21372676	0.83	2.31	0.06	40
HEX	71.75350	15.9300	388.3700	0.040000	102.4985	1.42	3.99	0.10	40
INF	18.87565	12.15350	72.83600	53.82000	16.91412	1.82	5.15	0.23	40
CEX	7.757576	8.076546	10.78505	4.935193	1.649010	-0.08	2.03	0.45	40
REX	2.960378	3.917520	6.471960	-1.832581	2.821333	-0.51	1.84	0.13	40
GCF	37.17675	35.31500	89.39000	14.17000	20.66511	0.99	3.39	0.03	40
EXR	94.44025	103.7250	306.5000	0.600000	91.57079	0.80	2.91	0.11	40

### Results and Discussions

An outline of descriptive statistics for every study variable is provided in Table 1.

From Table 1, the Jarque–Bera likelihood values of RGDP, HEX, INF, CEX, REX and EXR are larger than the 5% significance level, indicating that these variables are normally distributed. The Jarque–Bera probability value of the differing variable indicated a definite lack of normality in its residual, as proven by the Jarque–Bera probability value of lower than 0.05. The non-normality of residual might be, since this variable is significantly prone to oil

value shocks and other economic instabilities, which would have caused outliers, leading to residual non-normality. However, in exception to INF, GCF and EXR that were in percent, the Jarque-Bera probability of the nominal values of HEX, CEX, and REX, were estimated to be normally distributed. Furthermore, the normality of the data distribution is not required for use in the ARDL cointegration technique used in this study (Rahman and Islam 2020). Accordingly, the reportable estimated results within the study are considered relatively efficient.

**Table 2** The Pearson correlation analysis

	HEX	INF	CEX	REX	GCF	EXR
HEX	1.00					

INF	-0.15	1.00				
CEX	0.62	-0.26	1.00			
REX	0.57	-0.10	0.61	1.00		
GCF	-0.60	0.11	-0.61	-0.47	1.00	
EXR	0.33	-0.11	0.61	0.52	-0.61	1.00

Furthermore, the correlation analysis became necessary as performed to scrutinize the magnitude and severity of multi-collinearity of most of the explanatory variables in the empirical model. A correlation coefficient among any pair of explanatory variables whose value is more than  $\pm 0.80$  is stated to be enormously collinear (Babu et al. 2020).

Table 2 shows the Spearman rank-order correlation check for the explanatory dependents. From Table 2, there may be no proof of any tremendous multi-collinearity or linear dependency among the explanatory variables of the estimation model.

**Table 3** Summary of unit root test

Variables ADF	PP Test		Bai-Perron					
	Level	1 <sup>st</sup> Diff	Level	1 <sup>st</sup> Diff	Rmk Break Date	Level	1 <sup>st</sup> Diff	Rmk
LnRGDP 0.9833 <sup>n</sup>	-4.0302 <sup>a</sup>	1.5776 <sup>n</sup>	-3.9273 <sup>a</sup>	I (1)1999	-1.8526 <sup>n</sup>	-4.8391 <sup>a</sup>	I (1)	
LnHEX	-2.8789 <sup>c</sup>	-0.2198 <sup>n</sup>	-0.8541 <sup>n</sup>	-19.0867 <sup>a</sup>	I (0)	1999	-0.9302 <sup>n</sup>	-9.7873 <sup>a</sup> I (1)
INF	-2.4357 <sup>n</sup>	-6.2739 <sup>a</sup>	-2.8617 <sup>c</sup>	-11.7637 <sup>a</sup>	I (1)	1995	-5.2587 <sup>a</sup>	-7.6186 <sup>a</sup> I (0)
LnCEX	-1.3634 <sup>n</sup>	-6.7939 <sup>a</sup>	-1.3188 <sup>n</sup>	-6.7939 <sup>a</sup> I (1)	1992	-3.3640 <sup>n</sup>	-9.0945 <sup>a</sup>	I (1)
LnREX	-2.8434 <sup>c</sup>	-5.2065 <sup>a</sup>	-1.3349 <sup>n</sup>	-10.8350 <sup>a</sup>	I (0)	1992	-5.0811 <sup>a</sup>	-7.3345 <sup>a</sup> I (0)
GCF	-3.8106 <sup>a</sup>	-4.5538 <sup>a</sup>	-3.2924 <sup>b</sup>	-4.6390 <sup>a</sup> I (1)	2018	-2.6510 <sup>n</sup>	-10.402 <sup>a</sup>	I (1)
EXR	0.7291 <sup>n</sup>	-7.2876 <sup>a</sup>	0.6541 <sup>n</sup>	-7.0736 <sup>a</sup> I (1)	2014	-1.2868 <sup>n</sup>	-4.9364 <sup>b</sup>	I (1)

Notes a, b, and c denote the rejection of the null hypothesis at 1%, 5% and 10% significant levels, respectively, while n denotes not significant.

The maximum correlation between any paired regressors was valued to be 62%, which is within the generally acceptable threshold of 80%. Thus, even though the ARDL bounds testing methods does not rely on prior knowledge about the order of

integration of the series under review, it is sensible to test for the stationarity properties of all variables to assure that none of the examined variables is I (2) stationary to obtain reliable results. To avoid a wrong application of the ARDL technique, the study implemented the

traditional Augmented Dickey-Fuller (1979), Phillips-Perron, (1988) and the Bai and Perron (1988) structural breaks unit root tests to be sure that unobserved heterogeneity in the variables studied and show how sensitive the estimated results are to structural changes.

The unit root test results of the study variables are summarized in Table 3. From the study, it can appropriately deduce from the results in Table 3 that none of the study variables are integrated of order two. The explanatory variables were detected to be either level or first difference stationary, while the dependent variable achieved stationarity only after first differencing. The combination of I (1) and I (0) variables is the prerequisites in theory to justify the pertinences of an ARDL approach to test for co-integration.

**ARDL Bounds test for Co-integration.**

The application of an ARDL bounds test method relies on the F-test for deciding the presence of long-term relationship between the variables within purview investigation, and it tests for the joint significance of lagged level variables enclosed within the model. Thus, the selection of the right lag length

is essential for the connection of the F-test results. The study’s observations are annual, and the sample size is forty with seven parameters. Because of the range of observations and the necessity to take care of degrees of freedom, a perfect lag length of 2, 2 was chosen and obligatory on the variable quantity and the regressors' exploitation through the Akaike information Criterion (AIC). The study, therefore, measured Eq (1) with the lag structure (1, 0, 2, 2, 1, 2, 1) being the most efficient of the estimated models. The results obtained from the ARDL bounds testing approach and therefore the estimated F-test are contained in Table 4.

The table indicates that the calculated F-statistic value of 17.63716 is larger than the upper bound critical value of 3.99 at the 1% (percent) significance level, evidencing to prove the fact that a significant long-run relationship exists between education spending and the economic growth of the Federal Republic of Nigeria expressly captured in Eq (1). This means that these variables move along within the long run, which any short-run departure in their interactions can make a comeback to equilibrium in the long-run.

**Table 4** ARDL bounds test for co-integration results.

Model	F-statistics		K	Critical values		Decision	
%	Lower	Upper		Bound 1(0)	Bound 1(1)	Reject H <sub>0</sub>	and H <sub>A</sub>
LnRGDP=f (LnHEX, LnINF, LnCEX, LnREX, GCF, EXR)		17.63716	6	1%	2.88	3.99	Reject H <sub>0</sub> and H <sub>A</sub> . Cointegration exist

2.5%	2.55	3.28
5%	2.27	3.61
10%	1.99	3.9

To validate the long-run impact of education spending on the economic growth in Nigeria, the research estimated the conditional ARDL long-run approach for Eq.1. Therefore, the long-run estimated results are displayed in Table 5.

**Table 5** Estimated ARDL long-run Coefficients Result

Regressors	Variables	Coefficient	Std. Error	t-Statistics	P-Value
LnHEX	0.229821	0.080334	2.860828	0.0091	Estimated ARDL long-run coefficients. Dependent variable: LnRGDP
INF	-0.003024	0.001779	-1.700352	0.1032	
LnCEX	0.067035	0.025762	2.602098	0.0163	
LnREX	0.15323 4	0.090815	-1.687312	0.1057	
GCF	-0.002157	0.004614	-3.307839	0.0032	
EXR	-0.002157	0.000547	-3.945185	0.0007	
C	18.316143	0.253160	72.350094	0.0000	

### Long-run Effects of Education spending on Economic Growth in Nigeria

From Table 5, the estimated coefficient of government spending on health (LnHEX) indicated a significant positive relationship with long-term economic growth at one percent probability level. Based on the result, a percentage increase in the health spending will, if other variables remain unchanged, produce an increase of about 0.22% in the long-run economic growth. The result stress that health is fundamental to economic growth. This is because healthy people can live longer, work for more available time and increase output for economic growth.

The importance of health workers in a nation would be further appreciated during the pandemic outbreak like Coronavirus in Nigeria as the economic activities were put to halt. "Indicating that a healthy nation is a wealthy nation". The low coefficient value is as a result of multi economic problems facing the country. Nigeria is suffering from high insecurity, inflation, and exchange rate which affect the quality of health and labour. Furthermore, the country's major source of revenue is from the sales of crude oil. The oil prices dwindle in the international markets, which will have a resultant effect on the capital expenditure on health, as Nigeria's budget depends majorly on the sales of crude oil. The result is in line

with the *a priori* expectation and previous empirical studies of Esen and Keçili (2021), and Raghupath and Wullianallur (2020), who in their works on Turkey and United States of America respectively, affirmed that investing carefully in various healthcare aspects would increase Income, GDP, and productivity, and alleviate poverty.

The estimated long-run coefficient of Inflation Rate poised a significant negative relationship with the long-run economic growth at ten percentage probability level. In view of the result, a percentage decrease in the general price level will produce a decrease of about 0.01% in long-term economic growth. Rising prices depletes disposable income, which increases poverty among the people. As consumers income improves because of the decreasing general price level, their general capabilities to demand for goods and services improve, leading to an increment in their living standard. High inflation rate can lead to frustration and discontent among the people, which would cause the breakdown of law and order. Therefore, a controlled inflation rate is appropriate for macroeconomic stability. The result is akin to the *a priori* expectation which suggests that a decline in the general price level of goods and services will stimulate a long-term economic growth as demonstrated in the findings of Michael et al. (2019), Nguyen (2020), Mandeya and Sin-Yu-Ho (2021) and Kusumatriana et, al., (2022). They all reported a significant negative relationship between inflation rate and long-term growth in Nigeria and Vietnam, respectively.

The estimated coefficient of Capital Expenditure on Education (LnCEX) Indicated a significant positive relationship with long-term economic growth at one percent probability level. Based on Table 5, a percentage increase in capital education spending will generate an increase of approximately 0.06% in long-run economic growth. This may be as a result of the important role which education spending plays on human capital development and economic growth. The coefficient level of the variable reflects economic shocks and dwindling crude oil prices at the international market as the major source of revenue for Nigeria. To improve economic growth through education spending, there is a need to look out on selected programs and courses of study in education that are capable of contributing towards growth. One major problems of Nigeria's capital spending on education in terms of human capital development is that it is hinged on political bases, ethnic bias, and most importantly, on many irrelevant courses of study. For example, the Tertiary Education Trust Fund (TETFund) spends billions of naira yearly on capital projects and training of staff of higher education in Nigeria.

Specifications should be made in relative to meet the current global development standard in education and development. It should not be in every project, every vehicle, and every course of study because credentials and number of years spent in education does not entail skill acquisition and may mislead the employer. The study result in line with the *a priori* expectation



indicating evidence of a positive relationship between government capital spending on education and economic growth in accord with the Keynesians theory, (Wilson and Briscoe, 2004) and (Rasa and Simona,2016) who concluded that, overall, the impact of investment in education and training on national economic growth is positive and significant.

The long-run coefficient of Recurrent Expenditure on Education (LnREX) proved to be negative impact on the economic growth. From Table 5, a percentage increase in the total education recurrent expenditure holding other explaining variations constant propels an increase of about 0.15% in the long-term economic growth. There is no doubt that there could be a relationship between wages, salaries, compensation, inflation, unemployment rate and economic growth. Moreover, it is imperative to note that recurrent expenditure on education is for consumption and the general households spending and will have a significant impact on education. Prolonged increase in general price level of goods and services would keep depleting the real wages of the workers in Nigeria, combined with high level of family dependency. The effect is witnessed on the business circle on one hand and on the students as the money received as wages and salaries are spent by the workers on business activities which will have a multiplier effect on growth. Nigeria currently witnesses general economic shocks in which unemployment and inflation are on steady rise. As a result of the economic

shock, raising from corruption to insecurity could be the result of low value of the coefficient. The finding is in line with the *a priori* expectation and in accord with classical economist marginal productivity theory that a relationship exists between wage rate and the productivity of labour. Furthermore, Torruam, Chiawa, and Abur (2014), and Ayeni and Omobude, (2018), who affirmed that recurrent educational expenditure exhibited a significant relationship with economic growth.

The estimated coefficient of Gross Capital Formation (LnGCF) depicted a significant negative relationship with the long-term economic growth at 1% significant level. In respect to the Table 5, a percentage increase in gross capital formation, will *ceteris paribus*, generate a decrease of about 0.001% in long-run economic growth. This is possible as a result of Insecurity, economic shocks, dwindling oil price and continuous up surge of inflation and political violence which can distort the equilibrium resource allocation in Nigeria by changing individuals' savings, investment and consumption patterns. The contentious rise of the general price level in Nigeria has adverse economic consequences. One of them is destabilizing individual and public savings patterns, which will affect investment at large. To the banking institutions, contractionary policy will make less money available for the business establishments. This will certainly pressurise the standard of living as the cost of living will rise. The rising living costs would cause lack of

economic opportunities, which will lead to frustration and break of law and orders. Nigeria is prone to political violence and persistent attacks by bandits in more recent time. These attacks by bandits and terrorists' groups destroy infrastructure, thereby affecting the entire businesses cycle in the country. The results are the decline in profits and thus, smaller economic return on investment (ROI). Insecurity drags the country's economic progress backwards. Recently, the Nigerian government borrowed to finance challenging security problems facing the country. In this, huge amounts meant to develop capital projects are channelled to purchase firearms to fight insecurity. The education sector, like every other one, is badly affected to the extent that schools in the northeastern part of the country are no longer functional. All these impediments stifle domestic capital formation and private investment, thereby becoming an impediment to long-term economic growth in Nigeria. The finding contradicts a priori expectation and is extant in the studies of Menon (1995) but in line with Onyinye et al. (2017), and Ajose and Oyedokun (2018), who reported that gross capital formation has no significant impact on economic growth in Nigeria within the period of study.

The long-run coefficient of Exchange Rate (EXR) showed a negative relationship with the long-run economic

growth at 1% significance level. From the Table 5, a percentage point increase in exchange rate other explanatory variables held constant, decreases growth by about 0.01% in long-term economic growth. Declining exchange rate will surely improve the economic conditions of the people of Nigeria. As the rising exchange rate depletes the economy, Nigeria, is a consumption nation where virtually every commodity is imported. The major source of FX is through the exports of crude oil. When imported finished goods are directly consumed by consumers, the goods' price level change will have a direct effect on domestic price changes. Second, if the imported goods are semi-finished goods used to produce domestic products, the price increases of the imported goods will lead to increased production costs in the country. The effect is that output prices will rise. Meanwhile, the implication on the wage level is that exchange rate depreciation would lead to cheaper domestic products, so exports and aggregate demand will rise and lead to increased domestic prices. However, the real wage offered in long term is fixed wage so that in long term it would cause the price rises and output falls. The result confirmed the a priori expectation and finding of (Ehikioya,2019) who affirmed that exchange rate volatility has a negative and significant effect on the economic growth of Nigeria.

### Short-Run Effects of Education Spending on Economic Growth in Nigeria

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Regressors	Coefficients	Std. Error	-Statistics	P-Value
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D(LnHEX)	0.051796	0.006113	8.473380	0.0000
D(INF)	-0.001064	0.000292	-3.651661	0.0014
D (INF (-1))	0.000848	0.000279	3.039544	0.0060
D(CEX)	0.10881	0.005813	1.871845	0.0746
D (CEX (-1))	-0.014783	0.005258	-2.811567	0.0102
D(REX)	0.000375	0.006680	0.056205	0.9557
D(GCF)	-0.001755	0.000810	-2.165834	0.0414
D (GCF (-1))	0.003738	0.000897	4.166923	0.0004
D(EXR)	-0.001047	0.000217	-4.826598	0.0001
CointEq (-1)	-0.243645	0.017269	-14.108436	0.0000***

**Table 6** Error correction representation for the selected ARDL model. ARDL (1, 0, 2, 2, 1, 2, 1)

$$\text{Cointeq} = \text{LnRGDP} - (0.2298 * \text{LnHEX} - 0.0030 * \text{INF} - 0.0670 * \text{LnCEX} - 0.1532 * \text{LnREX} - 0.0153 * \text{GCF} + 0.0022 * \text{EXR} + 18.3161)$$

After estimating the long-run coefficients result, the ARDL model makes use of the lagged values of all variables within the Eq (1) (a linear mixture denoted with using the error-correction term (ECT) to estimate the model's short-run dynamics as related to the long-run relationship were revealed. Table 6 shows the results of the estimating model.

According to the results, the model's error-correction term is particularly significant and correctly signed. The error-correction period has a coefficient of - 0.243645, inferring that around 24% of the deviations from the long-run growth rate in output caused' via the past years' shocks converge to long-run equilibrium in the present year. The result supports the existence of a long-run relationship between economic growth and the analysed enabler of education spending in Nigeria, suggesting that health spending, a stable exchange rate and strong economy enterprise foster long-term growth.

From table 6 current level of health spending D(Lannex) in agreement with the long-run result has a significant positive impact on economic growth. With increasing spending on health in Nigeria, the level of development continues to improve. Inflation rate D(LnINF) is also in agreement with the long-run result while its one-year lag value D (LnINF (-1)) also indicated a significant positive impact on growth, and both are significant at one percent. This shows that stable general price levels will improve on the saving, which will improve investment and promote economic growth. Nigeria is currently suffering from a high inflation rate, which has surged to 19.64% at the time of this research. The implication is that, as long as the general price levels keep rising, investment in the critical infrastructures like education and health will remain difficult. This will keep on with low growth rate as a percentage increase in the current level improves growth at about 1% while a percentage increase in the one-year lag value of the variable decreases the current rate of growth by about 1%.

Furthermore, the coefficient of the present level of Capital expenditure on education  $D(\text{LnCEX})$  in compliance with the long-run result indicated a significant positive impact on the current rate of economic growth. However, the coefficient of the one-year lag of capital expenditure on education  $D(\text{LnCEX}(-1))$  shows a negative significant impact on the current level of growth. Accordingly, a percentage increase on the capital spending on education, increased economic growth by about 0.01% in the current level of growth while a percentage increase in the previous level of capital expenditure on education spending generated a decrease of around 0.01% in the current level of economic growth.

However, the percentage level of Recurrent expenditure on education  $D(\text{LnREX})$  is in conformity with the long-run results generated a positive relationship impact on the current rate of economic growth. Thus, a percentage increase in the government spending on education salary and remuneration motivate an increase of approximately 0.01% in the current level of economic growth. This is because, money paid as salaries and wages to workers stimulates the economy, reduces poverty, and improves the living standard of the people.

Similarly, the coefficient of the present level of Gross Capital Formation  $D(\text{GCF})$  in line with the long-run results exhibited a significant negative relationship with the current rate of economic growth that was significant at 0.04% probability level. Moreover, the coefficient of the one year-lag of the

gross capital formation  $D(\text{GCF}(-1))$  shows a positive, significant impact on the current level of growth. Considering this, a percentage increase in the gross capital formation or national investment decreases economic growth by 0.01 percent while, a percentage increase in the rate-gross capital formation produces an increase of about 0.01% in the current level of economic growth. The unproductive result in the national investment is as a result of the high inflation rate and the level of insecurity currently facing Nigeria.

From the Table 6, the estimated coefficient of the current rate of Exchange  $D(\text{EXR})$  value is in conformity with the long-run results elicited a significant negative impact on the current rate of economic growth at 0.01% probability level. Indicating that a percentage increase in the exchange rate decreases the current rate of growth by 0.001%. The high exchange rate affects Nigeria's economy and consumption pattern as it has a linkage with the inflation and commodity price of goods and services. This has a direct impact on the wages and salaries while there is a price shoot up.

### **Post Estimation Diagnostics Test**

The results of this study were subjected to several econometric diagnostics tests associated with serial correlation, heteroscedasticity, functional form, and stability checks. The Breusch-Godfrey Serial Correlation LM Test, Breusch-Pagan-Godfrey, Specification tests (Ramsey RESET test), CUSUM and CUSUM of Squares tests were the econometric tools employed for these tests. The estimated

diagnostic indicators are summarized in

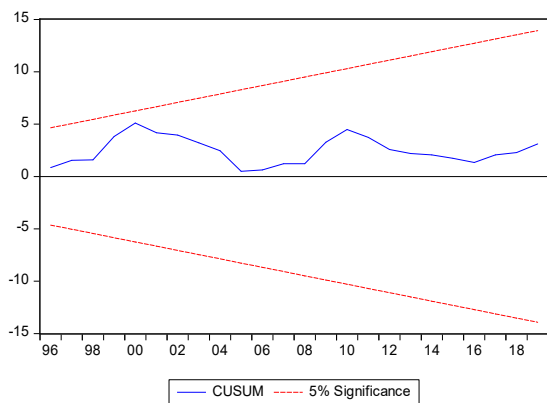
Table 7.

**Table 7** ARDL model diagnostics test indicators

Test	Null hypothesis	F-statistic	P-value
Breusch Godfrey LM Test	No Serial Autocorrelation	2.127904	0.1192
Breusch-Pagan-Godfrey	No Heteroscedasticity	0.93988	0.5393
Ramsey Reset	No Misspecification	0.020447	0.8877

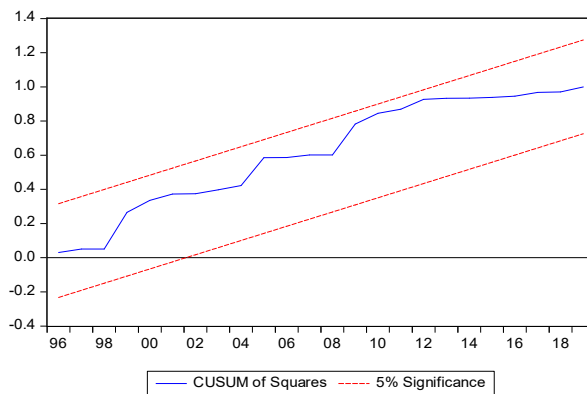
The diagnostics test statistics in Table 7 revealed that the model's residuals are normally distributed, with no significant evidence of multicollinearity, serial correlation,

heteroscedasticity, or model misspecification error. As the aforementioned attributes are desirable qualities of OLS models, the model was properly specified.



**CUSUM Test**

The CUSUM and CUSUM of squares tests (Figs. 1 and 2) suggest that the estimated model parameters are within the critical boundaries at a 5% significance level, accepting the null hypothesis that all coefficients and the ECM are dynamically stable, and the estimated findings are reliable and adequate for forecasting and policymaking.



**CUSUM of Square**

**Conclusion and Policy Implementations**

Necessary competences and skill acquisitions are the backbones to economic growth and human capital development metered to accelerate a nation's major economic growth. The most modern form of such a process is through education. Formally, education or knowledge acquirer can be formal or informal before now. Modern education is systematic, organized processes needed to develop human capital. Two

things are important for the development and growth of a nation: first, the capability and vibrancy of the labour force and secondly, the development of technology, which is the end point of education. There is a clear apprehensive that Nigeria is endowed with human capital owing a population of about two hundred and fifty million of which the youths comprise of the 70%. The level of unemployment in Nigeria is that the able-bodied men (the youths) made up about 69% of the total unemployed persons. As a result of this, energies are channelled towards negative insubstantial matters that rise steeply the crime rates, loss of lives, depletions of population and destruction of private and public investments which exceptionally affect economic growth. Using the ARDL technique, this study undertook an empirical examination of the relationship between the enablers of education spending and economic growth in Nigeria during a 40-year period from 1980 to 2019. The empirical results indicated that inflation rate, exchange rate, gross capital formation negatively affected by the gross domestic product in the long and short run. Inversely, improved health spending, capital expenditure on education, and government recurrent expenditure on education were positively correlated with economic growth and, therefore, stimulated growth in the long and short run. The error-correction term suggested a 24% speed of adjustment to any disequilibrium.

The study findings have policy implications for proper development of the education sector as a bedrock to the

national development and growth. Sustainable economic growth can be achieved through adequate implementation of education spending and skill acquisition. In view of this, lack of effective leadership, embellished political irresponsibility and improper attention to education has been the major factor affecting education in Nigeria.

The results of this study are regression estimates based on Nigeria data; it is important to draw policy implications from the results with some degree of caution. The results suggest that the impact of capital spending on education should be systematically addressed when preparing government budgeting and expenditure plans. From the result of the study, it can be deduced that effective implementation of capital expenditure on education has not been adequately fowled as the government has not met the United Nations Chatter of compulsory 12% of the yearly national budget on education in Nigeria. Unless proper attention is giving to the education sector, it may not archive its spelled objectives for economic growth. The study proposes that policy makers should enhance economic growth, improve on the national investment, stabilize both inflation and exchange rates, which will the living standard and enable investment in education to accelerate economic growth. Although the current study provides remarkable insights on the government education spending on economic growth, it is liable to significant limitations, mostly related to data availability and the econometric technique. Future more,

research could investigate a comparative assessment of the effects of insecurity on education and economic growth in Nigeria's various geopolitical zones using additional variables.

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# Multidimensional Poverty in Northern Nigeria: Zaynab Alkali's Invisible Borders as an Extrapolative Treatise on Girl Child Education

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## Abstract

*With the rise in the number of Nigerians living in Multidimensional Poverty, it becomes imperative to project the progression of female literacy in Northern Nigeria. The girl child is encumbered with inimical constraints which impedes her access to formal education. Historicizing Alkali's Invisible Borders which captures the tenacity of a young northern female seeking to acquire formal education at all costs; this work attempted to examine the damaging outcomes and academic setbacks owing to multidimensional poverty to the girl child in Northern Nigeria. Using scholarly findings of previous research as primary and secondary literature, this article evaluated the gap in female literacy in Northern Nigeria. Abraham Maslow's Hierarchy of Needs and Marxist Feminist theories were employed to examine where literacy fits into the Needs of a girl child from Northern Nigeria domesticated specifically for the purpose of earning and saving income, and how her patriarchal environment impedes these Needs under the yoke of capitalism. Ultimately, the Nigerian government should review economic and academic policies and, the Child Rights Act to eradicate poverty, especially in the North, to accommodate the girl child with regard to access to formal/inclusive education.*

## Keywords

Maslow's Hierarchy of Needs  
Multidimensional Poverty  
Female Literacy  
Girl Child Education  
Northern Nigeria  
Marxist Feminism

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## Introduction

As many countries battle multidimensional poverty, research efforts are continuously springing up to address its impact on the girl child's access to formal education in Northern Nigeria; irrespective of the menacing socio-cultural webbing that she is faced with. This research is an interdisciplinary effort at combining sociological and humanities ideologies to project female literacy in Northern Nigeria in relation with multidimensional poverty.

This as the Nigerian government discloses that about 133 million Nigerians are living in multidimensional poverty; 86 million of them in Northern Nigeria (Edeh, 2022, para. 1). UNICEF (2022) corroborates the estimation of the Ministry of Budget and National Planning that 54 per cent of Nigerian children are multi-dimensionally poor.

It is also estimated that the North-West has the highest out-of-school children that is 34.24 percent

(3,490,690) of the total figure, and the entire geopolitical region constituting about 3.5 million of the total number, the North-East 19.63 percent (2,001,038), the South-West 14.24 percent (1,451,739), South-East 7 percent (713,176), North-Central (1,329,112), and South-South (1,208,182) (Uduu, 2022, para. 1 - para. 4). However, the National MPI is calculated at 0.257 – indicating that poor people living in Nigeria are deprived of about one-quarter of all indicators (Ichedi, 2022).

Recent National MPI calculation erupts the need for a historical evaluation of the erosion of female literacy in Northern Nigeria; a prognostic evaluation of how multidimensional poverty likely positions the girl child, how the issues relating to multidimensional poverty can be tackled as soon as possible; and also, solving other consequences associated with the benefits of tackling the screaming issues identified. This work is a direct affront at bad leadership characterized by retrogressive economic policies which mar the academic goals of many females in Northern Nigeria. Alkali's work determinedly addresses trends surrounding the girl child's academic fate, while bearing great significance on the gapping consequences caused by multidimensional poverty. This is to "Ensure that all girls and boys complete free equitable and quality primary and secondary education leading to relevant and effective learning outcomes" (Dominic, 2019).

The National Policy on Education (NPE, 2004) clearly makes provision for inclusive education for children of school age, including those with disabilities. This indicates unrestricted access to functional, qualitative, and

effective basic education (Pinnock, 2020). Unfortunately, this overall goal is currently not realizable in Northern Nigeria, and such denial amputates the overall objectives of education. This research concentrated on multidimensional poverty as a factor that inhibits the access of the girl child to inclusive education, and how this can be surmounted.

### **Statement of the Problem**

The devastating reality of multidimensional poverty in Northern Nigeria calls for a holistic attention to the menace. This work attempted to bring to the fore, the staggering population of out-of-school girl children and interrogated the possibility of answering the question: what can be done in the face of multidimensional poverty?

### **Objectives of the Study**

This research foregrounded the complexities necessitated by multidimensional poverty in Northern Nigeria against girl child education. Despite this harrowing economic situation, Alkali dismantles these convolutions in her work, providing a reference point to the possibility of winning the war against the denial of formal/exclusive education for the girl child in Northern Nigeria. However, in carrying out this research, the following was ultimately interrogated:

1. The general devastating effects of multidimensional poverty on the region
2. How multidimensional poverty impedes her access to formal education so far
3. Salient Northern Nigerian concerns raised and solved by Alkali's work

4. How the government can give hope for access to formal education to the girl child in Northern Nigeria, irrespective of multidimensional poverty

### Scope and Delimitation of the Study

This study was limited to a prognostic analysis of the furtherance of the girl child's literacy in the face of the dominance of multidimensional poverty in Northern Nigeria. This is especially of a region, which hardly ever recorded an epoch of economic relevance, despite producing the highest number of the country's leaders.

### Research Methodology

This study adopted mixed qualitative (textual analysis) and quantitative (correlational) research designs. Textual Analysis was employed to connect Alkali's *Invisible Borders* to a broader socio-cultural context to explore potentially intended or unintended connections between Alkali's work and multidimensional poverty in Northern

Nigeria. Textual Analysis is "a methodology that involves understanding language, symbols and/or pictures present in texts to gain information regarding how people make sense of and communicate life and life experiences" (Hawkins, para. 1). Employing the correlational research design, this study recognized and established a *positive correlation* between multidimensional poverty and girl child's access to formal/inclusive education in Northern Nigeria, which can be reverted to *zero correlation* if the right policies are put in place.

### Theoretical Interrogations: Maslow's Hierarchy of Needs Theory and Marxist Feminism

Two theoretical frameworks were employed in this study to historicize the obstacles which the girl child suffers in Northern Nigeria towards obtaining inclusive education and how this can be obliterated using Alkali's prognostic work of fiction.

## Abraham Maslow's Hierarchy of Needs Theory

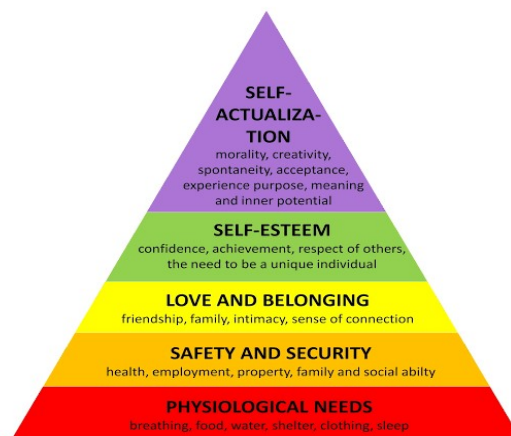


Figure 1: Abraham Maslow's Hierarchy of Needs (Mcleod, 2021)

It is natural to satisfy human needs. It is even more expedient to satisfy these

needs according to their order of priority. Although this may be relative, it

holds for most humans, especially the ones subsisting in the same ecology. Order of priority is what is referred to in Psychology (Human Learning) as 'Hierarchy of Needs' as expounded by Abraham Maslow. In other words, these needs are categorized and placed in a pyramid for emphasis on their hierarchical importance: "Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within the pyramid" (McLeod 2018). These needs, however, are categorized into two: *Deficiency Needs* which are deemed as primary needs, and growth needs which are deemed as secondary need.

*Deficiency Needs:* These refer to the basic needs of a psychologically balanced person; hence, they are called primary needs. They include physiological, safety, belonging, and self-esteem needs. The physiological needs occupy the lowest part of the pyramid, signifying the most basic needs of an individual. These include food, water, rest, shelter, emptying of the bowels, oxygen, and others. Maslow's theory posits that the Deficiency needs, with emphasis on physiological needs, must be met first, else the Growth needs recede to the background. Safety needs refer to security needs, including protection from physiological, psychological/emotional, mental and physical threats. An individual requires a safe environment to perform maximally, and for the child, complete security is required to motivate learning. Love needs or belonging needs refer to the desire to belong to a group or an individual; that is, the need to love and to be

loved by another individual. This need, when satisfied, improves social life, which positively shapes the personality of the individual. For a child of school age, love needs are owed them by their parents, guardians, teachers and other individuals who are positioned to make the right impact. When a child feels loved, learning becomes much easier and seamless.

*Growth Needs:* These are secondary needs because they are less significant than Deficiency needs. There are three kinds of Growth needs. First, is the Intellectual Achievement needs. Here, the individual craves for knowledge leading from one achievement to the other. Second, is the Aesthetic needs. This is appreciation for art and beauty. It also involves, good taste and a good quality of life. Ndifon (2017) observes rightly that, many Nigerian families do not find this need relevant because they are still struggling with Deficiency needs (p. 91). Third, is the Self-Actualization needs. Here, the individual desires to assert his achievements and, thereby, contribute to humanity using these achievements. Despite Maslow's demarcation, Hopper (2020, para. 14) rightly avers that "... one behaviour might meet two or more needs." This work examines the possibility of the Growth needs of the girl child in Northern Nigeria, despite the acuteness of the dearth of her Deficiency needs.

### **Marxist Feminism**

Marxist Feminism, developed by August Bebel and Friedrich Engels around the 19<sup>th</sup> century, is a combination that is better described as

‘an intersection of Marxism and Feminism’. These both wrote extensively on the oppression of women by the society that was typically capitalist at the time. Women were employed and exploited unconscionably. Other notable Marxist feminists include Angel Davis, Clara Fraser, Claudia Jones, Chizuko Ueno, Silvia Federici, Raya, Dunayevskaya, Evelyn Reed, and many others (English Summary, para. 1, & para. 10). Marxism from the onset encompasses the struggle between the bourgeoisie class and the proletariat; the former exploiting the latter; while Feminism insists on gender equality that rightly places the female gender as the other gender(s). However, Louis Althusser developed aspects of Marxist concepts which found relevance in Feminism in the latter’s preoccupation of better working conditions and equality in gender that accommodates the female gender (Mambrol, 2018). The main objective of Marxist Feminist theory was to create a classless society in which every member of the society is treated without preference by gender.

Consequently, the girl child in Northern Nigeria deserves to be given equal opportunity to access formal education like her male counterpart; instead of being subjected to only reproductive, domestic and commercial (hawking/trading) purposes. However, the “intersectional (interconnection between different sections of society on basis of gender, caste, or race) organizing of the women from the different castes, communities, or regions is a significant feature of Marxist Feminism” (Verma, 2022, para. 14).

### Synopsis

Zaynab Alkali’s 2016 bildungsroman, *Invisible Borders*, set in Alkali’s imaginary terrain (Northern

Nigeria) using the narrative technique, flashes back to the emotional journey of the protagonist, Safia. At twelve, she is betrothed by her father, Maaji to Sam Tilla, a 19-year-old medical student. Shortly after her Maaji’s demise, Sam falls into temptation with an older lady who becomes pregnant. This results in a bitter divorce, leaving Safia heartbroken at fifteen. Two efforts to reconcile with Sam, who had become a politician and irresponsible, failed. She remains steadfast in her academic pursuit and finally qualifies as a medical doctor, with the support of the funds which Maaji had left for her, in the care of his best friend, Dr Maclean (Alkali, 2016, p. 27). Safia, after graduation, finds a good man who marries her.

### Conceptualization of Multidimensional Poverty

Multidimensional poverty, about Maslow’s Hierarchy of Needs Theory, refers to the near absence of Deficiency Needs. Previous research efforts have produced reports regarding Multidimensional poverty globally, nationally and locally (Northern Nigeria). Not much has been done on the possibility of improving female literacy in the epoch of multidimensional poverty. Multidimensional poverty refers to the state of lack of several deprivations. “Multidimensional poverty is the condition of suffering from multiple disadvantages such as lack of clean water, poor sanitation, poor nutrition, lack of electricity, limited schooling, and household unemployment” (Akinyetun, 2021, para. 1).

An estimated total of 356 million children globally may be living in chronic poverty, about 1 billion children are thrown into multidimensional poverty; 100 million of them as a result

of COVID-19 (UNICEF, n.d., para. 3 & para. 2); while another report estimates an additional 150 million children living in multidimensional poverty (UNICEF, 2020, para. 2). This is because their parents lost their means of livelihood and poverty set in.

Multidimensional poverty is established using the Multidimensional Poverty Index (MPI). It vividly illustrates the level of poverty. The MPI shows who are poor and using different range of indicators like job/business/work, education, health, food, safety, and other indicators, portrays how poor they are. Using this, it is established that multidimensional poverty in children is more prevalent in the rural (65.7%) than in urban areas (28.4%). There are also high state disparities, ranging from 14.5% (Lagos) to 81.5% (Sokoto). In Nigeria, according to the report, 24.56% of children face extreme poverty by living in households that spend less than \$1.90 a day (UNICEF, n.d., para. 1). Another report avers that about 7 million Nigerians fall below the poverty average because of the high 40% rate of inflation which hit the country in 2020 and persists (Ayomide, 2021, para. 3).

About 74.6 percent of Gombe state residents in North-East Nigeria are poor; specifically placing the analysis of multidimensional child poverty at 71.9 percent, and also indicating that "...majority of children in the state don't have access to nutrition, healthcare services, education, housing, sanitation, water, and information" (Ramalan, 2021, para. 9). A more recent report to mark the 2022 International Children's Day accentuates that about 47.4 percent of Nigerian children live in households that spend less than N400 daily (Nwaozor, 2022, para. 1). This comes on the heels of an observation by the

UNICEF representative in Nigeria, Peter Hawkins that about 54 percent of Nigerian children were multi-dimensionally poor. In a part of the three reports presented recently and launched by Vice-President Yemi Osinbajo, it is estimated that about 29 million Nigerian children will be child brides by 2050 (Ogunlowo, 2022, para. 1).

### Gender Ratio

It is notable to observe that formal education in Northern Nigeria is gender-driven (Izam, 2023). This is to say that the male child will easily be provided access to formal education by the society than the female child can access it because, gender roles place the female in a position whereby formal education is excluded. This is demonstrative in a Hausa proverb giving a peek at the cultural outlook: ... *karatun ya mace yakare a kicin ...*" loosely translated as *the woman's education ends up in the kitchen*. A research report observes that, "The National Policy on Education provides that education must be inclusive and that all children including those with disabilities have the right to qualitative, functional and effective education" (Ademefun, n.d., para. 4).

Dominic (2019) recognizes the appalling level of illiteracy of the girl-child in Nigeria, especially in the North and attributes this to factors of poverty, among other causes (para. 4 & para. 5) Similarly, another research establishes that over 70 percent of girls attend secondary school in Southern Nigeria; while only around 30 percent of girls attend secondary school in Northern Nigeria: "Poverty adds to the trouble of girls' access to education in Northern Nigeria ..." (Borgen Magazine, 2020). Dominic (2019) also, insists that extreme poverty may influence citizens

to make unhealthy choices; placing inappropriate priorities in place. Unfortunately, the choice is always to leave the girl child at home to hawk wares to feed the family or/and handle other chores; while the boy child is sent to school. Occasionally, she is given in early marriage for economic benefits. In fact, it is possible to find a congenitally disabled male child sent to school in Northern Nigeria, instead of an intellectually sound girl. In Cardozo

(2006), Amuda (2011) further accentuates, “Due to discrimination between boys and girls, many Nigerian girls achieve lower levels of education, and for that reason, many enter into business, trade, and also, early marriage (p. 3028).

Quite relevant to this study is the gender ratio of out-of-school children. Akinpelu (2021, para. 23) randomly summarizes the out-of-school girl children as follows:

S/N	State	Females
1.	Akwa-Ibom	298,164
2.	Sokoto	270,586
3.	Katsina	267,132
4.	Niger	257,165
5.	Taraba	246,123

Babangida (2022) estimates that currently, out of 18.5 million out-of-school children in Nigeria, about 10 million are girls, especially from Northern Nigeria, making up 60 percent of the entire population (para. 1).

### **Female Illiteracy and Multidimensional Poverty in Northern Nigeria**

Globally, poverty is one of the prime and ‘obstinate’ barriers to children’s access to formal education. In fact, “Children living through economic fragility, political instability, conflict or natural disaster are more likely to be cut off from schooling – as are those with disabilities, or from ethnic minorities. In some countries, education opportunities for girls remain severely limited” (UNICEF, n.d., para. 4). It was not the focus of this research to distribute/categorize the girls who live in Northern Nigeria in terms of sub-ethnic affiliations. If education can reduce poverty and educating women is

a primary way to eradicate poverty (Khoo, n.d., para. 1), then multidimensional poverty drastically impedes the female literacy, especially in Northern Nigeria – a terrain which already records poor female academic enrolment from time.

Furthermore, the major reasons for the female out-of-school situation in the North is economic barriers. Earlier researchers attribute the girl child’s inaccessibility to education in Northern Nigeria to major reasons, which include poverty. Citing UNICEF (2018), Idoko (2021) poverty is a ‘cardinal factor’ that impedes the girl child’s access to education in Nigeria, especially in teenage girls are subjected to hawking to make a living for their family (p. 64)

Citing Alabi and Alabi (2013), Ogbe (2020) avows that only about 20 percent of females from the Northeast and NorthWest of Nigeria are literate (pp. 54 & 58). Ogbe further observes that one of the ways that poverty has depleted female literacy in Northern Nigeria is child marriage.

About 70% of adolescent girls are in marriages in the NW, 68% in the North East, and 35% in the North Central, incidentally where poverty is highest in Nigeria. Whereas the statistics for other zones are: SS 18%, SW 17% & 10% SE ... Poverty plays a central role in causing and perpetuating child marriage ... (p. 2).

In the educational dimension of the Multidimensional Poverty Index (MPI), it is established that out of children of school age in Nigeria, about 29 percent do not attend school due to the poverty. However, 94 percent of out-of-school children are poor. Narrowing down the research to gender ratio, it is also a fact that 8 out of 10 girls who are between the ages of 12 and 17, are poor. More importantly is that 8 out of 10 girls in child marriages are poor.

### **Inhibitions and Alkali's Predictive Opinion**

Zaynab Alkali, through her work, defies many summations regarding female illiteracy in Northern Nigeria, and completely obliterated the notion that parents in Northern Nigeria do not send their children to school due to their inability to pay school fees. Despite Maaji's decision to betroth Safia to Sam at a young age, he makes financial/tactical provisions for Safia's continued academic pursuit. Peculiarly, the narrative would have been strange if the case of Alkali's Safia were not different from the experience of many a young girl in Northern Nigeria. The emotional, environmental and familial obstacles involved in obtaining formal education are typical of the situation in Northern Nigeria; yet Alkali documents this hurdle as an extrapolative possibility that the North can draw inspiration from.

By chronicling Safia's journey to academic and career excellence despite

cultural and emotional entanglements and challenges, Alkali's ingenuity in projecting a similar plot with a different outcome in *Invisible Borders*, marks a great development in fostering and sustaining girl child literacy in Northern Nigerian; irrespective of multidimensional poverty. Saliu and Aleru (2018) rightly observe that, "The history of education in Nigeria is the history of discriminatory practices against women education" (p. 20). This discrimination, in this case, takes root from cultural practices in which a family would rather expend meagre resources to develop an uncoordinated male than on a brilliant female; typical of Northern Nigeria.

Citing Moja (2002, p. 78), Saliu and Aleru (2018) corroborates that between 1979 and 1990, there is a record of low rate of female enrolment in schools, and also a massive drop out of female students from schools in Northern Nigeria (p. 21). In fact, the average of female enrolment within the years mentioned was 18.64 percent; while the percentage of female drop out from school was 80.16 percent at the time. However, there was a remarkable improvement in female enrolment into schools between 1990 and 1995; ranging between 67.7 and 80.6 percent between those six years (UNESCO, 2000, p. 35).

Zaynab's adaptation of alien ideologies in her projection of patriarchal influences and paucity of resources to sustain academic pursuits of the girl child in Northern Nigeria, adds significance to the progression of the plot of her novel. Alkali establishes a different trajectory to feminist tendencies, using Safia as an evolved version of the girl child in contrast with her protagonists in her earlier works. She comes to terms with the hindrances lying ahead of her, and prepares



perfectly to take her destiny in her hands, no matter the prize she has to pay. Alkali (2016) ardently records a historical yet relatable development in Safia's unceremonious betrothal to Sam by Maaji, (pp. 23-24). The failure of Safia's marriage to Sam, including other attempts at remarrying him, (Alkali, pp. 37-40) takes a toll on Safia's young personality, yet she resurrects miraculously to excel academically while letting Sam go (pp. 91-94).

### Findings

Basic education, which is basically free, is inaccessible to the girl child in Northern Nigeria. They are culturally yoked under certain expectations, and multidimensional poverty worsens her state. Although Zaynab Alkali's book was published at a time that Northern Nigeria was not fully overtaken by multidimensional poverty, she presents a new dimension to doing what is right according to the provisions of the law establishing the National Policy on Education. Maaji's ability to commit reasonable funds in the care of his friend Dr Maclean for Safia's education, marks Alkali's very good intent in proposing a new narrative in the academic journey of the female in Northern Nigeria (Alkali, 2016, p. 27).

### Conclusion

The research revealed the extent to which measures can be taken to spike up the access of the girl child in Northern Nigeria to formal education despite multidimensional poverty. Alkali using *Invisible Borders* provides a prognostic view of this possibility.

### Recommendations

1. The government should revamp the nation's economic policy to lift her from the mire of illiteracy and forestall future disasters.

2. Ingrain the motto that "All girls have much to offer to find solutions to Nigeria's challenges – and we have to nurture their creativity and innovation" (Daily Trust, 2022). Every home and institution in Nigeria should imbibe this motto. Conscientization efforts must be put in to dissipate this message nationally.
3. Governments in the northern states should emulate Maaji's action in setting funds aside to foster the academic progression of girl children in Northern Nigeria to university level, so that children do not necessarily depend on their parents for sponsorship.
4. Private concerns and international organizations should be encouraged to provide aids and create employment of some sort for casual and skilled workers in Northern Nigeria.
5. Government through the State Ministry of Governments in northern states should enforce free education and other educational policies as applicable.

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# Education in Nigeria: Programs and Goals and the Need to Overhaul Education for People with Disabilities in Nigeria

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## Abstract

*Education is vital to everyone in society. The relationship between education and societal development cannot be overstressed. For any society to develop in every aspect, education must be inclusive i.e., it must include everybody, both able and disabled. Nigeria's education system regarding persons with disabilities needs serious re-evaluation in order that every citizen could have access to quality basic education. This paper will focus on examining the nation's policy on education as it affects persons with disabilities i.e., what programs and goals are laid out to cater for their education and the level of achievement. As with many issues regarding development in Nigeria, the issue or practice of educating persons with disabilities is yet to be properly addressed.*

## Keywords

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## Introduction

Education is important in every society as a means of realizing and making changes in the quality of life of its citizens. Therefore, for a nation, especially a third world nation like Nigeria, to develop, it must invest in quality education (Kusimo & Chidozie, 2019). Many of the policies adopted by Nigeria, both local and international declarations e.g., Millennium Development Goals (MDGs), Education for All (1990), stress the importance of education as a tool for addressing global problems which cannot be achieved without quality and inclusive education made available to all, even the disadvantaged and vulnerable in our society like persons with disabilities. Adeyanju (cited in Kusimo & Chidozie, 2019), maintains that development cannot

take place in any society without education and likewise, there can be no enduring peace and security without development. This makes education a yardstick for measuring the level of development of both the individual and the society, as well as a much desired social commodity that is affordable to only a relative number of people due to limited resources and personnel (Kusimo & Chidozie, 2019).

Our society is made up of mostly able-bodied persons, which means persons with disabilities are in the minority and that makes it difficult and perhaps not the priority of every government to put the needs of persons with disabilities in the forefront of government agenda, especially for developing nations like Nigeria. Persons with disabilities should not be excluded

from receiving education; it is as relevant to them as it is to non-disabled persons because it gives them the feeling of belonging and acceptance within the society, thereby doing away with any feeling of discrimination. In fact, education has now acquired the status of a basic human right as indicated in the Universal Declaration of Human Rights (1948) which states that “everyone has the right to education and that education should be made available to all” (Kusimo & Chidozie, 2019). P. 4. Many international declarations have come into being that seek to enforce and protect these rights. Nigeria too is a signatory to many of these proclamations, e. g., United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006). But translating the policies into real programs to make real changes and improvements in the lives of persons with disabilities is much more difficult.

Policy makers in Nigeria have become aware of the gap and inequalities in educational opportunities for persons with disabilities. It is estimated that less than 10% of children with disabilities have access to formal education (Ajuwon, 2008), even though Nigeria is signatory to many international declarations that promote access to quality education for all citizens e.g. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), UN Convention on the Rights of the Child, (CRC, 1989), Education for All (1990) etc. In this quest to provide equal educational opportunities to every citizen, many developing countries like Nigeria have now acknowledged the

need to educate children with disabilities and harness their abundant potential.

According to UNESCO (cited in Biermann & Powell, 2016) there are over 10.5 million children who are out of school in Nigeria, out of which the majority are children with disabilities. This is in line with the World Bank projection that 15% of the population of developing countries are people with disabilities, out of which 80-90% of them don't enjoy basic needs of life like quality education (FACTSHEET).

In a nutshell, the major reasons for this lamentable situation surrounding special education and which is the objective of this article is the lack of accurate and reliable data on children with disabilities, inadequate trained teachers and personnel, lack of knowledge and understanding of disability issues, non-implementation of government policies as well as insufficient funding. If all these problems are overcome, there will be equal opportunity and access to quality education for children with disabilities in a conducive and stress-free environment. Promoting equality and inclusion, improvement in the quality of life for persons with disabilities and reducing costs of treatment and management of disabilities later are some benefits to be derived from viable and workable programs and policies for people with disabilities. Persons with disabilities should have the same opportunities as everyone else to participate in all aspects of society, including education, employment, housing, and transportation. Programs and goals can help to ensure that people

with disabilities have equal access to these opportunities. These, among others, are what this paper will focus on analysing and making recommendations that may help improve special education in Nigeria.

### **Concept of disability**

Disability refers to the limitations on the ability of an individual to perform tasks that other people do with ease due to loss or malfunctioning of an organ of the body or the brain. Disability presents itself in different ways and results in the individual's lack of ability to use his body to perform tasks and take part in the life of the community. These challenges of impairment originate from birth, are inherited and sometimes happen as a result of sickness, old age or accident later in life. Disability is now on the increase due to an ageing population, chronic health conditions such as heart disease, diabetes, cancer, mental health disorders, armed conflicts and insurgency etc (Chan & Zoellick, 2011)

The recently released National Policy on Special Needs Education (NPSNE, 2015), defines persons with disabilities as those with significant physical, sensory and mental impairments. They include all those individuals that cannot cope with regular teaching and learning methods without formal special needs education training such as those with visual impairments, hearing impairment, physical impairment, mental disabilities, behavioural disorders, speech impairment, learning disabilities, multiple impairments, autism spectrum disorders, and the gifted and talented (Akogu, et al., 2018).

The National Policy on Education, which is a document that outlines government philosophy and goals in the education sector, has made provision for educating this group of individuals in specially designated schools as children with special needs. The goal is to make the special needs' child able to function and live an independent life. They are categorized into three groups: the disabled (individuals with impairments), the disadvantaged (e.g. nomadic pastoralists, migrant farmers) and the gifted and/or talented (individuals with very high I.Q or those naturally endowed with special talents in music, arts, who may be insufficiently challenged in regular schools). Persons with disabilities are among those to benefit from special education services and henceforth in this paper, special needs persons will be used synonymously with persons with disabilities.

### **Educational programs for persons with disabilities**

**Special education:** Nigeria has many educational programs for people with disabilities which include special education, inclusive education, and vocational training. Special education was first given official recognition when it was mentioned in a brief paragraph in the first National Policy on Education (1977). The policy describes special education as the services offered in addition to regular school programs for individuals with special needs in the form of specialized assistance to enable them function at their intellectual, social, physical, and emotional level (Omede, 2016). Special education is

supposed to be provided by trained personnel such as psychologists, social welfare workers, and medical personnel in the form of an enriched curriculum to accelerate learning for the gifted and talented children, at the same time providing smaller classes that will give individual training to those that can only learn differently. Special education also involves assessment and diagnostic services to identify and give remedial and counselling services to those involved. Provision of special education services in Nigeria started even before independence in 1960 by the Christian missionaries. Along with special schools, the missionaries also established vocational rehabilitation and skill acquisition centres.

Special education is unique and expensive to practice due to the varied nature of disabilities that require individual instruction, the materials, and equipment needed to cater to such, as well as the high level of trained personnel and experts needed. Special education, by its nature subjects persons with disabilities, i.e. their beneficiaries to exclusion and segregation from schools and education available to children of similar ages, thereby inadvertently reinforcing the very discriminatory practices that children with special needs do not need to live a worthwhile life. This is because they operate outside the mainstream sector with special programs in special schools and special education teachers. This kind of education will only promote exclusion and substandard educational opportunities with limited prospects, which will ensure a life of discrimination

in societal activities. Some educationists argue that special education is better suited to persons with disabilities, i.e. where their needs can be accommodated, is better than putting them in mainstream schools where their needs cannot be addressed. Still, others have sought new methods of educating persons with special needs which gave birth to a new method that is hoped will do away with all forms of exclusion and marginalization (Florian, cited in Akogu et al., 2018). This has led to an alternative to educating persons with disabilities called inclusive education.

Even though special education has been recognized in the National Policy on Education, 1977, (section 8), not many disabled persons have benefited from the program mainly due to insufficient funds, negative cultural beliefs, inadequate qualified teachers and personnel, and lack of legal mandate until very recently (Eskay, Eskay & Uma, 2012). These challenges of educational programs for people with disabilities in Nigeria highlight the need for continued effort to improve the educational opportunities available to people with disabilities in Nigeria.

**Special needs education:** In line with current trends in education, the federal government is shifting away from the narrow scope of special education to 'a more broad-based focus of Special Needs Education and Rehabilitation Services' (National Policy on Special Needs Education, (NPSNE) 2015, p.9). This new policy was rolled out in 2015 by the federal ministry of education along with its implementation guidelines. Special needs education as

defined in the policy is like special education, though with slight modification. It is based on the Individualized Education Program (IEP) to be provided in schools, homes, and hospitals. The policy also recognizes three categories of persons with special needs: persons with disabilities, at-risk or disadvantaged children, and gifted and talented children. This categorization is broader as it includes cases of autism disorder, albinism and the almajiri.

The goals of special education as stated in the National Policy on Education (1977) were as follows:

- Give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological, or emotional disabilities notwithstanding.
- Provide adequate education for all people with special needs in order that they may fully contribute their quota to national development.
- Provide opportunities for exceptionally gifted and talented children to develop their talents, natural endowments at their pace in the interest of the national economy and technological development.
- Design a diversified and appropriate curriculum for all beneficiaries.
- The new rolled out National Policy on Special Needs Education in Nigeria (NPSNE, 2015) meant a review of goals and objectives of

special needs education which are as follows:

- To take care of total service delivery of the physical, mental, and emotional disabilities of the Nigerian child, irrespective of setting (school, home, or hospital).
- To provide adequate and qualitative education for all persons with special needs in all aspects of national development endeavours;
- To ensure that all persons with special needs develop at a pace commensurate with their abilities and to contribute to the nation's socio-economic and technological development.

**Inclusive education:** Inclusive education can be understood as the practice of educating students with disabilities in regular classrooms alongside their non-disabled peers (Ajuwon, 2008). It involves bringing assistive devices and services to the disabled child rather than isolating the child in settings where the services are located. This policy of inclusion means that teachers must be able to teach children of different circumstances and disabilities, working with special education teachers. Inclusive education 'is about removing barriers to learning and involving all learners who otherwise would have been excluded through marginalization and segregation.' (National Policy on Inclusive Education in Nigeria (NPIEN), p.8, cited in Akogu et al., 2018). Current and emerging trends in education suggest that the most effective method



of educating persons with disabilities is in mainstream schools. This new method has the advantage of changing deeply ingrained negative societal attitudes towards disability, as disabled children interact with their non-disabled peers regularly. Having access to quality education is fundamental for the social inclusion of persons with disabilities in their societies. According to the National Policy on Education (NPE, 1981, p.3) 'integration (inclusive education) is the most realistic form of education' for both able and disabled persons. Many people do not understand persons with disabilities or their needs, and they are looked down upon by able-bodied members of society. Inclusion enables persons with disabilities to feel part of the society and enables others to understand and accommodate them. It acknowledges the differences and challenges each child is facing and accepts them in regular school despite these challenges. As UNESCO describes it, 'inclusion is a reform that supports and welcomes diversity among all learners' (Kusimo & Chidozie, 2019 P. 13).

Inclusive education has received worldwide support because it is seen to provide education for persons with disabilities in a less restrictive environment. Inclusive education practices are based on the principle of basic and fundamental human rights, which seeks to provide education for all students regardless of their special circumstances in the same classroom with modifications put in place. The revised NPE (2004) has embraced the

policy of inclusion for persons with disabilities by stipulating that persons with disabilities should receive education in regular schools side by side with normal children. This new policy, though quite desirable, has not taken off fully in Nigerian schools. Oladejo & Oladejo (cited in Adetoun, Oluwatoyin & Stephen, 2016); observed that the changes in educational institutions that will make inclusive education a reality in Nigeria are yet to be put in place. For inclusive education to take off in Nigeria, the school environment, appropriate school facilities and materials, modified curriculum and trained personnel and staff have to be provided. Most importantly, an accurate and current data of persons with special needs with their demographics, i. e. type of disability, year of onset, how acquired, etc. should be available to make appropriate plans for inclusive practices. Obani (cited in Danlami, 2015) noted that 'the old special education system with its restrictive practices cannot successfully address these problems (of persons with disabilities). The answer, he argues, lies in inclusive schooling, in changing and reorganizing the entire school system to accept all children and cater for their varied 'special' or 'ordinary' learning needs and difficulties' (P. 50). This means that the old policy of special education is no longer effective in addressing the educational needs of disabled persons. Proponents of inclusion also believe that children with disabilities learn social skills easily in more normal conditions of growth and development. Such arguments gave rise to the overwhelming support for inclusive education. Nigeria has now

adopted the policy of inclusive education as a method of educating persons with disabilities. This is partly because of external influence in the form of historical ties between developed and developing nations as well as the influence and role of international donor agencies, who have a big influence on the recipients of aid and grants (Ajuwon, 2008).

1. In the year 2013, the federal ministry of education, which oversees the programs and policies of education for the country, constituted a panel of seventeen members to develop a National Policy on Special Needs and Disability (SEND). This policy was a deliberate effort by the government to make persons with disabilities benefit from quality education. The outcome of this panel in 2015, was in the form of the National Policy on Special Needs Education (NPSNE) with its implementation guidelines that were released at all levels of government to help in the implementation of Special Needs Education and Disability (SEND). A year later, in 2016, the Nigerian government came out with another program, the National Policy on Inclusive Education in Nigeria (NPIEN) with its guidelines for implementation. All these policy interventions reflect a shift in the trend of educating persons with disabilities, which is partly due to Nigeria's membership of several international declarations that recognize the right of persons with disabilities to quality education in regular schools with the least

restrictive environment, zero rejection to fulfil their basic right to education. To achieve this goal, special education in Nigeria shall be provided to persons with disabilities from primary up to university and which are supported by law and budgetary allocations as stipulated in the 1999 Constitution of the Federal Republic of Nigeria, chapter (11). We can see that Special Education Needs and Disability (SEND) in Nigeria has progressed since it was first mentioned in the first National Policy on Education (NPE, 1977) to having its policy, (NPSNE, 2015) and a National Policy on Inclusive Education (NPIEN, 2016). All these developments, however, have been at the national level. Both state and local governments are yet to adopt their versions of the policies. Furthermore, there is still no law that protects the rights of persons with disabilities in Nigeria (Akogu, 2018). This absence of legal backing makes it difficult to prioritize the funding and implementation of the policies.

2. Current practice of special education in Nigeria

Current special education practices in Nigeria are inadequate for persons with disabilities, as there is no facility in place that will detect and identify children with special needs. Early identification means intervention programs will be provided in a timely manner. The goal of these programs is to prevent or reduce the severity of disabilities and to help children with disabilities reach their full potential. The

bulk of the responsibility for training and treatment of children with special needs and disabilities lies with the parents. In fact, the government's attention is mainly on children with obvious physical, neurological, vision, hearing, speech, and mental disabilities. Not much attention is given to behaviour disorders, autism, traumatic brain injury and emotional disability (Agunloye, cited in Akogu et al., 2018). The National Policy on Special Needs Education in Nigeria (NPSNE, 2015) recognizes three major categories of persons with special needs as persons with disabilities, at-risk children and youth, and the gifted and talented. What is in practice though is different, i.e., they have basically three groups of persons with special needs: the visual, hearing, and physical handicapped. These three kinds of impairment are quite obvious and hardly need any trained personnel to identify them. This practice means that there may be children with special needs and disabilities that go undetected and therefore do not enjoy any special attention or training (Akogu, et al. 2018).

### **Recommendations and Conclusion**

Giving quality education to persons with disabilities in Nigeria will continue to be a challenge, since educating non-disabled children has not attained its stated targets yet. Without quality education, the social exclusion and marginalization of persons with disabilities will continue to be on the increase, as the ability to gain employment, to access health care and other social services will be seriously hampered. As long as most children with

disabilities do not have full access to quality education, their immense talents and potentials will remain undetected and underutilized. It is not enough for the Nigerian government to merely endorse international declarations regarding the education of persons with disabilities (Danlami, 2015). These international policies have to be studied, and a local application strategy developed to suit our needs. With an estimated figure of about 20% of the entire population living with disabilities (Adetoun et al., 2016), Nigeria cannot afford to brush aside disability issues and miss out on all the contributions they can make to national development.

Consequently, it is recommended that the government should involve people with disabilities in the planning, development and implementation of disability programs and services. People with disabilities know what they require better than anyone, they must take part in every process, from identifying needs to designing solutions and development of programs and services, e.g. providing physical access and making information and materials available in different forms; training and retraining of staff on how to work with people with disabilities, communication, assistive technology etc.

Employers and the community should develop a culture of inclusion to create a comfortable setting where people with disabilities feel welcome, respected, and valued as fellow employees and members of the society. This can be achieved through public awareness campaigns, media coverage, and events that celebrate the achievements of people with disabilities.

The community should support the development of self-advocacy skills among people with disabilities that will help them to advocate for their needs and rights, as well as change attitudes and misconceptions about disabilities.

Most importantly, governments should be held accountable by parents of children with disabilities, the disabled persons and well-meaning members of society for upholding the rights of people with disabilities. This includes monitoring legislation, enforcing laws, and providing funding for implementation of programs and policies without which many of the programs cannot come to fruition.

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Omede, A. A (2016). Assessment of special education service delivery: A global perspective. *British Journal of Psychology Research*, 4(2)43-53.

# Effects of the Big Five Personality Traits to the Prediction of Procrastination among Students of Colleges of Education in Gombe State, Nigeria

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## Abstract

The study examined the Big Five personality traits as predictors of procrastination among Students of Colleges of Education in Gombe State, Nigeria. It explored the effects of the Big Five personality traits to the prediction of students' procrastination among the students. One corresponding hypothesis was tested in the study. Using correlational design from a population of 17166 ( $n=7389$  female,  $n=9777$  male), the study used a sample of 349 NCE students ( $n=163$  female,  $n=186$  male) through multi-stage sampling techniques. Data were collected by using the Personal Information Questionnaire (PIQ), the Tuckman Procrastination Scale (TPS) and the Ten-Item Personality Inventory (TIPI). The results found that personality traits ( $\beta = .2.908$ ;  $t = 5.826$ ;  $p = .000$ ) have no effects to the prediction of procrastination, among the students. The study concludes that there seem to be other reasons for procrastination that are outside the focus of the study. The study recommended that students should be encouraged to build self-confidence, commence in earnest every academic task given during their studies. Personality assessment services should be strengthened and supported to guide students on how to adapt to certain personality traits.

## Keywords

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## Introduction

Procrastination, the act of delaying or postponing tasks, has been a topic of interest for researchers across various disciplines for many years. The exploration of the relationship between procrastination and personality traits has provided valuable insights into the underlying factors that contribute to this behaviour.

Early research on procrastination primarily focused on its negative consequences and its association with low academic performance and increased stress levels. However, as researchers delved deeper into the phenomenon, they recognized that personality traits play a crucial role in understanding procrastination tendencies. One of the most influential personality frameworks used in studying

procrastination is the Five Factor Model of personality. The model proposes that personality can be described by five broad dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Among these dimensions, conscientiousness has consistently emerged as a key predictor of procrastination. Individuals low in conscientiousness tend to exhibit higher levels of procrastination due to their difficulty in initiating and persisting with tasks.

Extending beyond the model, other personality traits have also been linked to procrastination. For instance, individuals high in perfectionism tend to be more prone to procrastination as they set excessively high standards for themselves, leading to a fear of failure and avoidance of starting tasks. Additionally, individuals high in neuroticism, characterized by emotional instability and anxiety, may be more likely to engage in procrastination as a coping mechanism to avoid the stress associated with task completion.

Research has also explored the role of self-regulation as a mediating factor between personality traits and procrastination. Self-regulation involves the ability to set goals, monitor progress, and control impulses. Individuals with stronger self-regulatory skills are better equipped to overcome procrastination tendencies, regardless of their personality traits.

It is important to note that while there is a consensus on the relationship between certain personality traits and procrastination, individual differences

and contextual factors can influence the manifestation of procrastination behaviours. Moreover, recent research has started to examine the role of situational factors and the interaction between personality traits and environmental cues in understanding procrastination tendencies.

Procrastination is described by Steel and Ferrari (2013) as “to voluntarily delay an intended course of action despite expecting to be worse off for the delay”. As posited by Schraw, Olafson and Wadkins (2017), a behaviour must be needless delaying and counterproductive for it to be regarded as procrastination. Simpson and Pychyl (2019), and Steel and Ferrari (2013) regarded procrastination as an irrational delay, whereas recent studies, by using rational choice models find out that what might appear to be irrational on the surface can be a predictable behaviour (Zarick & Stonebraker, 2019). Within a rational choice framework, procrastination is not an irrational personality trait; it is a logical, although potentially inefficient, behaviour driven by a reasoned comparison of perceived costs and benefits.

The causes and correlates of procrastination have been studied extensively. Steel and Ferrari (2013) reported in a meta-analysis that the causes and correlates for procrastination are divided into four areas: task characteristics, individual differences, outcomes, and demographics. Research looking at task characteristics examines procrastination, with an understanding that people who procrastinate voluntarily choose one behaviour or task over another. Factors associated with

task characteristics of procrastination (task aversiveness) include timing of rewards and punishments.

Numerous problems appear to be associated with procrastination. Concerns from environmental to personal health are put off, and allowed to compound with several societal concerns such as substance abuse to be related to procrastination; procrastination could also result in unhealthy habits when it comes to sleep, diet and exercise. Procrastination weakens confidence among students as well as their expectancy of completing a task; procrastination creates anxiety and affects the achievement of goals. Hussain and Sultan (2020) found procrastination to cause higher stress, low self-esteem, depression, plagiarism, higher use of alcohol, cigarettes, and caffeine and to decrease the ability to maintain healthy self-care habits like exercise and eating. Procrastination is therefore foreseeably becoming of interest to numerous fields, such as public policy and behavioural contexts.

Different primary and secondary concerns have been found to be associated with procrastination, e.g. low achievement of students and their increased physical and psychological problems, confusion, and irresponsibility. Hussain and Sultan (2020) argued procrastination to be promoted by longer timelines of completing a task, plenty of leisure time and co-curricular activities.

Personality is expressed early in both humans and other animal species (Steel, 2017), and is stable during adulthood. The big five personality traits

capture the main dimensions of individual variation. The five traits include: Extraversion, describing an energetic approach toward the world; Agreeableness, describing a pro-social and communal orientation rather than antagonism; Conscientiousness, implying a high level of control over tasks and goals; Neuroticism, being associated with anxiety and irritability for; and Openness to Experience, being related to creativity, curiosity, intellectuality, independent-mindedness etc (Terracciano, et al., 2020).

Steel (2020) reported that students in their study tended to perceive that they possessed certain characteristics leading them to repeatedly engage in behaviours of procrastination, and that it was an inborn habit. In previous research like Abramowski, (2014), several claims have been made regarding the personality of those who report procrastination: first, they are low on Conscientiousness, and second, high on neuroticism. In one study, Steel (2020) found that the largest average effect size was found for Conscientiousness ( $r = -.63$ ), but neuroticism, however, showed an effect size of only moderate magnitude. Solomon and Rothblum (2014) found a relationship between procrastination and the personality correlates only with men. They concluded that this may be due to attitudinal differences toward the routine activities included in the procrastination scale.

Personality is defined as a dynamic integration which includes an individual's personal experience as well as behavioural patterns. Personality can be taken as the combination of



conscious, concrete, habits, self experiences and that of the surrounding environment. It also includes a person's thoughts and cognitive functioning, and internal desires. An individual's personality also constitutes his patterns of behaviour, which includes both conscious and unconscious. A person's personality traits affect many other dimensions of their life.

The personality traits are the characteristics that are manifested through the behavioural patterns, thoughts, and emotions of a person. The traits of personality are considered to be stable with time. The trait perspective theory of personality is one of the most successful approaches in the study of personality. This approach focuses on the traits that form the major constitution of a person's personality. There are many theories which explain the personality traits. The roots of the history of trait perspective can be located in the ancient Greek history as well.

Zeenath and Orcullo (2012) explained personality traits regarding the body types (somatypes). He categorized the body types into: endomorphy, mesomorphy and ectomorphy. According to him, the three traits of personality are: viscerotonia, somatotonia and cerebrotonia. These body types and various traits of personality have a strong association with each other. Endomorphs are calm, high-spirited, and sociable. An ectomorph is entirely opposite to the endomorph. These people tend to be self-conscious, socially anxious, creative, thoughtful, gentle, personal and reserved. The mesomorphs lie between

the endomorphs and ectomorphs. The mesomorphs are daring and courageous. They like experimenting with new things and willing to hang out with new people.

Ferrari and Tice (2014) gave a new outlook to personality trait theory. He used the term dispositions for traits. He put forward three types of dispositions; cardinal, central and secondary. The dominant and common traits in a person are known as cardinal dispositions. The central traits form the basic foundation of personality, but are less prominent. These traits are used to define an individual's personality, for example, intelligent, shy, modest, loyal, funny, sensitive etc. The secondary dispositions are less important, less consistent and less generalised. These traits may include a person's favourite food, music choices, clothing preferences etc. Allport also used an ideographic approach to understand personality and focused on recognising unique traits of an individual.

Steel (2013) gave the five-factor model of traits of personality. The five factor model personality includes the following traits of personality: emotional stability, extraversion, and openness to experience, agreeableness and conscientiousness.

There has been some disagreement, however, as to what each broad trait or dimension's exact label should be (Choi & Moran, 2019). The five factors were initially labelled by Steel and Ferrari (2013)) as:

- i. Extraversion or Surgency (talkative, assertive, energetic);
- ii. Agreeableness (good-natured, cooperative, trustful);

- iii. Conscientiousness (orderly, responsible, dependable);
- iv. Emotional Stability (calm, not neurotic, not easily upset); and
- v. Culture (intellectual, polished, independent-minded).

Zeenath and Orcullo (2012) interpreted factor V as Intellect, and Charine (2015) interpreted it as Openness.

These five factors or broad traits interact to form human personality and are now generally accepted as extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience (Sharma and Kaur, 2021). These factors eventually became known as the “Big Five” with the title emphasising that each of these dimensions represent personality at the broadest level, summarising a much larger number of specific personality characteristics (Choi & Moran, 2019). Some researchers have argued that five factors are not sufficient to explain all individual differences in personality (Solomon and Rothblum, 2014), however the five factors do not deplete the description of personality, but it simply represents the highest hierarchical level of a trait (Choi & Moran, 2019). It is only at a global level that the five factors give a complete characterisation of a person (Zeenath and Orcullo, 2012).

Steel (2020) argued that there is still much more yet to learn about the tendency to procrastinate as a function of individual differences. One current trend in procrastination research has been building connections between procrastination and personality traits.

According to the differential psychology perspective, procrastination is understood as a personality trait (Ozer & Sackes, 2020). Procrastination has been conceptualized as a weak point of personality and illustrates an extreme variant of a personality trait, namely conscientiousness. As Abramowski, (2014) argued, procrastination can be conceptualized as a paucity of conscientiousness if viewed from a personality perspective. This approach to understanding the effects of personality on procrastination has received attention as an alternative way to understand maladaptive ways of being in the world.

Hussain and Sultan (2020) reported that individuals who demonstrated conscientiousness were found to be less likely to procrastinate. Conversely, those who demonstrated low levels of conscientiousness were reported to have a higher tendency to procrastinate. In active procrastination, this means that students who exhibit low emotional stability may delay in submitting assignments and delay in exam preparation, as they may feel unable or unlikely to meet the expectation.

Steel and Ferrari (2013) students with high emotional stability may have higher chances of academic success, which may be protective against procrastination. Extraversion is a personality trait which is quite similar to emotional stability; however it is more susceptible to an expressed, sociable, optimistic, outgoing, energetic and exciting orientation. It was found that students who exhibit higher levels of extraversion have lower coping skills for

academic performance. Hence, it might lead them to have a higher tendency to procrastination (Diaz et al., 2008). Lastly, most of the previous studies indicated that openness to experience and agreeableness are not related to procrastination. It is not clear why these two personality traits were not associated with procrastination, and hence further studies are necessary.

The National Commission for Colleges of Education (NCCE) was established by Decree No. 3 of 1989, amended by Act No. 12 of 1993 to regulate the production of Nigeria Certificate in Education (NCE) teachers for Basic Education. The mandate ascribed to the Commission by the law includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards. In response to this mandate, College of Education were established and run by the Federal government, State governments and even private settings where in Gombe State, a total number of five (5) Institutions that aimed at awarding NCE.

### **Statement of the Problem**

Procrastination, that is common in school setting, where students tend to delay academic tasks such as assignments and curricular activities until the last minute, occurs with students of varying personality traits. The students procrastinate on a wide variety of activities and circumstances, whether it is putting off completing a task, writing an assignment, or even reading for examinations.

In Colleges of Education in Gombe State, NCE students have been running from one place to another when it comes to submission of assignments, projects, or even information regarding the commencement of examinations. This could not be unconnected to their procrastinatory behaviours they have been exhibiting. Experiences have shown that the tendencies to procrastinate had no boundaries among students.

Could this problem be attitudinal or behavioural? Does students' action to procrastinate have a relationship with their personality traits? This study explored the place of personality traits in the prediction of procrastination among NCE students in Colleges of Education in Gombe State, Nigeria.

### **Research Objectives**

The study explored the effects of the Big Five personality traits on the prediction of students' procrastination among NCE students in Colleges of Education in Gombe State.

### **Research Hypothesis**

There is no significant relationship between Big Five personality traits to the prediction of students' procrastination among undergraduates NCE students in Colleges of Education in Gombe State.

### **Methodology**

The study employed a correlational design. The population of this study comprised all the NCE students in Colleges of Education in Gombe State students in the 2021/2022 academic session, totalling seventeen thousand one hundred and sixty-six (17,166).

Through multi-stage sampling, the study used 349 of the samples for analysis and interpretation.

A Ten Item Personality Inventory (TIPI) adapted and used during the study. Construct validity of the instrument was established through

confirmatory factor analysis by the researcher. Multiple regressions were used to analyse the hypothesis. Statistical Package for Social Sciences for Windows (SPSS 23.0) was used to perform the analysis at the 0.05 level of significance.

## Results

Table 1: Regression Summary on the effects of the Big Five personality traits on the prediction of procrastination among NCE students in Colleges of Education in Gombe State

Personality Traits	B	Std. Error	Beta	T	Sig.
Conscientiousness	3.743	1.298	.144	2.884	.004
Extraversion	3.633	1.255	.148	2.895	.004
Agreeableness	8.757	1.538	.300	5.694	.000
Emotional Stability	-1.747	1.186	-.080	-1.474	.142
Openness to Experience	3.587	1.576	.119	2.276	.023

The results as shown in Table 1 indicate that the partial correlation coefficient as indicated by the Beta values has no contribution to the explanation of the variability of NCE students' procrastination. The raw standardized regression coefficients of the predictors together with their relative effect as shown in Table 1 shows that agreeableness has the strongest effect in the model ( $\beta = 8.757$ ;  $t = 5.694$ ;  $p = .000$ ) followed by extraversion and conscientiousness ( $\beta = 3.633$ ;  $t = 2.895$ ;  $p = .004$ ) and ( $\beta = 3.743$ ;  $t = 2.884$ ;  $p = .004$ ), then openness to experience ( $\beta = 3.587$ ;  $t = 2.267$ ;  $p = .023$ ) whereas emotional stability ( $\beta = -1.747$ ;  $t = -1.474$ ;  $p = .142$ ) was found to be significant at .05 levels.

## Discussion

The study investigated the ability of a set of the Big Five personality factors to predict procrastination among NCE students in Colleges of Education in Gombe State. The results confirmed the findings of previous studies regarding the important role played by the agreeableness factor in the predictability of procrastination. It was found that agreeableness was the essential factor among the Big Five factors of personality regarding the ability to predict procrastination. Agreeableness was the only factor which made a significantly unique contribution to predicting procrastination.

The finding is also in substantial agreement with the findings of

Sepehrian and Lotf (2021), who report that “in essence trait procrastination is the lack of conscientiousness”. This result is not very surprising because there exists what might be called a theoretical agreement among researchers regarding the strong negative relationship between both procrastination and conscientiousness. Steel and Ferrari (2013) proposes that “procrastination is conceptually representative of low conscientiousness and self-regulatory failure. Consequently, it should show strong associations with these variables”. He reported that the findings of their research indicated that the majority of unique variance in procrastination scores was predicted by the conscientiousness factor. It was found that self-discipline, which is one of the most essential facets of conscientiousness, was the strongest facet level predictor of procrastination (Hussain and Sultan, 2020). However, Gallego and Pardos (2013) report that self-efficacy for self-regulation is more significant than self-regulation itself as a predictor of the tendency to procrastinate. Steel and Ferrari (2013) found that procrastination was significantly correlated with low conscientiousness in facets of competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Consequently, we can argue that conscientiousness is the most essential factor in the prediction of academic procrastination.

Regarding the extraversion factor, although the table of correlation shows a significant relationship between procrastination and extraversion, the

coefficient table indicates that extraversion does not make a significantly unique contribution to predicting academic procrastination. The present results were consistent with earlier research (Hussain and Sultan, 2020) but in contrast with other studies that found a significant relationship between procrastination and extraversion (Watson, 2021). Extraversion could thus be considered one of the most interesting factors regarding its relationship with procrastination, although simultaneously be perceived as the most problematic factor (Steel, 2013).

Regarding emotional stability, although the result of the multiple regression analysis showed a significant relationship between academic procrastination and emotional stability, the contribution of this factor to predicting academic procrastination was not statistically significant. This result indicated that emotional stability does not play a significant role in the prediction of academic procrastination. Emotional stability is potentially the most contested factor regarding its relationship with procrastination, since although some researchers found a significant relationship between procrastination and this factor (Hussain and Sultan, 2020), other researchers reported no significant relationship between procrastination and emotional stability (Steel, 2013). Steel and Ferrari (2013) reports a significant correlation between procrastination and emotional stability facets such as anxiety, depression, self-consciousness, impulsiveness, and vulnerability. The relationship between extraversion and

emotional stability in a recent study could be due to an overlap with other factors in the model.

Openness to experience was not significantly correlated with procrastination, indicating that this factor did not make a significant contribution to predicting procrastination. The present results were consistent with several previous research findings (Hussain and Sultan, 2020). However, regarding openness, Sepehrian and Lotf (2021) report that although there is no significant relationship between trait procrastination and openness, procrastination is related to fantasy, which is one of the major components of the openness factors.

Results from the study have shown a significant relationship between procrastination and several personality characteristics. This was in line with Gallego and Pardos (2013) who conducted research to examine the relationship among procrastination, self-efficacy, self-esteem, self-regulation, and self-efficacy for self-regulation, reporting that although the result showed a significant positive relationship among procrastination and these four variables. The results indicate that agreeableness was most predictive of procrastination tendency.

Relationships between the Big Five factors and academic procrastination have been investigated by several researchers (Poropat, 2019). Steel and Ferrari (2013) found that “total procrastination was related to both the low conscientiousness facets (competence, order, dutifulness,

achievement striving, self-discipline, deliberation) and the neuroticism facets (anxiety, depression, self-consciousness, impulsiveness, vulnerability)”. Although the result of the study showed agreeableness among them have the relation to the prediction of procrastination, there were other four factors like openness to experience and conscientiousness that does not predict procrastination among NCE students in Colleges of Education in Gombe State.

### **Findings of the Study**

The study found out that the Big Five personality traits have no effects on the prediction of procrastination among NCE students in Colleges of Education in Gombe State.

### **Conclusion**

The study concludes that personality traits have made significant contributions to the prediction, or otherwise, of procrastination among NCE students in Colleges of Education in Gombe State. Those traits that had no effect on the prediction of procrastination significantly had uncopied a larger portion in the explanation of the predictability of NCE students’ procrastination. However, it could be certain that there exist other factors outside the focus of the study that might have predicting effects on NCE students’ procrastination in Colleges of Education in Gombe State.

### **Recommendation**

The study recommended that personality assessment services should be strengthened in the Guidance and Counselling Unit and supported by the management of the Colleges of Education to enable students to

understand some personality types or traits, receive guidance on how to overcome certain personality traits as well as their implication to their academic pursuit.

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## Challenges and Prospects on the Accessibility of Periodicals in Selected Academic Libraries in Zaria, Nigeria

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### Abstract

*The importance of serials in the academia is stressed regularly by librarians. This study investigated the challenges and prospects on the accessibility of serials in two selected prestigious monotechnic libraries in the popular city of Zaria in Nigeria. The objective of the study was to help find solution to the problem of inaccessibility to serial publications by students and lecturers. First, the study seeks to ascertain the types of serials in the study libraries. Secondly, to find out the factors handcuffing the accessibility of the serials and thirdly, the possible ways of restoring easy access to serial publications of the libraries in question. The population of the study was the entire serial librarians in the two case study institutions, which stood at ten (10) from Nigerian Institute of Transport Technology, Zaria and nine (9) from Nuhu Bamalli Polytechnic, Zaria. The study adopted a mixed method approach, using observation, questionnaire (SLQ) and interview to collect data from the serial librarians in the institutions under study. Findings of the study revealed the type of serials available in the two studied centers to include journals, newspapers, magazines, annual reports, memoirs, proceedings, monographic series, bulletin, and government circulars among others. The study found certain challenges obstructing the accessibility of serials which included inadequate funds to subscribe for serial publications, delay in the processing of new issues, mutilation, stealing and disorganization of serial publication by users and epileptic power supply, etc. And last but not the least, a finding indicated vital results on the possible ways to restore easy accessibility of serials in the two studied libraries, and this included the need for academic librarians as purely the serial staff and, the usage of automated security system in serials management of the libraries.*

### Keywords

Academic Library,  
Serial Publications,  
Accessibility,  
Challenges, Prospects

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### Introduction

Academic libraries are libraries in higher institutions of learning such as the universities, colleges, polytechnics and mono-technics, and their main role is to promote teaching, learning, and extension services; it is the heartbeat of any academic institution (Komolafe, Gbotosho & Odewole (2020). Blackwell (2014) described academic libraries as

valued for professionals which provide recent and up-to-date information resources to support teaching, learning, and research activities. The information resources, serial publications inclusive, contained vital information essential for students, educators, and researchers in different fields of studies. While the serial section of the academic library is the section houses materials that appear

regularly like newspapers, magazines, newsletters, accessions, journals, indexes, abstracts, reports, proceedings, and transactions of societies (Nutsupkui, & Owusu-Ansah 2017), and these materials are called serial publications.

The serial publications earlier mentioned are normally published regularly and at time intervals, daily, weekly, monthly, quarterly, biannual and or annually. They convey reports on scholarly research and theoretical discussion, as such, serials contained far various disciplines. The serial publications cover current information and constitute the spirit of academic and research libraries and, very importantly, teaching and learning. Libraries acquire, organize, store, retrieve and disseminate information contained in serials for researchers, educators, students and visitors, and this is one reason the academic libraries are seen as research output. Serial publications are important for the students' academic career, it provide them with the most current and vital information needed to support their academic quest and makes reading interesting whether for leisure, educational and research purposes. Ogunniyi, et al. (2013); Komolafe Gbotosho & Odewole (2020), students frequently use serials to get current information in their chosen field of study. Not alone, lecturers and researchers also benefit from the wide range of serial publications, for example, journals (Afolabi & Akerele, 2011). To whatever degree, Lawal (2000) maintains that the accessibility of serials is very essential in reporting current scientific and technological research

findings, as well as social, historical and economic.

However, despite the importance of serials in libraries, like other collections of information material suffer a lot of setbacks, serial publications are not exceptional. In Nigeria, libraries have been faced with several problems regarding accessibility of information, although, it seem problem is a global thing in the opinion of Calhoun (2014) & Akinbode (2011). There are numerous literatures on the management and challenges of serial activities in libraries. An empirical study conducted by Chike, Amaoge & Nnamdi (2015) examined among others the challenges of serials in two university libraries in the North-Central zone of Nigeria. A descriptive survey design was used for the study with a population of 11 serial librarians. The instrument for data collection was a structured questionnaire and observation checklist. Findings obtained revealed that despite the numerous serials in place, the challenges obstructing serials in the libraries included stealing of serial resources, mutilation of serials, disorganization of serials, improper weeding of serials, delay in processing of new issues, delay in the return of removed issues for repairs, illegal lending of serial resources to users, etc. Upon ways to restore effective accessibility of the serials, the study suggested enhancing management strategies of the serial as effective tactics by employing professional librarians, adequate security gadget and library infrastructure. More so, the use of websites and software are required for effective application of serial and other

continuing resources. In a similar study conducted by Adio (2005), he investigated on the management problem of serial in selected Nigerian academic libraries. An exploratory descriptive methodology was used and the subject of the research was library staff and students randomly selected from the University of Ilorin. The study used questionnaire and interviews as instruments for data collection and analysed by observation and descriptive statistics. The finding revealed that most of the problems are dissatisfaction and distrust among library staff and users, followed by funding, human resources and acquisition. The author recommended for adequate funding, user education, regular evaluation of stock and retraining of human resources etc. Consequently, Komolafe, Gbotosho, & Odewole (2020) study was undertaken to find out the availability and use of serials among postgraduate students in Osun state university and how this affects their academic performance. The population of the study consisted of 140 postgraduate students. The findings showed the existence of serials materials but at the same time, the study identified obstacles in the effective use of these serials needed to be tackled to ensure that patrons are satisfied. The recommendations given were, among others, provision of necessary infrastructural facilities, information literacy skills and advance searching skills for appropriate functionality. Susanah & Ayobami (2018) conducted another empirical study on students' access to serial publications in three selected universities in Ogun state, Nigeria. Descriptive survey research

design was used with the study population made up of students from one federal, one state and one private university selected. A self-constructed questionnaire was used to collect data, and the data collected was analysed using descriptive statistics of Statistical Package for Social Scientists (SPSS) format. The result indicated that serial publication is likewise available to students for access and used for academic purpose, but limit undergraduates to part of serial publication. Another major challenge is that serial librarian attitude affects students' use of the serial section. Chinwe, Obinna, & Victoria (2010) in their study of serials acquisition problems in southern Nigerian federal university libraries surveyed serial librarians. Adequate staff were purposively sampled across thirteen institutions and questionnaires were used to collect data, and the data analysed in quantitative method. The outcome revealed well-defined activities in the universities for easy accessibility to serials, such as selection of good titles. For improved accessibility of serial materials, the study further noted on the importance of consortium to have a shared responsibility, and government aid to the universities by making low exchange rate for acquisition purposes.

To this juncture, preliminary observation showed that, lack of awareness, inadequate funds coupled with high subscription rates, and the digital transformation of scholarly communication process immensely affect the development of serial collections in Nigerian libraries. However, in every human endeavour,

there is always the need to make assessment to know whether one is making progress or not (Abdullahi & Pisagih, 2009). Therefore, this study is put forward to assess the challenges and prospects in the accessibility of serials in academic libraries in Zaria, Nigeria. The study is delimited to surveying two academic libraries in the city of Zaria, Nigeria. Zaria happens to be a very prestigious learning centre for the nation.

### **Statement of the Problem**

The importance of serial control has been stressed upon by various scholars. Serials are important segment of the higher institution of learning because it provides recent and current information. By and large, the accessibility of serials has improved academic performances immensely. With all the importance of serials in the academia, academic libraries in Zaria seem to operate in analogue (traditional) form. And the analogue way of doing things has been taken by digital transformation, and why all library routine management processes, serials inclusive, are bound with one problem or the other. Umar & Hamisu (2020) have presented a major challenge associated with serial control in Federal College of Education Zaria, that is, the poor patronage of serial materials. This is a very serious problem. The essence for which serial materials are available is for continuous patronage by the public concern. Could this problem of none patronage of serials a universal challenge faced by academic libraries in Zaria? Therefore, this study is particular to investigating on the challenges and prospects of

accessing serial publications in selected academic libraries in Nigeria.

### **Objectives of the study**

The objectives of the study are:

1. To find out the availability of serials in selected academic libraries in Zaria, Nigeria.
2. To find out the factors shackling the accessibility of serials in selected academic libraries in Zaria, Nigeria.
3. To find out the possible ways of restoring access to serial publications in academic libraries in Nigeria.

### **Methodology**

A survey research design was employed in the conduct of this study. Mustapha & Labaran (2021) opined survey research as a marshal of fact for unfolding and understanding existing conditions, prevailing practices, beliefs, attitudes and ongoing processes. A quantitative research method was deemed adequate for the study, and however, a mixed method was used to study the serial librarians in Nigerian Institute of Transport Technology, Zaria (NITT) and Nuhu Bamalli Polytechnic, Zaria (NBP) libraries respectively. The populations of the two institutions serial librarians were found ten (10) at NITT and nine (9) at NBP. The total population was retained as a sample of the study, and this was justifiable using the Yamane (1967) sample size method given as follows,  $n = N / (1 + N(e)^2)$ . The formula provided that, 'n' signifies the sample size, 'N' signifies the population in question and 'e' is the margin of error (0.05). Observation, interview, and a questionnaire titled SLQ (Serial Librarian

Questionnaire) were employed for data collection. The questionnaire undergone validation by associates in the library profession and data collected was analysed in descriptive statistics using frequency and Mean score (4.500), and on another hand, reporting analysis.

**Result**

A total of Nineteen (19) questionnaires were distributed and all

returned from across the institutions. The data collected was used for analysis. In a result, the serial librarians were interviewed from across the institutions. However, the results of the study were discussed next:

1. An observational checklist indicated availability of the following serials in NITT and NBP libraries, as presented in table 1.1.

**Table 1.1 Types of serial publications in NITT and NBP libraries**

S/No	Serials	NITT	GBP
1	Journal	Available	Available
2	Newspaper	Available	Available
3	Magazine	Available	Available
4	Annuals Report	Available	Available
5	Memoirs	Available	Available
6	Proceedings	Available	Available
7	Transactions of Societies	Not- Available	Available
8	Monographic Series	Available	Not Available
9	Bulletin	Available	Available
10	Government Circulars	Available	Available

In table 1.1 above, the researchers personally observed the availability of serials in the two study centres as follows: journals, newspapers, magazines, annual reports, memoirs, proceedings, monograph series, bulletins and government circulars. In addition, serial publication in the nature of ‘transactions of societies’ were

available in NBP library but not available in NITT library. Similarly, ‘monographic series were available at NITT library and not available at NBP library.

2. Factors shackling the accessibility of serials in NITT and NBP libraries.

**Table 2 Challenges obstructing the accessibility of serials in NITT and NBP libraries.**

S/No	Challenges	Agreed	Disagreed	Mean	Remark
1	Inadequate funds to subscribe to serial publication	17	2	4.897	Agreed
2	Limited staff with ICT skill on serial publication	18	1	4.947	Agreed
3	Delay in the processing of new issues	16	3	4.842	Agreed
4	Mutilation, stealing, and disorganization of serial publication by users	17	2	4.897	Agreed
5	Lack of automation of serial publication	15	4	4.789	Agreed
6	Illegal loan of serial publication	16	3	4.842	Agreed
7	Epileptic power supply	17	2	4.897	Agreed
Mean Score				4.873	Agreed
Average Mean = 4.500					

Table 2 above indicated that certain challenges affect the accessibility of serial publications in NITT and NBP libraries. These included inadequate funds to subscribe for serial publications, limited staff with ICT skill on serial publication, delay in the processing of new issues, mutilation, stealing, and disorganization of serial publication by users, lack of automation of serial publication, illegal loan of serials to users, and epileptic power supply. Their Mean scores stood at 4.897, 4.947, 4.842, 4.897, 4.789, 4.842 and 4.897 respectively. However, the Average Mean is 4.873 thereby having a Mean score above the cuff-off mark of 4.500.

3. A finding indicated the possible ways of restoring access to serial publications in NITT and NBP libraries. In this vein, the researchers successfully interviewed the nineteen (19) serial librarians out of which fifteen (15) had a matching answer with their submission as follows: (1) the need

for professional librarians as the right serial staff, and (2) usage of automated security system in the accessibility of serials.

### Discussion of Findings

The findings of the study about cost of serials subscription, mutilation, and stealing of serial materials, and the disorganization of serial publication by users directly correspond with the findings of Chike, Amaoge, & Nnamdi (2015) and Chinwe, Obinna and Victoria (2010), where they both lamented seriously on these same activities affecting academic libraries in Nigeria. While in respect to the study finding on the need for inclusion of purely professional librarians as the rightful staff to aid accessibility of serials, this is most welcoming. Ideally, a professional librarian is an academic library staff with a qualification of at least a Bachelor's degree in library and information science. In addition, the study claim by the interviewees for the usage of automated security system in the accessibility of serials was yet an

indication that accessibility of serials in academic libraries in Nigeria are affected by security matters.

### **Conclusion**

The study investigated about serial control in two Nigerian Monotechnic in Zaria, Northwestern Nigeria. The objective of the study was to find a solution to the problem of inaccessibility of serial publications by students and lecturers in the studied libraries.

The study found that some particular serial collections such as 'transaction of societies' and 'monographic series' were not present, which the researchers concluded that this could be a problem to inaccessibility of serials in libraries. Nonetheless, the study uncovered specific challenges obstructing the accessibility of serials and these included inadequate funds to subscribe for serial publications, limited staff with ICT skill on serial publication, delay in the processing of new issues, mutilation, stealing, and disorganization of serial publication by users, lack of automation of serial publication, illegal loan of serials to users, and epileptic power supply. On a last note, the study found that professional librarians were the best serial managers, and the usage of automated security system in serial control will promote effective accessibility of serials.

### **Recommendations**

Based on the findings of the study, the following recommendations were provided:

1. The need for inclusion of 'transaction of societies' and 'monographic series'

as essential addition to serial collections of the libraries.

2. An automated security system will address the problem of delay in the processing of new issues, mutilation, stealing, and disorganization and illegal loan of serial publications by users.
3. The management of the institutions should provide constant power supply through generator and solar-light for effective lightening where serials are kept.

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# Influence of Teacher's Questioning Technique on Students' Academic Performance in Social Studies in Secondary Schools in Zaria Metropolis of Kaduna State

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## Abstract

The study discussed influence of teachers questioning on students' academic performance in social studies in secondary schools in Zaria metropolis of Kaduna state. There are 196 secondary schools in Zaria metropolis of Kaduna state. Ten (10) secondary Schools in Zaria metropolis were selected from which 37 students comprising of 17 boys and 20 girls were selected randomly from each secondary school for the study. Therefore, the population for the research consisted of 370 respondents (170 males and 200 females). For this study, the researcher adopted one (1) objective, one (1) research question, and one (1) hypothesis. Survey design was used for the study and the instrument for the study is titled "questionnaire on Influence of Teacher's Questioning Technique on Student's Academic Performance in Social Studies (ITQTSAPSS). The data collected was analyzed using mean and standard deviation to answer the research question, while t-test and chi-square was used for the hypothesis because it involves genders. Hypothesis was tested at 0.05 alpha level of significance. The findings reveals that when questions are presented, its activities learner's to be ready for learning based on previous experience. It was concluded that; Teacher's questioning during class time improves the academic performance of students. The following recommendation was made; teachers of Social Studies should adopt questioning technique in their classes because the technique is capable of stimulating student's learning outcomes.

## Keywords

Teacher's Questioning Technique  
Students' Academic Performance  
Social Studies  
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## Introduction

As one of the developing nations, Nigeria realized that education is an important tool for national development, technological advancement, and Nation building. Lassa in Eriba (2016), describes teachers' role, as the "manager of ideas and activities, the judge of discipline cases, rearer of human minds, mobilize of students' efforts and indeed the window through which students visualize the world around them".

In line with Lassa in Eriba (2016), Tyler and Boelter (2018) also assert that, teachers are managers of ideas and activities; therefore, they have to ensure that they motivate students to learn, meeting their needs, creating a learning environment that will promote great performance with good questioning that will encourage students to achieve their desired goals.

The National Policy of Education (FME, 2013) highlighted the goals of secondary education as preparing the

individuals (students) for useful living in the society. That is their contribution to society interns of economic, social and political and preparation to further their education in higher institution(s) in an organized society, secondary education is considered the foundation for development of other sectors of the educational system, which provides primary school leavers the opportunity to continue their education and those that could not go further in tertiary institution such as university, Colleges of Education and polytechnics to acquire skills on vocational work. Over the years, as observed by scholars, factors such as weak instruction that students received contributed to education deteriorating, resulting in both male and female student's academic performance being low.

Nieto (2017) argues that the culture of the school a child attends; the attitude of the principals and teachers to their students, motivation, and the values transmitted by the school in general are the factors.

Through the use of proper questioning technique, effective questions can be used in the classroom with students. This technique is a teaching style in which the student seeks to uncover and develop solutions to identified issues through a process of attentive searching, often with little help from the instructor.

Questioning technique helps in seeking knowledge about an event, and it entails analysing data and drawing conclusion. In questioning techniques, students learn not only the topic but also self-direction, responsibility and social

communication. It is a means for students to learn while they are alone.

### **Statement of the problem**

This study discusses the influence of teachers' questioning on students' academic performance, which is the basis for the study as to the various ways by which teachers can interact with their students and create an environment for effective learning.

Teachers therefore have to convince students that asking or responding to probe statement can lead to passing of examinations as well as being successful in life, and makes students to Concentrate on their learning.

Teachers should at all-time interact with their students to enable them to pass examinations, students to pay or be given attention during lessons and participate in class activities.

It is evident that teachers interact with students for the achievement of a specific goal which is impossible because some teachers are not familiar with techniques of asking and responding to probing questions, which makes the classroom environment to be quiet, leading to poor performance.

Questioning has to be considered as an important element in effective teaching and learning. Therefore, teachers have to boost student's morals during and after teaching using the following questioning techniques and principles give students room to ask questions (probing), ask students questions, and explain questions to students.

Numerous factors contributed to student's low academic performance in school. This problem might be related to student's nonchalant attitude toward school subject, among others.

If teachers are well coordinated, interns questioning it will sustain their zeal for maximum academic performance. This means there is need to carryout research on the influence of teachers' questioning technique on student's academic performance in Social Studies in secondary schools in Zaria metropolis, Kaduna state.

### **Objective of the study**

The objective of this study is to ascertain the influence of teachers' questioning technique on students' academic performance in social studies in secondary schools in Zaria metropolis of Kaduna state.

### **Research Question**

1. Do teachers questioning technique influence students' academic performance in social studies in secondary schools in Zaria metropolis of Kaduna state.

This research question was answered in this study with mean and standard deviation to arrive at a decision benchmark.

### **Hypothesis**

A null hypothesis is formulated as follows to guide this research.

**H<sub>1</sub>** There is no significant relationship between teachers' questioning and its influence on students' academic performance in social studies in secondary schools in Zaria metropolis of Kaduna state.

### **Significance of the study**

This study is significant for the following reasons.

The study will assist in the formulation of behavioural objectives as a basis for relationship with students. It is believed that stakeholders will adopt the results of findings to achieve the set objective of education.

The study will help curriculum planners in selecting contents, learning experience and resources for study of social studies in secondary schools and its influence on students' performance and adoption of strategies that will help to enhance good performance.

Finally, the result of the study serve as foundation basis for research in teacher-student questioning. The findings of would inform teachers of the influence of questions and to improve on drafting of probing questions.

### **Scope and delimitation of the study**

It is very difficult to cover the entire secondary schools in Kaduna State but, to come up with an effective study, it is good to limit the study to secondary schools in Zaria Metropolis.

### **Methodology**

This work focuses on the methods by which it was collected. The work explains the research design, populations, sample size, questionnaire was used to collect data. T-test and standard deviation were used to analyse the result.

### **Population**

The population for the study consisted of all junior secondary schools

in Zaria metropolis of Kaduna State, which are one hundred and ninety-six (196) in total.

**Sample size and sampling technique**

The sampling technique adopted for this study was the systematic sampling technique because it gives room for the selection of every subject or element under study. Three hundred and seventy (370) JSS III students were

involved as respondents from ten (10) junior secondary schools in Zaria metropolis of Kaduna state. From each of the ten (10) schools, thirty-seven (37) students were selected, comprising 17 males and 20 females from each Junior Secondary School. This gave a total of three hundred and seventy (370) students, of which 170 were male and 200 were female students. According to Ali (2006) 10%-20% sample of a population is adequate for a study.

**Table 1.1 - Sample Selected for the Study**

S/N	Schools	Male	Female	Total
1	Government Secondary School Chindit Barrack	17	20	37
2	Government Secondary School Kwangila	17	20	37
3	Government Secondary School Chikaji	17	20	37
4	Demonstration Secondary School, ABU Samaru	17	20	37
5	Government Secondary School Basawa	17	20	37
6	Government Secondary School Dakache	17	20	37
7	Government Secondary School Kofa Gayan	17	20	37
8	Government Secondary School Gyellesu	17	20	37
9	Government Secondary School Tudun Wada	17	20	37
10	Government Secondary School Tudun Jukun	17	20	37
	<b>Total</b>	170	200	370

**Instrumentation**

The instrument used for this study was questionnaire on Influence of Teachers' Questioning Technique on Students' Academic Performance in Social Studies (ITQTSAPSS).

The instrument is a 5 items structure Likert-scale questionnaire of the Likert scale type that was used in collecting of data for the study.

**Validity of the instrument/Reliability**

The questionnaire was presented to experts for validation. One of them was in measurement and evaluation, psychology and the other in languages to correct the

items on the questionnaire to measure the main focus of the study.

**Results**

The analysis was based on three hundred and seventy (370) respondents used for the research. On the research question(s) a decision was made by dividing the frequency of occurrence by the total number of respondents and multiplying the product by 100, finding of mean, using of t-test. While chi-square was used for the hypothesis. The hypothesis was tested at 0.05 level of significant.

**Table 1.2: Research Question 1: Do teacher’s questions influence student’s academic performance in Social Studies.**

S/N	Item(s)	No. of respondents	Responses				Mean Score	Standard Deviation	Decision
			SA 4	A 3	SD 2	D 1			
1	Teacher gives chances of answering questions to all students, leading to good performance	370	175(47.3) 700	105(28.4) 315	40(10.8) 80	50(13.5) 50	3.09	47.78	S/Agreed
2	Teacher is ever willing to explain to students when they ask questions, thus enhances good performance.	370	200(54) 800	70(19) 210	45(12) 90	55(15) 55	3.12	47.99	S/Agreed
3	Students perform well because the teacher gives room for questions in the classroom	370	160(43.2) 640	110(29.7) 330	40(10.8) 80	60(16.2) 60	3.00	47.05	S/Agreed
4	Due to probing questions, students perform well academically	370	90(24) 360	180(49) 540	40(11) 80	60(16) 60	2.8	45.54	Agreed
5	Students read hard due to probing questions used by the teacher	370	100(27) 400	175(47) 525	45(12) 90	50(14) 50	2.87	46.08	Agreed
<b>Mean</b>							<b>14.88</b>	<b>234.44</b>	

The means for all items are between 2.8 and 3.12. The mean is 14.88. The result shows positive effect since the statement from the respondents are positive. This shows that teacher’s questioning technique has

a positive influence on student’s academic performance (means strongly agreed and agreed). Furthermore, the statements are positive with a high mean value which depicts positive responses.

### Testing of Hypothesis

Table 1.3: Hypothesis One: The null hypothesis states that there is no significant relationship between teachers’ questioning and its influence on students’ academic performance in Social Studies

Variable	S. A	A	S. D	D	DF	X <sup>2</sup> computed	X <sup>2</sup> critical	P
Teachers questioning on students’ academic performance	224 (60.5)	98 (26.5)	35 (9.5)	13 (3.5)	5	516.321	17.860	0.000

$P < 0.05, X^2 \text{ Computed} > X^2 \text{ Critical at } df 5$

Teacher's questioning technique has a significant influence on students' academic performance in social studies. From the analyses, the Computed  $X^2$  (Chi-square value) of 516.321 is higher than  $X^2$  17.860 value of 17.860 at df 5. This indicates that the level of asking questions by teachers greatly influences students' academic performance. The null hypothesis which states that there is no significant relationship between teachers' questioning and its influence on students' academic performance in social studies is hereby accepted.

### **Discussion of the Findings**

The study reveals that teacher's questions technique has a significant influence on the academic performance of students, which implies that the level of asking questions by teachers greatly influences students' academic performance. As shown in table 1.2 mean scores and the test for hypothesis in table 1.3.

The finding discovered that learners have a lot of questions because it is very important and should be encouraged for better understanding. Also, the findings reveal that to make learners responsible and active, teachers should make use of questions in explanation, and give rooms for answers to ensure that any knowledge acquired will be permanent.

### **Conclusion**

The study discusses the influence of teachers' questioning technique on academic performance of students in Social Studies in Zaria metropolis of Kaduna State. Ten (10) junior secondary schools in Zaria metropolis were selected from which 37 students

consisting of 17 boys and 20 girls were selected from each junior secondary school making up 370 students were used for the study. Questionnaire on the influence of teachers' questioning technique on academic students' performance in Social Studies (ITQTSAPSS) was used, and the following conclusions were drawn: effective use of questioning technique makes students to be active and ready for learning.

### **Recommendations**

- Based on the findings, the following recommendation was made.
- Teachers should always ask questions that will make learners responsible and active during teaching and learning sessions.

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# Perceptions of Stakeholders on the Adequacy of NCE CRS Curriculum for Interreligious Peace in Kaduna State, Nigeria

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## Abstract

*Kaduna State, Nigeria, is a state with a diverse religious population. In recent years, the state has experienced several inter-religious conflicts which call for attention. This study critically examines the adequacy of the Nigeria Certificate in Education (NCE) curriculum in Christian Religious Studies (CRS) of Federal Colleges of Education (FCEs) for the attainment of peaceful interreligious co-existence in the State. The study adopts a descriptive research method with a survey design. The method involved a self-administered questionnaire, a review of the NCE CRS curriculum, the opinions of the CRS teachers, and a focused sampling of religious leaders' views in the two government-owned Colleges of Education in Kaduna State. The study aims at analysing the adequacy of the NCE CRS curriculum of Nigeria Colleges of Education for addressing issues of inter-religious peace in Kaduna State. The study finds that the NCE CRS curriculum has the potential to promote inter-religious peace. The findings also reveal that the curriculum is not being implemented effectively due to the inadequacy of resources required to implement the content and spirit of the curriculum. The study concludes that the CRS curriculum has the potential to be a valuable tool for promoting inter-religious peace in Kaduna State, and recommends among other recommendations, that the government of Kaduna State should provide more resources to support the teaching of Christian Religious Studies (CRS) for inter-religious peace.*

## Keywords

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## Introduction

Kaduna State, with a population of about 10.4m (Kaduna State Bureau of Statistics, 2023), is a microcosm of Nigeria's social and religious composition. It is a cosmopolitan State

with a unique environment where inter-religious dynamics and tensions exist. The state has had several experiences of interreligious conflicts with dire consequences, and protuberant deep mistrust and suspicion between



adherents of Islam and Christianity. According to Ibrahim (1989), the continued interreligious wariness between Christians and Muslims has immediate and long-term causes. Citing the 1987 outbreak of religious violence between Muslims and Christians in Kaduna State, the author argues that the crisis arose from the politicisation of religion in the regional contest for power.

The views of Ibrahim (1989) on the causes of interreligious misgivings between Muslims and Christians in the State are corroborated macroscopically by Enwerem (1995), and further exemplified by Kalu (2001). All the authors also identified the rise of fundamentalist Christianity and Islam as reasons for such interreligious conflicts. Ibrahim (1989), further points to “the struggle for political power by the ‘northern Oligarchy’ within the north and against the south in which religion has become a means for forging new coalitions” as another major reason for the tense interreligious relationship between Christians and Muslims in Kaduna State. Although Akwara & Ojomah (2013), also argued that “religion is used as an instrument of internal colonization and disenfranchisement in Nigeria,” thereby corroborating Ibrahim (1989) position, Ekanem et al., (2022) advised that “the posture of Nigeria as a secular state should be streamlined and politicians who use religion to foster their political fortunes should be sanctioned with appropriate laws.” It thus appears that religion in itself is not a reason for interreligious conflicts, but its weaponization by adherents for personal interest. It is for this reason that there is a need to examine the curriculum of schools where religions are taught and

assess their relevance or otherwise to peace building.

Abuse of religious creeds or practices by adherents could cause interreligious disharmony or conflicts. However, the capacity of religious education to foster religiously peaceful conditions has been confirmed (Ajani, 2013; Joseph, 2019; Momodu, 2013; Sulaiman, 2012). In affirmation of the capacity of religious education to nurture peace in a society, Harris (2004), and Evimalinda & Lidya (2018), have argued that Christian Religious Education is a change agent for better human relationships. According to Evimalinda & Lidya (2018), “Christian religious education seeks change, renewal, and reform of individuals and groups through the power of the Holy Spirit, so that students live according to God's will, as stated by the Bible and by the Lord Jesus Himself.” Nevertheless, an effective realisation of the objective of a Christian religious education is a function of a well-focused religious education curriculum. Hence, the goal of this study is to determine whether the Government approved Christian Religious Studies curriculum of the Department of Christian Religious Studies operative in Nigeria College of Education, is effective in promoting interreligious harmony in Kaduna State, Nigeria.

The Christian Religious Studies (CRS) curriculum approved for usage in Nigeria Colleges of Education (NCE) is centrally planned at the national level, for domestication in the various Colleges across the country. The current version of the *Minimum Standard for Arts and Social Science Courses* (National Commission for Colleges of Education, 2021), ensued from the 2012 edition and became effective in 2021. The CRS

component of the Minimum Standard is spread over 36 academic credits (28 core courses, and 8 elective courses) with the following objectives (National Commission for Colleges of Education, 2021). By the end of the course in CRS, students should be able to do the following:

- i. Demonstrate professional proficiency in teaching Christian Religious Studies in Primary and Junior Secondary Schools.
- ii. Demonstrate sound knowledge and appreciation of the moral values needed to live as a Christian at the various stages of growth and development.
- iii. Explore the place and significance of religion in life and so make a distinctive contribution to one's search for a faith by which to live.
- iv. Express accurate knowledge of God the Father, Son and Holy Spirit needed to live as a Christian in the community.
- v. Radiate attitudes and values which are typical of a mature and responsible member of the Christian community such as love, respect, honesty, and service.
- vi. Express satisfactory intellectual capacity to benefit from further education in Christian Religious Studies

It is expected that at the end of the programme the student should be able to embody the general objectives as outlined. It is instructive to note that objectives **ii** through **v** are modifiers of relational outcomes. Hence, the focus of CRS at the NCE level is driven by the need to correlate religion with matured practice of the Christian religion with the human society, in relation to God, the environment, and with fellow human beings.

As earlier noted, Kaduna State is a microcosm of Nigeria's social and religious composition. The State has had several experiences of interreligious conflict with tolls that are of significant human and material propensity. Most of the factors identified with the strained relations between adherents of the major religions of Islam and Christianity in the State are bordered on competition for resources and political power. Similarly, the rise of religious extremism has also accounted for several violent attacks, both against Muslims and Christians.

While a few organizations working to promote interreligious peace in Kaduna State abound, such as the Kaduna State Peace Commission, the Christian Association of Nigeria (CAN), and the Jama'atul Nasril Islam (JNI), a transformative religious education is expected to yield a more profound and lasting results in interreligious relation across the State. Such approach has been found to be effective in many climes as testified by researchers in the edited volume of Kazanjian Jnr & Laurence (2000). The Christian Religious Studies curriculum in Nigeria Colleges of Education is weighted in this paper for such capacity. Of course, there is no quick fix for the challenges of interreligious conflict anywhere. It often takes time, effort, and commitment from all stakeholders to build a more peaceful and inclusive society. However, the first step must be taken in the right direction.

The study of CRS within the fulcrum of teacher training institution is strategic to the extent of potentially deep-rooted influence on prospective pupils of the teachers at the elementary and secondary school levels. Hence, Njoku & Njoku (2015) noted that "the major aims of inclusion of CRS in the

education curriculum is to raise a generation of people who can think for themselves, respect the views and feelings of others, appreciate the dignity of labour and those moral values specified in the broad national aims as good citizens.”

While a consideration of religious curriculum for inter-religious peace in Kaduna State from a Christian Religious Studies perspective might be inadequate for the task of peacebuilding, it promises a better interreligious orientation for a Christian’ positive change in moral and social disposition in a religiously pluralistic society. To this effect, the article built on the conviction of Ali et al. (2021), who draws on institutions of Islamic higher education in Indonesia to recommend a reduction in religious radicalization.

### **Statement of the problem**

In recent years, there have been a few high-profile incidents of violence between Christians and Muslims. This violence has caused widespread fear and insecurity and has made it difficult to promote inter-religious peace in Kaduna State.

The curriculum in Christian religious studies (CRS) in Kaduna State has the potential to play a role in promoting inter-religious peace. However, there is no clear consensus on how the curriculum should be used to achieve this goal. Some people believe that the curriculum should focus on teaching students about the similarities between Christianity and other faiths. Others believe that the curriculum should focus on teaching students about the importance of tolerance and respect for people of other faiths. However, this

study asks a more profound question of the capacity of the curriculum to facilitate interreligious peace in the State.

### **Objectives**

The following research objectives are outlined to help assess the capacity of CRS in promoting inter-religious peace in Kaduna State.

- i. To analyse the adequacy of NCE CRS curriculum of Nigeria Colleges of Education for addressing issues of inter-religious peace in Kaduna State.
- ii. To identify the resources available to support the teaching of inter-religious peace through CRS.
- iii. To assess the views of religious leaders on the role of CRS in promoting inter-religious peace.

### **Research Questions**

The following research questions will be addressed in this study:

- i. Does the current NCE CRS curriculum of Nigeria Colleges of Education address issues of inter-religious peace in Kaduna State?
- ii. Are there available resources to support the teaching of inter-religious peace through CRS in Kaduna State?
- iii. What are the views of religious leaders on the role of CRS in promoting inter-religious peace in Kaduna State?

### **Methodology**

The study adopts a survey research design to investigate the adequacy of the NCE CRS curriculum for achieving inter-religious peace in Kaduna State,

Nigeria. The research population comprised all the CRS lecturers of the two government owned Colleges of Education in Kaduna State, namely, the Federal College of Education, Zaria, and Kaduna State College of Education, Gidan-Waya. According to information directly received from both departments in the two Colleges, there are twenty-two CRS lecturers in Gidan-Waya, and Nineteen CRS Lecturers in FCE Zaria. A total of forty-one respondents were used as the sample size for the study using purposive sampling technique. The choice of lecturers from government

owned Colleges was informed by a need for attaining a symmetry of learning environment and curriculum.

The fielded questionnaire for data collection comprised of Fixed response types and were validated for clarity of items, appropriateness of language and expression by experts in educational measurement and curriculum studies. The questionnaire was distributed virtually, and a Mean of 2.50 was raised. Therefore, any score below 2.5 was rejected, while 2.5 and above was accepted.

### Data Presentation

Table I: Mean Score of Respondents on NCE CRS curriculum status for inter-religious peace. N = 41

S/N	Items	SA	A	SD	D	Mean	Remark
1	FCE CRS curriculum includes topics related to inter-religious peace	26	11	03	01	3.46	Accepted
2	The curriculum provides students with opportunities to learn about different religions and promote understanding	09	24	01	07	3.00	Accepted
3	The curriculum encourages students to engage in activities that promote inter-religious peace	11	25	01	04	3.12	Accepted
<b>Grand Mean</b>						<b>3.19</b>	

**Table I** shows that items 1-3 on NCE CRS curriculum potent the curriculum as relevant addressing issues of inter-religious peace in Kaduna State. A Mean score above 2.50 recorded. The grand mean of 3.19 indicates a high level of acceptance that the NCE curriculum has a capacity to address issues of inter-religious peace in Kaduna State, Nigeria.

Table 2: Mean Score of Respondents on availability of CRS resources to support teaching for inter-religious peace in Kaduna State, Nigeria. N = 41

S/N	Items	SA	A	SD	D	Mean	Remark
1	There are sufficient availability of textbooks and other instructional materials that cover topics related to inter-religious peace	18	12	07	04	2.44	Rejected
2	There are professional development opportunities for teachers who want to learn more about teaching about different religions and promoting understanding	04	09	17	11	2.00	Rejected

3	There is funding for schools and teachers who want to implement activities that promote inter-religious peace	05	08	19	09	1.98	Rejected
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**Grand Mean** **2.14**

Table 2 shows that the respondents disagreed that there are resources and professional capacity to support teaching for inter-religious peace in Kaduna State, Nigeria. The respondents also rejected the hypothesis that there is funding for schools and teachers who want to implement

activities that promote inter-religious peace. The grand mean of 2.14 is below the criterion mean of 2.50 and indicates rejection of availability of CRS resources to support teaching for inter-religious peace in Kaduna State, Nigeria.

Table 3: Mean Score of views of religious leaders on the role of NCE CRS in promoting inter-religious peace in Kaduna State, Nigeria. N = 16

S/N	Items	SA	A	SD	D	Mean	Remark
1	Teaching about different religions is important for promoting understanding and tolerance	08	06	01	01	3.31	Accepted
2	Schools should be places where students learn about different religions and cultures	09	05	02	0	3.31	Accepted
3	Promoting inter-religious peace is an important goal for society	13	02	0	01	3.75	Accepted
<b>Grand Mean</b>						<b>3.45</b>	

Results in Table 2 indicate that the sampled religious leaders on the role of NCE CRS in promoting inter-religious peace in Kaduna State, responded in the affirmative. The 16 religious leaders were picked in accordance to their extra-academic engagements in leading churches. They opined that teaching about different religions is important for promoting understanding and tolerance, and that schools should be places where students learn about different religions and cultures. It is their opinion that promoting inter-religious peace is an

important goal for societies to achieve. The grand mean of 3.45 is above the criterion mean of 2.50 and indicates acceptance of the positive role of NCE CRS in promoting inter-religious peace in Kaduna State, Nigeria.

**Summary of the Findings**

- i. The curriculum of the Nigeria Certificate in Education for Christian Religious Studies is though confessional (Ajibola, 2018b, 2018a), findings reveal that the curriculum has the capacity to positively address

issues relating to inter-religious peace in Kaduna State. The grand mean of 3.19 indicates a high level of acceptance that the NCE CRS curriculum has a capacity to address issues of inter-religious peace in Kaduna State, Nigeria.

- ii. Furthermore, It is evident that despite the capacity to attain interreligious peace through the implementation of the NCE CRS curriculum, there is a dearth of resources and professional capacity to support the teaching of the course for inter-religious peace in Kaduna State, Nigeria.
- iii. Despite the unavailability of resources and professional capacity to support the teaching of the course for inter-religious peace in Kaduna State, religious leaders see the course as potent in promoting inter-religious peace in Kaduna State.

### **Discussion**

Considering the overall aggregate Mean of 2.92 result of the perceptions of stakeholders on the adequacy of NCE CRS curriculum for interreligious peace in Kaduna State, one may safely conclude that the curriculum has the capacity to realise interreligious peace in the State. The potential signals of NCE CRS curriculum for attaining peaceful co-existence in Kaduna State cohere with the strategic implications of adopting the curriculum for peace education and national cohesion as identified by Chinyere & Ugwuegbulam (2020). The researchers suggest strategies such as introducing peace education into school curriculums, encouraging religious tolerance, conducting research, and offering

conflict resolution training for teachers as roadmaps to interreligious peace (Chinyere & Ugwuegbulam, 2020).

The curriculum of NCE CRS is strategic for interreligious peace discourse, as demonstrated in the 2.5 Mean result obtained in relevance of the curriculum to interreligious peace. Nevertheless, the claim is true to the extent of subjects that directly, or indirectly, relate students with other religions. The 3.19 Mean claim of the teachers adjudging the NCE CRS curriculum as capable of addressing issues of inter-religious peace may be justified by the availability of subjects as CRS 111: Introduction to the study of Religions, CRS 116: Introduction to Sociology of Religion, CRS 117: African Traditional Religion, CRS 126: Introduction to the Study of Islam, CRS 216: Christian Doctrine, CRS 226: African Independent Church Movement, CRS 323: Ecumenism and Religious Dialogue, and CRS 325: Philosophy of Religion. It should, however, be noted that it is not the whole subjects in Christian Religious Studies that may necessarily be required for interreligious peace in Kaduna State. Teaching the identified subjects must also be tilted towards the course objectives. Hence, attempts must be made to provide students with opportunities to learn about different religions and promote understanding, as well as encouraging them to engage in activities that promote inter-religious peace. This view syncs with the objective in European and UNESCO policy and research documents, in which educational institutions are seen as central places for dialogue (Riitaoja & Dervin, 2014).

The negative Mean Score of respondents on availability of CRS resources to support teaching for inter-religious peace in Kaduna State shows that it is not enough to simply have the contents of the curriculum adjudged as adequate for interreligious dialogue for peace; rather, such must be in sync with relevant resources required for the implementation. Currently, responding lecturers have claimed that there are no sufficient textbooks and other instructional materials that cover topics related to inter-religious peace. It was also noted that professional development opportunities for teachers who are keen to learn more about teaching around different religions and promoting understanding is lacking. From the responses, there is also a dearth of funding for schools and teachers who would like to implement activities that promote inter-religious peace. The empirical work of Kienstra et al., (2019), conducted among teachers of religion in the Netherlands confirms that lack of increased training can negatively affect interreligious teaching in a classroom setting.

The claims of the sampled religious leaders on the role of NCE CRS in promoting inter-religious peace in Kaduna State, Nigeria corresponds to the view of Ibrahim (2023), that religion has a significant role in the maintenance of peaceful and harmonious co-existence of the people of Kaduna State. Similarly, Yusuf (2007), who had conducted in-depth interviews in communities and among religious leaders in Kaduna State stated that religious conflicts arise from clashes of values and claims to scarce resources, power, and status (Yusuf,

2007). These are fundamentally existential borderlines of interactions that bring to bare individual character, morals, and psychological formation in interhuman relations. Religious education plays a positive role in this exchange of human dispositions.

Overall, the NCE curriculum in Christian Religious Studies (CRS) in Kaduna State, Nigeria, has the potential to contribute to inter-religious peace in several ways. First, the curriculum provides students with a comprehensive overview of Christian beliefs and practices, as well as an introduction to other major world religions. This knowledge can help students to understand and appreciate the religious beliefs of others, which is essential for building bridges between different faith communities.

## **Conclusion**

The study evaluates the adequacy of the Christian Religious Studies (CRS) curriculum in Nigeria Colleges of Education for inter-religious peace in Kaduna State, Nigeria. The CRS curriculum could potentially encourage interreligious harmony, but it is not being utilized to its maximum potential in its current form. Therefore, steps need to be taken to improve its implementation. Suggestions include better teacher training, providing necessary resources, encouraging student interaction, and involving religious leaders.

## **Recommendations**

The following are some specific ways in which the NCE curriculum in CRS can be improved to better promote

inter-religious peace in Kaduna State, Nigeria:

- i. The government of Kaduna State should provide more resources to support the teaching of Christian Religious Studies (CRS) for inter-religious peace. This could include providing more textbooks, training materials, and teaching aids for CRS lecturers in the NCE offering institutions in the state. The support may also include providing funding for workshops and conferences on inter-religious peace.
- ii. The government of Kaduna State should work to improve the professional capacity of CRS teachers. This could be done by providing more training opportunities for CRS lecturers, both in-service and pre-service (in the various Colleges of Education in the State). The effort may also include providing opportunities for CRS teachers in the colleges to network with other CRS teachers and experts elsewhere in inter-religious peace.
- iii. The government of Kaduna State should create a more supportive environment for inter-religious dialogue and understanding. The roles of religious leaders in the State could be relevant in this regard. Such effort may be done by promoting inter-faith events and activities, and by supporting initiatives that bring people of different faiths together.

It is hoped that by implementing these recommendations, the NCE CRS curriculum can become an even more effective tool for promoting inter-

religious peace in Kaduna State and beyond.

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# Assessment of Teachers' Experience in the Application of Computer-Assisted Instruction (CAI) in Public Secondary Schools in Zango Kataf Local Government, Kaduna State, Nigeria

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## Abstract

*The study explored teachers' experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government, Kaduna State, Nigeria. The objective of the study is to assess teacher's experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State. The objective was transcribed into a research question and a hypothesis respectively. Survey research design was adopted in the study. The target population of the study was made up of 409 respondents, which consist of 43 principals, 361 teachers and 5 ministry of education officials in Zango Kataf Local Government, Kaduna State, Nigeria. A sample size of 217 respondents, which comprised 202 teachers, 12 principals, and 3 MOE officials. The instrument titled "Teacher Factors in the Application of Computer-Assisted Instruction Questionnaire (TFACAIQ)" was used for data collection in the study. The validated instrument was pilot tested, the reliability co-efficient was determined using Cronbach Alpha statistic and a reliability coefficient of 0.78 was obtained. The data collected in the study was analysed using descriptive statistics; frequency counts, mean and standard deviation to answer the research questions. Kruskal-Wallis was used to test the four null hypotheses at 0.05 level of significance. Findings of the study revealed that teacher's experience has no significant influence on the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State. The study recommend that Teachers' training programmes should be oriented in removing fears as expressed by teachers having a greater number of years of experience and belonging to higher age-group of getting replaced by new technologies like ICT.*

## Keywords

Teachers' Experience  
Computer-Assisted  
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## Introduction

There is a growing demand on educational institutions to use computer-assisted instruction (CAI) to teach the skills and knowledge students need for the 21<sup>st</sup> century. Computer-assisted instruction (CAI) is an example of the use of information and communication technology (ICT)

supported teaching and learning processes. Realizing the impact of computer on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning. To give students knowledge and information about certain subject areas,

to encourage meaningful learning, and to increase professional productivity, this restructuring process demands successful incorporation of technologies into the existing teaching and learning environment.

Importantly, the application of CAI into the educational process offers numerous advantages. In this sense, the application of CAI in classes to complement conventional teaching methods is associated with greater student motivation through the use of more attractive, entertaining, and fun tools (Bullock in Gomez-Fernandez & Mediavilla, 2022; Tüzün et al., 2009). Sequel to say that, CAI enables greater interactivity in learning, with more opportunities for cooperation and an improvement in communication between teachers and students (Schulz-Zander, Büchter & Dalmer, 2012). CAI also stimulates initiative and creativity (Allegra, Chifari & Ottaviano, 2011; Wheeler, Waite & Bromfield, 2012) and facilitates the individualization and flexibilization of education (Abell, 2006). These advantages, among others, can improve students' acquisition of knowledge and have a positive influence on students' academic performance.

Teaching/working experience of teachers is another attribute which influence the application of CAI in the classrooms. The existing research shows that there are mixed results found in the relationship between teacher's work experience and their use of CAI in the classrooms. For example, Lau and Sim (2008) demonstrated that experienced teachers are more willing to use technology in the classroom. They argued that more experienced teachers

are in fact reluctant to use technology in the classrooms as compared to non-experienced and young teachers.

In addition to teacher commitment and skill, other noteworthy factors include teacher self-efficacy and belief in the use of CAI. Other researchers have also identified teacher training as a factor in the classroom application of CAI. Adequate teacher training would not only lead to an increase in CAI competency (which is the typical goal), but would also compel teachers to view and experience the benefits of novel CAI use that focuses the teaching and learning experience on the student. The role of the teacher in this context is to direct learning, while sharing knowledge and experience with other teachers engaged in CAI application in the form of collaborative communities.

Computer-assisted instruction is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place (Alasoluyi, Shaibu & Garba, 2016). CAI learning uses a combination of text, graphics, sound and video in learning process. The technique of presenting textual and visual material to a student in a logical order while using a computer is known as computer-assisted instruction (CAI) (Alasoluyi, 2021). The learner either reads the provided text content or looks at the displayed graphics to learn. Some curricula provide students the option to choose audio presentations in addition to visual material during audio-visual presentations. Following each paragraph of text are questions that call for a student response. A prompt indication of feedback on a response are also

received immediately (Locatis & Atkinson; Wang & Sleeman in Alasoluyi, 2015).

Computer-assisted instruction (CAI) can be described as interactive and personalized learning (Curtis & Howard, 2010). In a class, there may be one or more students, they may be young or old, intelligent or not, physically "normal" or disabled, highly motivated or "turned off," wealthy or not, male or female, and they may be both male and female. All these have equal access to CAI (Alasoluyi, 2015). In cases like televised instruction or computer-assisted instruction (CAI), the teacher might not be physically present. Therefore, CAI provides rich opportunities for helping students to move beyond being problem-set smart toward a problem-solver. The actual use of computer technology in instructional practice is still limited due to obstacles related to teaching staff members and students, technical potentials, and available financial resources.

Teaching experience is the culmination of skills, exposure, or training acquired over time that enables a teacher to perform their task or prepare them for a teaching position (Indeed.com, 2023). Though some research reported that teachers' experience in teaching did not influence their use of computer technology in teaching (Niederhauser & Stoddart, 2001), most research indicated that teaching experience influences the successful use of ICT in classrooms (Wong & Li, 2008; Giordano, 2007; Hernandez-Ramos, 2005). Gorder (2008) reported that teacher experience

is significantly correlated with the actual use of technology.

According to the U.S National Centre for Education Statistics (2000), teachers with up to three years of teaching experience reported spending 48% of their time utilizing computers, teachers with teaching experience between 4 and 9 years, spend 45% of their time utilizing computers, teachers with experience between 10 and 19 years spend 47% of the time, and finally teachers with more than 20 years teaching experience utilize computers 33% of their time.

For educationists, the real challenge lies in how to use CAI to balance the role of the teacher in the classroom. There is a lot of apprehension, if not outright fear, about the role of teachers in CAI equipped classrooms. Teachers who don't have the opportunity to develop professionally using modern technologies feel threatened. A teacher's importance in 21st century society is determined by how much they are willing to evolve in this manner. But despite the policies aimed at integrating technology into the classroom, this paradox is what makes the situation of the teachers in Zango Kataf Local Government Area, Kaduna State, Nigeria, particularly interesting. To gain a better understanding of this topic, this study aimed to evaluate the experience of teachers in Zango Kataf LGA in relation to the use of computer assisted instruction in the public secondary schools.

### **Statement of the Problem**

There have been concerns raised by the Education stakeholders about the

ways in which CAI could be integrated in teaching and learning to enhance the acquisition of knowledge and skills in secondary schools. One general concern is that in Kaduna State, the application of CAI in learning and teaching has been less than was originally anticipated. The reality in the classroom today falls short of the aspirations of those promoting the use of CAI in teaching and learning in schools, especially in public secondary schools in Zango Kataf Local Government Area. Generally, the learning and teaching strategy used in many public secondary schools in Kaduna State tends towards being largely examination-oriented, involving mainly “chalk and talk” methodology.

Teachers feel reluctant to apply CAI in their instructional practices. Fear of failure and lack of CAI knowledge have been cited (Balanskat, Blamire & Kafal, 2007) as some reasons for teachers’ lack of confidence in adopting and applying CAI into their teaching. Research conducted by Gil-Flores, Rodríguez-Santero and Torres-Gordill (2017) identified a number of practical and teacher psychological factors that impede application of CAI in the classroom. One of these factors is doubts held by teachers over the value of CAI in promoting learning, clear rationale for the inclusion of CAI skills in teaching, lack of adequate training for teachers in CAI skills and its pedagogy and lack of time for teachers to plan for effective use of CAI in their lessons.

In addition, teaching experience has a big impact on how CAI is applied. For instance, it has been shown that teachers with greater experience in the classroom are more likely than those

without it to use CAI in their instruction (Buabeng-Andoh, 2012). Therefore, an understanding of personal characteristics that influence teachers’ adoption and integration of CAI into teaching is relevant. To the best knowledge of the researcher, no previous research has been carried out on teachers’ experience in the application of CAI in teaching and learning in the public secondary schools within Zango Kataf Local Government Area, Kaduna State, Nigeria. The need for research in this area became apparent to the researcher because of the conventional learning style attributed to public secondary schools in Zango Kataf Local Government Area. The investigation therefore sought to assess teachers’ experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government, Kaduna State, Nigeria.

### **Objectives of the Study**

The objective of this study is to:

- i. assess teacher’s experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State

### **Research Questions**

This question guided the study:

- i. To what extent does teacher’s experience influence the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State?

### Hypothesis

This null hypothesis was formulated and tested at 0.05 probability level:

HO<sub>1</sub>: There is no significant difference in the response of teachers, principals, and ministry of education officials on teacher's experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State.

### Methodology

A survey research design was adopted in the study. The target population of the study was made up of 409 respondents, which consisted of 43 principals, 361 teachers and 5 Ministry of Education officials in Zango Kataf Local Government, Kaduna State, Nigeria. A sample size of 217 respondents, which comprised 202 teachers, 12 principals, and 3 MOE officials. The instrument titled "Teacher Factors in the Application of Computer-

Assisted Instruction Questionnaire (TFACAIQ)" was used for data collection in the study. The validated instrument was pilot tested, the reliability coefficient was determined using Cronbach Alpha statistic and a reliability coefficient of 0.78 was obtained. The data collected in the study was analysed using descriptive statistics; frequency counts, mean and standard deviation to answer the research questions. Kruskal-Wallis was used to test the four null hypotheses at 0.05 level of significance.

### Results

Research Question: To what extent does teacher's experience influence the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government, Kaduna State?

The data collected through the administration of questionnaire was analysed using frequency counts, mean and standard deviation. The summary of analysis made on this research question is presented in table 1.

Table 1: Teacher's Experience in the Application of CAI in Public Secondary Schools in Zango Kataf Local Government, Kaduna State

SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD
1.	The more years of experience teachers have, the more likely that they will apply CAI to provide feedback and/or assess students' learning.	MOE	-	3	-	-	-	2.000	0.000
		Principals	1	7	2	1	1	2.500	1.087
		Teachers	2	89	51	34	26	3.034	1.080
2.	Teachers with less experience in teaching are more likely to integrate CAI in their teaching than teachers with more experience in teaching.	MOE	-	-	2	-	1	2.333	1.154
		Principals	1	5	3	2	1	2.250	1.138
		Teachers	-	49	21	118	14	2.341	0.923

3. Most teachers lack the technological experience required to integrate CAI to their classroom practice.	MOE	-	2	-	-	1	3.000	1.732
	Principals	1	8	3	-	-	3.833	0.577
	Teachers	8	119	38	20	17	3.401	1.013
4. Experience to shape instruction to teacher-perceived student needs encouraged the innovative application of CAI by teachers.	MOE	-	3	-	-	-	3.000	0.000
	Principals	-	5	4	-	3	2.166	0.834
	Teachers	-	97	30	31	44	2.891	1.224
5. Experienced teachers are less ready to integrate technology into their teaching.	MOE	-	1	1	-	1	2.687	0.834
	Principals	1	9	2	-	-	3.197	0.514
	Teachers	5	108	32	17	40	3.104	1.227
6. Teachers have the competence to identify topics that are well suited to CAI application.	MOE	-	2	-	-	1	2.422	1.732
	Principals	1	4	6	1	-	3.001	0.792
	Teachers	24	28	28	122	-	2.227	1.082
7. Teachers' computer experience relates positively to their ability to use CAI to prepare exercises and tasks for students.	MOE	-	2	-	1	-	3.333	1.154
	Principals	1	2	6	3	-	3.083	0.900
	Teachers	-	57	47	80	18	2.841	1.182
8. Technological comfort levels foster teacher CAI application in the classroom.	MOE	-	-	2	1	-	2.666	0.577
	Principals	1	4	4	1	2	2.083	1.240
	Teachers	-	90	47	43	22	3.014	1.048
9. Older teachers frequently use computer technology in the classrooms more than the younger teachers.	MOE	-	2	-	1	-	2.333	1.154
	Principals	1	6	3	-	2	2.893	1.230
	Teachers	2	82	34	39	45	2.787	1.221
10. Experienced teachers have the technology competence to create curiosity and independent thought in students during CAI application.	MOE	-	-	1	2	-	2.332	0.577
	Principals	3	3	3	2	1	2.416	1.311
	Teachers	1	88	34	64	15	2.980	1.036

Average Mean 2.73 0.98

Table 1 revealed the extent to which teacher's experience influence the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local

Government Area, Kaduna State. The table presents the average response mean of 2.73 which is lesser than the rating mean of 3.0. By implication, teacher's experience has no influence on



the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State. Most of the items stated on this research question recorded a response means lesser than the rating mean of 3.0, which indicated disagreement on the part of the participants. This is evident with item number 3 on the table which divulged that many teachers lack the technological experience required to integrate CAI to their classroom practice.

Hypothesis: There is no significant difference in the response of teachers, principals and ministry of education officials on teacher’s experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State.

The response of MOE, principals, and teachers regarding the hypothesis was analysed using Kruskal-Wallis. The summary of the hypothesis tested is presented in table 2:

Table 2: Summary of Kruskal-Wallis Statistics on the Influence of Teacher’s Experience in the Application of Computer-Assisted Instruction (CAI) in Public Secondary Schools in Zango Kataf Local Government Area, Kaduna State

Group	N	Mean Rank	df	$\alpha$	P-value	Decision
MOE	3	11.502				
Principal	12	11.671	2	0.05	.402	Retained
Teacher	202	11.200				

Table 2 revealed that teacher’s experience has no significant influence on the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State. The table showed the p-value of .402 at 2 degrees of freedom. Since the p-value (.402) is greater than the alpha level (0.05), the hypothesis which says that there was no significant difference in the response of ministry of education officials, principals, and teachers on teacher’s experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf

Local Government Area, Kaduna State was retained.

**Major Finding**

The finding established in this study is that:

- 1- Teacher’s experience has no significant influence on the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State.

**Discussions**

The finding of the study revealed that teacher’s experience has no influence on the application of

computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State. This was evident as it was divulged that the majority of teachers lack the technological experience required to integrate CAI to their classroom practice. Therefore, the hypothesis which states that there is no significant difference in the response of ministry of education officials, principals, and teachers on teacher's experience in the application of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State was retained. This conclusion is consistent with that of Basargekar and Singhavi (2017), who found that prior computer-related experience is positively correlated with one's perception of one's ability to use ICT in the classroom. This finding triangulated well with the findings of Tenai (2017) which revealed significant relationship exists between teaching experience and technology literacy.

### Conclusions

In view of the finding from this study, it was concluded that:

1. The use of computer-assisted instruction (CAI) in public secondary schools in Zango Kataf Local Government Area, Kaduna State, is unaffected by the teacher's experience.

### Recommendation

The study recommends that:

1. The focus of teacher training programmes should be on allaying teachers' concerns about being replaced by new

technologies like ICT, which include those who have more years of experience and are older.

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# Adapting Classroom Action Research as a Form of Continuing Professional Development (CPD) Practice for Teachers of English in Improving English Language Teaching

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## Abstract

*This paper discusses the use of Classroom Action Research (CAR) as a form of Continuing Professional Development (CPD) in an English language classroom. CAR is a research method that allows teachers to reflect on their teaching practices, identify problems, and develop and implement solutions in their own classrooms. CPD is essential for teachers to improve their skills and knowledge and maintain their professional competence. This paper examines the benefits and challenges of using CAR as a form of CPD in an English language classroom and the strategies involved in conducting a CAR project. It explores the place of classroom action research (CAR) as a form of continuous professional development (CPD) in English language classrooms. CAR is a cyclical process of inquiry that involves teachers systematically reflecting on their practice, identifying problems or issues, and implementing changes in their teaching to improve student learning. The paper provides an overview of CAR and its potential benefits for English language teachers. It then discusses the challenges that teachers may face in implementing CAR and offers suggestions for how these challenges can be overcome. The paper concludes that CAR is an effective and valuable form of CPD for English language teachers, as it allows them to reflect on their practices, develop new skills and knowledge, and improve the learning outcomes of their students.*

## Keywords

Classroom Action Research  
Continuous Professional  
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## Introduction

In today's rapidly changing world, it is more important than ever for English language teachers to be engaged in Continuous Professional Development (CPD). CPD is a process of acquiring new knowledge, skills, and attitudes that enable teachers to improve their teaching practice. There are many forms of CPD, but one of the most effective is Classroom Action Research (CAR).

CAR is a cyclical process of inquiry that involves teachers systematically reflecting on their practice, identifying problems or issues, and implementing changes in their teaching to improve students' learning. CAR is a powerful tool for teachers because it allows them to develop a more profound understanding of their students' learning needs, identify and address the challenges that their students are facing, experiment with new teaching strategies and approaches, evaluate the

effectiveness of their teaching, reflect on their teaching practice.

Teaching is a very dynamic job. It requires constant thinking in an effort to make the educational experiences valuable to the learners and also, improve their practice. It is more pressing in this century because schooling is faced with emerging issues that challenge effective learning, (Okoth and Simiyu, 2017:3). Additionally, educators have to deal with the daunting task of handling learners who are diverse in all senses but who have to be prepared to take up roles in a world that is constantly changing. To do this successfully, Darling-Hammond (1998) posits that practising teachers need to develop appropriate skills and knowledge to facilitate powerful teaching that results in high standards of learning and learners who will transform this century. Literature and studies reveal the fact that teachers need to constantly deepen their knowledge of student thinking, subject matter knowledge, instructional practices and assessment procedures (Borko, 2004; Cochran-Smith and Lytle, 1999; Hoban, 2002).

Classroom Action Research (CAR) is a powerful tool that allows teachers to reflect on their teaching practices, identify areas of improvement, and develop solutions that can benefit both their students and themselves. As an iterative and systematic approach to investigating teaching and learning in the classroom, Classroom Action Research enables teachers to continuously evaluate and refine their strategies, methods, and materials in response to the needs of their students

and the changing education landscape. In the context of teaching English, Classroom Action Research can be particularly valuable as it allows teachers to explore the complex and dynamic nature of language learning and teaching, and to develop effective and contextually appropriate pedagogies that can enhance students' engagement, motivation, and achievement. In this regard, Classroom Action Research can also be seen as a form of Continuing Professional Development (CPD) that helps teachers to develop their knowledge, skills, and confidence in a collaborative and evidence-based manner. Classroom Action Research (CAR) is a systematic approach to professional development that involves teachers in reflective and collaborative inquiry to improve their teaching practice. It is a form of Continuous Professional Development (CPD) that empowers teachers to identify and address specific teaching and learning challenges in their classrooms. CAR can be particularly effective for teachers of English, who often face complex linguistic and cultural contexts that require innovative and context-sensitive teaching strategies.

In this context, CAR offers a valuable opportunity for teachers to investigate their teaching practices, experiment with new pedagogical approaches and evaluate their effectiveness through data collection and analysis. By engaging in CAR, teachers can develop their skills and knowledge, deepen their understanding of the English language, and enhance their ability to meet the diverse needs of their learners.

## What is action research?

Carr and Kemmis (1986) define action research as “a form of self-reflective inquiry undertaken by participants in social (including educational) situations to improve the rationality and justice of (a) their social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs and systems planning and policy development.” This definition captures a series of reflective processes in which a general plan, action, observation of action, and reflection on action are developed and then moved to a new and revised plan with action, observation, and further reflection. Carr and Kemmis (1986) are concerned with the teacher focusing on the problems he encountered in the classroom and asking constructive questions such as: What is happening now? In what way is it problematic? What can I do about it? After asking these questions, the teacher then figures out a way of exploring these questions, creating an action plan, and implementing these action plans to improve the situations/challenges in his classroom.

Action research is a form of research conducted by participants in a social situation, who are at the same time both active agents and

investigators of their own ‘communities of practice’ (Lave and Wenger, 1991; Burns, 2010). In language teaching, action research is typically conducted by teachers wishing to explore in depth various aspects of teaching or learning in the classroom. It involves conducting a systematic, but dynamic, process of research with the aim of gaining a deeper understanding of practices within the classroom and enhancing the conditions for teaching and learning that already exist (Burns, 2014). Action research is now widely advocated as a means for teaching practitioners to gain greater insights into their practices, renew their pedagogical approaches in their local contexts, and accommodate recent innovations or changes in teaching approaches. Recent publications (e.g. Borg, 2010, 2013; Burns and Edwards, 2014) also reveal the complexities involved in such shifts in focus toward the notion of teacher engagement in research. Studies looking at teachers as both consumers and doers of research indicate that for teachers to successfully undertake action research they need opportunities to investigate issues closely aligned with their questions or concerns about their daily work, support from experienced facilitators, and acknowledgment of their work from their institutions, administrators, and peers. It is this close engagement and support that potentially leads to sustained changes in teaching practices (Burns and Edwards, 2016; Dikilitaş and Wyatt, 2015). Considering the positive results that action research seems to bring to teaching and learning, it, therefore, follows that teachers need support in engaging in this kind of research to improve their practices. In

particular, supporting teacher engagement in Action Research means tapping into the realities of teachers' daily work and the inevitable restrictions on their time. Providing these teachers with time away from work to conduct meaningful practitioner research at the classroom level can lead to enhanced teaching and improved student learning, and is a productive investment. When teachers are engaged in a well-supported action research process, especially in the English language classroom, the teacher not only benefits in improving his/her effectiveness, but the learners also benefit. According to Borg, it can "bridge the gap between formal qualifications and effectiveness in the classroom" (Borg, 2013: 217).

### **Continuing Professional Development**

UNESCO (2005) suggests that for meaningful educational reform to take place, there is the need to shift focus from educational accessibility to quality of education and also the need to focus on ensuring that all teachers as professionals are well-informed about advancing their teaching, training, and learning expertise and offering opportunities for professional networking. One of the hallmarks of being identified as a professional is to continue to learn throughout a career. Loucks-Horsley, Love, Stiles, Mundry, & Hewson, (2003) in Kennedy (2014), advocates for CPD as an effective means to influence teachers' learning, their methods and practices of teaching (instruction) as well as students' learning (curriculum).

Continuing professional development is a 'planned, continuous and lifelong process whereby teachers try to develop their professional qualities, and improve their knowledge, skills and practice leading to their empowerment... and the development of their organization and their pupils (Padwad and Dixit, 2011:10). CPD is applicable to teachers at all levels. Hayes (2014) describes it as a multifaceted, lifelong experience capable of taking place within or outside the workplace and impacting on both the professional and personal life of the teacher. Continuing professional development is a collective responsibility of both individual teachers and the educational intuitions where they work. Individuals and their employers should take joint responsibility for professional development and training, which is meant to be for the benefit of both. The experience and expertise of staff, both teaching and support, is generally recognized to be the school's most important and most expensive resource (Eraut, 2001). Of all the factors that are needed to enhance the quality of teachers, Continuing Professional Development has been observed to be a major one, (Clarke, 2005; Clotfelter and Ladd, 2004; Lewis, Parsad, Carey, Bartfai and Westat, 1999). Continuing Professional Development does not only expose the teachers to all the needed knowledge and skills that will make them to become highly effective as well as coping with modern-day challenges of the teaching profession, it also helps them to update already acquired knowledge.



Continuing Professional Development (CPD) is the process of acquiring and maintaining the knowledge, skills, and abilities that are necessary to perform one's job effectively. It involves the ongoing learning and development of an individual's professional skills and expertise.

CPD is essential for professionals to stay up-to-date with the latest industry trends, technological advancements, and regulatory changes. It enables individuals to enhance their knowledge and skills, improve their job performance, and increase their career opportunities. CPD can take various forms, such as attending conferences, workshops, and seminars, completing online courses, participating in professional networking, reading industry publications, and engaging in peer-to-peer learning. It can be formal or informal, and it can be self-directed or provided by an employer or professional association.

The importance of Continuing Professional Development of teachers is made more profound because "teachers do not enter the classroom as a finished product" (Clotfelter and Ladd, 2004: 2). That is, when new teachers first enter the classroom, they do not possess all the knowledge and skills they will need to become highly effective. It is experience, practice, assistance, and training that make teachers become better. Therefore, through Continuing Professional Development, teachers acquire new concepts, ideas, and knowledge to enhance their professional skill and competence, which in turn improve the general quality of

educational service delivery, (Ememe et al., 2013).

CPD is an integral part of many professions, including law, medicine, engineering, teaching, and accounting. Many professional bodies require their members to undertake a certain amount of CPD each year to maintain their professional status and accreditation. Overall, CPD is a critical component of professional development, and it is essential for individuals to continuously improve their skills and knowledge to remain competitive in their respective industries.

### **The Place of Classroom Action Research as A Form of Continuing Professional Development for Colleges of Education English Language Lecturers**

Classroom Action Research is a type of research that focuses on improving teaching and learning practices within a specific classroom setting. As a form of continuing professional development for English language teachers, Classroom Action Research offers several benefits that can help teachers to improve their teaching practices, increase their knowledge of teaching and learning and enhance student outcomes. A list of these benefits includes:

- Improved students' learning: Studies have indicated that CAR can lead to significant improvements in student learning (Burns & Edwards, 2014; Lee & Wang, 2012).
- Enhanced teacher's knowledge and skills: CAR provides teachers with opportunities to develop new

knowledge and skills in teaching and learning.

- Increased teacher's confidence and self-efficacy: CAR can help teachers to feel more confident in their teaching abilities.
- Improved teacher's job satisfaction: CAR can help teachers to feel more satisfied with their jobs.
- Increased teacher's collaboration: CAR can provide opportunities for teachers to collaborate with each other and share ideas.

In broader terms, the place of CAR as a form of CPD in English Language classrooms can be divided into four ways, these are:

Firstly, Classroom Action Research provides an opportunity for English language teachers to reflect on their teaching practices and identify areas for improvement. By conducting research within their classroom, teachers can identify their strengths and weaknesses, as well as their students' strengths and weaknesses, and use this information to develop more effective teaching strategies.

Secondly, Classroom Action Research provides English language teachers with an opportunity to engage in ongoing learning and professional development. Through the research process, teachers are required to review literature and research related to their area of interest, which can help to build their knowledge base and understanding of teaching and learning.

Thirdly, Classroom Action Research provides English language teachers with a practical framework for

implementing change within their classrooms. By using a systematic approach to identify, implement, and evaluate teaching strategies, teachers can make data-driven decisions that can lead to improved student outcomes.

Finally, Classroom Action Research can help English language teachers to build a culture of collaboration and inquiry within their school or department. By sharing their research findings with colleagues and inviting feedback and discussion, teachers can create a supportive and collaborative learning environment that benefits both themselves and their students.

### **Challenges of Using Classroom Action Research as A Form of CPD in an English Language Teaching Classroom**

Classroom Action Research (CAR) can be an effective form of continuing professional development (CPD) for English language teachers. It involves conducting systematic inquiries into teaching practices and using the results to improve students' learning outcomes. However, there are also several challenges associated with using CAR as a form of CPD in English language teaching.

**Time constraints:** Conducting CAR requires a significant amount of time and effort, which may be a challenge for busy teachers who already have a heavy workload. Teachers may find it difficult to balance their teaching responsibilities with conducting research and implementing changes in their classroom practices.

**Lack of expertise:** Conducting research requires a certain level of expertise in research methods and data analysis. Many English language teachers may not have the necessary training or experience to conduct research independently. This can be a barrier to using CAR as a form of CPD.

**Limited resources:** Conducting CAR may require access to resources such as technology, research journals, and professional development workshops. Teachers in certain contexts may not have access to these resources, which can limit their ability to engage in CAR.

**Ethical considerations:** CAR involves collecting and analysing data about students, which raises ethical considerations around privacy and confidentiality. Teachers must ensure that they are following ethical guidelines and obtaining informed consent from students and parents.

**Generalizability of findings:** CAR is often conducted in a specific classroom or context, which means that the findings may not be generalizable to other contexts. Teachers must carefully consider the limitations of their research and be cautious about applying their findings to other settings.

**Lack of support:** Teachers may not have the support they need from their school or district to conduct CAR, such as access to a mentor or coach.

In summary, while CAR can be a valuable form of CPD for English language teachers, it also presents several challenges. Teachers must be willing to invest the necessary time

and effort, have the necessary expertise and resources, and carefully consider the ethical and generalizability considerations associated with conducting research in their classrooms.

### **Overcoming The Challenges of Using Classroom Action Research as A Form of Continuing Professional Development**

**Make time for Classroom Action Research:** It is undoubtedly that teaching is one of the busiest professions there is. Teachers are swarmed with work while at the office and even when they are in their various homes, they still have to prepare for the next lessons, assess and records. There is always so much to be done. This leaves no time for other activity such as CAR. Therefore, teachers need to make time for CAR, even if it means sacrificing other activities.

**Find resources:** resources can be very scarce to teachers, most especially those in developing/Third World countries. Hence, the teacher who wants to engage in Classroom Action Research will have to work on finding adequate resources to carry it out. There are a number of resources available to help teachers with CAR, such as research journals, online courses, professional development workshops, and even sponsorships such as those provided by the British Council.

**Get support:** Mentorship for teachers is very important. To overcome the numerous challenges encountered in CAR, teachers can get support for Classroom Action Room from their colleagues, administrators, or professional organizations.

## **Practical Strategies for Implementing Classroom Action Research as A Form of CPD In an English Language Classroom**

Classroom Action Research is a form of professional development involving teachers conducting research to improve their teaching practices. In an English language Classroom, Action Research can be a valuable tool for teachers to reflect on their practices, identify areas of improvement and make evidence-based changes to their teaching.

Here are some strategies for implementing classroom action research as a form of CPD in an English language classroom:

- i. **Identifying a Research Question:** The first step is to identify a research question that will guide the action research project. This question should be specific, relevant to the teacher's practice, and based on an area of teaching that the teacher wants to improve.
- ii. **Conducting a Literature Review:** Conducting a literature review is an essential part of action research. Teachers should research existing studies and articles on the topic they are investigating to better understand the issue.
- iii. **Collection of Data:** Teachers should collect data related to the research question using various research methods such as surveys, interviews, observations, or tests. This data should be analysed and interpreted to draw meaningful conclusions.

- iv. **Action Plan:** After a thorough study and analysis of the data collected, the teacher should plan the possible action plan he can carry out to address what the data is saying. For example, if the data is saying that there are gender biases in his classroom, part of the action plan will be to design reading lessons about topics related to gender–gender equality and how to deal with gender stereotypes.
- v. **Implementing Changes:** Based on the series of action plans that the teacher has come up with, the teacher should implement changes to their teaching practices using the action plans he has come up with to improve student outcomes. The teacher should then continue to collect data to assess the impact of these changes.
- vi. **Share Findings:** Finally, teachers should share their findings with colleagues, both in their school and in the wider teaching community. This sharing can take place through presentations, publications, or online forums. Sharing findings not only helps disseminate new knowledge but also provides an opportunity for peer feedback and collaboration.

In summary, implementing Classroom Action Research can be an effective way for teachers to develop their own teaching practices and improve student outcomes. By identifying research questions, conducting a literature review, collecting data, implementing changes, and sharing findings, teachers can engage in a cyclical process of continuous

professional development that benefits both themselves and their students.

### Conclusion

In conclusion, Classroom Action Research can be a valuable form of professional development for English language teachers. Through this approach, teachers can identify areas of improvement in their teaching practice, develop and implement effective interventions, and evaluate the impact of their actions on student learning outcomes. Additionally, by engaging in a continuous cycle of reflection, action, and evaluation, teachers can develop a more profound understanding of their students' needs and become more effective in meeting those needs. As such, classroom action research can serve as a powerful tool for promoting teacher growth, enhancing student learning, and ultimately, improving the overall quality of English language education.

Finally, CAR is an essential tool for English language teachers who are committed to continuous improvement in their teaching practice. Despite the challenges that teachers may face in implementing CAR, there are several things that they can do to overcome these challenges. By making time for CAR, finding resources, and getting support, teachers can reap the many benefits of this powerful form of CPD.

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## Methods of Teaching Conversation in Arabic for Non-native Speakers

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### Abstract

The article discusses the importance of teaching Arabic conversation to non-native speakers. It highlights three modern methods of teaching Arabic conversation: the communicative method, the problem-solving method, and the debate/dialogue method. The article argues that these methods could help students develop their fluency and their ability to think on their feet. The article adopts an empirical research method to further investigate the importance of conversation as a learning process in the teaching and learning of Arabic Language. It identified some of the problems that face teachers of Arabic conversation to non-native speakers to include lack of vocabulary, lack of daily usage, and lack of self-confidence. The article concludes by recommending that Arabic language teachers encourage their students to practice Arabic conversation continuously and to drill them on courage/boldness during conversion. Other effective methods to enhancing Arabic conversation to non-native speakers include using authentic materials created for native speakers of Arabic, surrounding oneself with the language (immersion), by living in an Arabic-speaking country or by taking an immersion course, and via technology-based tools that can be used to teach Arabic conversation.

### Keywords

Methods of Teaching,  
Conversation in Arabic,  
Non-native Speakers,  
Education

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### المقدمة:

تُعتبر اللغة العربية من أرقى اللغات وأصبحت إحدى اللغات العالمية التي يتسابقون كثير من الناس إلى تعلمها خاصة الناطقين بلغات أخرى؛ وذلك لأسباب ودوافع عديدة منها أسباب: دينية، واقتصادية، ودبلوماسية، وأمنية. ولقد لوحظ أن كثيرا من طلبة اللغة العربية الناطقين بغيرها يواجهون صعوبات في التواصل مع غيرهم، ويعجزون عن التعبير عما يجيش في خواتمهم؛ ذلك لضعفهم الشديد في مهارة المحادثة العربية. وهذه المقالة محاولة متواضعة للوقوف على بعض طرق تدريس المحادثة العربية، لعل ذلك مما يساعد في رفع مستوى

الملكية اللغوية لدى طلاب اللغة العربية الناطقين بغيرها. وتتضمن المقالة العناصر التالية:

- مفهوم المحادثة:
- أهمية المحادثة:
- أهداف تدريس المحادثة
- طرق تدريس المحادثة:
- مشاكل تدريس المحادثة
- الخاتمة:

الهوامش -

### مفهوم المحادثة:

المحادثة لفظة مشتقة من أحدث، وحديث الرجل كلمة، وجَلَّ حدث وحديث، محدث: بمعنى واحد وهو كثير الحديث وحسن السياق، ويقال فلان حدثك والقوم يتحدثون، ويتحدثون، وهي مصدر حدث<sup>(1)</sup>، ويقال: حدثت أي تكلم وأخبر. وتعني المحادثة أن يشارك شخص أو أكثر في الكلام عن شيء معين، وتعد المحادثة من أهم ألوان النشاط للصغار والكبار، وهي الخطوة الأولى في معرفة اللغة العربية، ولتشجيع الأفراد على المحادثة يحسن أن يكون هناك فرص متاحة لتحقيق نوع من أنواع المحادثة الحرة. المحادثة هي الحوار، المخاطبة والتخاطب الذي يشاركين اثنين، مع التناوب في يحدث بين الأدوار بين عناصر التخاطب. وهي الخطوة الأولى في معرفة اللغة العربية<sup>(2)</sup>.

والمحادثة نوع من التعبير أو الكلام الشفهي، وهي مهارة من المهارات اللغوية التي بها تنتقل الأفكار، والمعتقدات، والآراء والمعلومات، والطلبات إلى المتلقين الآخرين بواسطة الصوت، فهي تنطوي على لغة وصوت وتشكل مهارة التحدث واحدة وأفكار وأداء<sup>(3)</sup>. من أهم المهارات اللغوية الاتصالية وهي المهارة الثانية من مهارات اللغة، والتي بواسطتها يفاهم الأفراد مع بعضهم البعض في مواقف الحياة المختلفة.

وتُعد المحادثة شكل من الأشكال التواصلية التي تجمع بالضرورة بين المتحدثين أو أكثر، وبذلك تكون المحادثة عبارة عن تنظيم القوانين التسلسلي التركيبي والدلالي والتداولي. وهي وحدة تفاعل اجتماعية تتكون من سلسلة منشعبة من أحداث وتتحدد ارتباطا بسياق اجتماعي.

### أهمية المحادثة:

تحتل المحادثة مكانة هامة في الحياة العلمية والاجتماعية، فهي فن يحتاج إلى تهيأ وإعداد وإلا تحول إلى ضرب من ضروب

الثرثرة التي لا طائل تحتها. وفيما عرض سريع لأهمية المحادثة في الحياة:

المحادثة تعود الإنسان الطلاقة في 1- التعبير عن أفكاره والقدرة على المبادأة ومواجهة الجماهير.

المحادثة تعود الإنسان الكلام لمواجهة 2- الحياة المعاصرة بما فيها من حرية وثقافة، وحاجة ماسة إلى المناقشة، وإبداء الرأي، وإقناع، وخاصة في قضايا المطروحة للمناقشة بين المتكلمين أو المشكلات الخاصة والعامة التي تكون محل خلاف.

المحادثة هي الوسيلة السهلة والسريعة 3- التي يستخدمها الإنسان في علاقته مع الآخرين.

تعود المحادثة الطلاب على المشاركة، 4- وتنمية الجانب الاجتماعي لديهم واحترام الآخرين، وإزالة الخجل من نفوسهم واكتسابهم الملكة اللغوية اكتسابا سليما.

### أهداف تدريس المحادثة:

هناك عدة أهداف تسعى المحادثة إلى تحقيقها، وتتمثل أهمها في الآتي:

قدرة الطالب على نطق الأصوات 1- العربية نطقا صحيحا وفصيحا.

تدريب الطالب على تمييز الأصوات 2- المتشابهة نطقا.

تدريب الطالب على استخدام التراكيب 3- العربية الصحيحة عند التحدث.

تمكين الطالب من التعبير عن أفكاره 4- بطريقة صحيحة.

تمكين الطالب على السرعة في التفكير 5- المنطقي والتعبير وكيفية مواجهة المواقف الطارئة والمفاجئة وتعويدته كذلك على جمع الأفكار وترتيبها ترتيبا منظما.

### طرق تدريس المحادثة:

الطرق جمع لطريقة، والطريقة في اللغة تأتي وتعني السيرة والمذهب، وتجمع على الطرق



والطرائق. ويشير مفهوم طريقة التدريس إلى كل ما يتبعه المعلم مع المتعلمين من إجراءات وخطوات وتحركات متسلسلة متتابعة مترابطة لتنظيم المعلومات والمواقف والخبرات التربوية، لتحقيق هدف أو مجموعة أهداف تعليمية جديدة. أو هو الأسلوب الذي يستخدمه المعلم في معالجة النشاط التعليمي ليحقق وصول المعارف إلى تلاميذه بأيسر السبل وبأقل وقت وجهد. أو هي الإجراءات التي يتبعها المعلم لمساعدة طلابه على تحقيق الأهداف، وقد تكون تلك الإجراءات مناقشات أو توجيه أسئلة أو تخطيطاً لمشروع أو إثارة لمشكلة، أو تهيئة لموقف معين، يدعو طلابه إلى التساؤل أو محاولة الاكتشاف، أو فرض الفروض أو غير ذلك من الإجراءات<sup>(4)</sup>.

هذا، وهناك كثير من الطرق لتدريس اللغة العربية للناطقين بغيرها، يختار المدرس منها ما يراه مناسباً لبيئة الطلاب وأهداف الدراسة والوسائل المتاحة عنده؛ علماً بأن لكل طريقة من طرق تدريس اللغات الأجنبية عامة أو اللغة العربية للناطقين بغيرها خاصة مزايا ومآخذ، والذي يجب على المدرس هو أن يقوم بدراسة تلك الطرق والتمعن فيها، ثم اختيار ما يناسب الموقف التعليمي الذي يجد المدرس نفسه فيه. وبهم الباحث في هذا الصدد بيان أهم طرق تدريس اللغة العربية للناطقين بغيرها خاصة فيما يتعلق بالمحادثة. فمن هذه الطرق ما يلي:

#### 1- الطريقة المباشرة:

الطريقة المباشرة أو الطبيعية هي الطريقة التي تستعمل في تدريس اللغة الأجنبية دون استخدام لغة وسيطة. وهي تهدف إلى اكساب التلاميذ قدرة على التفكير في المحادثة باستعمال اللغة المدروسة استعمالاً مباشراً بين المعلم والتلميذ، وإبعاد عن استعمال اللغة الأم. في شرح المادة الدراسية.

ظهرت هذه الطريقة عندما لاحظ المتخصصون في النشاط اللغوي أن الطالب يمكن له تعلم وفهم اللغة عن طريق الاستماع لقدر كبير من التحدث بها، وعن طريق التكلم بها في مواقف متباينة ومناسبة للطلاب، كما أنهم لاحظوا كذلك أن هذه الطريقة هي التي يتعلم

بها الطالب لغته الوطنية، وكذلك اللغة الثانية أو اللغة الأجنبية بدون صعوبات كثيرة يعانها عندما ينتقل إلى بيئة اللغة الثانية. وتعتمد الطريقة المباشرة على ربط كلمات اللغة المتعلمة وجملها وتراكيبها بالأشياء والأحداث بدون أن يستخدم المعلم أو الطالب لغة الأم. وتبدأ هذه الطريقة بتعليم المفردات أولاً من خلال سلسلة من الجمل تدور حول أنشطة الحياة اليومية، مثل: تبادل التحية، وتناول الطعام، والذهاب إلى السوق وزيارة المستشفى وغير ذلك متوسلة إلى ذلك بتحويل الموقف التعليمي إلى موقف تمثيلي مع الاستعانة بالأشياء والصور والرسومات وغيرها<sup>(5)</sup>.

وسميت هذه الطريقة بالمباشرة؛ ذلك لأنه ليس بين اللفظ والمعنى حاجز يدفع إلى استخدام الترجمة في فهم المقصود؛ علماً بأن تعليم اللغة العربية بوصفها لغة ثانية بهذه الطريقة يتشابه مع الطريقة التي يتعلم الطالب بها لغته الأولى، ومن هنا ينبغي تدريس اللغة أصواتاً وجملًا في إطار موقف طبيعي ترتبط به هذه الأصوات والجمل بمدلولاتها سواء عن طريق تجسيد الفعل من المعلم أو لعب الدور أو طريق إحصار عينة من الأشياء التي تدل عليها الكلمات<sup>(6)</sup>. وكان الهدف الرئيس من هذه الطريقة هو حث الطلبة على التفكير والتحدث باللغة المستهدفة، وأنه ليس مسموحاً باستخدام اللغة الأم في التدريس.

#### مزايا هذه الطريقة:

ولقد رحب كثير من التربويين بهذه الطريقة نظراً إلى أنها أسلوب ممتع وجذاب لتعليم اللغة الأجنبية عامة واللغة العربية للناطقين بغيرها خاصة- بما في ذلك المحادثة- من خلال النشاط، وباعتبار أنها حققت نجاحاً باهراً في تخليص الطلاب من العزوف عن تعلم اللغة الثانية، وخاصة في المراحل الأولى. وتمتاز هذه الطريقة بعدة من المزايا تتخلص أهمها فيما يلي:

تعطي هذه الطريقة الأولية لمهارة الكلام 1- والحوار والسرد القصصي بدلاً من مهارات

القراءة والكتابة والترجمة، على أساس أن اللغة هي الكلام بشكل مباشر .

2- ترفض هذه الطريقة على الإطلاق  
استعمال لغة وسيطة خلال التدريس؛ مما يدعم مهارات اللغة الجديدة ويقلل من آثار التدخل اللغوي .

3- بموجب هذه الطريقة؛ فإن لغة الأم لا مكان لها في تعليم اللغة الأجنبية، وتقوم على أساس من أن الفرد يستطيع أن يتعلم لغة أجنبية بالطريقة التي يتعلم بها الطفل لغة الأم .

4- تشجع هذه الطريقة الإقتران المباشر بين الكلمة وما تدل عليه، كما تستخدم الإقتران المباشر بين الجملة والموقف الذي تستخدم فيه؛ ولذلك سميت بالطريقة المباشرة .

5- من خلال هذه الطريقة يستطيع الدارس فهم المفردات والتراكيب عن طريق معايشة في مواقف حية، وأن هذه الطريقة تجعل الاستخدام الفعلي للغة في الحياة أساس التعليم، وتغير معالجتها من مجرد نصوص جامدة في كتاب إلى وسيلة للتفاهم بين الناس .

#### مآخذ هذه الطريقة:

هناك كثير من العلماء من وجهوا انتقادات حادة لهذه الطريقة، وكان مما لوحظ من مآخذها ما يلي:

1- الرفض التام لاستعمال لغة وسيطة-  
وخاصة لغة الأم-، وقد يواجه المعلم من الموقف ما يعجز عن توصيله لأذهان المتعلمين باللغة الجديدة، مما قد يترتب على ذلك خلط في المفاهيم وخطأ في التعليم .

2- تلقي هذه الطريقة بأعباء كثيرة على كاهل المعلم؛ إذ هي تتطلب منه أن يكون طليق اللسان، ملماً باللغة إماماً كاملاً حتى يستطيع أن يوضح المعاني بوسائل مختلفة دون الالتجاء لاستخدام اللغة الأم للطالب .

3- لا تراعي هذه الطريقة الفروق الفردية بين الطلاب، فإن الطالب الذكي القادر على الاستدلال هو الذي يستطيع الربط والاستفادة من

هذه الطريقة؛ أما الطالب الأقل ذكاء فيصاب بالارتباك والاحباط .

#### طريقة الحوار والمناظرة: 2-

ويُعرف طريقة الحوار والمناظرة على أنها هي تلك الطريقة التي تقوم على أساس أن الحوار والنقاش بالأسئلة والأجوبة للوصول إلى حقيقة من الحقائق العلمية، وتسمح هذه الطريقة الفرصة للطلاب بالمشاركة في العملية التعليمية بالأسئلة وإبداء الرأي والاستماع إلى آراء الآخرين وتحليلها. والمناقشة طريقة حية؛ حيث يتبادل فيها المدرس والطلاب الكلام والاستماع، ويشارك فيها المتعلمون المدرس الفهم والتحليل، وتقوم فكرة أو مشكلة وتوضح أوجه الاتفاق والاختلاف<sup>(7)</sup> .

#### مزايا هذه الطريقة:

تمتاز هذه الطريقة بمزايا عدة مما يشير إلى مكانتها الفعالة في تدريس المحادثة العربية وخاصة للناطقين بغيرها، وفيما يلي عرض موجز لأهم مزايا هذه الطريقة:

1- إنها طريقة توافق صغار الأطفال؛ لما فيها من الحرية والتبسيط وعدم التكلف والشروط .

2- إنها طريقة توصل المادة الدراسية بشكل محكم إلى المتعلم أو المستمع وتثبيتها في ذهنه بعد إزالة الشكوك والأوهام، التي كانت لديه .

3- إنها طريقة تساعد في تنشيط فكر المتحاورين واكتسابهم خبرة وإفادة بعضهم عن بعض .

#### مآخذها:

ومما لوحظ من المآخذ في طريقة الحوار والمناظرة أنها:

1- لا تقيد المتعلم الذي لا يملك قدراً من الخبرة في المحاورة،

2- تخلق نوعاً من أزمت نفسيّة لدى بعض الناس الذين يعجزون عن الرد على منافسيهم عندما يكون الحوار حول قضية جدلية،

3- لا تساعد في استقرار العلوم التي تكتسب عن طريق الحوار في الذهن طويلا لمشافهتها الأمر الذي يستلزم تدوينها إن أريد تثبيتها .

### 3- الطريقة التواصلية:

هذه الطريقة من الطرق التي تستخدم لتدريس اللغة الأجنبية. وهي طريقة تهدف إلى تمكين المتعلمين من إتقان اللغات الأجنبية، واستخدامها في مواقف الحياة المتباينة التي لا يمكن فيها استعمال لغة الأم. وقد نشأت الطريقة أساسا أثناء الحرف العالمية الثانية، عند أريد خلق جيل ممن يتقنون اللغات الأجنبية لاستعمالها نظرا لكونها جزءا من الجهود الحربي للحلفاء<sup>(8)</sup>.

### مزايا هذه الطريقة:

هناك عدة مزايا لهذه الطريقة تتركز أهمها في النقاط التالية:

1- تهتم هذه الطريقة بتلك المواقف اللغوية والتعليمية والاجتماعية التي تجعل المتعلم يرغب ثقافيا ومعرفيا في استخدام اللغة الثانية كي يتعلم شيئا ما، أو يعمل شيئا ما أو يساهم في شيء من عنده باستعمال اللغة.

2- تهتم هذه الطريقة بالنشاطات التي تخلق مواقف حقيقية لاستعمال اللغة، مثل: توجيه الأسئلة، وتسجيل المعلومات واستعادتها، وتبادل المعلومات والأفكار والتعبير عن المشاعر والمواقف بطريقة بأخرى.

3- تهتم هذه الطريقة بعرض المادة بحيث تعمل على تنمية قدرات المتعلم التواصلية وتعزيزها.

### مآخذها:

ويؤخذ على هذه الطريقة بأنها:

1- لا تركز أساسا على الوظائف اللغوية والمواقف الاجتماعية، وإنما تقوم على حضارة تلك اللغة، وهذا غير ممكن في تعليم اللغات الأجنبية وخاصة خارج أوطانها خلق بيئة حضارة أجنبية كاملة.

2- تسعى هذه الطريقة إلى تمكين الطالب من إتقان اللغة الأجنبية، كما لو كان واحدا من الناطقين الأصليين بها، وهذا قد يكون غير مرغوب فيه؛ إذ أن لدارس اللغة الأجنبية أهدافا خاصة ومحددة من تعلمها.

### 4- طريقة حل المشكلات:

وهذه طريقة من طرق تدريس الحادثة لطلاب اللغة العربية الناطقين بغيرها. وتقوم على أساس معالجة المشكلات التي يعاني منها الطلاب أثناء كلامهم أو أثناء كتاباتهم، وتثري هذه الطريقة تعرف القاعدة التي يخطئ فيها الطلاب من خلال التعبير والاختبارات والمذكرات والقصص وإعداد المجالات الحائطية والدعوات الاجتماعية والرسائل الإخوانية والمكاتبات الرسمية، كما ما يقوم عليه من أخطاء أثناء القراءة، وهكذا. ويقوم المدرس برصد تلك الأخطاء وتصنيفها، ورسم جدل لمعالجتها، بدءا بالأخطاء الشائعة وهكذا<sup>(9)</sup>.

وفي هذه الطريقة قد يبدأ المدرس بإثارة المشكلة أو الطالب نفسه، ولا شك أن التعليم يكون أثبت في الذهن عندما يأتي عن طريق محاولة الطالب أن يكشف بنفسه حل المشكلة التي تعترضه. وكان العقل البشري يتبع عددا من مراحل التفكير عند يحاول حل المشكلات، وهي: الإحساس بالمشكلة، وتحديد المشكلة، وافترض الحلول المحتملة، وتحقيق الفروض والتطبيق<sup>(10)</sup>.

### مزايا هذه الطريقة:

تمتاز هذه الطريقة بعدة من المزايا والفوائد، تتلخص أهمها في الآتي:

1- أن موقف الطالب في هذه الطريقة موقف إيجابي، من حيث أنه يشترك في تحديد المشكلة وتوضيحها واقتراح الحلول لها، وهو الذي يحاول من أجل الوصول إلى الحل، ثم هو الذي يختبر هذا الحل.

2- تهتم هذه الطريقة بالجانب العملي، إذ يسعى إلى مصادر المعلومات، ويحاول في جمع نماذج أخرى من التعبير تتمثل فيها المشكلة إذا

كانت المشكلة لغوية، وقد يلجأ إلى المعاجم لتفسير الكلمات أو ردها إلى أصولها.

هذه الطريقة تدرّب الطالب على 3- مواجهة صعوبات الحياة، ففيها يتعود منذ البداية الاعتماد على نفسه في التحصيل والفهم والنقد والابتكار.

#### مأخذ هذه الطريقة:

ومما أخذ على الطريقة أنها:

1- أنها ربما لا تتناسب مع جميع مستويات الطلبة، وخاصة المبتدئين منهم؛ لما تتطلبه من خلفية لغوية يبني الطالب نشاطه عليها.

2- تركز هذه الطريقة على الأخطاء التي يقع فيها الطالب، وهي تهمل الجوانب الأخرى التي قد يمكن أن يضيف إلى معلومات الطالب.

بعض مشكلات تدريس المحادثة لطلاب اللغة العربية الناطقين بغيرها:

كثيرا ما يجد متعلمو اللغة العربية الذين يتحدثون بغيرها صعوبات ومشكلات عندما يتعلمون مهارة الكلام، وإن كان بعضا منهم يعرفون ويحفظون كثيرا من القواعد النحوية والصرفية معرفة جيدة وحفظا فائقا. وقد لوحظ أن هناك جملة من الأسباب والعوامل التي ساعدت في صعوبات مهارة الكلام عامة والمحادثة خاصة، من ذلك مثلا:

1- الشعور بالخجل عند التحدث باللغة العربية: كثير من متعلمي اللغة العربية يشعرون بالخجل والخوف عندما يقومون بالمحادثة. وهذا الشعور كثيرا ما يثبطهم ولا يسمح لهم بحرية التعبير وطلاقة اللسان.

2- وعدم الثقة بالنفس للتحدث باللغة العربية: ولعل عدم الثقة بالنفس من قبل من يقوم بالمحادثة مما يدفع بالكثيرين منهم إلى معاناة صعوبات لغوية علما بأن عديم الثقة بنفسه لا يستطيع إنجاز مهمة كهذه.

3- الخوف من الوقوع في خطأ لغوي أثناء المحادثة: مما ساعد في ارتفاع صعوبات مهارة

الكلام عامة ومهارة المحادثة خاصة عند الطلاب أن معظمهم يخافون من الوقوع في أخطاء لغوية أثناء المحادثة؛ مما قد يجعلهم عرضة للضحك والسخرية عند زملائهم ومستمعهم. وهذا الخوف يجعلهم يتحفظون في إطلاق أسنتهم للتحدث. يضاف إلى ذلك أيضا خوف كثير من الطلاب من الوقوع في أخطاء نحوية إعرابية. لا شك أن هذا النوع من الخوف غير محبذ لا يرحب به موقف كهذا.

4- قلة المفردات اللغوية: إن قلة مفردات لغوية تؤهل المرء من الكلام مما ساعد في صعوبة المحادثة عند كثير من طلاب اللغة العربية الأجانب، وقد يوجد من لديه أفكار عن موقف من مواقف الحياة ولكن قلة المفردات اللغوية التي بها يعبر عن الأفكار تنقصه.

5- عدم استخدام اللغة العربية يوميا: مما لوحظ من مشكلات وصعوبات تدريس المحادثة ومهارة الكلام هو استعمال اللغة العربية بصورة يومية لدى كثير من متعلمي اللغة العربية.

هذا، ويمكن التغلب على هذه المشاكل وتقاديبها عن تخصيص أوقات للممارسة اللغة العربية داخل الفصول الدراسية؛ إذ أن التحدث والمحادثة باللغة العربية وممارستها داخل القاعات الدراسية أمر مهم جدا لما في ذلك من إتاحة الفرصة للطلبة لممارسة الكلام فيما بينهم من جهة، وفيما بينهم وبين مدرسين من جهة أخرى. وهنا يمكن تقسيم الطلاب في نشاط المحادثة إلى مجموعات بحيث تتاح الفرصة لكل طالب للتحدث باللغة العربية، مع التوجيه والتشجيع الكامل من قبل المدرس وتصحيح الأخطاء التي قد يقعون فيها.

ويضاف إلى ذلك تدريب الطلاب على عدم الخجل؛ علما بأن تدريب الطالب على عدم الخوف والخجل مهم جدا في إزالة صعوبات طلاب اللغة العربية الناطقين بغيرها. فالجرأة والثقة النفسية يساعد على كسر حاجز الخوف والخجل فيكون الطالب قادرا على أداء كل غرض من أغراضه شفها، سواء كان في البيت أو في الشارع أو في السوق، أو في الفصول الدراسية ويتوسع في القدرة النطقية، وهو لا يبالي بضحك الناس وخاصة زملاءه والمعارف-

عليه إذا صدرت منه زلة في التعبير أو خطأ في صياغة الجملة<sup>(11)</sup>.

كما أن الاستفادة من الإنترنت بطريقة صحيحة قد تساعد في تنمية مهارة الكلام؛ نظرا إلى أنها وسيلة اتصالية حديثة، وهي توفر الوسط الذي يمكن للإنسان أن يعبر عن أفكاره ويقوم بالمحادثة مع الآخرين، وهذا بدوره يجعل الإنترنت مفيدا بصورة خاصة في اكتساب اللغة الثانية؛ إذ أن الغاية من تعلم أي لغة جديدة هي أن يكون المتعلم قادرا على التعبير عن أفكاره، وفهم أفكار غيره بنجاح. وقد أشار إلى ذلك الأستاذ إبراهيم أبو السعود إذ يقول: "تعد الإنترنت بإمكانياتها من الوسائط المتعددة والروابط المرجعية وعرض المادة بعدة أشكال من نصوص وصور وتسجيلات صوتية ولقطات مرئية وعوالم إخراجية وبرامج متميزة لتعلم اللغة في بيئة تعليمية مثيرة وجذابة"<sup>(12)</sup>. ويرى الأستاذ علي سيوين أن الإنترنت وسيلة فاعلة لمتعلم اللغة العربية في دولة أجنبية لممارستها، وتنمية مهاراتها المختلفة، ويمكنه تحسين قدرته على الاتصال بها؛ لأنها وسيلة اتصال تفاعلية، وهذه الميزة تجعلها وسيلة ملائمة لممارسة اللغة من خلالها<sup>(13)</sup>. كما أن هذه البيئة الافتراضية تهئ بيئة تعليمية لمتعلم اللغة العربية حيث تساعد على التمكن من اللغة الجديدة، فالبريد الإلكتروني، ومجموعات الأخبار، والنسيج العالمي وغيرها، تساهم بشكل فاعل في تنمية المهارات اللغوية وتحسين القدرة الاتصالية لمتعلم اللغة العربية.

#### الخاتمة:

تطرقت هذه الورقة إلى طرق تدريس المحادثة في اللغة العربية للناطقين بغيرها، فحاولت توضيح مفهوم المحادثة وأهميتها وأهداف تدريسها، كما سلطت الضوء على بعض طرق تدريس المحادثة مثل: الطريقة المباشرة، والطريقة التواصلية، وطريقة الحوار والمناظرة. كما بلورت عن بعض عوامل وأسباب مشكلات تدريس المحادثة. وتوصلت المقالة إلى نتائج تتمثل أهمها في أن مهارة الكلام عامة والمحادثة خاصة من أهم مهارات الملكة اللغوية، وأن الطلبة الناطقين بغير العربية يقعون في أخطاء

عند المحادثة نتيجة لعدة عوامل منها الشعور بالخجل وعدم الثقة بالنفس مع الخوف من الخطأ في الإعراب. وعليه، توصي هذه المقالة بالمعنيين بتدريس اللغة العربية بحث الطلبة على ممارسة اللغة العربية بصورة مستمرة سواء داخل قاعات الدراسة أو خارجها، مع تدريبهم على الشجاعة والجرأة أثناء المحادثة.

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