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## TABLE OF CONTENTS

# ASSESSMENT OF STRATEGIES USED IN THE MANAGEMENT OF EXAMINATION MISCONDUCT IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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**Abstract**

This study was carried out to assess "Strategies used in management of examination misconduct in secondary schools in Kaduna State, Nigeria". To serve as a guide, two (2) specific objectives, two (2) research questions and two (2) hypotheses were formulated for the study. The study adopted descriptive survey design. The population of this study was 74,178 respondents, comprising 362 principals, 7,250 teachers, and 66,566 students in the 362 public senior secondary schools in Kaduna State. The researcher adopted the Research Advisor (2006) to determine the sample size of 14 principals, 106 teachers, and 262 students. Making a total of 382 samples that were used for the study. The instrument used was - structured questionnaire titled "Assessment of strategies used in management of examination misconduct (ASUMEM)". This instrument was designed to collect relevant data from principals, teachers, and students from public secondary schools in Kaduna State, Nigeria. However, the instrument was validated by the researcher's supervisor and experts in the field. Similarly, a pilot test was conducted that yielded a reliability score of 0.785. The hypotheses were tested using Analysis of Variance (ANOVA) at a 0.05 level of significance. However, descriptive statistics of frequency counts and percentages were used for research questions, while the information collected through the questionnaire was analysed using the statistical package for the social sciences (SPSS version 26). The results showed that the motivational Strategy was very effective in the management of examination misconduct in Secondary schools in Kaduna State, Nigeria. It was also revealed that the classroom sitting arrangement strategy is fairly effective in managing examination misconduct in public secondary schools in Kaduna state, Nigeria. The study recommends that the Kaduna state ministry of education should develop a collaborative framework for implementing motivational strategies by engaging principals, teachers, and students (school prefects); and more infrastructure should be provided in all examination centres to give room for spacious seating arrangements that will guarantee effective supervision during examinations. In conclusion, the findings of the study highlighted substantial success through strategies used in the management of examination misconduct in public secondary schools in Kaduna State, Nigeria.

**Keywords**: Strategies, Management, Examination Misconduct, Secondary Schools, Kaduna State

## Introduction

Examination is the systematic procedure of testing and judging by a standard. It is the means of assessing the level of performance and achievement of students at any level of education. The only way by which students can meaningfully contribute to national development, nation building and technological advancement now and in the future is by doing well in their academics. The yardstick that determines this is by examination, and this has been jeopardised by examination misconduct.

Examination misconduct is a situation in which candidates in an examination are given undue advantages before, during or after the examination so that the candidates win cheap success thereafter. It is any irregular action taken by examinees, examiners or any other persons associated with an examination, whether before, during or after, that gives undue advantage to certain individuals. With this, the sanctity of the examination is broken or violated. This act of examination misconduct indicates danger to our nation in all aspects of life: socially, politically, economically and religiously.

Examination misconduct is very alarming in the developing countries of Africa. Boakye (2015) lamented that in Ghana, it was obvious that examination malpractice was gradually turning out to be normal in that society and in the nation as a whole. The fact is that the value attached to the certificate outweighs the value of knowledge and experience. The level of pursuing the certificate in the country by all means involves even parents in this illicit act. According to Meshack (2019), parents, teachers, supervisors and even school managers were directly involved in examination malpractices.

It is common knowledge that Nigeria as a country witnesses' series of examination misconducts, because examinations have become a major yardstick for measuring academic performance and certificates. The over-dependence on qualification for employment and further education has led struggled by individuals struggling to acquire a certificate through various means of examination misconduct. No wonder the academic certificates being issued to graduates in Nigeria are no more valuable than pieces of paper, according to the view of most foreigners.

Bearing in mind that examinations in Nigeria are either internal or external, Kaduna State secondary schools also conducted both examinations. The cases of examination misconduct have been identified in various schools, ranging from copying, handwriting materials and textbooks, among others, that have been recovered from the examination hall. Also, impersonation, cheating, bringing a prepared answer sheet, unethical use of academic resources, fabrication of results and showing disregard for academic regulations. All these are regarded as academic misbehaviours. According to Tinibu (2017), examination misconduct is academic dishonesty or academic fraud, which involves any type of cheating on the part of either students or staff during an examination.

Nnam and Inah (2015) observed that every examination season witnesses the emergence of new and indigenous ways of teaching. Although examination misconduct is mostly common in external examinations, such as the West African Senior School Certificate Examination (WASSCE) and National Examination Council-Senior School Certificate Examination (NECO-SSCE). Likewise, in the Nigerian school system, there are cases of examination misconduct during class tests and at the end of term or promotion examinations.

Education is an instrument for National Development, and one of the goals of education in Nigeria is to develop an individual to become morally sound, patriotic and an effective citizen (NPE, 2014). Engaging in examination misconduct negates the philosophy of education, and this usually leads to the cancellation of results, which means a great waste of resources to the individual and society. Examination misconduct in our schools constitutes one of the major problems facing the educational system today.

The devastation created by examination misconduct is colossal and recurrent, hence the need for strategies to manage this misconduct. Some of these strategies management used during the actual examination include: increasing the number of invigilators and supervisors to meet the population of the examinees; examination officers, principals and vice principals paying visits to the examination hall to observe what goes on there; students being thoroughly searched by invigilators before they enter the examination hall (Ukpabi, 2015).

Other measures include adequate sitting arrangements for students; support of the law enforcement agents, like the police; proper time keeping by the invigilators; societal re-engineering and re-orientation to revamp moral values have been suggested and tried in some schools through counsellors. Duvie and Eluwa (2016) suggested building large examination halls that could accommodate more students and also create adequate space between candidates.

**Statement of the Problem**

The cases of examination misconduct have been a problem affecting the quality of education all over the world, which has a negative effect on the development of a nation. Examination misconduct still prevails in most of our secondary schools despite all the efforts made by professionals in the educational sector and policymakers. Observations and reports of the examination body revealed that a high percentage of secondary school students indulged in examination misconduct. The reason could be a result of the level of moral decay in the society where students engaged in unethical examination behaviours as the only means of achieving academic success. It could also be associated with the societal value system and a high regard for paper qualifications rather than practical ability. Likewise, many students engaged in examination misconduct

because of fear of failure, some were involved because of a lack of self-confidence, while the rest may want to please their parents and their peer group. The effects of this unethical behaviour have led to cancellation and seizure of examination results, school dropout, anti-social behaviours and others. In general, the situation has really caused a lot of setbacks in our economy, politics, development and social life, which prompted the management of secondary schools in Nigeria to develop strategies for management in order to curb examination misconduct in our various secondary schools. Based on this premise, the study aims to identify and assess the strategies used in the management of examination misconduct in secondary schools in Kaduna State, Nigeria, from the point of view of principals, teachers and students.

**Objectives**

The major objective of this research is to assess the strategies used in the management of examination misconduct in secondary schools in Kaduna State. The specific objectives were to:

1. Assess motivational strategy on the management of examination misconduct in secondary schools in Kaduna State, Nigeria.
2. Determine the classroom sitting arrangement strategy for the management of examination misconduct in secondary schools in Kaduna State, Nigeria.

**Research Questions**

The following research questions were raised and answered:

1. What are the motivational strategies for the management of examination misconduct in secondary schools in Kaduna State, Nigeria?
2. In what ways classroom sitting arrangement strategy assist in the management of examination misconduct in secondary schools in Kaduna State, Nigeria?

**Hypotheses**

The following hypotheses are formulated and tested:

**Ho$_1$**     There is no significant difference in the opinions of the principals, teachers and students on motivational strategy on the management of examination misconduct in secondary schools in Kaduna State, Nigeria

**Ho$_2$**     There is no significant difference in the opinions of the respondents on the classroom sitting arrangement strategy on the management of examination misconduct in secondary schools in Kaduna State, Nigeria.

**Methodology**

This study adopted descriptive survey research design (Akorede et al., 2023). Two specific objectives, two research questions and two hypotheses were formulated as a guide. The population of the study was 74,178, consisting of all the principals, teachers and students in all the public senior secondary schools in Kaduna State, Nigeria. The population size for principals was 362, teachers 7,250 and students 66,566 in the 362 public senior secondary schools in Kaduna State. A total of 382 respondents were selected as a sample for the study. The decision was guided by the research advisor's (2006) tables of sample selection. The sample consisted of 14 principals, 106 teachers and 262 students. The researcher used a random sampling technique to select 5 local governments in Kaduna State. The instrument used for data collection was a self-structured questionnaire, which was designed based on issues raised in chapter one, while Five (5) five-point Likert scale was designed for the ranking of data. The instrument was validated by the researcher's supervisors and other experts. A pilot study was conducted in two public secondary schools in Zaria Local Government Area of Kaduna State to test the ability of the instrument to measure what it was designed to measure. The questionnaire was subjected to a test of reliability at 0.05, with 0.85 from the instrument using Pearson Product-Moment Correlation. The instrument was distributed to respondents by face to face-to-face method. The data collected were analysed using descriptive analysis. Percentage and frequencies were used to answer research questions, while the postulated hypotheses were analysed using the statistical tool of Analysis of Variance (ANOVA). Hypotheses were tested at a 0.05 alpha level of significance.

**Results**

**Research Question One:** What are the motivational strategies for the management of examination misconduct in secondary schools in Kaduna State, Nigeria?

Table 1: Opinion of the respondents on motivational strategy on the management of examination misconduct in secondary schools in Kaduna State, Nigeria.

| S/N | Item Statement | Respondents | Response Categories | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | Agree | | Undecided | | Disagree | | |
| | | | (F | %) | (F | %) | (F | %) | |
| 1 | Giving prizes/ awards to students who performed excellently in school exams prevents examination misconduct | Principals | 9 | 64.29 | 1 | 7.14 | 4 | 28.57 | 14 |
| | | Teachers | 61 | 57.55 | 8 | 7.55 | 37 | 34.91 | 106 |
| | | Students | 217 | 82.82 | 3 | 1.15 | 42 | 16.03 | 262 |
| 2 | Recognised and reinforced Examination officers and security agents who showed outstanding service during and after the examination curb examination misconduct | Principals | 9 | 64.29 | 1 | 7.14 | 4 | 28.57 | 14 |
| | | Teachers | 60 | 56.60 | 7 | 6.60 | 39 | 36.79 | 106 |
| | | Students | 206 | 78.63 | 5 | 1.91 | 51 | 19.47 | 262 |
| 3 | Paying attention to the welfare and needs of principals and teachers reduces the incidence of examination misconduct | Principals | 9 | 64.29 | 1 | 7.14 | 4 | 28.57 | 14 |
| | | Teachers | 61 | 57.55 | 6 | 5.66 | 39 | 36.79 | 106 |
| | | Students | 218 | 83.21 | 5 | 1.91 | 39 | 14.89 | 262 |
| 4 | Regular and prompt payment of teachers 'salaries reduces the rate of misconduct | Principals | 10 | 71.43 | 1 | 7.14 | 3 | 21.43 | 14 |
| | | Teachers | 69 | 65.09 | 6 | 5.66 | 31 | 29.25 | 106 |
| | | Students | 183 | 69.85 | 7 | 2.67 | 72 | 27.48 | 262 |
| 5 | Allowing students who do not engage in misconduct to be school prefects curbs exam misconduct | Principals | 9 | 64.29 | 0 | 0.00 | 5 | 35.71 | 14 |
| | | Teachers | 68 | 64.15 | 5 | 4.72 | 33 | 31.13 | 106 |
| | | Students | 219 | 83.59 | 6 | 2.29 | 37 | 14.12 | 262 |
| 6 | Allowing students who do not engage in misconduct to represent the school in school competitions | Principals | 11 | 78.57 | 0 | 0.00 | 3 | 21.43 | 14 |
| | | Teachers | 77 | 72.64 | 7 | 6.60 | 22 | 20.75 | 106 |
| | | Students | 216 | 82.44 | 3 | 1.15 | 43 | 16.41 | 262 |
| 7 | Recognising the best performing school and students by the government minimises examination misconduct | Principals | 9 | 64.29 | 1 | 7.14 | 4 | 28.57 | 14 |
| | | Teachers | 87 | 82.08 | 3 | 2.83 | 16 | 15.09 | 106 |
| | | Students | 200 | 76.34 | 9 | 3.44 | 53 | 20.23 | 262 |
| 8 | Reinforcement of well-behaved students reduces the rate of examination misconduct | Principals | 8 | 57.14 | 0 | 0.00 | 6 | 42.86 | 14 |
| | | Teachers | 83 | 78.30 | 1 | 0.94 | 22 | 20.75 | 106 |
| | | Students | 147 | 56.11 | 8 | 3.05 | 107 | 40.84 | 262 |
| 9 | Communication of students' progress in schools to parents prevents examination misconduct | Principals | 8 | 57.14 | 2 | 14.29 | 4 | 28.57 | 14 |
| | | Teachers | 74 | 69.81 | 8 | 7.55 | 24 | 22.64 | 106 |
| | | Students | 179 | 68.32 | 17 | 6.49 | 66 | 25.19 | 262 |
| 10 | The provision of a favourable working environment reduces examination misconduct | Principals | 10 | 71.43 | 1 | 7.14 | 3 | 21.43 | 14 |
| | | Teachers | 76 | 71.70 | 1 | 0.94 | 29 | 27.36 | 106 |
| | | Students | 156 | 59.54 | 14 | 5.34 | 92 | 35.11 | 262 |

Table 1 shows the analysis of principals, teachers and students' opinions on motivational strategies in managing examination misconduct in public secondary schools in Kaduna state. The table revealed that the motivational strategy was effective in managing examination misconduct in secondary schools in Kaduna State because all the question items 1-10 used to answer research question 1 had more than 50% benchmarks for agreement. The result shows they are affirmative.

**Research Question Two:** In what ways classroom sitting arrangement strategy assist in the management of examination misconduct in secondary schools in Kaduna State, Nigeria?

Table 2: Opinion of the respondents on classroom sitting arrangement as a strategy for the management of examination misconduct in public secondary schools in Kaduna State, Nigeria

| S/N | Item Statement | Respondents | Response Categories | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | Agree | | Undecided | | Disagree | | |
| | | | (F | %) | (F | %) | (F | %) | |
| 11 | A good examination environment and proper conduct reduce examination misconduct. | Principals | 11 | 78.57 | 0 | 0 | 3 | 21.43 | 14 |
| | | Teachers | 90 | 84.91 | 11 | 10.38 | 5 | 4.72 | 106 |
| | | Students | 177 | 67.56 | 3 | 1.15 | 82 | 31.29 | 262 |
| 12 | Spacing out students well in the examination hall minimises examination misconduct. | Principals | 11 | 78.57 | 0 | 0 | 3 | 21.43 | 14 |
| | | Teachers | 80 | 75.47 | 12 | 11.32 | 14 | 13.21 | 106 |
| | | Students | 165 | 62.98 | 7 | 2.67 | 90 | 34.35 | 262 |
| 13 | Providing convenience within the examination hall prevents examination misconduct | Principals | 5 | 35.71 | 2 | 14.29 | 7 | 50 | 14 |
| | | Teachers | 25 | 23.58 | 7 | 6.60 | 74 | 69.81 | 106 |
| | | Students | 94 | 35.88 | 6 | 2.29 | 162 | 61.83 | 262 |
| 14 | Avoiding overcrowded examination halls minimises examination misconduct | Principals | 11 | 78.57 | 0 | 0.00 | 3 | 21.43 | 14 |
| | | Teachers | 69 | 65.09 | 12 | 11.32 | 25 | 23.58 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |
| 15 | The allocation of seats by the examiners prevents examination misconduct | Principals | 11 | 78.57 | 0 | 0.00 | 3 | 21.43 | 14 |
| | | Teachers | 82 | 77.36 | 13 | 12.26 | 11 | 10.38 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |
| 16 | Monitoring Students sitting by the windows minimises examination misconduct | Principals | 11 | 78.57 | 0 | 0.00 | 3 | 21.43 | 14 |
| | | Teachers | 81 | 76.42 | 12 | 11.32 | 13 | 12.26 | 106 |
| | | Students | 175 | 66.79 | 8 | 3.05 | 79 | 30.15 | 262 |
| 17 | Netting the examination windows prevents examination misconduct | Principals | 13 | 92.86 | 0 | 0.00 | 1 | 7.143 | 14 |
| | | Teachers | 74 | 69.81 | 7 | 6.60 | 25 | 23.58 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |
| 18 | Checking students' desks/drawers before the commencement of the examination prevents misconduct | Principals | 12 | 85.71 | 0 | 0.00 | 2 | 14.29 | 14 |
| | | Teachers | 72 | 67.92 | 15 | 14.15 | 19 | 17.92 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |
| 19 | Provision of adequate seating for the examination prevents examination misconduct | Principals | 12 | 85.71 | 0 | 0.00 | 2 | 14.29 | 14 |
| | | Teachers | 90 | 84.91 | 11 | 10.38 | 5 | 4.72 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |
| 20 | When seats are spaced to allow for the free movement of the invigilators prevents examination misconduct | Principals | 10 | 35.71 | 1 | 7.14 | 3 | 21.43 | 14 |
| | | Teachers | 70 | 66.04 | 10 | 9.43 | 26 | 24.53 | 106 |
| | | Students | 175 | 66.79 | 0 | 0.00 | 87 | 33.21 | 262 |

Table 2 shows the analysis of principals, teachers and students' opinions on classroom sitting arrangement strategy in the management of examination misconduct in secondary schools in Kaduna State, Nigeria. Question items 11-20 were used to answer research question 2, and the result indicated that the classroom sitting arrangement was effective in managing examination misconduct in secondary schools in Kaduna state. This is because they have more than 50% which is the benchmark for agreement. Therefore, the result shows they are affirmative.

**Hypotheses Testing**

**Hypothesis One**: There is no significant difference in the opinions of the principals, teachers and students on motivational strategy on the management of examination misconduct in public secondary schools in Kaduna State, Nigeria

**Table 3:** Analysis of Variance (ANOVA) on the opinions of the principals, teachers and students on motivational strategy on the management of examination misconduct in public secondary schools in Kaduna State, Nigeria.

| Status | Sum of Squares | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 2.036 | 2 | 1.018 | | |
| | | | | 2.790 | .063 |
| Within Groups | 138.333 | 379 | .365 | | |
| Total | 140.370 | 381 | | | |

Table 3 shows that the significance level (p-value) associated with the F-statistic was .063, which is greater than the significance threshold of 0.05. Thus, based on the data and analysis performed, the result suggests that the groups do not have statistically different opinions on motivational strategy on the management of examination misconduct at the 0.05 significance level. Similarly, the implication was that since the p-value was greater than 0.05, the null hypothesis was accepted.

**Hypothesis Two:** There is no significant difference in the opinions of the respondents on classroom sitting arrangement as a strategy for the management of examination misconduct in public secondary schools in Kaduna State, Nigeria.

**Table 4**: Analysis of Variance (ANOVA) on the opinions of the respondents on classroom sitting arrangement as a strategy for the management of examination misconduct.

| Status | Sum of Squares | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 15.187 | 2 | 7.593 | 7.194 | .001 |
| Within Groups | 400.039 | 379 | 1.056 | | |
| Total | 415.226 | 381 | | | |

The result in Table 4 presented the significance level (p-value) associated with the F-statistic was (.001) smaller when compared with the 0.05 alpha level of significance, signifying that the differences between the groups' opinions on the classroom sitting arrangement as a strategy for the management of examination misconduct in public secondary schools in Kaduna state are statistically significant. However, the implication was that given the smaller p-value (.001), the

null hypothesis was rejected. Similarly, the statistically significant result suggests that there are absolute differences in opinions among the respondents.

**Table 5**: Summary of Scheffe's Multiple Comparison test on the opinions of the respondents on classroom sitting arrangement as a strategy for the management of examination misconduct in public secondary schools in Kaduna State, Nigeria.

| Respondents | N | Mean |
|---|---|---|
| Principal | 14 | 40.14 |
| Teachers | 106 | 36.53 |
| Students | 262 | 32.89 |

As shown by Table 5, the mean score of principals, 40.14, was found to be higher than that of teachers, 36.53, implying that the differences between the two respondents were significant. However, the mean score of students, 32.89, was found to be lower than that of principals and teachers, implying that the difference between them was significant.

**Discussions of the Findings**

Findings from the study revealed that the motivational strategy was effective in managing examination misconduct in secondary schools in Kaduna State, Nigeria. Thus, based on the data and analysis performed, the result suggested that the groups do not have statistically different opinions on motivational strategy in managing examination misconduct, and the null hypothesis was accepted. It was revealed that paying attention to the welfare and needs of principals and teachers, regular and prompt payment of teachers' salaries, allowing students who do not engage in misconduct to represent the school in school competitions, reinforcement of well-behaved students, and communicating students' school progress to parents prevent examination misconduct. Thus, these findings indicated the wide acceptability of the suggested items. The finding agrees with the study of Akunne, Chibo-Obasi &Iwobi (2021) that motivational strategies are effective for curbing examination malpractice among secondary schools in Nigeria.

In response to research question two, the findings revealed that classroom sitting arrangements as a strategy are fairly effective in the management of examination misconduct in public secondary schools in Kaduna State. Nigeria. It was indicated that there are certain differences between the groups' opinions, and the null

hypothesis was rejected. This was in line with Makaula (2018) that the government is to blame for not creating a conducive and favourable teaching and learning environment and for failing to reinforce the teaching ethics, which have resulted in teachers behaving irresponsibly. However, it was revealed that a good examination environment and proper conduct, spacing out students well in the examination hall, avoiding overcrowded examination halls, allocation of seats by the examiners, monitoring students sitting by the windows, netting the examination windows, checking students' desks/drawers before commencement of examination, and Provision of adequate seating for the examination prevent examination misconduct.

## Conclusion

Based on the findings of this research, the researcher concluded that:

1. Motivational strategy exhibited no significant differences in opinions among the three groups, indicating a consensus agreement on the assessment of its effectiveness.

2. Classroom sitting arrangement as a strategy exhibited significant differences, emphasising the necessity for a prompt evaluation of its impact.

## Recommendations

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

1. Kaduna State Ministry of Education should develop a collaborative framework for implementing motivational strategies by engaging principals, teachers, and students (school prefects) in the planning and execution stages of examination.

2. More infrastructure should be provided in all examination centres to give room for spacious seating arrangements that will guarantee effective supervision during examinations.

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# ASSESSMENT OF IMPACTS OF PHILANTHROPISTS IN THE EDUCATION OF PRIMARY SCHOOL PUPILS IN KONTAGORA AREA OF NIGER STATE, NIGERIA

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**Abstract**

The potentialities of man can only be fully tapped with education. The time and age of the learner to a greater extent determine the level of absorption, retention and usefulness to the generality of man. This study, therefore, investigated the impacts of Philanthropists on the Education of primary school pupils in Niger State, Nigeria, with specific focus on Kontagora Local Government Area. The objective of this research was to assess the extent to which Philanthropy has impacted the Education of Primary School Pupils in the study area. The population of the study covers all Primary Schools and individuals who are regarded as wealthy in Kontagora. A descriptive survey design was used to collect data from selected Primary Schools in Kontagora. The sample size of eighty (80) proprietors/head teachers and one hundred (100) teachers, considered as respondents, were randomly selected across the schools in Kontagora. The data were collected through a structured questionnaire and analysed using mean scores. Analysis shows a mean score of 1.56, SD 0.21, DF 149, Z.Test 2.41, P.Value 1.2, which indicates rejection, which by implication shows a significant impact of philanthropy on education. The findings of this study revealed that there are hardly interventions from philanthropists in education at the Primary school level. It revealed that there is a significant impact of philanthropists on the educational development of pupils in Kontagora area. It is recommended among others that philanthropists improve their sacrificial efforts toward providing for the education of pupils in primary schools in the Kontagora area of Niger State, Nigeria.

**Keywords**: Family, Philanthropy, Primary Education, Pupils

## Introduction

The role of philanthropists as critical stakeholders in the knowledge industry is fundamental to the progress and development of children and society at large. This is the reason the national policy on education in Nigeria is aimed at creating an egalitarian society and provides free basic education for all (Federal Republic of Nigeria, FRN, 2013). The changing landscape of the roles of philanthropists as actors in the development sector and the call for their active participation in education in order to achieve the Sustainable Development Goals have prompted renewed discussions on collaborations with critical stakeholders like the philanthropists on the attainment of the Millennium Development Goals. Globally, Philanthropists are being called upon to solve some of the world's most complex social development challenges (Kotecki, 2018).

Initiative by prominent philanthropists, such as the Giving Pledge that was launched by Warren Buffett, Elon Musk and Bill Gates in 2010, to secure commitments from billionaires to give at least half of their wealth to charity is a good example of how well-meaning individuals around the world are helping developments in the education sector. In 2019, for example, 188 billionaires from 22 countries (The Giving Pledge, n.d.) signed the pledge which then, which was then expected to hit USD 600 billion by 2020. Given the substantial gap in government and donor funds for education reform in developing countries, many actors in the education community have made the case for philanthropy champions like Bill Gates, Warren and others to catalyse discussions and mobilise substantial investments for education in not only developing countries but rural communities in Nigeria (Brown, 2012; The Global Partnership for Education, 2017); Organisation for Economic Co-operation and Development, 2018).

In Nigeria and, in particular, Kontagora, the role of philanthropists in education reform is severely understudied and underutilised. This is because there is hardly any visible infrastructure donated to schools, especially to private schools in Kontagora, even when we have the presence of personalities like Col. Sani Bello, Abubakar Sani Bello, (the immediate past Governor of Niger State and Senator representing Niger South Senatorial District (zone C),  Abdulmalik Malikiya, (the Speaker of the Niger State House of Assembly) and Corporate Bodies as A. A. Rano Group of Companies, SSASMA OIL, to say the least, are wealthy individuals and companies that could subscribe and support any initiatives to provide quality education for children of school age in Kontagora. This paper, therefore, provides advocacy that is expected to change the narrative towards the plight of the education of primary school pupils in Kontagora.

The concept of philanthropy is generally conceived as the voluntary or wilful giving of private resources, be it financial, human, or material, for the promotion of the common good. Scholars (Payton & Moody, 2008; Anheier & Toepler, 1999) are of the view that philanthropy is rooted in humanity, benevolence, and social responsibility, yet it also carries embedded cultural and political meanings. It is described as occupying the middle ground between the state and the market, filling resource and service gaps where government provision is insufficient. In educational discourse, philanthropy is often understood as the donation of funds or expertise to schools, scholarships, and educational reform initiatives (Bremner, 1988). The concept extends beyond mere charity to include structured forms of giving, such as endowed foundations and trust funds, that sustain long-term educational programs (Frumkin, 2006).

Philanthropy is increasingly recognised as a crucial actor in the educational landscape, filling gaps left by state and market mechanisms. Reckhow and Snyder (2014) argue that the expanding role of philanthropy has moved beyond charitable giving to active participation in shaping education politics and reform agendas. Similarly, Terway and Ridge (2019) describe philanthropy in education as both diverse and global, encompassing traditional donations, endowments, and innovative partnerships that often blur the lines between public and private interests.

### Roles of Philanthropists in Educational Development

### Financing and Resource Provision

Historical and contemporary evidence show that philanthropists build schools, libraries, and laboratories, as well as fund scholarships for underprivileged students. For instance, Carnegie and Rockefeller foundations in the early 20th century expanded higher education and scientific research in the United States and abroad (Bremner, 1988; Curti & Nash, 1965). Philanthropists contribute directly to education through scholarships, infrastructure, and financial aid. For instance, studies in China have shown that education philanthropy significantly improves the well-being of low-income and gifted students by enhancing access and building human capital (Children and Youth Services Review, 2019).

### Promoting Innovation

Philanthropy has often funded experimental models of schooling and teacher education. Foundations have provided seed funding for new curricula, educational technologies, and alternative schooling arrangements (Frumkin, 2006). Foundations frequently sponsor pilot programs, curriculum reforms, and the integration of technology in classrooms. According to Erfurth and Ridge (2021), philanthropy often plays a "venture capital" role in education, testing new models that governments later scale up.

### Policy Influence and Advocacy

Philanthropists also act as agenda-setters by funding policy research and advocacy. This influence has been both praised for enabling reform and criticised for advancing elite preferences in public education (Berman, 1983; Arnove, 1980). Beyond material support, philanthropists shape education policy through advocacy and research funding. Reckhow and Snyder (2014) highlight how large foundations use strategic grant-making to promote reform agendas such as charter schools and accountability systems. Lewis (2017) adds that philanthropic organisations are increasingly embedded in global governance initiatives like the OECD's PISA for Schools, raising questions about the balance of public and private power in education.

**Human Capital Development**

Scholarships and bursary schemes provided by philanthropists have widened access to education for marginalised groups. Such interventions are viewed as significant contributions to social mobility and national development (Becker, 1993).

**Global and Crisis Response**

Philanthropy has also played a crucial role in sustaining education during crises. During COVID-19, OECD (2021) reported that philanthropic contributions supported remote learning initiatives, digital tools, and interventions to mitigate disruptions in low- and middle-income countries (Abdulbaqi et al., 2024). While philanthropy's contributions are significant, Lewis (2017) warns that philanthropists may prioritise their own preferences over community needs, potentially undermining democratic accountability. Terway and Ridge (2019) further note issues of equity, as philanthropic investments sometimes favour high-visibility institutions or urban centres rather than marginalised communities. Sustainability remains another concern: OECD (2021) cautions that short-term philanthropic projects can falter without long-term governmental integration.

**Statement of the Problem**

The acceptance of the idea that money makes things happen is becoming increasingly relevant. It is believed that philanthropists possess wealth, money and resources, contacts and competencies necessary to support children's development and learning (Jeffries, 2012; Lombardi et al., 2014). Unfortunately, as critical as the role of philanthropists is in the growth and development of education, these acclaimed impacts have not been so felt in the education of primary school-age children in Kontagora. Why this is so is a matter for conjecture and warrants serious questioning. To this extent, it is good to ask if there are philanthropic gestures to schools in Kontagora. Are schools properly utilising opportunities from donors? Is finance a reason for low pupil enrolment in Kontagora? Do philanthropists have any role to play in the education of primary school-age children in Kontagora? These and many more are questions that beg the answers in this study.

**Research Objectives**

The general objective of this research is to assess the impacts of Philanthropists on the Education of Primary School Pupils in Kontagora. However, the specific objectives are listed below:

1. To determine the enrolment rate of primary school pupils in Kontagora area of Niger state

2. To identify challenges in primary education in the Kontagora area of Niger state

3. Assess the impacts of philanthropists on education at the primary school in the Kontagora area of Niger state

**Research Questions**

1. What is the enrolment rate of primary school pupils in Kontagora area of Niger State?

2. What are the challenges of primary education in the Kontagora area of Niger State?

3. What are the impacts of philanthropists on education at the primary school in the Kontagora area of Niger state?

**Hypothesis**

1. There are no significant impacts of philanthropists on primary school education in Kontagora Metropolis of Niger State.

**Methodology**

The research was conducted using a survey research design. Both qualitative and quantitative data were used to enable the researcher to obtain the necessary data on the variables under study. A 16-item structured questionnaires were designed and administered to respondents. The sample size of eighty (80) proprietors/head teachers and one hundred (100) teachers, considered as respondents, were randomly selected across the schools in Kontagora. The data were analysed using the mean score.

**Result**

**Research question 1: What is the enrolment rate of primary schools in Kontagora?**

**Table 1: Enrolment Rate of Primary School Pupils in Kontagora**

| S/N | Variables | Means (SD±) | Decision |
|---|---|---|---|
| 1 | Pupils' enrolment in primary school in Kontagora is poor | 1.76 (1.05) | Agree |
| 2 | Interest in school is very high among primary school pupils in Kontagora. | 2.42 (0.78) | Disagree |
| 3 | There is gross neglect of primary education in Kontagora | 2.25 (0.79) | Disagree |
| 4 | The government is totally involved in education at the primary level in Kontagora | 1.80 (0.65) | Agree |
| 5 | Primary schools in Kontagora receive willful donations in the form of supplies of textbooks, notebooks, pencils/birro, furniture, classroom block, medical, and sporting equipment from critical state holders in Kontagora | 3.69 (0.80) | Disagree |
| | **Cluster Mean** | **2.43** | |

Source: fieldwork, 2025

The result presented in Table 1 above shows a mean weight of 2.43 enrolment rate of primary schools in Kontagora. The result indicates that pupils' enrolment in primary schools in Kontagora is very poor. From the data, respondents with a mean score of 2.42 also indicated pupils don't have interest in school as while there is gross neglect of primary education in the community, with 2.25. A few of the respondents, with a mean score of 1.80, indicated that the government is involved in education at the primary level. The mass of the respondents, with a mean score of 3.69, strongly affirmed that primary school in Kontagora has not substantially received teaching aids, sporting activities, bursaries, or classroom blocks from wilful stakeholders/donors.

**Research Question Two: What are the Challenges of Primary Education in Kontagora?**

**Table 2: Challenges of Primary Education in Kontagora**

| S/N | Variables | Means (SD±) | Decision |
|---|---|---|---|
| 1 | Inadequately qualified staff is a major problem of primary education in Kontagora | 1.76 (0.81) | Agree |
| 2 | Primary schools in Kontagora have conducive classrooms for learning to take place. | 3.44 (0.85) | Disagree |
| 3 | All primary schools in Kontagora have standard sporting equipment's | 2.37 (1.13) | Disagree |
| 4 | Staff remuneration is critical to the success of primary education, and all primary schools in Kontagora pay their staff well as at when due | 3.83 (0.42) | Agree |
| 5 | Staff motivation is central to effective service delivery at the primary school level, and primary school teachers are well motivated | 2.41 (0.82) | Disagree |
| 6 | Parents and philanthropists play a crucial role in primary education in Kontagora | 2.68 (1.16) | Agree |
| | **Cluster Mean** | **2.74** | |

Source: fieldwork, 2025

Table 2 shows different variables pointing to challenges of primary education in Kontagora. Data gathered from the respondents with a mean score of 1.76 (0.81±) has strongly indicated that in adequate qualified staff is one of the key problems of primary schools in Kontagora. Respondents with a mean score of 2.37 from the sample population disagree that primary school in Kontagora doesn't have conducive classrooms for learning to take place, as while standard sporting activities. Critical to success of primary education and all primary school is their remuneration highest mean score of 3.83 was recorded from the respondent that Kontagora pay their staff well as at when due, respondent with mean score of 2.41 went further to disagree with the statement that staff motivation is central to effective service delivery at the primary school level and that primary school teachers are well motivated. The majority of the respondents have accent that parents and philanthropists play a crucial role in primary education in Kontagora (Table 2)

**Research Question 3: What is the Contribution of Parents and Philanthropists to Education in Kontagora?**

**Table 3: Contribution of Parents and Philanthropists to Education in Kontagora**

| S/N | Variables | Means (SD±) | Decision |
|-----|-----------|-------------|----------|
| 1 | Parents are very understanding and supportive of the primary school's management | 2.35 (1.03) | Disagree |
| 2 | During price and speech day, well-meaning individuals donate handsomely to support pupils who have done well and people who have needed help | 3.05 (1.15) | Disagree |
| 3 | Primary schools in Kontagora have, over time pass received financial support, blocks of those primary schools for classrooms, computer laboratory donations, boreholes, scholarship/bursary, solar panels and electric installations, and supply of school uniforms are regularly donated to primary schools in Kontagora | 3.31 (0.77) | Disagree |
| 4 | Parents usually come to school to fight teachers who punish their children for misbehaving in school. | 3.27 (0.73) | Disagree |
| 5 | Primary schools in Kontagora are all performing to an optimum standard | 3.47 (0.62) | Disagree |
| | **Cluster Mean** | **2.74** | |

Source: Fieldwork, 2025

The result from table 3, which answered the research question on the contribution of parents and philanthropists to education in Kontagora, data gathered from the respondents with mean score of 2.35 from the sample population showed that parents are not supportive of primary education neither did well-meaning individuals committed and supportive of pupils who have done well during price and speech day as showed in Table 3. The result with a mean score of 3.05 from the sample population indicates pupils who have done well in learning hardly got support during price day and night from well-meaning individuals and philanthropists. Respondents with a mean score of 3.31 from the sample population have strongly disagreed that primary schools in Kontagora in the past have never received financial aid, blocks of those primary schools in classrooms, computer laboratory donation, boreholes, scholarship/bursary, solar panels and electric installations, or the supply of school uniforms. The majority of the respondents, with a mean score of 3.27 has strongly disagree that parents never fight teachers who punish their children. Respondent with a mean score of 3.47 has also affirmed that primary schools in Kontagora are not performing to the optimum standard.

**Test of Hypothesis**

**Table 4: Ho: There is no Significant Impact of the Philanthropist instrument on Primary School Education in Kontagora**

| Variables | Mean | SD | DF | Z. Test | P. Value | Decision |
|-----------|------|-----|-----|---------|----------|----------|
| Sample size | 1.56 | 0.21 | 149 | 2.41 | 1.21 | Rejected |

From Table 4 above, the null hypothesis was rejected while the alternative hypothesis was accepted. This means that there is a significant impact of philanthropic gestures on the education of primary school pupils. By implication, philanthropists can impact the primary education of pupils in the Kontagora area of Niger state.

**Discussion of Findings**

This study is an assessment of the impacts of the family and philanthropists on the education of primary school pupils in the Kontagora area of Niger State, Nigeria. The findings of this study revealed that the enrolment rate of primary school pupils in Kontagora is very poor; pupils don't have interest in school; the government is involved in education at the primary level; primary schools in Kontagora have not substantially received teaching aids, sporting activities, bursaries, and classroom blocks from willing stakeholders/donors. These conclusions corroborate the earlier assertion of Cohen (2014): Dean(2013).

The study also revealed that there are challenges inhibiting primary education in Kontagora; inadequate, qualified staff as key problems of primary schools in Kontagora; primary schools do not have conducive classrooms for learning to take place; primary school teachers are not well-motivated. These results confirm the earlier study by The Global Partnership for Education(2017).

The study further revealed that parents and philanthropist are not supportive of primary education neither did they support pupils who have done well during price and speech day; especially, the private primary schools in Kontagora hardly receive financial aid/grants, donation of classrooms blocks, laboratories, boreholes, scholarship/bursary, solar light and electric installation, supply of school uniform; parents aggress teachers who punish their children; primary schools in Kontagora are not performing to optimum standard. These reports support the claim of Johnson(2018); Nurhayati (2021) in the literature reviewed.

**Conclusion**

This study assessed the impacts of family and philanthropists on the education of primary school children in Kontagora. The usefulness of the family and philanthropists is significantly understudied and underutilised in Kontagora. This trend has not improved education in the area. It has led to poorer academic performances and poor school administration, thus exacerbating dropout rates. Without effective interventions, the cycle of poverty and illiteracy is likely to continue, adversely affecting subsequent generations. Educators and community leaders need to collaborate on strategies that alleviate economic burdens and promote the importance of education for children.

**Recommendations**

Based on the findings, the following recommendations are suggested for the government, private school authorities, family/philanthropists and other stakeholders in the education sector to ensure improved and quality education in Kontagora;

1. The government should implement social welfare programs aimed at supporting low-income families to reduce their financial needs.
2. Private School owners should provide platforms, working out a robust plan/initiatives that would enhance commitments and collaborations from the community, which will generate donations and support to schools in Kontagora.
3. Collaborate with philanthropists/NGOs to provide vocational training and skills development programs for school children, such that they would provide alternative sources of income.

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# EFFECT OF REPRODUCTIVE HEALTH EDUCATION INTERVENTION ON SEXUAL ATTITUDE AMONG STUDENTS OF BAYERO UNIVERSITY, KANO STATE

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**Abstract**

This study assessed the effect of reproductive health education intervention programme on sexual health attitudes among students in Bayero University, Kano State, Nigeria. To achieve this purpose, a quasi-pretest post-test experimental research design was used. The population for the study comprised all 37,214 registered students in Bayero University, Kano,  Nigeria. The total sample size of 100 respondents was drawn from the population using a multi-stage sampling procedure, which included stratified, simple random, proportionate and systematic sampling. The instrument for data collection was a researcher-structured closed-ended questionnaire and health education manual, which was validated. The research question was answered using mean and standard deviation. Inferential statistics of the paired sample t-test was used to test the stated hypothesis at a 0.05 level of significance. The results revealed that health education intervention has a significant effect on the attitude towards sexual health ($t = 13.39$, $p = 0.000$). Based on the findings of the study, the study concluded that health education intervention significantly improves attitudes towards sexual health among Bayero University, Kano students. Based on the conclusion, the study recommended the need for Bayero University management to implement comprehensive sex education programmes to proactively address any underlying attitudes that may contribute to risky sexual behaviours.

**Keywords:** Effect, Reproductive Health Education, Intervention, Sexual Attitude, Students, University

## Introduction

Reproductive health is a crucial aspect of overall well-being that encompasses physical, mental, and social dimensions related to the reproductive system and its functions (World Health Organization [WHO], 2023). It involves the ability to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so. The global perspective on reproductive health has evolved significantly over the past few decades, with increasing recognition of its importance in achieving sustainable development goals and promoting gender equality (United Nations Population Fund [UNFPA, 2022).

The International Conference on Population and Development (ICPD) held in Cairo in 1994 marked a paradigm shift in how reproductive health was perceived and addressed globally (UNFPA, 2024). This conference emphasised the need for a comprehensive approach to reproductive health, moving beyond narrow population control objectives to encompass a broader range of issues, including sexual health, family planning, maternal health, and the prevention and treatment of sexually transmitted infections (STIs), including HIV/AIDS (Akorede et al., 2022; Ologele et al., 2020; Starrs et al., 2018).

Among undergraduate students, reproductive health education takes on particular significance. University students are typically at a stage in life where they are exploring their sexuality, forming relationships, and making decisions that can have long-lasting impacts on their reproductive health (Akorede et al., 2022). They are also often away from parental supervision for the first time, which can lead to increased sexual risk-taking behaviours if not equipped with proper knowledge and skills. Research has consistently shown that university students in many parts of Africa, including Nigeria, have significant knowledge gaps when it comes to reproductive health (Akorede et al., 2023; Biu et al., 2025). These gaps can lead to risky sexual behaviours, unintended pregnancies, and increased vulnerability to STIs, including HIV. Furthermore, misconceptions and myths about contraception and sexual health are prevalent among this population, highlighting the need for evidence-based reproductive health education interventions (Harande et al., 2025; Oluwasola et al., 2021).

The sexual attitudes of university students are influenced by a complex interplay of factors, including cultural norms, peer pressure, media influences, and access to information and services (Muhammed et al., 2025; Okonkwo et al., 2022). In many African societies, including Nigeria, discussions about sexuality and reproductive health are often considered taboo, leading to a culture of silence that can hinder open communication and education on these topics (Ajayi et al., 2020).

Bayero University, located in Kano State, Nigeria, provides an interesting case study for examining reproductive health education and its impact on sexual attitudes among undergraduate students. Kano State, situated in northern Nigeria, is characterised by a predominantly Muslim population and conservative cultural norms that can influence perceptions and behaviours related to reproductive health (National Population Commission [NPC] & ICF, 2019). The cultural and religious background of Kano State presents both challenges and opportunities for reproductive health education. While traditional values may sometimes conflict with certain aspects of comprehensive sex education, religious teachings also emphasise the importance of health and well-being, which can be leveraged to promote positive reproductive health behaviours (Zakari et al., 2021). Understanding and navigating this complex socio-cultural landscape is crucial for developing effective reproductive health education interventions for students at Bayero University.

In Bayero University, understanding the specific needs and challenges faced by students is crucial for developing effective reproductive health education interventions. Factors such as gender dynamics, socioeconomic background, and previous exposure to reproductive health information can all influence how students receive and internalise reproductive health education (Akorede et al., 2019; Usman et al., 2022). The potential impact of reproductive health education on sexual attitudes among Bayero University students extends beyond individual health outcomes. Improved reproductive health knowledge and practices can have broader societal benefits, including reduced rates of unintended pregnancies, lower STI prevalence, and increased gender equality (UNFPA, 2023). Moreover, university students, as future leaders and influencers in their communities, have the potential to become advocates for reproductive health and rights, contributing to positive social change.

**Statement of the Problem**

Reproductive health is increasingly being recognised as an important aspect of human development. This is because it shapes the undergraduates' sexual knowledge and behaviour and sets the stage for good health and life expectancy beyond the reproductive years. Many governments in Sub-Saharan Africa, including Nigeria, viewed with concern the region's continued rapid population growth, high birth rates, and escalating rates of sexually transmitted infections. Unprotected adolescent sexual activity significantly contributes to the number of adolescents exposed to sexually transmitted diseases (Abdulbaqi et al., 2019; Akorede et al., 2022).

University is a place where students have the freedom to make choices and decisions about every aspect of their lives, which were initially influenced by their parents or guardians. Considering the change in environment and freedom from routine, these students are exposed to various types of experiences. These experiences include physical and sexual maturation, movement towards social and economic independence and development of identity. The University is becoming more of a challenge to students (Akorede et al., 2022).

Sexual behavioural patterns that are established during this process, such as sexual risk-taking or unprotected sex, can have long-lasting negative effects on the future health and well-being of the students. Negative attitudes towards this may lead to unwanted pregnancy, unsafe abortions, transmission of sexually transmitted diseases, and other problems that may affect the student's physical and emotional well-being. Nigerian universities today have to struggle with many attitudinal problems of their students. Such problems include truancy, drug offences, unprotected sex, unplanned pregnancy, abortion, rape, indecent sexual escapades, sex for marks and secret cult sexual initiation ceremonies.

Although they constitute one of the most dynamic human resource bases and one of the healthiest groups in most populations, their potentials are often negated by the poor choices they make, which translate to risky behaviours and eventual ill health. While they represent 25% of the sexually active population, they account

for about one-half of all new sexually transmitted infections (STIs) because they are more susceptible, for biological, behavioural and cultural reasons (Lawal & Olley, 2017).

In recent times, there has been a growing interest in the sexual and reproductive health of higher institution students all over the world. Although they constitute one of the most dynamic human resource bases and one of the healthiest groups in most populations, their potentials are often negated by the poor choices they make, which translate to risky behaviours and eventual ill health. Although several educational programs have been carried out among in-school students in Nigeria to increase awareness about risky sexual behaviour and promote safe and responsible sexual behaviour, it has been found that in many cases, several misconceptions exist among them, and there are gaps in their knowledge (Amanu et al., 2023).

**Research Question**

Will reproductive health education intervention modify the sexual health attitude of students in Bayero University, Kano State?

**Hypothesis**

There is no significant effect of health education intervention on the attitude towards reproductive health among students of Bayero University, Kano.

**Methodology**

This study employed a quasi-experimental pre-test and post-test design to examine the effect of health education intervention on the sexual attitudes of students at Bayero University, Kano. The research involved two groups: an experimental group that received the intervention and a control group that did not. This design was chosen to allow for the measurement of changes in attitude before and after the intervention. The study population consisted of 37,214 undergraduate students at Bayero University, Kano. A sample size of 100 students was selected using multi-stage sampling techniques, including stratified, simple random, proportionate, and systematic sampling. Twenty participants were randomly selected from each of five randomly selected faculties. Data collection was conducted using a researcher-developed closed-ended questionnaire, which was used for both pre-test and post-test. The questionnaire contains items on sexual health attitude modification. Responses were scored using a 4-point Likert scale, with mean scores of 2.5 and above considered positive or accepted. The validity of the instrument was ensured through vetting by experts from relevant departments. Data collection procedures involved distributing copies of the questionnaire to the 100 respondents with the help of a research assistant. Inclusion criteria for participants included being from selected faculties and departments, giving consent, and scoring below moderate on the pre-test. Exclusion criteria included being from non-selected faculties, not giving consent, and scoring moderate or above on the pre-test. The research question was answered using mean and standard deviation, and the hypothesis was tested using paired sample t-tests at a 0.05 level of significance.

**Results**

**Research Question:** Will reproductive health education intervention modify the sexual health attitude of students in Bayero University, Kano State?

**Table 1: Mean and Standard Deviation of Reproductive Health Education Intervention on Sexual Health Attitude of Students in Bayero University, Kano State**

| S/N | Item | Mean | Std. Dev. | Mean Difference |
|-----|------|------|-----------|-----------------|
| 1. | Pretest | 2.28 | 0.71 | |
| | | | | 1.17 |
| 2. | Post-test | 3.45 | 1.40 | |

Observation of Table 1reveals that there is a mean difference of 1.17 on the pretest and post-test items on the sexual health attitude of students in Bayero University, Kano State, Nigeria. The Pretest results revealed a mean score of 2.28, which indicates that most respondents have a negative attitude toward sexual health. However, the Post-test results showed a higher mean score of 3.45, which indicates that the intervention of health education positively impacted the respondents' attitude toward sexual health.

**Hypothesis:** There is no significant effect of health education intervention on the attitude towards sexual health among students of Bayero University, Kano.

**Table 2: Paired Sample t-test representation of Pretest and Post-test of Sexual Health Attitude**

| Sexual Health Attitude | N | Mean | Std. Dev. | Mean Difference | df | t-value | p-value |
|---|---|---|---|---|---|---|---|
| Pretest | 50 | 2.28 | 0.71 | | | | |
| | | | | 1.17 | 49 | 13.39 | 0.000 |
| Post-test | 50 | 3.45 | 1.40 | | | | |

0.05 alpha level of significance

Table 2 shows that health education intervention has a significant effect on the attitude towards sexual health among students of Bayero University, Kano. It was because the p-value of 0.000 was found to be less than 0.05 (0.000 < 0.05) and a t-value of 13.39. Also, the mean score obtained for the pretest was 2.28, while the post-test mean score was 3.45, which has a significant difference of 1.17 in the mean score. The result thus revealed that health education intervention has a significant effect on the attitude towards sexual health among students of Bayero University, Kano. With this, the null hypothesis, which stated that there is no significant effect of health education intervention on the attitude towards sexual health among students of Bayero University, Kano, was rejected.

**Discussion**

The findings from this study have revealed a significant effect of health education intervention on the attitude towards sexual health among students of Bayero University, Kano. This outcome aligns with a growing body of research that underscores the importance and efficacy of comprehensive sexual health education programs in shaping positive attitudes and behaviours among young adults. The observed impact on students' attitudes towards sexual health can be attributed to various factors, including the provision of accurate information, the dispelling of myths and misconceptions, and the creation of an open, supportive environment for discussing these often-sensitive topics.

One of the key studies that corroborates our findings is the research conducted by Adebayo et al. (2018) on the effect of a sexuality education program on the knowledge, attitude, and practices of in-school adolescents in Ibadan, Nigeria. Their study demonstrated that a comprehensive sex education program significantly improved students' knowledge, attitudes, and practices related to sexual and reproductive health. This parallel finding strengthens the argument for the implementation of similar interventions across different educational settings in Nigeria, as it suggests a consistent positive impact of such programs on young people's sexual health awareness and attitudes.

Further support for our findings comes from the study by Odo et al. (2018), which examined the impact of health education intervention on attitudes towards safe sexual practices among undergraduate students in Enugu State, Nigeria. Their research revealed a significant improvement in students' attitudes towards safe sexual practices, such as condom use and HIV testing, following a health education intervention. This alignment between their results and ours emphasises the potential for health education programs to foster more responsible and health-conscious attitudes towards sexual behaviour among Nigerian university students.

The broader implications of our findings are further reinforced by a systematic review conducted by Picot et al. (2012). Their comprehensive analysis of behavioural interventions for the prevention of sexually transmitted infections in young people aged 13-19 years concluded that well-designed health education programs can positively impact knowledge, attitudes, and behaviours related to sexual health among young people. This review lends additional weight to our findings, suggesting that the positive effects observed at Bayero University, Kano, are part of a wider trend in the efficacy of sexual health education interventions.

Moreover, a global perspective on the impact of sex and HIV education programs is provided by the study of Kirby et al. (2018). Their research, which examined the impact of such programs on the sexual behaviours of young people worldwide, found that comprehensive sexuality education programs emphasising abstinence, contraception, and healthy relationships can lead to significant improvements in students' attitudes towards safer sexual practices. This includes outcomes such as delayed sexual initiation and increased condom use. The

consistency between their global findings and our localised results at Bayero University underscores the universal applicability and importance of comprehensive sexual health education.

The positive impact of health education intervention on the attitude towards sexual health among students of Bayero University, Kano, can be attributed to several key factors. Primarily, the provision of accurate and comprehensive information about sexual and reproductive health plays a crucial role in dispelling myths, misconceptions, and stigma surrounding these topics, as noted by Odu et al. (2019). By addressing these informational gaps and challenging prevalent misconceptions, the intervention likely fostered a more positive and empowered attitude towards sexual health among the students. This process of demystification and open discussion can be particularly impactful in conservative cultural contexts where sexual health education may have been previously limited or considered taboo.

Furthermore, the effectiveness of the intervention may be attributed to the use of interactive and engaging educational approaches. As highlighted by Ojo et al. (2020), methods such as workshops, group discussions, and peer-to-peer learning can create an environment that encourages open communication and the development of critical thinking skills related to sexual health. These participatory approaches likely contributed to the significant attitudinal changes observed in our study by allowing students to actively engage with the material, ask questions, and relate the information to their own experiences and cultural context.

The findings from this study at Bayero University, Kano, contribute to a growing body of evidence supporting the efficacy of health education interventions in shaping positive attitudes towards sexual health among young adults. The consistency of these results with both local and international studies underscores the universal importance of comprehensive sexual health education. As we move forward, it is crucial to continue refining and implementing such interventions, taking into account local cultural contexts while ensuring that young people have access to the knowledge and skills they need to make informed decisions about their sexual health.

### Conclusions

Based on the findings, the study concluded that reproductive health education intervention significantly improves attitudes towards sexual health among Bayero University, Kano students.

### Recommendations

Based on the conclusion, the study recommended the need for Bayero University, Kano State, management integrate such reproductive health education interventions into the curriculum to foster a more holistic approach to sexual and reproductive health education.

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# FACTORS AFFECTING EXCLUSIVE BREASTFEEDING PRACTICE AMONG LACTATING MOTHERS ATTENDING PRIMARY HEALTH CENTRES IN SHANGA LOCAL GOVERNMENT AREA, KEBBI STATE, NIGERIA.

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**Abstract**

Exclusive breastfeeding practice among lactating mothers is still low despite associated health benefits. This study examined factors affecting exclusive breastfeeding practice among lactating women attending PHCs in Shanga LGA, Kebbi State, Nigeria. The study adopted descriptive cross–sectional survey. Multistage sampling was used in selecting 225 respondents. A validated research instrument was used, and a reliability of 0.87r was obtained. The findings reveal that Cultural beliefs, level of education and superstition had significant effects on exclusive breastfeeding practice among lactating women attending PHCs in Shanga Lga, Kebbi State (PPMC $_{cal}$ 0.708>$_{tab}$ 0.01);  (PPMC $_{cal}$ 0.697 >$_{tab}$ 0.01); and (PPMC $_{cal}$ 0.572>$_{tab}$ 0.01) respectively. This study concluded that cultural beliefs, level of education and superstition significantly affected exclusive breastfeeding practice among lactating women attending PHCs in Shanga LGA, Kebbi State, Nigeria. The study recommended health education on exclusive breastfeeding/early initiation practice. Cultural beliefs towards exclusive breastfeeding practice should be condemned.

**Keywords***: Breastfeeding, Exclusive, Lactating, Mothers, Practice,

**Introduction**

Exclusive Breastfeeding (EBF) is one of the most effective practices of infant and young children feeding (IYCF) to ensure child health and survival. Although some lactating mothers are found to be practising exclusive breastfeeding, however World Health Organization [WHO] (2020) has shown that nearly two out of three infants are not exclusively breastfed for the recommended 6 months, a rate that has not improved in almost two decades. Nutritionally, Breast milk is the ideal and most recommended food for infants and young children. It is safe, clean and contains antibodies which protect the children against many common childhood diseases. Breast milk provides infants and young children with all the energy and nutrients required for the first six months of life, and it continues to provide up to half or more of a child's nutritional needs during the second half of the first year, and up to one–third during the second year of life (WHO, 2021). Kook (2017) submitted that Exclusive breastfeeding practice is a practice of feeding where an infant receives only breast milk, no other liquids, solids or even water, except oral rehydration solutions, drops, syrups of vitamins, minerals or medicines. Exclusively breastfeeding children perform better on intelligence tests, are less likely to be overweight or obese and are less prone to diabetes later in life. Women who breastfeed their children reduce the risk of breast and ovarian cancer (Akorede et al., 2022).

Exclusive Breastfeeding practice benefits to newborns and infants are well documented. Ojo and Opeyemi (2017) submitted that Exclusive Breastfeeding practice provides infants with superior nutritional content that is capable of improving infant immunity and possibly reducing future health problems and other deformities such as stunted growth. Exclusive Breastfeeding practice is an old method of feeding infants with only the breast milk of their mothers.  Essen et al. (2015) opined that Exclusive Breastfeeding practice is an unequalled way of providing ideal food for the growth and development of infants, and it is also an integral part of the

reproductive process with important implications for the health of mothers. World Health Organization (2016) further reported that Exclusive Breastfeeding practice remains the simplest, healthiest and least expensive feeding method that fulfils an infant's needs.

Exclusive Breastfeeding practice has many health and social benefits for both the infant and mother. Breastfeeding protects children against diarrhoea, pneumonia, measles, whooping cough and other childhood killer diseases (Akorede et al., 2022). Exclusive Breastfeeding was defined as feeding infants with only breast milk, whether directly from the breast or expressed, except for syrup, drops consisting of vitamins and mineral supplementation. Exclusive breastfeeding is an integral part of the reproductive process with important implications for the health of the mother and baby (Akorede et al., 2022). Exclusive Breastfeeding (EBF) is a practice of feeding when an infant is given its entire nutrients from human breast milk and receives no complementary food during the first six months of birth (Akorede & Olaleye, 2019). Thereafter, infants should receive complementary food with continued breastfeeding up to two years of age and beyond. Exclusive breastfeeding for the first 6 months of life, followed by optimal complementary feeding are critical public health measure for reducing and preventing morbidity and mortality in young children because breastfeeding supports infants' immune systems and helps protect them from chronic conditions later in life, such as obesity and diabetes (Akorede et al., 2017).

According to UNICEF (2021), about 10 million deaths in children under 5 were recorded in 2016, of which 4 million died within the 1st month of life and half within the first 24 hours. These mortality rates could have been reduced to the barest minimum through support to mothers to practice exclusive breastfeeding. A Nigerian national survey done in 2018 showed that EBF rates remain very low (13%). Exclusive breastfed infants are much less likely to die from diarrhoea, acute respiratory infections and other diseases. They are healthier, have fewer hospitalisations, and lower mortality rates than formula-fed infants (Ajayi et al., 2011). The success of Exclusive Breastfeeding has been attributed to several factors such as provision of accurate information, support to breastfeeding mothers, perceptions, beliefs and attitudes of mothers (Wambach, 2017).

The Federal Ministry of Health (2019) recommended that exclusive breastfeeding should begin within the first 30 minutes of birth. Early exclusive breastfeeding helps the newborn baby to learn to breastfeed while the breast is still soft, hence assisting in reducing post-delivery bleeding and expulsion of placenta. Clostrum (a yellow, thick milk) is a good nutrient which provides newborn babies with lifelong proteinous antibodies that protect the baby against several childhood illnesses and help to reduce dark stool. Medically, the newborn baby does not require additional water or other liquids before the milk comes in, or for the first six months of life. Lactating mothers should not give water or other liquids, as they are dangerous to the overall health of the newborn babies. Health implications of mixed feeding included several diseases such as diarrhoea, pneumonia, damage to the baby's stomach and malnutrition.

Oyewo and Taiwo (2017) reported that the role of the health care professional is critical in providing women with the information they need to make them accept and practice. Exclusive Breastfeeding health information and education significantly influenced mothers' knowledge and practice of EBF. They further explored that knowledge and awareness of exclusive breastfeeding among mothers in Lagos is low compared to other parts of the country. Nigeria Breastfeeding rates among rural African women steadily declined during the 1970s. The introduction of exclusive breastfeeding (EBF) in the 80s helped reduce infant morbidity/mortality; however, misconceptions about when to initiate Exclusive breastfeeding and for how long persist to date. Oche et al. (2018) in their study on Knowledge and Practice of Exclusive breastfeeding conducted in Kwara State, Nigeria reported that the age of the mothers and infants, superstition and level of education of the mother can be adduced to be factors affecting Exclusive breastfeeding among lactating mothers across the state.

According to the Nigerian Demographic and Health Survey (NDHS), in 2016, only 17% of children were exclusively breastfed for less than 4 months, while 13% were exclusively breastfed for less than 6 months. The median exclusive breastfeeding period in Southwest Nigeria by months in the year 2015 was 7 months. In the year 2016, it was 6 months. Within the same period, early initiation of breastfeeding among women in the region was 12.7% in 2015, but increased to 35.5% in the year 2018. All these figures are far below the 90% level recommended by the World Health Organization (Ella et al., 2016). Exclusive breastfeeding strengthens the physical and spiritual bond between mothers and their children. Exclusive breastfeeding was considered

essential but demanding. Only a small proportion (19%) of the nursing mothers in Southwestern Nigeria practised exclusive breastfeeding. The survey showed the major constraints to exclusive breastfeeding to be: the perception that babies continued to be hungry after breastfeeding (29%); maternal health problems (26%); fear of babies becoming addicted to breast milk (26%); pressure from mother-in-law (25%); pains in the breast (25%); and the need to return to work (24%). In addition, the qualitative findings showed that significant others played dual roles with consequences on breastfeeding practices (Agunbade & Opeyemi, 2018).

Kabir and Ezenkiri (2017) in their study titled Some Factors Affecting Exclusive Breastfeeding Practice among Mothers in Dutsin-ma Communities, Katsina State, Nigeria reported that the educational level of mothers is a factor affecting exclusive breastfeeding practice among lactating mothers in Dutsin-ma communities in Katsina State, Nigeria. Other Constraints to exclusive breastfeeding practice among lactating mothers include maternal health problems, marital status, fried's status, home location and occupation. Ojo and Opeyemi (2018) reported that the desire to practice exclusive breastfeeding was often compromised shortly after child delivery. Poor feeding, inadequate support from the husband and conflicting positions from the significant others were dominant constraints. The nurses related the effects of their workload on providing quality support for nursing mothers. Conclusion: Breastfeeding mothers are faced with multiple challenges as they strive to practice exclusive breastfeeding. Thus, scaling up of exclusive breastfeeding among mothers requires concerted efforts at the macro, meso and micro levels of the Nigerian society.  Anthony &

Akwasi (2017) reported that Child mortality remains high in low and middle-income countries. Nigeria has the highest under-five rural mortality rate of 242.7 per 1,000 among selected sub-Saharan African countries (Akorede et al., 2022). Successful breastfeeding is crucial to the curbing of infant malnutrition and achieving Millennium Development Goals four, reducing child mortality, and five, improving maternal health. Breastfeeding practices, including initiation and duration, are influenced by multiple interwoven factors, which include health, psychosocial, cultural, political, and economic factors. Among these factors, decisions regarding initiation and duration of breastfeeding in low-income countries are influenced by education, employment, place of delivery, family pressure, and cultural values.

Research conducted in Rivers State revealed that the majority of nursing mothers, about 304, representing 83.06%, had a positive attitude towards exclusive breastfeeding, as they acknowledged that the practice should be encouraged, while only 64 (16.94%) mothers had a negative attitude towards the practice of exclusive breastfeeding. The finding further revealed that the majority of the respondents responded that factors that hinder exclusive breastfeeding practice among mothers in Kakwagom and Okundi Communities were lack of knowledge about breastfeeding, social class, cultural beliefs, superstition and level of education.

### Statement of the problem

In Nigeria, while breastfeeding initiation is on the increase, the duration and practice of exclusive breastfeeding among lactating mothers who had their delivery in a health facility, and outside such a facility, have remained low. The early introduction of complementary feeding, based on erroneous assumptions, affects breastfeeding initiation and sustainability. Among the Hausa people and other ethnic groups in Nigeria, a common belief around infant feeding is that exclusive breastfeeding is beneficial to both infants and mothers, but complementary feeding is essential for babies to adapt to other meals with ease. Besides normative expectations, personal experiences and networks of support influence the forms and quality of breastfeeding practices. Largely, these factors exert pressure on breastfeeding mothers, thereby making their experience pleasurable or painful within time and space. It is a fact that exclusive breastfeeding among lactating mothers has yielded tremendous health benefits in the reduction of children's mortality in Africa and in Nigeria in particular. However, much needs to be done because neonatal mortality has remained at in rate or even worsened in some states across the country. United Nations International Children's Emergency Fund (2017) reported that about 10 million deaths among children under 5 years children were recorded in 2016, of which 4 million died within the first months of life. This mortality rate can be reduced drastically through adherence of mothers to exclusive breastfeeding.

Ajayi et al. (2016) in their study conducted in Kogi State reveal that certain socio-demographic variables such as educational level, marital status, age and occupation have been identified as barriers to exclusive breastfeeding among lactating mothers. The research further reveals that a mother's educational level as a

factor affecting exclusive breastfeeding practice among lactating mothers significantly affects the practice of exclusive breastfeeding among lactating women in Kogi State. Despite numerous health interventions, Health Education, Community Mobilisation, and sensitisation towards promoting optimal exclusive breastfeeding practices in Nigeria and developing countries across the globe. Several reports conducted by National and International organisations and scholars have shown that pockets of suboptimal exclusive breastfeeding are documented. In the study area, Shanga Local Government and other Local Government Areas, the researcher observed that despite nutritional counselling on exclusive breastfeeding during Antenatal care (ANC) visits and after delivery, still only 10 – 15 per cent of women of childbearing age are practising exclusive breastfeeding. About 85 – 90 per cent are yet to accept or adopt the exclusive breastfeeding practice. Most of these communities are rural settings where the level of education is too low, especially among women. It has also been observed that there are reoccurrence cases of diarrhoea and malnutrition among children due to unsanitary preparation of food.

Breastfeeding benefits exclusive breastfeeding among newborns and infants are numerous. Breastfeeding provides infants with superior nutritional content that is capable of improving infant immunity and possibly reducing future healthcare spending. At the Innocenti Declaration in 2009, the World Health Organization and United Nations International Children's Emergency Fund called for policies that would cultivate a breastfeeding culture that encourages women to breastfeed their children exclusively for the first 6 months of life and then up to 2 years of age and beyond. However, a recent estimate by the WHO in 2017 showed that worldwide, only 35% of children between birth and their 5th month are breastfed exclusively. Based on the WHO Global data on Infant and Young Child Feeding in Nigeria, 22.3% of children were exclusively breastfed for less than 4 months, while 17.2% were exclusively breastfed for less than 6 months, in the year 2016 (WHO & UNICEF, 2019). The above challenges are what motivated the researcher to embark on this study titled

**Objective of the Study**

The objective of this is to investigate and find out whether -

i.    Cultural beliefs will be a factor affecting exclusive breastfeeding practice among lactating women attending Primary Health Centres in Sanga Local Government Area of Kebbi State.
ii.   Level of education will be a factor affecting exclusive breastfeeding practice among lactating women attending Primary Health Centres in Sanga Local Government Area of Kebbi State.
iii.  Superstition will be a factor affecting exclusive breastfeeding practice among lactating women attending Primary Health Centres in Sanga Local Government Area of  Kebbi State.

**Research Hypotheses**

The following Research Hypotheses were formulated and tested :

i.    There is no significant relationship between cultural beliefs and exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area.
ii.   There is no significant relationship between the level of education and exclusive breastfeeding practice among lactating women attending Primary Health Centres in Shanga Local Government Area.
iii.  There is no significant relationship between superstition and exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area.

**Methodology**

The study adopted descriptive cross–sectional survey (Akorede et al., 2023). The population of the study covered 225 lactating women attending five selected Primary Health Centres in the State. A multistage sampling procedure of purposive proportionate and simple random sampling techniques was used in selecting samples for this study. At first stage Purposive Sampling Technique was used to select 10 Comprehensive Primary Health Care Centres out of 45 Primary Health Care Centres in Shanga Local Government Area due to high turnout of clients/patients in almost all health services across the Local Government Area within the period of this research due to several supports and health interventions given by WHO, UNICEF, Saving One

Million Lives for Result (somlr), Kebbi State Primary Health Care Development Agency (KBSPHCDA) Integrated Health Programme (IHP) and Marrie stope Organizations among others. At the second stage proportionate sampling technique was used to select 10 per cent of the total number of registered clients in each selected Health facility to participate in the study. Third Stage: Simple random sampling was used to select the sample size required to participate in the study. This was done by picking one out of every two (2) that is n = 2 clients by considering even numbers as clients to participate in the study, using the Immunisation register of each selected Primary Health Centres across the Local Government Area to get the total sample size of 225 respondents that participated in the study. The instrument was validated and subjected to reliability testing. A reliability index of 0.87r was obtained.

**Table 1: Details of Proportionate Sampling Procedure**

| S/N | Political Wards | PHCs | Total No of Clients | Total Number of Sample Size |
|-----|-----------------|------|---------------------|----------------------------|
| 1 | Atuwo | PHC Atuwo | 205 | 21 |
| 2 | Dugutsoho | PHC Dugo-tsoho | 214 | 22 |
| 3 | Gebbe | PHC Gebbe | 217 | 22 |
| 4 | Kawara | PHC Kawara | 208 | 21 |
| 5 | Rafin kirya | PHC Tafki Tara | 226 | 22 |
| 6 | Sakace | PHC Sakace | 234 | 23 |
| 7 | Sawashi | PHC Gironmasa | 241 | 24 |
| 8 | Shanga | PHC Samunaka | 243 | 25 |
| 9 | Takware | PHC Tungangiwa | 224 | 22 |
| 10 | Yar'besse | PHC Yar''besse | 225 | 23 |
| | Total | | 2237 | 225 |

**Results**

**Hypothesis 1:** There is no significant relationship between cultural beliefs and exclusive breastfeeding among lactating mothers attending primary health centres in Shanga LGA, Kebbi State.

**Table 2:** Correlation Analysis between cultural belief and exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area

| Variable | N | X | SD | Df | r-value | p | Decision |
|----------|---|---|----|----|---------|---|----------|
| cultural belief & exclusive | 225 | 70.93 | 4.824 | | | | |
| breastfeeding practice | 225 | 14.10 | 1.475 | 223 | 0.708 | 0.001 | Ho Rejected |

P$\leq$ 0.05

The above table shows that the calculated value 0.708 is greater than the critical value of 0.001 at (0.05) alpha level of significance of degrees of freedom 223. Therefore, the null hypothesis is rejected. This implies that cultural beliefs had a significant effect on exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area, Kebbi State.

**Hypothesis 2:** There is no significant relationship between level of education and exclusive breastfeeding among lactating mothers attending primary health centres in Shanga LGA, Kebbi state.

**Table 3: Correlation Analysis between level of education and exclusive breastfeeding practice among lactating women attending Primary Health Centres in Shanga Local Government Area**

| Variable | N | X | SD | df | r-value | p | Decision |
|----------|---|---|----|----|---------|---|----------|
| level of education & | 225 | 70.93 | 4.824 | | | | |
| exclusive breastfeeding practice | 225 | 14.10 | 1.475 | 223 | 0.693 | 0.001 | Ho Rejected |

P$\leq$ 0.05

The above table shows that the calculated value 0.693 is greater than the critical value of 0.001 at (0.05) alpha level of significance of degrees of freedom 223. Therefore, the null hypothesis is rejected. This implies that the level of education had a significant effect on exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area, Kebbi State.

**Hypothesis 3:** There is no significant relationship between superstition and exclusive breastfeeding among lactating mothers attending primary health centres in Shanga LGA, Kebbi state.

**Table 4: Correlation Analysis between superstition and exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area.**

| Variable | N | X | SD | DF | r-value | p | Decision |
|---|---|---|---|---|---|---|---|
| superstition & exclusive | 225 | 70.93 | 4.824 | | | | |
| breastfeeding practice | 225 | 14.10 | 1.475 | 223 | 0.572 | 0.001 | Ho Rejected |

P$\leq$ 0.05

The above table shows that the calculated value 0.693 is greater than the critical value of 0.001 at (0.05) alpha level of significance of degrees of freedom 223. Therefore, the null hypothesis is rejected. This implies that superstition had a significant effect on exclusive breastfeeding practice among lactating mothers attending Primary Health Centres in Shanga Local Government Area, Kebbi State.

**Discussion**

The result of hypothesis one revealed that cultural beliefs had a significant effect on exclusive breastfeeding practice among lactating mothers in Shanga Local Government Area, Kebbi State. The findings are similar to those of Wambach (2017), who reported that the success of exclusive breastfeeding practice among nursing mothers has been attributed to several factors, such as provision of accurate information, support to breastfeeding mothers, perceptions, beliefs, level of education, traditional beliefs, social class, in-laws' pressure and attitude of mothers.

The finding is also in consensus with the finding of Akwasi (2019), who submitted that Child mortality remains high in low and middle-income countries. Successful breastfeeding is crucial to the curbing of infant malnutrition and achieving Millennium Development Goal four, reducing child mortality. Breastfeeding practices, including initiation and duration, are influenced by multiple interwoven factors, which include health, psychosocial, cultural, political, and economic factors. Among these factors, decisions regarding initiation and duration of breastfeeding in low-income countries are influenced by education, employment, place of delivery, family pressure, and cultural values. Furthermore, the finding is also in line with the findings of Ella et al. (2018) who reported that, majority of the respondents responded that factors that hinder exclusive breastfeeding practice among mothers in Kakwagom and Okundi Communities were lack of knowledge about breastfeeding, social class, cultural belief, superstition and level of education.

The result of hypothesis two revealed that the level of education had a significant effect on exclusive breastfeeding practice among lactating mothers in Shanga Local Government Area, Kebbi State. The findings are similar to the findings of Kabir and Ezenkiri (2017), who reported that the educational level of mothers is a factor affecting exclusive breastfeeding practice among lactating mothers in Dutsin-ma communities in Katsina State, Nigeria. Other constraints to exclusive breastfeeding practice among lactating mothers include maternal health problems, marital status, fried's status, home location and occupation. This finding is in line with the findings of Mohammed et al (2016), who reported that employed women did not practice exclusive breastfeeding compared to unemployed women. The majority of lactating mothers in this setting were self-employed (farmers). For exclusive breastfeeding to be effective and sustained for up to six months, mothers need both physical and emotional support from significant others, such as their husbands, in-laws, friends and counsellors and support from their employers.

This finding is also in line with the findings of Oche et al. (2018), who confirmed that the level of education of mothers, maternal health problems, pressure from mothers-in-law in-law and mothers' work demands are factors affecting Exclusive breastfeeding practice among nursing mothers in the study area. Other factors were marital problems, inadequate breast milk, sore nipples resulting from excessive breast-sucking, and the stress/boredom associated with regular breastfeeding of babies. Considering the communities in question, these factors could be anticipated because most often mothers leave early for their farms carrying their babies without eating or drinking and engage in farm work for long hours before thinking of breakfast or water.

This could be responsible for the inadequate flow of breast milk. Inadequate flow could cause a lack of satisfaction to the infant, thus long suck before satisfaction. In addition, they find breastfeeding to be stressful and boring because the task of their work, as engaged by the majority of the mothers, coupled with that of babysitting, could be physically and emotionally stressful. Bhavana (2017) also reported that, lack of adequate support results in a negative attitude or dislike for breastfeeding practice; level of education and cultural belief significantly affected exclusive breastfeeding among nursing mothers in rural areas in Nigeria.

The result of hypothesis three revealed that superstition had a significant effect on exclusive breastfeeding practice among lactating mothers in Shanga Local Government Area, Kebbi State. The findings corroborate the findings of In addition, the qualitative findings of Agunbade & Opeyemi (2018) who reported that exclusive breastfeeding practice among nursing mothers is affected by many factors, which include lack of social support, superstition, lack of exclusive breastfeeding knowledge and family pressure.

Ojo and Opeyemi (2019) also reported that the desire to practice exclusive breastfeeding was often compromised shortly after child delivery. Poor feeding, inadequate support from the husband and conflicting positions from the significant others were dominant constraints. Conclusion: Breastfeeding mothers are faced with multiple challenges as they strive to practice exclusive breastfeeding. Thus, scaling up of exclusive breastfeeding among mothers requires concerted efforts at the macro, meso and micro levels of the Nigerian society.

**Conclusion and Recommendations**

Based on the findings, it was concluded that exclusive breastfeeding practice among lactating mothers in Shanga Local Government Area, Kebbi State, is faced with multiple challenges, just like other parts of the country where similar studies were conducted.  The finding further indicated that the rate of exclusive breastfeeding among lactating mothers in the study area is alarming, requiring urgent attention from the Government, stakeholders, Health educators, Health workers and entire communities. Thus, scaling up of exclusive breastfeeding among mothers in the study area requires concerted efforts at the macro, meso and micro levels of the Nigerian society.

Based on the conclusion, the following recommendations were made:-

- Health care Service providers should intensify health education on the importance of exclusive breastfeeding towards the physical, mental and intellectual development of children.

- Health services providers should emphasise early initiation after delivery to all mothers delivering at their health facilities so as to inculcate the practice of breastfeeding at an early stage.

- Cultural beliefs towards exclusive breastfeeding practice should be strongly condemned through community sensitisations, seminars, health education and compound house meetings.

- Health workers should intensify efforts to continuously inform all pregnant women about the benefits of exclusive breastfeeding, as well as show mothers how to carry out exclusive breastfeeding and how to maintain lactation even if they are separated from their infants by going to farm or office work.

- There should be proper health education on the awareness and practice among lactating mothers in Shanga Local  Area.

- Breastfeeding support groups should be established so that, on discharge from the hospital or clinic, mothers would be referred to them for proper orientation on exclusive breastfeeding practice.

-  Teenage boys who are potential fathers and men need to be educated on the need to support and encourage their wives to exclusively breastfeed their babies, and to feed well.

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# THE CHALLENGES OF OUT-OF-SCHOOL CHILDREN IN NIGERIA AND WAYS FORWARD

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**Abstract**

Nigeria faces a significant educational crisis, characterised by a high number of out-of-school children (OOSC). This paper explores the multifaceted challenges contributing to this issue, including socio-economic factors, cultural beliefs, infrastructural deficits, and policy shortcomings. By examining these challenges, the paper aims to highlight the urgency of addressing the OOSC crisis in Nigeria to promote sustainable development and social equity. In a rebuttal of a sort, the paper refutes attempts by others to downplay or rationalise the challenges in a scholarly manner with superior and convincing enough arguments. The paper recommends, in strong terms, among others, increased funding for education, focused community awareness programmes, support for vulnerable families, strengthened policy implementation, enhanced teacher training and addressing transportation barriers.

**Keywords:** Out-of-school children, sustainable development, education, school enrolment, school drop out

## Introduction

Education is a fundamental human right and a critical component of national development. In Nigeria, however, millions of children remain out of school, hindering both individual potential and national progress. According to the United Nations Educational, Scientific and Cultural Organization [UNESCO] (2022), Nigeria has the highest number of out-of-school children in the world, with estimates suggesting that over 10 million children are not enrolled in formal education. This paper aims to analyse the various challenges that contribute to this alarming statistic and propose potential solutions.

### 1. Socio-Economic Factors

Many socio-economic factors account for the multifaceted challenges faced by out-of-school children. In this part of the paper, some of these factors are highlighted.

### i. Poverty

Poverty is a primary driver of educational exclusion in Nigeria (World Bank, 2020). Many families struggle to meet basic needs, which often leads to prioritising immediate economic contributions over education. Children are frequently pulled out of school to engage in labour, whether in agriculture, informal trading, or domestic work. This cycle of poverty perpetuates educational disadvantage, as children who miss out on formal education often find it challenging to secure stable employment in adulthood (Okeke & Igbokwe, 2018).

### ii. Economic Disparities

Geographical and economic disparities further exacerbate the OOSC crisis. Northern Nigeria, in particular, experiences higher rates of out-of-school children due to a combination of poverty, insecurity, and cultural factors (Human Rights Watch, 2019). The lack of resources in rural areas means fewer schools, inadequate learning materials, and poorly trained teachers, making access to quality education problematic.

### 2. Cultural Beliefs and Practices

Certain cultural beliefs and practices contribute in no small measure to aggravating the problem at hand. These include gender disparities, traditional beliefs on *Almajiri* and traditional education, among others.

**i. Gender Disparities**

Cultural beliefs play a significant role in educational access, particularly concerning gender. In many communities, girls are less likely to be enrolled in school compared to boys (UNICEF, 2021). Traditional gender roles often prioritise domestic responsibilities for girls, resulting in higher rates of dropout and lower enrollment. Addressing these cultural attitudes is crucial for increasing educational access for all children.

**ii. *Almajiri* System**

The *Almajiri* system, prevalent in Northern Nigeria, poses another challenge. This traditional Islamic education system often leaves children vulnerable, as many are sent to live with religious teachers in the hopes of receiving an education. However, these children frequently do not receive adequate formal education, leading to high rates of illiteracy and limited future opportunities (Mustapha, 2017).

3. **Infrastructural Deficits**

Certain deficits of infrastructure are responsible for the aggravated problem of out-of-school children in the study area. These include paucity of schools in terms of quantity and quality, and transportation barriers.

**i. School Availability and Quality**

Inadequate infrastructure significantly hampers educational access. Many rural areas lack schools altogether, while existing institutions often face overcrowding, insufficient teaching staff, and poor facilities (Federal Ministry of Education, 2019). The lack of basic amenities such as clean water, sanitation, and electricity further undermines the learning environment, discouraging both attendance and retention (Abdulbaqi et al., 2019; Akorede et al., 2022).

**ii. Transportation Barriers**

In many regions, especially rural areas, transportation barriers prevent children from accessing schools. Long distances, poor road conditions, and the absence of safe transportation options deter families from enrolling their children in school.

4. **Policy Shortcomings**

Policy deficits are no less problematic in worsening the situation. It translates into inconsistent policies, poor funding of the policies and a lack of strict implementation.

**i. Inconsistent Government Policy**

Despite various initiatives aimed at increasing enrollment, inconsistencies in government policy and implementation hinder progress. Programs such as the Universal Basic Education (UBE) and the National Policy on Education have faced challenges related to funding, governance, and accountability (Akinyemi, 2020). This lack of effective policy execution contributes to persistent educational inequalities.

**ii. Insufficient Investment in Education**

Investment in education remains inadequate compared to other sectors. The Nigerian government allocates a relatively low percentage of its budget to education, which affects the quality and accessibility of schooling (UNESCO Institute for Statistics, 2021). Increased funding is essential to improve infrastructure, train teachers, and provide learning materials.

**Conclusion**

The challenges of out-of-school children in Nigeria are deeply rooted in socio-economic, cultural, infrastructural, and policy-related issues. Addressing these challenges requires a multi-faceted approach that includes increasing investment in education, improving infrastructure, and changing cultural perceptions about education, particularly for girls. Collaborative efforts between government, non-governmental organisations, and local communities are essential to create an inclusive educational environment that ensures every child has the opportunity to learn and thrive. Only through concerted action can Nigeria hope to reduce the number of out-of-school children and unlock the potential of its future generations.

**Recommendations**

In the view of this paper, by addressing the critical areas below, Nigeria can work towards a future where every child has access to quality education, ultimately contributing to national development and social equity:

1. **Increased Funding for Education:** The Nigerian government should allocate a higher percentage of its budget to education to improve infrastructure and resources. This includes building more schools, especially in rural areas, and ensuring existing schools are adequately equipped.

2. **Community Awareness Programmes:** Implement campaigns to change cultural perceptions around education, emphasising the importance of schooling for both boys and girls. Engaging community leaders and influencers can help shift traditional views that hinder educational access.

3. **Support for Vulnerable Families:** Develop programs that provide financial assistance to low-income families to reduce the economic burden of education. This could include scholarships, free school meals, and the provision of school uniforms and materials.

4. **Strengthened Policy Implementation:** Ensure that existing educational policies are effectively implemented and monitored for accountability. Establishing transparent mechanisms for tracking progress and outcomes is crucial.

5. **Enhanced Teacher Training:** Invest in teacher training programs to improve the quality of education and retain qualified educators. Providing ongoing professional development and adequate compensation can help maintain a motivated teaching workforce.

6. **Addressing Transportation Barriers:** Develop infrastructure projects focused on improving transportation to schools. This can include building roads, providing school buses, or creating safe walking paths for children in remote areas.

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# BARRIERS TO EDUCATION: UNDERSTANDING THE ROOT CAUSES OF OUT-OF-SCHOOL CHILDREN IN ZARIA LOCAL GOVERNMENT, KADUNA STATE, NIGERIA

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**Abstract**

Education is a fundamental human right and a key driver of economic and social development. However, Nigeria continues to struggle with a high number of out-of-school children, particularly in rural areas such as Zaria Local Government in Kaduna State. This paper examines the systemic barriers that hinder access to education, including economic hardship, cultural norms, inadequate infrastructure, and security challenges. It highlights the impact of poverty, the hidden costs of education, child labour, and gender disparities on school enrollment. The study also addresses the influence of traditional and religious education systems and the effects of weak governance and corruption on educational outcomes. Furthermore, counterarguments regarding government interventions, alternative education models, and security concerns are critically analysed. To address these challenges, the paper recommends increased government funding, stronger policy enforcement, community engagement, alternative learning approaches, and enhanced school security measures. By implementing these strategies, stakeholders can work towards an inclusive and sustainable education system that ensures every child has access to quality education, ultimately fostering national development and social stability.

**Keywords**: Barriers to Education, Out of School Children, Zaria, School Enrolment,

## Introduction

Education is a fundamental human right and a key driver of economic growth, social development, and poverty reduction (World Bank, 2020). However, in Nigeria, millions of children remain out of school due to systemic barriers that hinder access to quality education. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2022), Nigeria has the highest number of out-of-school children in sub-Saharan Africa.

Despite government efforts such as the Universal Basic Education (UBE) program, challenges persist. Many children, particularly in rural areas, are unable to access formal education due to financial constraints, cultural barriers, and ongoing security threats. The consequences of low school enrollment are far-reaching, leading to increased child labour, early marriages, and a cycle of poverty that perpetuates for generations.

Moreover, the lack of proper implementation of existing educational policies has further exacerbated the crisis. While some progress has been made in urban areas, rural communities like Zaria Local Government in Kaduna State continue to face multiple challenges that hinder children's ability to complete basic education. This paper explores the underlying causes of this crisis, discusses counterarguments, and provides recommendations for addressing these issues effectively.

### Understanding the Barriers to Education in Zaria Local Government, Kaduna State

Understanding the barriers to education in the study area is crucial to addressing the problem. This section addresses the matter at hand.

### Economic Barriers

One of the most significant barriers to education in Nigeria, including Zaria Local Government in Kaduna State, is poverty. According to the National Bureau of Statistics (NBS, 2021), over 40% of Nigerians live below the poverty line, with many families struggling to afford necessities. Education, despite being

constitutionally recognised as a right, remains financially inaccessible for millions of children. In Zaria, many families cannot afford the basic school expenses required to keep their children enrolled, such as uniforms, books, transportation, and examination fees. This leads to high dropout rates, particularly among children from low-income households.

### Hidden Costs of "Free" Education

Even though Nigeria's Universal Basic Education (UBE) policy mandates free primary education, many hidden costs burden families. Schools often require students to pay unofficial levies for maintenance, parent-teacher association (PTA) contributions, and examination fees. Additionally, learning materials such as textbooks, notebooks, and writing materials are not always provided, making education a financial strain for struggling families. The cost of school uniforms and transportation further increases the burden, especially for families with multiple children. As a result, many parents, particularly in rural communities like Zaria, prioritise survival over education, leading to high dropout rates.

### Opportunity Cost and Child Labour

Child labour is prevalent in Zaria due to economic hardship. Many children engage in street vending, farming, and domestic work to support their families (International Labour Organization, 2022). Some work as apprentices in informal sectors, such as tailoring, mechanics, and brick-making, further limiting their time for schooling. These children often face exhaustion, making it difficult to focus on academic activities even when they attend school.

Moreover, many parents view sending their children to work as an immediate economic benefit compared to the long-term gains of education. In agricultural areas of Zaria, children are commonly involved in farming activities, especially during harvest seasons, leading to seasonal absenteeism from school. In urban centres, some children serve as domestic workers or hawkers, increasing their vulnerability to exploitation while denying them the opportunity for formal learning.

### Underfunding and Poor Infrastructure

Although public schools exist in Zaria, they are often underfunded, resulting in poor infrastructure, a lack of teaching materials, and overcrowded classrooms. Many schools operate without adequate furniture, electricity, or clean water, creating an unconducive learning environment. Dilapidated school buildings and insufficient classroom spaces force students to learn in harsh conditions, sometimes under trees or in makeshift structures.

Overcrowded classrooms are another major issue. In many public schools in Zaria, the student-to-teacher ratio is extremely high, sometimes exceeding 80 students per class. This makes it difficult for teachers to provide individualised attention, reducing the quality of education. Furthermore, the lack of adequate teaching materials such as textbooks, laboratory equipment, and digital learning tools significantly hampers effective teaching and learning.

### Social and Cultural Barriers

Social and cultural norms in Zaria Local Government significantly affect school attendance, particularly for girls. Deeply rooted traditions and societal expectations often dictate the educational opportunities available to children, with gender playing a crucial role in school enrollment and retention.

### Disparities and Early Marriage

Early marriage and teenage pregnancy remain widespread, preventing many young girls from continuing their education. According to the Global Partnership for Education (2022), traditional gender roles in northern Nigeria often prioritise domestic responsibilities over formal schooling. Many parents prefer to invest in their sons' education, believing that daughters will eventually marry and become financially dependent on their husbands.

Child marriage is a significant challenge. Many girls are married off at an early age, sometimes as young as 13 or 14, effectively ending their educational journey. According to UNICEF (2021), nearly 44% of girls in northern Nigeria are married before the age of 18. Once married, young girls face societal expectations to focus on household responsibilities and childbearing, making a return to school nearly impossible.

### *Teenage Pregnancy and Its Impact on Education*

Even among those who avoid early marriage, teenage pregnancy poses a major barrier to education. Girls who become pregnant often drop out due to societal stigma, lack of support, or school policies that do not allow pregnant students to continue their education. Some young mothers wish to return to school but face challenges such as financial constraints, lack of childcare support, and discrimination from teachers and peers.

### Religious and Traditional Education Systems

The influence of religious education systems, such as the *Almajiri* system, affects school attendance. Many children in Zaria are enrolled in informal Islamic schools that do not provide a balanced curriculum to equip them with modern skills necessary for economic participation (Human Rights Watch, 2021). While religious education plays a crucial role in cultural identity, its lack of integration with formal schooling hinders children's ability to compete in the modern job market.

Many parents prioritise Quranic education over Western-style education, believing it aligns better with their religious and cultural values. However, the lack of formal subjects such as mathematics, science, and literacy in many *Almajiri* schools leaves children without the necessary competencies to secure employment or further education opportunities later in life.

### Political and Governance Issues

Weak governance, corruption, and inconsistent education policies in Zaria Local Government contribute to the high number of out-of-school children. Although the Universal Basic Education Act (2004) mandates free primary education, implementation challenges, such as mismanagement of funds and lack of enforcement, hinder progress (World Bank, 2020).

### Corruption and Resource Mismanagement

Corruption within the education sector in Kaduna State has led to inadequate school infrastructure, underpaid teachers, and the misallocation of educational resources (Transparency International, 2022). Funds allocated for school improvements are often embezzled, leaving schools in poor condition.

Teacher salaries are also affected by corruption and poor administrative management, leading to frequent strikes. Many public school teachers experience delayed payments, forcing them to take on second jobs or abandon their posts. This results in inconsistent teaching, affecting students' learning outcomes.

### Shortage of Qualified Teachers

Rural communities in Zaria experience severe shortages of qualified teachers, resulting in poor-quality education. In some cases, unqualified individuals are hired to fill teaching positions, leading to substandard instruction. The lack of proper teacher training programmes further exacerbates the issue, as many educators are not adequately equipped to handle large classrooms or modern teaching methodologies.

### Security Concerns

Insecurity is a major concern for education in Zaria. Kidnappings, banditry, and communal conflicts in parts of Kaduna State have created fear among parents, discouraging them from sending their children to school (Amnesty International, 2022).

### Impact of School Attacks

Attacks on schools, abductions of students, and violence in surrounding areas have led to school closures and increased dropout rates. Between 2020 and 2022, several schools in Kaduna State, including Zaria, faced security threats, leading to the displacement of families and disruptions in education (Human Rights Watch, 2021).

The fear of abduction has made many parents reluctant to send their children, especially girls, to school. Some schools have been forced to shut down due to repeated security threats, leaving students with no alternatives for continuing their education.

**Internally Displaced Children and Education Disruptions**

Many children in conflict-affected areas find it difficult to return to school due to safety concerns. Those displaced by violence often end up in internally displaced persons (IDP) camps, where access to education is limited. In such camps, schooling facilities are either non-existent or overcrowded, with a lack of teachers and materials.

**Counterarguments and Rebuttals**

While the challenges of out-of-school children in Zaria Local Government are well-documented, some argue that government interventions and community-driven efforts have made significant progress in addressing the crisis. Others contend that alternative education models, such as religious schooling and vocational training, provide viable educational pathways for children in the region. Additionally, some believe that security concerns and economic challenges are overstated, pointing to examples of resilience where education has thrived despite adversity. However, a closer examination of these counterarguments reveals significant gaps that continue to hinder educational access and quality in Zaria.

**Government Interventions Have Improved School Enrollment**

A common counterargument is that government initiatives, such as the Universal Basic Education (UBE) programme, free education policies, and school feeding programmes, have contributed to reducing the number of out-of-school children in Kaduna State, including Zaria. Proponents argue that these policies have removed financial barriers, increased enrollment, and encouraged retention in primary education. The school feeding programme, in particular, has been cited as an incentive for students from low-income households to attend school regularly, as it provides them with at least one meal per day (World Bank, 2020).

**Rebuttal:** While these programmes have made some positive contributions, their implementation has been inconsistent and marred by corruption, mismanagement, and inadequate funding (Transparency International, 2022). The Universal Basic Education (UBE) programme, for example, has struggled with enforcement, as many families still incur hidden costs such as examination fees, uniforms, and transportation (UNESCO, 2022). Additionally, the school feeding programme, though beneficial in theory, has been plagued by irregular funding and supply chain inefficiencies, leading to periods where meals are not provided. Furthermore, the quality of education in public schools remains poor due to underpaid teachers, outdated curricula, and overcrowded classrooms (Human Rights Watch, 2021). Without significant structural reforms, government initiatives alone are insufficient to tackle the full scope of the education crisis in Zaria.

**Religious and Traditional Education Systems Provide an Alternative**

Some argue that traditional and religious education systems, particularly the *Almajiri* system, provide a valuable alternative to Western-style formal education. Many parents believe that Quranic schools instil strong moral values, discipline, and religious knowledge, which they see as more relevant to their children's futures than conventional academic subjects (UNICEF, 2021). Proponents also argue that vocational training and apprenticeships allow children to acquire practical skills that enable them to contribute to household incomes and secure employment.

**Rebuttal:** While religious and traditional education play a crucial cultural role, the lack of integration with formal education puts children at a severe disadvantage. Many *Almajiri* schools in Zaria lack basic literacy and numeracy training, leaving students unprepared for economic participation in modern society (Human Rights Watch, 2021). Without exposure to core subjects such as mathematics, science, and English, children in these systems have limited career prospects outside of religious instruction. Furthermore, the conditions in many *Almajiri* schools are poor, with students often facing neglect, inadequate shelter, and health risks (UNESCO, 2022). A more effective approach would be to integrate religious education with standard curricula, ensuring that children receive both spiritual guidance and academic training necessary for long-term success.

Similarly, vocational training and apprenticeships, while beneficial, should not replace basic education. Many children engaged in these training programmes lack fundamental literacy and numeracy skills, which are critical for adapting to technological advancements and modern economic demands (Global Partnership for

Education, 2022). Governments and stakeholders should focus on expanding formal education while incorporating vocational skills into the curriculum rather than viewing them as separate pathways.

**Security Challenges Are Overstated**

Another counterargument suggests that security concerns are sometimes exaggerated, as some areas within Zaria continue to maintain stable school attendance despite reports of violence. Some believe that insecurity is used as an excuse by parents who prioritise their children's labour contributions over education (Amnesty International, 2022). Additionally, proponents argue that private schools offer alternatives for those who fear public school insecurity, allowing students to continue their education in relatively safer environments (Akorede et al., 2022).

**Rebuttal:** While certain communities in Zaria experience lower levels of violence than others, the overall impact of insecurity on education cannot be dismissed. Attacks on schools, kidnappings, and banditry have created widespread fear among parents, many of whom prefer to keep their children at home rather than risk their safety (Akorede et al., 2022). The psychological trauma inflicted by these security threats also affects children's ability to focus on learning, even when schools remain open.

Furthermore, private schools, while safer in some instances, remain inaccessible to most families due to high tuition fees (World Bank, 2020). Many low-income households cannot afford private education, forcing them to either enrol in underfunded public schools or withdraw their children entirely. Security concerns are not merely perceived threats but real barriers that require urgent intervention through increased government protection, community-based security initiatives, and safe school programmes.

**Economic Barriers Can Be Overcome Through Community Support**

Some argue that economic hardship does not necessarily prevent school attendance, as community-driven efforts such as scholarships, crowdfunding, and local education initiatives can provide financial support for struggling families. They point to non-governmental organisations (NGOs) and philanthropists who offer scholarships and learning materials to underprivileged children (UNICEF, 2021). Additionally, proponents argue that parents can still send their children to school if they prioritise education over non-essential expenses.

**Rebuttal:** While community-driven initiatives are commendable, they are not sustainable solutions to the systemic poverty that keeps children out of school. Scholarships and educational grants are often limited and unable to cover all children in need (National Bureau of Statistics, 2021). Additionally, the financial burden on families goes beyond tuition fees, as many struggle with indirect costs such as transportation, uniforms, and lost income from child labour (International Labour Organisation, 2022).

Moreover, the assumption that parents simply need to prioritise education ignores the economic realities of low-income households. For many families, daily survival takes precedence over long-term educational benefits. Without targeted government intervention, including conditional cash transfers, subsidised school materials, and income support for low-income families, the economic barriers to education in Zaria will persist (UNESCO, 2022).

While counterarguments highlight some ongoing efforts to address the educational crisis in Zaria, they fail to fully account for the deep-rooted systemic issues that continue to hinder access to quality education. Government interventions, though beneficial in theory, suffer from poor implementation and insufficient funding. Traditional education, while culturally significant, lacks integration with modern curricula, leaving children unprepared for contemporary challenges. Security threats, economic hardships, and social norms remain substantial obstacles that cannot be overlooked. A holistic approach that addresses governance failures, economic inequality, and social barriers is essential to creating a truly inclusive education system in Zaria.

**Conclusion**

The persistent issue of out-of-school children in Zaria Local Government is a multifaceted challenge that requires urgent intervention. Addressing economic barriers, cultural influences, weak governance, and security concerns is crucial for creating an inclusive and sustainable education system. While government policies and

community-driven efforts have contributed to improvements, substantial gaps remain in ensuring universal access to quality education.

A holistic approach that integrates increased funding, community involvement, alternative learning models, enhanced security measures, and legal enforcement is necessary to break the cycle of educational exclusion. The collaboration of government agencies, non-governmental organisations, religious leaders, and local communities is essential in driving meaningful change.

If effectively implemented, these recommendations will help bridge the educational gap, ensuring that every child in Zaria has the opportunity to receive a quality education. In the long run, improving access to education will not only enhance individual economic prospects but also contribute to social stability, poverty reduction, and national development.

By prioritising education as a fundamental right and a key driver of progress, Zaria Local Government can pave the way for a more prosperous and equitable future for its children.

**Recommendations**

Addressing the out-of-school crisis in Zaria Local Government requires a multi-faceted approach that tackles economic, social, political, and security barriers to education. The following policy recommendations outline critical steps that can improve school enrollment and retention in the region:

**1. Increased Government Funding and Accountability**

The Kaduna State government must allocate more resources to the education sector, ensuring the effective utilisation of funds for infrastructure development, teacher salaries, and the provision of essential school materials. Special emphasis should be placed on improving public school facilities, reducing overcrowding, and equipping classrooms with modern learning tools (UNESCO, 2022). Additionally, transparency and accountability mechanisms should be enforced to prevent the mismanagement of allocated funds, ensuring that financial resources directly benefit students and educators (Transparency International, 2022).

**2. Strengthening Community Involvement**

Religious and community leaders should be engaged to promote the importance of formal education while respecting cultural and religious values. Community-led advocacy programmes can help shift societal perceptions regarding gender roles, emphasising the benefits of educating both boys and girls. Additionally, grassroots organisations can support school enrollment campaigns, provide mentorship programmes, and establish scholarship funds for vulnerable children (Global Partnership for Education, 2022).

**3. Expanding Alternative Learning Approaches**

To accommodate children who cannot access traditional schooling due to economic or social constraints, alternative education models should be expanded. These include:

    a. **Non-formal Education Programmes**: Establishing community learning centres where children can receive basic literacy and numeracy training outside the conventional school setting (UNICEF, 2021).

    b. **Vocational Training Initiatives**: Integrating practical skill acquisition into the educational system to provide children, especially those engaged in child labour, with marketable skills for future employment (World Bank, 2020).

    c. **Digital Learning Platforms**: Utilising technology-based solutions, such as mobile learning applications and radio/television educational programmes, to reach students in remote areas (UNESCO, 2022).

**4. Enhancing School Security Measures**

Insecurity remains a major obstacle to education in Zaria, with frequent kidnappings and attacks on schools discouraging parents from enrolling their children. To improve safety, government authorities should:

    a. Deploy trained security personnel to schools located in high-risk areas (Amnesty International, 2022).

b. Implement Safe School Initiatives, including perimeter fencing, emergency response protocols, and trauma counselling services for students affected by violence (Human Rights Watch, 2021).

c. Strengthen collaboration between schools, local communities, and security agencies to enhance early warning systems and rapid response mechanisms in case of threats (UNHCR, 2022).

**5. Enforcing Stronger Legal Frameworks**

The enforcement of existing laws and the introduction of new policies to protect children's educational rights are essential. This includes:

a. **Strict enforcement of laws against child labour**: Ensuring that children are not forced into economic activities that hinder their education (International Labour Organisation, 2022).

b. **Eliminating early marriage**: Strengthening legal measures and community interventions to prevent the withdrawal of girls from school due to forced marriages (UNICEF, 2021).

c. **Mandating compulsory basic education**: Ensuring that all children complete at least primary and junior secondary education through improved monitoring and enforcement mechanisms (Global Partnership for Education, 2022).

Implementing these policy recommendations will require collaboration between the government, local communities, international organisations, and civil society groups. A holistic and sustained approach will ensure that all children in Zaria Local Government, regardless of economic status, gender, or security challenges, have access to quality education. By addressing these fundamental barriers, Zaria can foster an inclusive and sustainable educational system that contributes to national development and social progress.

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# EFFECTS OF FLIPPED CLASSROOM AND COOPERATIVE LEARNING STRATEGIES ON STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN UPPER BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA.

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**Abstract**

This study examined the effects of the flipped classroom and cooperative learning strategies on students' performance in Social Studies in upper basic schools in Adamawa State, Nigeria. A quasi-experimental design was employed with a sample of 172 JS II students, purposively selected from three intact classes. Two research questions and two null hypotheses guided the study. Data were collected using the Social Studies Performance Test (SSPT). Descriptive statistics (mean and standard deviation) were used to answer the research questions, while paired and independent t-tests were used to test the hypotheses at a 0.05 significance level. Findings showed that students taught using a flipped classroom and cooperative learning strategies had significantly higher post-test scores than their pre-test scores. In addition, both groups outperformed those taught using conventional instruction. Among the strategies, the flipped classroom yielded the greatest improvement in student performance. The study concluded that both flipped and cooperative methods are effective in enhancing learning outcomes in Social Studies. It recommends that Social Studies teachers in Adamawa State integrate these learner-centred approaches to improve academic performance and classroom engagement.

**Keywords:** Flipped Classroom, Cooperative Learning, Social Studies, Academic Achievement, Adamawa State, Teaching Strategies

## Introduction

In recent years, the global educational system has experienced a paradigm shift from traditional teacher-centred methods to student-centred approaches that promote critical thinking, collaboration, and active engagement. This shift has been driven by the increasing recognition that learners should play an active role in constructing knowledge, particularly in subjects such as Social Studies that demand societal awareness, civic responsibility, and reflective thinking (Oloruntegbe&Omoifo, 2019). Social Studies, a core subject in Nigeria's basic education curriculum, is designed to develop informed, responsible, and participatory citizens. However, the conventional lecture-based instructional model widely used in Nigerian schools, including those in Adamawa State, often results in passive learning and limited comprehension.

The advancement of technology and its integration into education have paved the way for innovative instructional models such as the flipped classroom and cooperative learning. These strategies emphasise learner autonomy, interaction, and deeper content engagement. The flipped classroom model involves delivering instructional content—such as videos or readings before class, while in-class time is reserved for collaborative tasks and problem-solving activities (O'Flaherty & Phillips, 2015). Research shows that this approach can significantly enhance academic achievement, self-regulated learning, and classroom interaction (Akçayır&Akçayır, 2018; Bergmann &Sams, 2012).

Similarly, cooperative learning promotes teamwork by engaging students in small groups to achieve shared academic goals. Strategies like jigsaw, think-pair-share, and reciprocal peer tutoring foster communication, accountability, and peer support, all of which have been associated with improved academic outcomes in

Social Studies and other disciplines (Slavin, 2019; Gillies, 2016). Yet, despite global evidence supporting these strategies, their implementation and effectiveness in Nigerian classrooms, particularly at the upper basic level in Adamawa State, remain underexplored.

Academic performance is a major measure of educational effectiveness, and poor outcomes are often linked to inappropriate teaching approaches (Duruji, 2014). Given the persistent challenges facing Social Studies instruction in Nigerian schools, there is a compelling need to adopt evidence-based, learner-centred methods. While some studies have examined flipped and cooperative learning separately, few have investigated their combined effects within the Nigerian context.

This study, therefore, seeks to fill this gap by examining the effects of the flipped classroom and cooperative learning strategies on the academic performance of students in Social Studies in upper basic schools in Adamawa State. By comparing student outcomes across innovative and conventional instructional methods, the study aims to provide empirical insights that can inform more effective teaching practices and policy decisions.

### Statement of the Problem

Social Studies at the upper basic level plays a vital role in preparing students for civic responsibility and further studies in disciplines such as Government, History, and Economics. Despite its importance, students in Adamawa State continue to underperform academically in the subject. Challenges such as large class sizes, limited student engagement, excessive reliance on note-copying, and an inability to complete the syllabus hinder effective teaching and learning. Traditional lecture-based methods dominate classrooms, leading to passive learning and poor knowledge retention.

Although innovative approaches like flipped classroom and cooperative learning have shown promising results in other educational settings, their effectiveness within the specific context of Adamawa State remains under-researched. There is limited empirical evidence on how these strategies influence students' academic performance in Social Studies. Additionally, the potential combined effect of both methods has not been adequately explored. These gaps make it difficult for educators and policymakers to implement data-driven instructional improvements.

This study, therefore, seeks to investigate the effects of the flipped classroom and cooperative learning strategies on the academic performance of upper basic school students in Social Studies in Adamawa State. It aims to provide empirical evidence that can guide the adoption of effective, student-centred instructional practices.

### Objectives of the Study

The study aimed at achieving the following objectives:

1. To examine the pre-test and post-test performance of students taught Social Studies using the flipped classroom strategy in upper basic schools in Adamawa State.

2. To compare the performance of students taught Social Studies using the flipped classroom, cooperative learning, and conventional instructional strategies in upper basic schools in Adamawa State.

### Research Questions

The study was guided by the following research questions:

1. What is the difference between the pre-test and post-test performance of students taught Social Studies using the flipped classroom strategy in upper basic schools in Adamawa State?

2. How does the performance of students taught using flipped classrooms, cooperative learning, and conventional instructional strategies differ in Social Studies at upper basic schools in Adamawa State?

**Hypotheses**

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

$H_{01}$: There is no significant difference in the pre-test and post-test performance of students taught Social Studies using the flipped classroom strategy in upper basic schools in Adamawa State.

$H_{02}$: There is no significant difference in the performance of students taught Social Studies using flipped classroom, cooperative learning, and conventional instruction in upper basic schools in Adamawa State.

**Methodology**

This study employed a quasi-experimental design of the pre-test and post-test non-equivalent groups type, which allowed the use of intact classes without randomisation (Akorede et al., 2019; Biu et al., 2025). Three groups were involved in the study: two experimental groups and one control group. The experimental groups were exposed to the flipped classroom and cooperative learning strategies, respectively, while the control group received conventional instruction. All groups were administered a pre-test to determine their baseline performance in selected Social Studies topics, followed by an eight-week treatment phase, and subsequently, a post-test using the same instrument to measure the impact of the interventions.

The population comprised all Junior Secondary School II (JSII) students in public upper basic schools in Adamawa State. A total sample of 172 students was drawn using a purposive sampling technique from three intact classes. The instrument used for data collection was the Social Studies Performance Test (SSPT), a 50-item multiple-choice test developed by the researcher based on the JSII Social Studies curriculum. Items were constructed using NECO and qualifying examination standards, covering all six cognitive domains of Bloom's taxonomy. The instrument underwent expert validation by curriculum specialists and test-and-measurement professionals. A pilot study was conducted in a non-sampled school to ascertain reliability using the test-retest method, and a Cronbach's Alpha coefficient of 0.901 was obtained, confirming the instrument's reliability.

Data collection involved administering pre-tests before the intervention, followed by the teaching phase. Flipped classroom participants received materials and video lectures before class and engaged in discussions, problem-solving, and clarification activities in class. The cooperative learning group used the jigsaw method to collaboratively work through content. The control group was taught the same content using conventional lecture and note-copying methods. Post-tests were administered to all groups after the intervention. Data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions. Paired t-tests were used to compare pre-test and post-test scores within groups; independent t-tests were used to compare between experimental and control groups, and one-way ANOVA was used to compare overall performance among the three instructional strategies. All hypotheses were tested at a 0.05 level of significance.

**Results**

This research aimed to determine the effects of the flipped classroom and cooperative learning strategies on students' academic performance in Social Studies at the upper basic level in Adamawa State.

Research Question One: What is the difference between the pre-test and post-test performance of students taught Social Studies using the flipped classroom strategy in upper basic schools in Adamawa State?

**Table 1: Mean and standard deviation on the difference in the pre- and post-test performance of students taught Social Studies using the flipped classroom at the upper basic level of education in Adamawa State**

| Variable | N | Mean | SD | Mean Diff. |
|---|---|---|---|---|
| Pre-test Flipped | 61 | 12.34 | 3.21 | |
| Post-test Flipped | 61 | 36.24 | 3.45 | 23.9 |

*Source: (Field survey, 2025)*

The descriptive analysis shows that students exposed to flipped classroom instruction had a pre-test mean score of 12.34 with a standard deviation of 3.21, while the post-test mean score rose to 36.24 with a standard deviation of 3.45. The mean gain of 23.90 indicates a marked improvement in performance after the

intervention. This suggests that the flipped classroom strategy positively enhanced students' understanding and learning outcomes in Social Studies.

Research Question Two: How does the performance of students taught using flipped classrooms, cooperative learning, and conventional instructional strategies differ in Social Studies at upper basic schools in Adamawa State?

**Table 2: Mean and standard deviation on the difference in the performance of students taught Social Studies using cooperative learning and those taught using conventional instruction at the upper basic level of education**

| Variable | N | Mean | SD | Mean Diff. |
|---|---|---|---|---|
| Post-test Cooperative | 52 | 34.15 | 3.52 | |
| Post-test Conventional | 59 | 19.85 | 3.60 | 14.30 |

*Source: (Field survey, 2025)*

The result revealed that students taught using cooperative learning recorded a post-test mean score of 34.15 (SD = 3.52), while their counterparts taught using conventional instruction had a mean score of 19.85 (SD = 3.60). The mean difference of 14.30 clearly shows that cooperative learning was more effective than conventional instruction in improving students' academic performance in Social Studies.

Hypothesis One: There is no significant difference in the pre-test and post-test performance of students taught Social Studies using the flipped classroom strategy in upper basic schools in Adamawa State.

**Table 3: t-test analysis on the mean difference between pre- and post-test performance of students taught Social Studies using a flipped classroom at the upper basic level of education in Adamawa State**

| Variable | Mean | SD | df | t-cal. | Sig. |
|---|---|---|---|---|---|
| Pre-test Flipped | 18.24 | 3.40 | 60 | 12.65 | .000 |
| Post-test Flipped | 36.24 | 3.45 | | | |

*Source: (Field survey, 2025)*

The result in Table 3 shows a statistically significant difference between the pre-test and post-test scores of students exposed to the flipped classroom. The calculated p-value (.000) is less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that the flipped classroom strategy had a significant positive effect on students' academic performance in Social Studies at the upper basic level of education in Adamawa State.

Hypothesis Two $H_{02}$: There is no significant difference in the performance of students taught Social Studies using flipped classroom, cooperative learning, and conventional instruction in upper basic schools in Adamawa State.

**Table 4: t-test analysis on the mean difference between the performance of students taught Social Studies using cooperative learning and those taught using conventional instruction at the upper basic level of education in Kano State**

| Variable | Mean | SD | df | t-cal. | Sig. |
|---|---|---|---|---|---|
| Post-test Cooperative | 34.15 | 3.52 | 118 | 6.74 | .000 |
| Post-test Conventional | 19.85 | 3.60 | | | |

*Source: (Field survey, 2025)*

The result in Table 4 indicates a statistically significant difference between the two groups. The p-value (.000) is less than the 0.05 significance level, leading to the rejection of the null hypothesis. This implies that the cooperative learning strategy significantly enhances students' performance in Social Studies more than the conventional instructional method at the upper basic level of education in Adamawa State.

**Discussion of Findings**

The findings of this study revealed a significant improvement in students' academic performance in Social Studies when taught using flipped classroom and cooperative learning strategies, compared to those taught using conventional instruction. Specifically, the flipped classroom strategy enabled students to interact with instructional content before classroom sessions, allowing for deeper engagement and understanding during in-class discussions. This aligns with the assertions of O'Flaherty and Phillips (2019), who noted that the flipped model enhances active learning, critical thinking, and learner autonomy.

Similarly, students taught with cooperative learning outperformed those taught using conventional instruction. The collaborative nature of the approach encouraged peer interaction, knowledge sharing, and a sense of responsibility among learners. This supports the findings of Slavin (2019), who emphasised that cooperative learning not only improves academic performance but also fosters social skills and positive interdependence.

Overall, both strategies significantly contributed to higher post-test scores, reaffirming the relevance of learner-centred approaches in improving performance in Social Studies at the upper basic level. These findings are consistent with Akçayır and Akçayır (2018), who noted that interactive and participatory instructional methods lead to better academic outcomes than traditional teacher-centred approaches.

**Conclusion**

Based on the findings of this study, it was concluded that the flipped classroom and cooperative learning strategies are effective instructional approaches for improving students' performance in Social Studies at the upper basic level of education in Adamawa State. The flipped classroom method proved to be highly effective, allowing students to access instructional materials beforehand and promoting meaningful engagement during class. Likewise, cooperative learning encouraged collaboration and active participation, which significantly enhanced understanding and performance. The conventional method, in contrast, was found to be less effective in promoting performance in the subject.

**Recommendations**

1. School authorities and curriculum planners in Adamawa State should incorporate flipped classroom and cooperative learning strategies into the Social Studies curriculum to enhance teaching effectiveness and student outcomes.

2. Teachers should be trained through workshops and professional development programs on the effective implementation of flipped classroom and cooperative learning methods to maximise student engagement and achievement.

3. Further studies should be conducted in other subjects and educational levels to explore the broader applicability of these strategies across Nigeria's basic education system.

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# ATTRACTING OUT-OF-SCHOOL CHILDREN THROUGH VOCATIONAL AND TECHNICAL-BASED EDUCATION IN GWAGWALADA AREA COUNCIL, ABUJA

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**Abstract**

This study explores "Attracting Out-of-School Children Through Vocational and Technical-Based Education in Gwagwalada Area Council, Abuja." The main objective was to examine how vocational and technical education (VTE) can address the growing number of out-of-school children, focusing on equipping them with practical skills for self-reliance and socio-economic development. The research design employed was a descriptive survey, with self-structured questionnaires administered to educators, policymakers, and vocational training experts. The study also investigated the integration of skill-based programs, apprenticeships, and community-driven initiatives to engage marginalised and underserved children. A target group comprising stakeholders in educational institutions, vocational centres, and non-governmental organisations (NGOs) was identified, with 150 respondents selected using stratified sampling techniques to ensure diverse perspectives. The study employed descriptive statistical tools such as frequencies and percentages for data analysis, while the reliability of the instrument was tested using Cronbach's Alpha (0.80). Stratified sampling was used to select respondents, and a pilot study ensured instrument validity. The findings revealed that vocational and technical education can significantly attract out-of-school children by providing accessible, skill-oriented, and culturally relevant programs. Challenges such as inadequate funding, insufficient training facilities, and societal stigmatisation of vocational education were highlighted. Based on these findings, the study recommends the establishment of more vocational training centres by the Government, increased funding for VTE programs, and sensitisation campaigns to promote the value of technical education in achieving national development goals.

**Keywords:** Vocational and Technical Education (VTE), Skill Acquisition, Self-Reliance, Socio-Economic Development

## Introduction

Education is a fundamental human right and a crucial driver of socio-economic development (UNESCO, 2022). However, Nigeria faces a persistent challenge with a high number of out-of-school children, particularly in underserved and marginalised communities. According to the United Nations Children's Fund (UNICEF, 2021), Nigeria has one of the highest rates of out-of-school children globally, with factors such as poverty, cultural practices, and inadequate educational infrastructure contributing to this crisis.

Vocational and Technical Education (VTE) has emerged as a viable strategy to address the issue of out-of-school children by equipping them with practical skills for self-reliance and economic empowerment (Okebukola, 2020). VTE programs provide skill-based learning opportunities that align with industry needs, ensuring that learners can transition seamlessly into the workforce or entrepreneurial ventures. By integrating apprenticeships, community-driven initiatives, and accessible training centres, VTE can serve as a bridge for re-engaging children who have dropped out of formal schooling (Adebayo & Yusuf, 2019).

This study has significant implications for policymakers, educators, and stakeholders. By emphasising vocational and technical education (VTE) as a solution to the out-of-school children crisis, it can inform policies that expand skill-based learning opportunities (World Bank, 2021). It also serves as a resource for curriculum developers and supports NGOs in designing targeted interventions. The research examines the effectiveness of various vocational training programs in the Gwagwalada area council, Abuja, focusing on

selected educational institutions, vocational centres, and NGOs. Empirical studies highlight VTE's role in reducing the number of out-of-school children. Adebayo and Yusuf (2019) found that vocational training improved employment opportunities and reduced reliance on informal work. Okebukola (2020) noted VTE's positive socio-economic impacts but identified funding and infrastructure deficits as key challenges. Ajayi and Lawal (2018) highlighted societal biases against vocational education and inadequate government support as major barriers. Ogunyemi (2020) concluded that VTE could address education inequality, particularly in rural and low-income areas, by equipping children with practical skills aligned with local economies.

This study underscores the need for strengthened VTE policies, increased funding, and public awareness campaigns to enhance the perception and accessibility of vocational education in the Gwagwalada area council, Abuja.

**Statement of the Problem**

Despite numerous interventions aimed at increasing school enrollment, the number of out-of-school children in Nigeria remains significantly high (UNICEF, 2021). Conventional educational approaches have failed to accommodate the diverse needs of these children, particularly those from economically disadvantaged backgrounds (Ogunyemi, 2020). Many of these children require alternative learning methods that emphasise skill acquisition and practical knowledge rather than traditional academic instruction. Vocational and Technical Education (VTE) presents a promising alternative, yet its adoption and implementation remain limited due to various constraints, including inadequate funding, societal stigma, and insufficient training facilities (Ajayi & Lawal, 2018). Therefore, there is a need to investigate how VTE can be effectively utilised to attract out-of-school children and integrate them into productive learning environments.

**Objectives of the Study**

1. Examine the role of vocational and technical education in addressing the issue of out-of-school children in the Gwagwalada Area Council, Abuja.

2. Identify the key factors that hinder the adoption of vocational education among marginalised communities.

3. Evaluate the effectiveness of skill-based programs in re-engaging out-of-school children.

4. Explore strategies for enhancing the implementation of VTE in the Gwagwalada area council, Abuja.

**Research questions**

1. How does vocational and technical education contribute to addressing the issue of out-of-school children in the Gwagwalada Area Council, Abuja?

2. What are the key factors hindering the adoption of vocational education among marginalised communities?

3. How effective are skill-based programs in re-engaging out-of-school children?

4. What strategies can enhance the implementation of vocational and technical education in the Gwagwalada area council, Abuja?

**Literature Review**

Out-of-school children in Nigeria face barriers such as poverty, early marriage, child labour, and insurgency, particularly in the North-East (Olanrewaju &Okoli, 2020). Despite government initiatives like the Universal Basic Education (UBE) program, gaps in implementation and infrastructure persist (Eze &Igwe, 2022).

Vocational and Technical Education (VTE) offers an alternative, equipping individuals with practical skills for employment (Okoro & Nwogu, 2020). However, challenges such as inadequate funding, outdated curricula, and societal biases hinder its effectiveness (Adebayo, 2022). While developed countries like Germany and Finland integrate VTE with industry-based training (Muller &Schuetze, 2021), Nigeria struggles with aligning curricula to labour market needs (Adamu & Yusuf, 2021).

Traditional apprenticeship systems, rooted in Nigerian culture, provide hands-on training in fields like carpentry and tailoring, though issues such as exploitative labour conditions and lack of certification remain (Olaniyi, 2022). NGOs and community initiatives expand VTE access but face sustainability challenges due to inconsistent funding (Chukwu, 2022). Addressing these issues requires policy reforms, increased investment, and public awareness campaigns to enhance VTE's value and bridge the gap between training and employment opportunities (Federal Ministry of Education, 2019).

**Theoretical Perspectives on Vocational and Technical Education**

The importance of vocational and technical education (VTE) in addressing the issue of out-of-school children is well-documented in existing literature. Human capital theory, developed by Becker (1964), suggests that investment in education and skills development leads to increased productivity and economic growth. VTE aligns with this theory by equipping learners with market-relevant skills, enhancing their employability and entrepreneurial capabilities (Schultz, 1971).

Furthermore, the constructivist learning theory emphasises hands-on learning experiences as a means to enhance knowledge acquisition (Piaget, 1952). This aligns with vocational education, which integrates practical training with theoretical knowledge, ensuring that learners develop competencies relevant to their economic and social environments (Kolb, 1984).

**Methodology**

This study employed a descriptive survey research design, which is appropriate for investigating attitudes, opinions, and perceptions of individuals within a specific population (Akorede et al., 2022). The design was chosen because it allows the researcher to gather factual, comprehensive, and quantifiable information about how vocational and technical education (VTE) can be utilised as a tool for attracting out-of-school children in Gwagwalada Area Council, Abuja. A descriptive survey design facilitates the collection of data from a relatively large sample at a single point in time, enabling the identification of trends, relationships, and patterns among variables without manipulating any of them.

The descriptive approach provided an opportunity to describe the current state of vocational and technical education in the study area and its role in promoting self-reliance, skill acquisition, and socio-economic empowerment among young people. The design was therefore suitable because it not only examined what currently exists but also analysed how various factorssuch as government policies, training opportunities, and community participationinteract to influence the reintegration of out-of-school children through skill-based learning.

In this study, data were collected using a structured questionnaire distributed to selected respondents from educational institutions, vocational centres, and relevant non-governmental organisations (NGOs). The responses were analysed using descriptive statistical tools such as frequencies and percentages to summarise findings. The research design thus provided both flexibility and accuracy in understanding the multifaceted role of vocational and technical education in mitigating educational exclusion in the Gwagwalada Area Council.

The target population comprised educators, policymakers, vocational training experts, and representatives from NGOs involved in educational programs in the Gwagwalada area council, Abuja. A total of 150 respondents were selected using stratified sampling techniques to ensure diverse perspectives across different stakeholders. The sample size was determined using Yamane's formula. A pilot study was conducted with 20 respondents to validate the research instrument. The reliability coefficient, calculated using Cronbach's Alpha, was 0.80, confirming the instrument's internal consistency. A stratified sampling technique was used to ensure equal representation among key stakeholders. The sample was divided into three major strata:

| Category | Number of Respondents |
|---|---|
| Educators | 60 |
| Policymakers | 50 |
| Vocational Training Experts | 40 |
| **Total** | **150** |

The instrument consisted of two major sections. Section A focused on the demographic characteristics of respondents, including gender, occupation, years of experience, and organisational affiliation. Section B contained items related to the main variables of the study: awareness, implementation, challenges, and effectiveness of vocational and technical education in addressing the out-of-school children phenomenon. The questions were structured using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) to allow for quantitative analysis of opinions and perceptions.

To ensure content validity, the questionnaire was reviewed by experts in education, measurement and evaluation, and vocational studies. Their feedback helped to refine the wording of items, eliminate ambiguities, and ensure that each question measured what it was intended to measure. A pilot study involving 20 respondents outside the main sample was conducted to pre-test the instrument's clarity and suitability. Feedback from the pilot led to minor adjustments in the structure and phrasing of certain items.

The reliability of the instrument was tested using Cronbach's Alpha, which yielded a coefficient of 0.80. This result indicates a high level of internal consistency and confirms that the items in the questionnaire were measuring the same underlying constructs. The final version of the questionnaire was therefore deemed valid, reliable, and suitable for data collection in this study. Data were collected through self-administered questionnaires distributed both physically and electronically. Respondents were given two weeks to complete the survey, with follow-up reminders sent to ensure a high response rate. In areas with limited internet access, trained research assistants facilitated data collection through in-person distribution and retrieval of questionnaires.

**Presentation of Data (n = 150)**

| Statement/Question | Frequency | Percentage |
|---|---|---|
| **1. How does vocational and technical education contribute to addressing the issue of out-of-school children in the Gwagwalada area council, Abuja?** | | |
| Vocational education provides alternative pathways to formal schooling | 120 | 80% |
| Skill acquisition enhances the employability of out-of-school children | 110 | 73.3% |
| Technical education helps reduce youth unemployment | 100 | 66.7% |
| Lack of awareness about vocational programs limits impact | 50 | 33.3% |
| Vocational education does not significantly address out-of-school challenges | 30 | 20% |
| **2. What are the key factors hindering the adoption of vocational education among marginalised communities?** | | |
| The high cost of vocational training limits access | 130 | 86.7% |
| Lack of adequate vocational training centres | 120 | 80% |
| Cultural perceptions discourage vocational education | 110 | 73.3% |
| Inadequate government support and funding | 100 | 66.7% |
| Limited availability of skilled trainers | 90 | 60% |
| **3. How effective are skill-based programs in re-engaging out-of-school children?** | | |
| Skill-based programs increase school re-enrollment rates | 110 | 73.3% |
| Practical training motivates out-of-school children to return to education | 100 | 66.7% |
| Apprenticeships provide sustainable career opportunities | 90 | 60% |
| Lack of follow-up programs limits effectiveness | 50 | 33.3% |
| Skill-based programs have minimal impact on re-engagement | 30 | 20% |
| **4. What strategies can enhance the implementation of vocational and technical education in the Gwagwalada area council, Abuja?** | | |
| Increased government funding for vocational education | 140 | 93.3% |
| Public-private partnerships to improve training facilities | 130 | 86.7% |
| Community awareness campaigns to change perceptions | 120 | 80% |
| Integration of vocational education into mainstream curricula | 110 | 73.3% |
| Provision of scholarships and financial aid for students | 100 | 66.7% |

The table above presents survey findings on vocational and technical education in Nigeria, particularly regarding its role in addressing the issue of out-of-school children, barriers to adoption, effectiveness, and strategies for improvement. The data is based on responses from 150 participants, with percentages reflecting the level of agreement with each statement.

**(a) Contribution of Vocational and Technical Education to Addressing Out-of-School Children**

A strong majority (80%) believe vocational education provides alternative pathways to formal schooling, while 73.3% agree that skill acquisition enhances employability for out-of-school children. Additionally, 66.7% see technical education as a way to reduce youth unemployment. However, 33.3% identify lack of awareness as a limiting factor, and 20% argue that vocational education does not significantly address the issue, suggesting that while vocational education is widely seen as beneficial, awareness and outreach need improvement.

**(c) Barriers to Adoption in Marginalised Communities**

The biggest barrier identified is the high cost of vocational training, with 86.7% citing it as a limiting factor. Other significant challenges include a lack of adequate training centres (80%), cultural perceptions discouraging vocational education (73.3%), insufficient government support (66.7%), and a shortage of skilled trainers (60%). These findings indicate that both financial constraints and systemic issues hinder the widespread adoption of vocational education in marginalised communities.

**(d) Effectiveness of Skill-Based Programs in Re-Engaging Out-of-School Children**

Most respondents (73.3%) believe that skill-based programs help increase school re-enrollment rates, and 66.7% agree that practical training motivates children to return to education. Apprenticeships are also seen as providing sustainable career opportunities (60%). However, 33.3% highlight that the lack of follow-up programs reduces effectiveness, and 20% believe skill-based programs have minimal impact on re-engagement. This suggests that while vocational education is largely effective, support systems and continued engagement are necessary to maximise its impact.

**(e) Strategies for Improving Vocational and Technical Education in Nigeria**

The most highly endorsed strategy is increased government funding, with 93.3% supporting it. Other key recommendations include public-private partnerships to improve training facilities (86.7%), community awareness campaigns (80%), integrating vocational education into mainstream curricula (73.3%), and providing scholarships and financial aid (66.7%). These responses emphasise the need for structural reforms, financial support, and awareness-building to enhance vocational education in Nigeria.

**Conclusion**

This study highlights the crucial role of Vocational and Technical Education (VTE) in addressing Nigeria's out-of-school children crisis. VTE provides an alternative educational pathway, equipping learners with practical skills for self-reliance and economic empowerment. Survey results indicate that most respondents recognise its role in reducing youth unemployment and increasing employability. However, barriers such as high training costs, inadequate infrastructure, societal biases, and limited government support hinder its adoption. The effectiveness of VTE in re-engaging out-of-school children is evident, as vocational training increases school re-enrollment and provides career opportunities. Yet, challenges like the lack of follow-up programs and low awareness limit its impact. Addressing these issues requires increased funding, policy reforms, and community-driven awareness campaigns. While VTE offers a viable solution, its success depends on addressing funding gaps, societal attitudes, and infrastructure deficiencies. A conducive environment for vocational education can significantly reduce educational exclusion and promote sustainable socio-economic development.

**Recommendations**

From the findings of the study, the following recommendation is put forward:

1. The government should establish more vocational training centres, particularly in underserved and marginalised communities, to provide accessible and inclusive education opportunities for out-of-school children.

2. Financial support from the government, private sector, and NGOs is necessary to improve infrastructure, procure modern training equipment, and enhance the quality of vocational education.

3. Vocational education curricula should be revised to align with labour market demands, ensuring that training programs equip learners with relevant and up-to-date skills. Collaboration between vocational institutions and industries can facilitate internship and job placement opportunities for graduates.

4. Efforts should be made to change negative societal perceptions about vocational education. Public campaigns, media advocacy, and community engagement programs can help promote the value of VTE as a credible and dignified educational path.

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# LEVERAGING TECHNOLOGY TO REACH AND EDUCATE OUT-OF-SCHOOL CHILDREN IN GWAGWALADA AREA COUNCIL, FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA.

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**Abstract**

The study investigated "Leveraging Technology to Reach and Educate Out-of-School Children in Gwagwalada, Area Council, FCT, Abuja." The main objective was to examine how technological innovations can be used to address the increasing number of out-of-school children in Gwagwalada, especially in improving access to quality education for the marginalised. The research design used was a descriptive survey, and self-structured questionnaires were administered to educators, policymakers, and technology experts. It also investigated the application of digital tools, e-learning platforms and mobile technology in closing the educational gap in underserved and rural areas. The target group consisted of stakeholders in educational institutions and technology companies, from which 150 respondents were selected using stratified sampling techniques to ensure a diverse perspective. In this regard, a pilot study of 20 respondents aimed at instrument validation was done, and a reliability coefficient of 0.82 was established using Cronbach's Alpha. The findings of the study revealed that technology can significantly facilitate access to education for out-of-school children through flexible, cost-effective, and scalable solutions. Effective delivery tools included mobile learning applications, radio and television broadcasts, and community-based digital hubs. Other challenges identified in the study included a lack of access to digital devices, poor Internet connectivity, inadequate training for educators, and resistance to adopting new technologies. Based on this finding, the study recommends increasing investments in digital infrastructure and providing learning devices at more affordable costs to underserved communities.

**Keywords:** Leveraging Technology, Reach and Out of Out-of-School Children

## Introduction

The issue of out-of-school children remains a critical challenge to achieving universal education in Gwagwalada, Area Council, FCT, Abuja. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Nigeria accounts for one of the highest numbers of out-of-school children globally, a situation exacerbated by socio-economic barriers, inadequate infrastructure, and geographic isolation (UNESCO, 2023). This educational gap not only limits the potential of affected children but also undermines national development and perpetuates societal inequalities. In recent years, technological innovations have emerged as a potential solution to bridge this gap. Studies have demonstrated the transformative role of digital tools, e-learning platforms, and mobile technologies in extending education to marginalised and underserved populations (Akinola, 2021). These tools provide flexible, scalable, and inclusive approaches that can overcome many of the barriers associated with traditional schooling. However, the implementation of such technologies in Gwagwalada faces challenges, including limited access to digital devices, poor internet connectivity, and insufficient training for educators (Okafor & Adeyemi, 2022). This study examines how technology can be leveraged to reach and educate out-of-school children in Gwagwalada, Area Council, FCT, Abuja. It explores the application of innovative delivery tools, such as mobile learning applications, radio and television broadcasts, and community-based digital hubs. Furthermore, the study highlights the obstacles hindering the adoption of these technologies and provides recommendations to enhance their effectiveness and scalability.

**Objectives of the Study**
1. To identify the potential roles of digital tools, e-learning platforms, and mobile technologies in addressing the educational needs of out-of-school children.
2. To examine the effectiveness of delivery tools such as mobile learning applications, radio and television broadcasts, and community-based digital hubs.

**Research Questions**
1. What are the potential roles of digital tools, e-learning platforms and Mobile technologies in addressing the educational needs of out-of-school children?
2. What is the effectiveness of delivery tools such as Mobile Learning Applications, radio and television broadcasting and Community-Based Digital Hubs?

**Literature Review**

This study is grounded in the Diffusion of Innovations Theory, proposed by Rogers (2003), which explains how new ideas and technologies spread within a society. The theory identifies five key attributes: relative advantage, compatibility, complexity, trialability, and observability that influence the adoption of innovations. In the context of this study, these attributes help to understand how technological solutions, such as digital tools and e-learning platforms, can be effectively adopted to address the challenges faced by out-of-school children in Nigeria.

Another relevant theoretical framework is the Digital Divide Theory, which examines disparities in access to and use of technology across different populations (van Dijk, 2020). This theory is critical to understanding the systemic inequalities that hinder marginalised communities from benefiting fully from technological advancements. In the Nigerian context, factors such as socio-economic status, geographic location, and inadequate infrastructure exacerbate this divide (Okafor & Adeyemi, 2022). Addressing these issues requires targeted interventions to ensure equitable access to digital resources. The use of technology to address the issue of out-of-school children has gained increasing attention globally and in Nigeria. This literature review explores the potential of technological interventions, identifies challenges to adoption, and highlights successful strategies and policy recommendations from various studies.

Studies have demonstrated the transformative role of technology in extending education to underserved and marginalised populations. Mobile learning applications, for instance, have been effective in providing access to educational content for children in remote areas, enabling self-paced learning and reducing dependency on physical schools (Akinola, 2021). Similarly, e-learning platforms have shown promise in delivering structured content, assessments, and interactive lessons, offering an alternative pathway to education for out-of-school children (UNICEF, 2022).

In Nigeria, radio and television broadcasts have historically been used to disseminate educational programs to rural and underserved communities (Okafor & Adeyemi, 2022). These media, despite their simplicity, have proven effective in contexts where access to the internet and digital devices is limited. Community-based digital hubs, which provide shared access to digital tools and internet connectivity, have also been highlighted as viable solutions for reaching marginalised populations (World Bank, 2023)

The integration of technology into educational initiatives in Nigeria faces several challenges. Poor digital infrastructure, including inadequate internet connectivity and unreliable electricity supply, remains a significant barrier, particularly in rural areas (Chukwu & Ibrahim, 2021). Furthermore, the high cost of digital devices such as smartphones, tablets, and laptops makes them inaccessible to many low-income families (Okafor & Adeyemi, 2022). Another critical challenge is the lack of technical skills among educators, who are often unprepared to integrate technology into teaching and learning processes (UNESCO, 2023). Resistance to adopting new technologies due to cultural attitudes and limited awareness further complicates efforts to scale up digital education solutions (van Dijk, 2020). These challenges necessitate targeted interventions to address infrastructure deficits, reduce costs, and build digital literacy among educators and learners alike.

Globally, the use of digital tools has demonstrated significant positive impacts on learning outcomes. For instance, mobile learning technologies have been shown to improve literacy and numeracy skills in low-resource settings, with evidence from countries in sub-Saharan Africa indicating enhanced student engagement

and retention (UNICEF, 2022). Similarly, blended learning models that combine face-to-face instruction with digital content delivery have proven effective in improving educational quality and equity (Chukwu & Ibrahim, 2021).

However, the effectiveness of these tools in Nigeria is influenced by local factors such as socio-economic disparities, government policies, and community support. Research indicates that while digital tools have the potential to address the educational gap, their success depends on the extent to which they are adapted to the specific needs of Nigerian learners and integrated into the broader education system (Akinola, 2021).

To maximise the potential of technology in addressing the out-of-school children crisis, researchers and international organisations have emphasised the need for robust policy frameworks and strategic investments. UNESCO (2023) recommends increased funding for digital infrastructure and the development of affordable, locally produced learning devices. Similarly, UNICEF (2022) advocates for partnerships between governments, private sector stakeholders, and non-governmental organisations to scale up successful interventions and ensure sustainability. Community involvement has also been highlighted as a critical factor in the success of digital education initiatives. Studies suggest that involving parents, local leaders, and community organisations in the planning and implementation of technological interventions can enhance acceptance and adoption (World Bank, 2023).

**Methodology**

This study adopted a descriptive survey research design to explore how technology can be leveraged to reach and educate out-of-school children in Gwagwalada, Area Council, FCT, Abuja. The design was chosen for its ability to collect detailed and representative information about the perspectives, experiences, and challenges faced by stakeholders in education and technology (Creswell, 2014). The targeted population included stakeholders in educational institutions and technology companies in Gwagwalada, Area Council, FCT, Abuja. A sample of 150 respondents was drawn using stratified sampling techniques to ensure a diverse perspective among educators, policymakers, and technology experts. To calculate the sample size, Yamane's formula was applied. If the total population is unknown but assumed to be large, and a sample size of 150 respondents is targeted, the application of stratified sampling further ensures representation across key stakeholder groups. The study conducted a pilot test with 20 respondents to validate the research instrument. A reliability coefficient of 0.82 was established using Cronbach's Alpha, confirming the instrument's consistency and accuracy. A stratified sampling technique was employed to ensure diverse representation from key groups, including stakeholders from educational institutions, technology companies, and governmental organisations. The sample was divided into three strata. A total of 150 respondents participated in the study. Among them, 70 were educators, making up the largest group. Policymakers accounted for 50 respondents, while technology experts constituted the remaining 30 participants. This stratified approach ensured a balanced representation of perspectives from each stakeholder group. The validity of the questionnaire was established through expert review by professionals in education and technology, ensuring the items were relevant and aligned with the research objectives. A pilot study was conducted with 20 respondents to test the clarity, reliability, and appropriateness of the instrument. Reliability was measured using Cronbach's Alpha, yielding a coefficient of 0.82, which indicates a high level of internal consistency (Tavakol & Dennick, 2011). The questionnaires were distributed electronically via email and social media platforms to maximise reach and participation. Physical copies were also distributed to respondents in areas with limited internet access. The data collection process spanned four weeks, ensuring sufficient time to achieve a high response rate. The data were analysed using descriptive statistics, including frequencies, percentages, and mean scores, to summarise respondents' perceptions and experiences. The findings were presented using tables.

**Results**

This section presents and analyses data collected from 150 respondents on the use of technology in addressing the educational needs of out-of-school children in Gwagwalada Area Council, FCT, Abuja. The responses provide insights into three key areas: the roles of digital tools, e-learning platforms, and mobile technologies; the effectiveness of delivery tools such as mobile applications, radio, television, and community-based hubs; and the major challenges limiting technology adoption, including infrastructure, cost, and educator training. The summary of responses is presented in Table 1.

**Table 1: Answers to Research Questions 1, 2, and 3 (n = 150)**

| Statement/Question | Frequency | Percentage |
|---|---|---|
| **1. What are the potential roles of digital tools, e-learning platforms, and mobile technologies in addressing the educational needs of out-of-school children?** | | |
| Digital tools can address educational needs effectively | 120 | 80% |
| E-learning platforms have significant potential | 100 | 66.7% |
| Mobile technologies play a key role in education | 110 | 73.3% |
| Digital tools alone cannot meet educational needs | 30 | 20% |
| Limited potential for e-learning platforms in rural areas | 20 | 13.3% |
| **2. What is the effectiveness of delivery tools such as mobile learning applications, radio and television broadcasting, and community-based digital hubs?** | | |
| Mobile learning applications are highly effective | 90 | 60% |
| Radio broadcasts are effective for remote areas | 80 | 53.3% |
| Television broadcasts can supplement learning | 70 | 46.7% |
| Community-based digital hubs are essential for learning | 60 | 40% |
| These delivery tools are not effective in rural areas | 40 | 26.7% |
| **3. What are the challenges limiting the adoption of technology for educating out-of-school children in Gwagwalada, Area Council, FCT, Abuja, including issues related to infrastructure, cost, and educators' training?** | | |
| Lack of infrastructure is a major barrier | 130 | 86.7% |
| The high cost of learning devices limits adoption | 120 | 80% |
| Insufficient training for educators in digital tools | 100 | 66.7% |
| Limited access to the internet hampers adoption | 110 | 73.3% |
| Resistance from communities to technology-based education | 50 | 33.3% |

The findings provide a comprehensive analysis of the roles and challenges associated with digital tools, e-learning platforms, and mobile technologies in addressing the educational needs of out-of-school children in Nigeria. The data reveals both the potential benefits and the obstacles inherent in leveraging technology for this purpose. Digital tools and mobile technologies emerge as highly effective solutions, with 80% and 73.3% of respondents, respectively, recognising their capacity to deliver flexible and scalable learning opportunities. These tools enable diverse educational experiences that bridge gaps in traditional schooling. Similarly, e-learning platforms hold significant promise, as indicated by 66.7% of respondents who view them as valuable supplements to conventional education systems. However, some limitations exist: 20% of respondents believe digital tools alone cannot fully meet educational needs, and only 13.3% consider e-learning platforms effective in rural contexts, highlighting barriers such as inadequate infrastructure and limited digital literacy.

Regarding delivery tools, mobile learning applications (60%) and radio broadcasts (53.3%) are highlighted as the most effective, particularly in remote locations where traditional schooling options are scarce. Television broadcasts (46.7%) play a supplementary role, providing visual resources to enhance learning. Community-based digital hubs (40%) also help bridge the digital divide by providing localised resources for underserved populations. However, more than a quarter of respondents (26.7%) express concerns about the ineffectiveness of these technologies in rural areas, citing unreliable power supply, poor internet connectivity, and inadequate infrastructure.

Challenges to technology adoption remain significant. Infrastructure deficits are the most prominent barrier, as identified by 86.7% of respondents, reflecting a lack of electricity, internet access, and digital tools in rural and underserved regions. The high cost of devices (80%) further exacerbates the issue, making technology inaccessible to marginalised communities. Additionally, insufficient training for educators (66.7%) points to a critical lack of human capacity for integrating digital tools into educational practices. Limited internet access (73.3%) compounds these challenges, as connectivity is essential for digital learning. Cultural and social resistance is another obstacle, with 33.3% of respondents noting community hesitation to embrace technology-based education, necessitating awareness campaigns to build trust and understanding.

To address these challenges, several strategies are proposed. Government investment in digital infrastructure is deemed essential by 93.3% of respondents, highlighting the need for public funding to ensure equitable access. Subsidies or discounts on devices (86.7%) and partnerships with private companies (73.3%) are also seen as

critical measures to reduce the financial burden on learners. Capacity-building initiatives, such as community-based educator training (80%), are emphasised as vital for equipping teachers with the skills needed to maximise the benefits of digital tools. Ensuring affordable internet access (66.7%) is another priority, as connectivity is fundamental to unlocking the potential of online learning platforms and resources.

**Conclusion**

This study highlights the critical role of digital tools, e-learning platforms, and mobile technologies in addressing the educational challenges faced by out-of-school children in Gwagwalada, Area Council, FCT, Abuja. While these technologies offer significant potential for bridging educational gaps, their effectiveness is hindered by infrastructure deficits, high costs, and limited educator training. Addressing these barriers through targeted investments, strategic partnerships, and capacity-building initiatives can unlock the transformative power of technology, ensuring that marginalised and underserved communities can access quality education. By fostering inclusive digital education systems, Nigeria can advance toward achieving universal education and reducing societal inequalities.

**Recommendations**

1. Invest in Digital Infrastructure: The government should prioritise investments in digital infrastructure, including reliable internet connectivity, electricity, and the development of localised digital hubs to support equitable access to technology in underserved areas.

2. Subsidise Learning Devices: Implement subsidy programs or partnerships with private companies to make digital devices like smartphones, tablets, and laptops more affordable for low-income families.

3. Train Educators in Digital Tools: Establish community-based training programs to enhance the technical skills of educators, equipping them to integrate technology effectively into teaching and learning processes.

4. Increase Public Awareness and Community Engagement: Conduct awareness campaigns to reduce cultural resistance to technology-based education, fostering community trust and participation in digital learning initiatives.

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# FACTORS AFFECTING IRISH POTATO FARMERS' PARTICIPATION IN HUNKUYI IRRIGATION PROJECT IN KUDAN LOCAL GOVERNMENT AREA, KADUNA STATE, NIGERIA.

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**Abstract**

The study investigated the factors affecting Irish Potato farmers' participation in the Hunkuyi irrigation project in Kudan local government area, Kaduna state, Nigeria. Two research questions were raised, and one hypothesis was formulated to guide the study work. A descriptive survey design was employed using 8,650 farmers. An interview schedule was designed and used for data collection. The proportionate random sampling technique was used to select 200 farmers from Hunkuyi participating in Irish potato farming. A Logit regression analysis was used to test the null hypothesis. The null hypothesis of the Hunkuyi irrigation project has no significant impact on Irish potato farmers' livelihood. The results show that the socioeconomic and institutional factors do not influence farmers' participation in the project, as the P value is less than the P calculated. Therefore, the null hypothesis is rejected. The main constraints facing Irish potato farmers in the study area were the high cost of seed (100%). Inadequate knowledge of improved varieties of Irish potato seed (96%), Pest and diseases (92%), poor access to credit facilities (79%) and information on improved technology (79%) were among the major constraints to Irish potato farming in the project area. The study recommended that a sustainable strategy for irrigated agriculture development in Kudan LGA and Kaduna State as a whole should be sustained. Irish potato farmers should have access to extension agents for proper training on the adoption of new technology in Irish potato farming.

**Keywords:** Hunkuyi irrigation project, Irish potato, Farmers

## Introduction

Agricultural production in Nigeria is primarily rain-fed, so it depends on erratic and often insufficient rainfall. As a result, there are frequent failures of agricultural production. Irrigation has the potential to stabilise agricultural production and mitigate the negative impacts of insufficient rainfall. Irish potato is one of the crops in Nigeria with high market demand, but produced in small quantities.

Irrigation farming has been considered essential in sustaining the economic growth of Nigeria. Irrigation refers to the application of controlled amounts of water to plants at required intervals. It contributes graciously to the economic growth of Nigeria. Irrigation equally plays a significant role in enhancing the country's economy by allowing the production of a different array of crops which cannot be grown under rain-fed conditions, allowing producers to take advantage of a wider range of national and international markets. Irrigation has increased the amount of land under cultivation and the yields on existing cropland. It has also allowed double cropping and has decreased the uncertainty of water supplied by rainfall (Gomo, 2019).

Irrigation originated as a method for improving natural production by increasing the productivity of available land, thereby expanding total agricultural production. Availability and access to irrigation were considered essential for crop production, asset creation and expansion of development frontiers (Cosmos *et al*, 2018). Irrigated agriculture facilitates the intensification of cropping practices and inputs used, thus paving the way for the "modernisation" of the agricultural sector. Irrigated agriculture is one of the critical components of world food production, which has contributed significantly to maintaining world food security and to the reduction of rural poverty (Gomo, 2019). The growing world populations with consumption patterns are estimated to require a doubling of food production in the developing countries by 2050. Eighty per cent of this

increase would need to come from crop yields that require greater crop intensity, coupled with the agricultural land for arable production (Bello, 2020). Efficient irrigation in this direction helps small farmers improve their livelihoods by allowing for a more efficient use of inputs, such as water and fertiliser, and by enhancing the yields and quality of the crops farmers grow.

Irrigated agriculture rapidly expanded between the 1980s to date, with the establishment of River Basin Development Authorities (RBDAs). According to Bijani and Hayati (2019), irrigation is the motor of development in the basin, notably in the valley, due not only to improved technology, but also to the wider variety of produce grown (rice, onions, tomatoes, potatoes, sweet potatoes and maize). In Nigeria and in many other parts of the world, irrigated agriculture takes place during the dry season after the rainy season has come to an end. During this period, other water sources such as ponds, seasonal rivers and water wells, which in one way or another serve people, dry up. Worldwide, irrigated agriculture accounts for about four-fifths of global water withdrawals. The share of irrigated land ranges widely, from 4 per cent of the total area cropped in Africa to 42 per cent in South Asia.

Factors affecting irrigation farmers' participation include the adoption of improved technologies, household-specific factors and institutional factors, among others. Given the importance of the Irish potato in food security and poverty alleviation, the low productivity remains a major challenge in its production. This indicates that technological advancements that are generated through research institutes have not been widely accepted. By the Irish potato farmers

One of the major factors that leads to the limited production of Irish potatoes in Nigeria is its soil requirements and the environment, which restricts its production to specific areas of the country with favourable soil and climatic conditions. The crop is produced under both irrigated and rain-fed conditions and is produced in large quantities in Hunkuyi, Kudan local government area of Kaduna state and high altitude of Plateau State, as well as some other parts of Nigeria that have the required climatic and soil conditions (Hussain & Hanjra, 2014). Irish potato has a higher economic value than any tuber crop produced in the country and produces more yield per unit area than most tuber crops (Dube, 2015).

### Research Questions

i.     What are the socio-economic and institutional factors influencing Irish potato farmers' participation in Hunkuyi irrigation project?

ii.     What are the constraints to Irish Potato production in the study area?

### Hypotheses

i.     Socioeconomic and institutional factors have no significant influence on Irish potato farmers' participation in Hunkuyi irrigation project.

### Methodology

Two research questions were raised; also, one null hypotheses were formulated and tested at a $p \geq 0.05$ level of significance. The study adopted a descriptive survey design, which involved the collection of data from respondents using a structured questionnaire that was administered by the researcher. This study used primary data that were collected through the use of a questionnaire and oral interview, in which the instrument was administered by enumerators under the supervision of the researcher. The data collected focused on the respondents' socio-economic characteristics and examined the impact of the Hunkuyi Irrigation scheme. Split half method was used to collect data, and the data collected was analysed using Cronbach's alpha. A reliability coefficient of 0.83 was obtained. The population of the study comprised all the 8,650 irrigation farmers in Kudan Local Government Area of Kaduna State, out of which 1800 farmers are engaged in Irish potato production under the irrigation scheme, which constitutes the project participants. A multi-stage sampling technique was used to select the respondents, and a sample size of 200 Irish potato farmers was selected in the study area.

**Results and Discussion**

**Table 1: Distribution of socio-economic characteristics of Irish Potato farmers**

| Socio-economics Characteristics | | |
|---|---|---|
| **Sex** | **Frequency** | **Percent** |
| Female | 50 | 25 |
| Male | 150 | 75 |
| **Age** | | |
| ≥ 18 - 30 Years | 64 | 32.0 |
| 31 - 40 Years | 52 | 26.0 |
| 41 - 50 Years | 54 | 27.0 |
| 51 - 59 Years | 12 | 6.0 |
| >60 Years and Above | 18 | 9.0 |
| Average age (Mean) | | 39.91 |
| **Marital Status** | | |
| Married | 150 | 75.0 |
| Single | 30 | 15.0 |
| Widowed | 12 | 6 |
| Divorced | 8 | 4 |
| Average number of wife/ves | | 2.02 |
| **Household size** | | |
| 1 - 7 People | 48 | 24.0 |
| 8 - 15 People | 94 | 47.0 |
| 16 - 22 People | 46 | 23.0 |
| 23 - 29 People | 8 | 4.0 |
| > 30 People and Above | 4 | 2.0 |
| Average (Mean) | | 12.0 |
| **Education Level** | | |
| Non-Formal | 78 | 39.0 |
| Primary | 64 | 32.0 |
| Secondary | 52 | 26.0 |
| Tertiary | 6 | 3.0 |
| Total | 200 | 100.0 |
| **Farming experience** | | |
| 1 - 7 Years | 6 | 3.0 |
| 8 - 15 Years | 132 | 66.0 |
| 16 - 22 Years | 48 | 24.0 |
| 23 - 29 Years | 10 | 5.0 |
| >30 Years | 4 | 2.0 |
| Average (Mean) | 18.0 | |
| **Membership of cooperative** | | |
| No | 62 | 31.0 |
| Yes | 138 | 69.0 |
| **Credit Access** | | |
| No | 198 | 99.0 |
| Yes | 2 | 1.0 |
| **Potato-Income** | | |
| ₦200,000 and less | 22 | 11.0 |
| ₦ 200,001 - ₦ 400,000 | 148 | 74.0 |
| ₦ 400,001 - ₦ 600,000 | 16 | 8.0 |
| ₦ 600,001 - ₦ 800,000 | 4 | 2.0 |
| >₦ 800,001 | 10 | 5.0 |
| Average (Mean) | | #382,561.91 |

About 75% of these farmers are males, while 25% are females, with a strong reliance on irrigation farming as a source of income. The result of the bio data analysis indicates a low level of education among the farmers, with 39% having no formal education, 32% with primary education 26% with secondary education and 3% tertiary education. Most of the farmers are within the middle ages, with 32% between the ages of 18 – 30years, 26% between 31– 40 years and 27% between 41 -50 years. The low level of education of the majority of the farmers makes them lack basic knowledge of crop water requirement, irrigation scheduling and skills in

maintaining and operating irrigation systems. These affect the productivity of the systems, as the crops are either over- or under-irrigated, leading to wastage of the little available water and irrigation farmland.

The result indicated that the majority of the respondents are married, with 75% showing they are married, 15% showing they are single, 6% are widowed, and 4% are divorced. Considering the household size, the majority of the respondents showed that they have 8-15 people, with 47%, other respondents said they have 16-22 people, with 23% some with 1-7 people as their household (24%). With regards to farming experience, the majority of the respondents indicated that they have 8-15 years (66%) and 16-22 years (24%) of farming experience. Few respondents showed that they have 1-7 years (3%), 23-29 years (5%) and above 30 years (2%) as their years of experience. The majority of the respondents showed that they are members cooperative (69%), while others are not into any cooperative society (31%). The majority of the respondents stated that they do not have access to credit (99%). Most of the respondents showed that their income is ₦ 200,001 - ₦ 400,000 (74%), some said their income is N200,000 and Less (11%).

**Table 2: Constraints to Irish Potato Production**

| Constraints to Irish Potato Production | Frequency | Percent | Rank |
|---|---|---|---|
| Poor Seed Variety | 100 | 100.0 | 1st |
| Inadequate variety Knowledge | 96 | 96.0 | 2nd |
| Expensive Seed | 92 | 92.0 | 3rd |
| Poor Access to Credit | 79 | 79.5 | 4th |
| Low Information Improve technology | 79 | 79.5 | 4th |
| Much Fertilizer | 56 | 56.0 | 6th |
| Sensitive Diseases | 47 | 47.0 | 7th |
| Sensitive Water Stress | 38 | 38.0 | 8th |
| Low-Yielding Seed | 29 | 29.0 | 9th |
| Inadequate Storage Facilities | 25 | 25.0 | 9th |
| Attack By Insects | 24 | 24.0 | 11th |
| Small-Size Seed | 23 | 23.0 | 12th |
| Late Maturing Variety | 22 | 22.0 | 13th |

The main constraints facing Irish potato farmers in the study area were poor seed (100%). Inadequate knowledge of improved varieties of Irish potato seed (96%), high cost of seed (92%), poor access to credit facilities (79%), and information on improved technology (79%) were among the major constraints to Irish potato farming in the study area.

**4.2.1 Hypothesis Testing 1**

**Hypothesis One:** Socioeconomic and institutional factors do not significantly influence Irish potato farmers' participation in Hunkuyi irrigation project.

**Table 3: Socio-economics and Institutional Factors Influencing Participation in Hunkuyi Irrigation Scheme**

| Socio-economics and Institutional factors | Odds Ratio | Std. Err. | Z | P>\|z\| |
|---|---|---|---|---|
| Sex | 2.822912 | 6.28536 | 0.47 | 0.641 |
| Age | 0.9882793 | 0.025973 | 0.45 | 0.654 |
| Household size | 0.9948712 | 0.042923 | 0.12 | 0.905 |
| Years in formal education | 0.9285038 | 0.036113 | 1.91 | 0.056** |
| Years in cooperative | 1.246905 | 0.06774 | 4.06 | 0.000*** |
| Income from primary | 0.9999908 | 2.84E-06 | 3.22 | 0.001*** |
| Credit access | -0.0005797 | 0.008304 | -0.52 | 0.603 |
| Output | 1.001358 | 0.000269 | 5.05 | 0.000*** |
| Value of asset before | -0.9999988 | 9.58E-07 | -1.24 | 0.215 |
| Value of asset after | 1.000001 | 1.15E-06 | 0.68 | 0.499 |
| _cons | -0.2094731 | 0.514854 | -0.64 | 0.525 |
| Number of observations | | | | 200 |
| LR chi2(10) | | | | 86.43 |
| Prob > chi2 | | | | 0.0000*** |
| Log likelihood | | | | -95.41 |
| Pseudo R2 | | | | 0.3117 |

NB * Significant at 10% ** Significant at 5% while *** significant at 1%

**Conclusion**

From the study, it can be concluded that socioeconomic and institutional factors significantly determine the participation of farmers in a given project. Also, the participation of irrigated Irish potato farmers in the Hunkuyi irrigation project agreed with the earlier claims that provision of efficient extension services can significantly lead to frequent participation in the projects, hence, in output, income generated from Irish potato farming and farmers' livelihood.

**Recommendations**

Based on the findings from this study, the following recommendations are forwarded.

i. Sustainable strategy for irrigated agriculture development in Kudan LGA and Kaduna State as a whole.
ii. Ensuring better management of soil moisture in the irrigation farming areas through efficient extension services.
iii. Massive orientation of the female farmers should be undertaken by extension workers through agricultural forums in order to encourage them to participate more in Irish potato farming.
iv. Irish potato farmers should have access to extension agents for proper training on the adoption of new technology in Irish potato farming, easy access to improved seed varieties and credit facilities to boost their level of production.
v. State and Local Government authorities should provide motivational packages such as agricultural inputs like good quality seed, agrochemicals rehabilitation of irrigation canals to encourage the farmers to participate in Irish potato farming, which will improve their income and enhance their livelihood.

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# TRUANCY BEHAVIOUR: IMPLICATIONS AND PSYCHOLOGICAL INTERVENTIONS AMONG OUT-OF-SCHOOL CHILDREN IN KADUNA STATE

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**Abstract**

Truancy is the deliberate avoidance of school without a valid justification. It is a prevalent issue among secondary school students in Nigeria. It is a major challenge facing the educational system, affecting students' academic performance, school discipline, and overall national development. The truancy problem has manifested in different forms. Some students deliberately refuse to attend the full days of school, some students may attend school but run away after break, while some students arrive at school after break. Likewise, some students attend school and stay in class for lessons that they have an interest in, but internationally refuse to stay in class for lessons that they do not have an interest in due to the teacher's hostile attitude or hatred of the subject. Also, some students attend school but do not go to their classes at all. Therefore, this paper explains the concept of truancy, causes, types, implications and psychological interventions for students with truancy. Lastly, the conclusion and recommendations were provided.

**Keywords:** Truancy Behaviour, Implications, Psychological Interventions, secondary school students

## Introduction

Truancy is fast becoming a serious problem that can result in sociological and psychological maladjustment. It is a complex problem resulting from environmental influences, personality development and educational opportunities. Truancy is accompanied by a wide range of other mischievous behaviours that can result in adult criminality; most cases of adult criminality have a previous history of involvement in truancy behaviour (Akorede et al., 2022; Ronke & Kamil, 2024). Truancy is a delinquent and antisocial behaviour; truancy is an act of staying off school, which is one of the several kinds of antisocial behaviours (Gungon & Kocturk, 2023). Truancy is one of the social maladjustment challenges facing secondary school adolescents. This is fast becoming a critical issue to all stakeholders in educational sectors, such as counsellors, psychologists, teachers, parents, school administrators and social health workers. If this is left unchecked, it can undermine the educational objectives of any country. According to Hasan et.al (2023), behaviour disorders are divided into two broad categories, which include: internalising behaviour problems and externalising behaviour problems. The internalising behaviour problems are those behaviour disorders that are typically manifested inwardly by the students, which include anxiety disorder, depressive disorder, withdrawal tendency, obsessive-compulsive disorder, and so on. Meanwhile, the externalising behaviour problems are those behaviour disorders that have been manifested outwardly by the students, which include aggressive disorder, defiant disorder, post-traumatic stress disorder, conduct disorder, truancy, stealing tendency, among others. Although students with externalising behaviour problems are those whom teachers are more likely to refer for appropriate supervision and special treatment. While students with internalising behaviour problems are often just as much at risk for school failure if care is not properly taken. Truancy is one of the externalised behaviour disorders, a problem which seriously and negatively affects students' schooling in particular and their life progress in general (Bulama & Bosede, 2016).

## Concept of Truancy

Truancy has been conceptualised as unjustified intentional absence from school; truancy is any absence from school without an acceptable reason (Baker et al., 2001). Sheldon (2002) is of the view that a truant student leaves home but does not get to school or escapes from school or class to engage in any other activities that

capture his imagination. Indeed, it is a type of deviant behaviour exhibited by some students in schools without formal permission from the school administration or the authority governing the institution. Truancy is any intentional, unjustified, unauthorised, or illegal absence from compulsory education. It is a deliberate absence by a student's own free will (though sometimes adults or parents will allow and/or ignore it) and usually does not refer to legitimate excused absences, such as ones related to medical conditions (Byer & Kuhn, 2007).

Truancy refers to unauthorised absence from school during the compulsory school-going years. Several students skip school for their own reasons and lose a lot in the education system. Different schools have various definitions for truancy, but the number of truants is on the increase. Truancy has been linked with delinquent behaviour in students and negative behaviour later in adulthood. The students who engage in truancy in school are more likely to exhibit destructive behaviour and poverty in adulthood. The problem with truancy is widespread. The trend of truancy seems very fashionable to the extent that truants share their ideas on how to skip classes on the internet. The truants waste their time because they miss an opportunity to acquire skills and knowledge for use in life and future careers. Moreover, the students who cut classes waste their parents' money. The problem of truancy often is a symptom of underlying problems that cause students to skip classes (Baker & Jansen, 2000). Truancy has been conceptualised from different perspectives by different scholars. Truancy means staying away from school without the permission of parents and the school authority by students. According to Nwafor (2024), truancy is defined as a deliberate absence from school without parental knowledge. In the same vein, Yankyerah (2023) said that truancy is when a student stays away without permission. A student who absents himself/herself from school without permission from school and home is a truant. Tanko and Ajaji (2023) observed that irregular school attendance is interchangeably used with truancy, which occurs when students fail to attend school without permission from the school. Similarly, Agu et al. (2023) stated that truancy among students is abnormal and results in absenteeism. Truants lack the skills to maintain friendships, hence they are isolated by peers. Truancy may refer to students who attend school but do not go to classes. According to Alhassan et al. (2021), truancy refers to any unauthorised and undocumented absence or abstention from school, disregarding the school's norms and regulations. Truancy can manifest in many ways, such as consistently arriving late or being absent for part or all of a school day. Truancy is a multifaceted problem that can arise from several factors, including the person's family and school structures. Individual conditions can increase the rate of truancy, such as learning disability, exposure to bullying, and mental health problems. With regard to family structure's contribution to truancy behaviour, this is very common among low-income families and single-parent households. Truancy behaviour is also prevalent among those living in more disadvantaged areas, such as slums. Truancy is more prevalent among students who have inadequate parental assistance with their schoolwork (Esther et al., 2023).

### Types of truancy

There are different types of truant behaviours, which include occasional truancy, casual truancy and habitual truancy.

1. **Habitual Truancy** is the type of truancy that occurs when a student (truant) is constantly and continually absent from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequent absenteeism has become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, a decline in their academic performance and even lose their attachment or positive attitude towards school.

2. **Casual Truancy is** a type of truancy that occurs when a student's absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance, students who remained lurking within the sound of the school bell so that they could attend those lessons which interested them.

3. **Occasional Truancy** is a type of truancy that occurs when a student is not constantly and continually absent from school. In this type of truancy, students' attendance is irregular or not regular. For instance, a student whose mother refuses to go to school and was kept at home to help care for

siblings, and the child taken out of school for an out-of-season family holiday, are all instances of occasional truancy (Igbokwe, 2023).

Other types of truancy include:

**Chronic Truancy:** Chronic truancy occurs when a student repeatedly and regularly skips school without a valid reason. This type of truancy is characterised by a pattern of extended absences over a period of time.

**Intermittent Truancy:** Intermittent truancy refers to sporadic absences from school. Unlike chronic truancy, intermittent truants may not have a consistent pattern of skipping school but still have several unexplained or unauthorised absences.

**Parent-Enabled Truancy:** In some cases, parents or guardians may knowingly or unknowingly enable their children's truancy. This could happen when parents allow or encourage their children to stay home without a legitimate reason.

**School-Avoidance Truancy:** School-avoidance truancy occurs when a student intentionally skips school to avoid specific challenges or stressors at school, such as bullying, academic difficulties, or social anxiety.

**Medical Truancy:** Medical truancy happens when a student is absent from school due to health-related reasons but fails to provide proper documentation or follow the necessary procedures to be excused from school.

**Class-Cutting:** Class-cutting refers to skipping individual classes within the school day. Students may attend some classes but deliberately avoid others.

**Skipping School Events:** This type of truancy occurs when students skip important school events, such as assemblies, exams, or presentations, without a valid excuse.

**Truancy Due to Family Circumstances:** In certain situations, students may be absent from school due to family emergencies, financial issues, or other unavoidable circumstances. While these reasons may be genuine, they can still contribute to truancy if not properly communicated to the school.

**Causes of Truancy**

According to Omenebele and Jude (2023), the causes of truancy behaviour among secondary school students are classified under six main categories, which are as follows:

**1. Family**: It is obvious that the family as an institution has various functions to perform. By discharging their duties, parents indirectly fulfil the needs of their children. There are certain significant causes: social, economic and psychological, which contribute immensely to truancy behaviour in children.

(a) Social Causes: the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, desertion, separation, ., are often maladjusted in their behaviours. Drunkard parents, strained marital relationships of spouses, quarrels and fights between spouses are also responsible for developing frustration in children. Such children can become truants.

(b) Economic Causes: The occupational status of parents, problems of unemployment, poverty and low economic status breed truancy among children. Under such circumstances, parents are unable to satisfy the needs of their children, which eventually leads to frustration, aggression and hostile behaviours in growing children.

(c) Psychological causes: Psychological instability of parents is directly responsible for the truancy behaviour of their offspring. If parents are over-possessive, highly authoritative, unrealistic in their expectations, incompatible, abusive and prejudiced, this will have a deleterious effect on their children

When the psychological needs are not met, children get frustrated and develop problems like nail biting, daydreaming, fear of the dark, lack of self-confidence, and flickering of eyes. Those parents who threaten, nag, punish and humiliate their children before others are directly responsible for their children's isolated and rejected behaviours.

**2. Personal causes:** It is observed that individuals who are physically, mentally and visually handicapped react abnormally to the situation. Even children with partial deficiencies, such as defective eyesight, poor hearing and impaired speech, may find it difficult to adjust under normal situations. When they cannot score well academically compared to their peers, they develop an inferiority complex. Finally, they isolate themselves from others and indulge in truancy behaviours.

**3. School-related causes**: Children spend roughly seven hours a day in school. When growing children do not find ways and means to channel their energy purposefully in school, they exhibit truancy behaviour. The school authorities, including teachers, should organize various curricular and cocurricular activities to suit the needs of growing children and also If for whatever reason students feel as though they've fallen behind at school because of consistent truanting, long term illness or other reasons it can cause additional absences whereby students avoid school as they feel as though they have fallen too far behind, this is a vicious cycle

**4. Teacher-related causes**: An imbalanced personality in teachers has an impact on the behaviours of children. If the teacher is unfair, biased or not involved with the students, and also the reason for skipping school can be as simple as not enjoying a certain aspect of school, either classmates, the teacher or the subject. And also, it certainly affects the mental health of the children in the school, which can make them dislike school.

**5. Peer-group-related causes**: Another important factor that disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Normally, students ask earnestly for recognition from their peer group during later childhood and adolescence. However, popularity among the peer group depends on various factors, such as good looks, athletic abilities, social class, academic performance, and special talents. If the student lacks these qualities, they may fail to get status among his/her peer group and get frustrated and maladjusted.

**6. Community causes**

The community plays a major role in the success of a school. Communities that do not support schools often experience the problem of truancy. Negative influences in the community, such as substance abuse and gang activity, can lead to truancy. Another factor in the community that can cause truancy is a lack of adequate transportation, especially if the schools are far from students' homes. Upheavals in the community also cause truancy (Jay & Mary, 2012).

**Implications of Truancy**

Bill (2010) indicates that truancy's consequences are extensive, resulting in negative implications for multiple levels of society. In the short-term, truancy can predict maladjustment, poor academic performance, school dropout, substance abuse, delinquency and teenage pregnancy. In the long term, evidence reveals truancy as a predictor of poor adult outcomes, including violence, marital instability, job instability, adult criminality, and incarceration. Moreover, truancy exerts a negative effect on the community because it correlates with delinquency, crime, and other negative adult outcomes. Student dropout from school is the most obvious result of chronic absenteeism. These forms of delinquency include substance abuse, gang activity, and later involvement in adult criminal activity such as burglary, auto theft, and vandalism, thus leading to incarceration. (Ivy, 2022). Truancy has been linked with delinquent behaviour in students and negative behaviour later in adulthood. The students who engage in truancy in school are more likely to exhibit destructive behaviour and poverty in adulthood. The problem with truancy is widespread. The trend of truancy seems very fashionable to the extent that truants share their ideas on how to skip classes on the internet. The truants waste their time because they miss an opportunity to acquire skills and knowledge for use in life and future careers. Moreover, the students who cut classes waste their parents' money. The problem of truancy often is a symptom of underlying problems that cause students to skip classes.

Other consequences of truancy are a less educated workforce, as youths who are the future leaders become uneducated as a result of truancy and dropping out of school. This will obviously have an adverse effect on the nation's workforce and hence low productivity. This will also increase unemployment and the illiteracy level of the nation. In a situation where educational institutions of different levels turn out graduates of different cadres annually and push them into the labour market, what chances do the truants/dropouts have? The above

situation will adversely affect the nation's development since employment and literacy levels are among the indices for determining national development.

## Psychological Interventions for Students with Truancy

Manoranjan and Bisweswari (2022) originated several techniques in their theories that could help in resolving truancy, which include: assertiveness training, cognitive restructuring and modelling.

**Assertiveness training:** Assertive Training (AT) is a psychotherapeutic technique designed to help individuals develop assertiveness skills in various interpersonal situations. AT involves learning and practising communication techniques to express one's opinions, desires, and emotions directly and respectfully, thereby fostering self-confidence and reducing anxiety in social interactions. Assertiveness training equips individuals to communicate their needs and wants directly and confidently. This includes learning to say "no" without guilt or fear of rejection. Assertive communication allows individuals to prioritise their well-being without compromising relationships. The truant should try to be assertive, having it in his/her mind that he/she could do better, let him or she be repeat several times that "I will do better", "I will stop absenteeism" by saying these, he/she would work towards achieving it. This is called "record broken".

**Cognitive Restructuring:** Cognitive restructuring is a process by which an individual is made to avoid crooked and irrational thinking, guiding the individual to think straight and logically. Cognitive restructuring is a counselling technique used to assist an individual in reducing negative emotional reactions. The emphasis during this therapy session is to help a client modify his/her distorted perception of the world caused by a negative mindset. Cognitive restructuring aims at modifying distorted thinking patterns and negative self-talk that arise from internalised wrong beliefs. The technique restructures the already structured irrational thoughts, beliefs and philosophies, which an individual has already acquired by redressing and changing them at the mental level of the person concerned, to ensure his happiness and efficiency at school or workplace. Cognitive restructuring operationally is a behaviour modification technique that is based on teaching a client how to reduce negative emotional reactions by getting him or her to interpret situations with greater accuracy. Specifically, the problem is to get the individual or client to avoid crooked thinking and think straight (Ekwulundu et al., 2022). Here, the truant would erase the erroneous belief that someone is responsible for his truancy, such as poor home, parental ignoring, lack of funds, but should try to turn a new leaf, that he is the cause of the problem he/she is passing through by disputing the irrational thinking and erroneous beliefs.

**Modelling:** The truant should try to emulate and imitate those students who are punctual in school and copy them to be effective and perform well in their academics.

## Other techniques include:

**Reinforcement** is a strong technique that will strengthen an organism's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. There are two types of reinforcement, namely positive and negative reinforcement. Positive reinforcement: a reward is offered for the expression of the wanted behaviour. Truancy is corrected when a child is encouraged to attend and is constantly present in school for a period of a week. The counsellor would assure him or her of the need to reward him/her so as to repeat the same behaviour. The moment is being rewarded, he/she will be repeating the expected behaviour (Obi, 2023). The positive reinforcers then provide a desirable stimulus. Negative reinforcement is characterised by taking away an undesirable stimulus. A perpetual truant may not allow or remove the pleasure he or she enjoys in absenting himself/herself from school.

**Contingency contract;** Contingency contract is an if-then agreement that states which actions under certain conditions will result in specific outcome This is an agreement between a truant and the counsellor, where both of them would sign agreement on the part that the truant would be rewarded if stood to the agreement of attending school regularly, he or she will be rewarded. This is not automatic or permanent; if they violate the contract, then they may break it (Schultz, 2015).

**Token economy** is a behaviour therapy, a program, sometimes conducted in an institutional setting like a hospital, classroom and churches. The desired behaviour is reinforced by offering tokens that can be exchanged for special foods, television time, passes, or other rewards. It is commonly used and has been

successfully modelled with pigeons in a laboratory setting. The counsellor may decide to reward the child if they attend school to serve as reinforcement to repeat the same behaviour (Obibuba 2020).

**Ear Shooting:** This is a behaviour modification technique used to increase and maintain a desirable behaviour of a student. It entails eulogising the good attitude or behaviour of a student in the presence of another person significant to the student in question, to the hearing of the student. For example, a teacher could promote a student with truant behaviour by talking about his recent frequency in school with the parents in the presence of the student. The teacher talks about that attitude with the parents of the pupils in their presence, so that the pupils will not only be happy but will also continue in that behaviour. This technique strengthens and increases the frequency of coming to school of a truant student.

**Shaping:** Shaping, as the name suggests, is a behaviour modification technique used to teach a new behaviour. The modifier or therapist does not wait until the client achieves the targeted desired behaviour before he/she is reinforced. But rather successive steps towards learning the desired behaviour are reinforced according to an increasingly rigorous criterion. What the teacher does first is to give a clear description of what the child has to learn to do, and then start by reinforcing something the child does that somehow resembles it. Progressively thereafter, behaviours that increasingly approximate the desired behaviour are reinforced until the child consistently elicits the target behaviour. Shaping involves breaking down tasks into small steps, a chaining process, and then reinforcing the client as he accomplishes each step (Obibuba, 2020).

**Time out:** This is a procedure that decreases the frequency of or eliminates an undesirable behaviour. Time out temporarily removes the opportunity to receive positive reinforcement. It is sometimes called removal punishment; a time-out is adopted, especially when a teacher believes that the attention of other students is a motivating tool to reinforce misbehaviour, so that the student is denied this reinforcement. A case of a girl who leaves her home with a school uniform every Friday, only to hide in the back corner of the school until storytelling period, simply because she hated mathematics. She walked into the class during a storytelling session and was assigned to a time-out as a consequence of her truant behaviour. Time out, among others, has generally been found to reduce truancy among students (Obibuba, 2020).

**Conclusion**

Truancy is a major problem in schools today; the symptoms of truancy ought to be tackled at the root to avoid the future problems that truants face. The stakeholders in a student's education must work hand in hand to combat the problem and end the blame game. Measures must be put in place to deal with truancy, and concerted effort must be employed. It is a well-known fact that truancy often leads to low academic achievement and, in other cases, dropouts. Students who drop out of school reduce their chances of meaningful employment, and many never get job opportunities, hence falling into a cycle of poverty. Truancy is a threat to the future of students and must be stamped out of the education system.

**Suggestions**

1. Psychologists and Counsellors should incorporate some psychological intervention into school guidance curriculum activities to ensure all students are sensitised to the dangers of truancy. Addressing truancy behaviour requires a collaborative effort involving the school counsellors, teachers, parents and other stakeholders. Therefore, there is a need to establish strong partnerships and open communication channels to ensure a coordinated and comprehensive approach to support students in addressing truancy issues.
2. Regular register attendance checks are conducted by the form master and followed up by the school head in order to minimise the prevalence rates of truancy among the students. And also, making students' attendance average visible to parents ensures they're aware of when their child is at school, and if there are any unexplained absences, they want to bring them up with the school.
3. The learning environment should be made more active, lively and interesting for the students in order to make them feel comfortable while in school. Also, teachers should be friendly and role models; by doing so, their negative attitudes towards students will be eliminated. Likewise, parents should supervise their children and equip them with the necessary educational materials to avoid unnecessary excuses from students.

4.  Provide additional support: In more sensitive cases surrounding student absenteeism, it's important that the school provides additional support, both internally and by linking them with third parties, depending on the reasons for their absenteeism. Schools can take special measures like holding spare uniforms and stationery supplies, organising a pickup and drop off service, as well as hosting breakfast clubs to avoid students missing school because of these reasons. However, it's important that schools refer families to organisations that can help with at-home issues that are impacting their child's learning.

5.  Communities and courts can provide a useful backup to families and schools by communicating expectations and enforcing sanctions on youth who fail to attend school. They are most effective in this role when they impose immediate and consistent sanctions, particularly ones that matter to youth. Because communities and courts may be most immediately concerned with the threat to citizen safety posed by truant students, their focus may be on keeping students off the streets during school hours. However, communities are also charged with guarding public safety long-term. One of the most effective means of accomplishing this is ensuring that a large proportion of a community's youth are prepared for responsible and productive lives through formal education.

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# PERSPECTIVES ON THE PROPER USE OF MOBILE HEALTH (MHEALTH) TOOLS FOR LIFELONG WELLNESS AMONG WOMEN IN ZAMFARA STATE HOSPITALS

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**Abstract**

Mobile health (mHealth) technologies offer promising solutions to address persistent health disparities and improve lifelong wellness among women in Zamfara State, Nigeria. This paper explores perspectives on the proper use of mHealth tools within hospital settings, drawing on a conceptual framework that highlights the role of technology in expanding access, enhancing health education, and strengthening care continuity. It examines the Nigerian mHealth context, including the adoption of SMS reminders, teleconsultation platforms, and mobile education services within the broader policy and regulatory landscape. The paper analyses women's health needs in Zamfara State, with particular attention to maternal and reproductive health challenges, chronic disease management, health literacy barriers, and socio-cultural considerations that shape care-seeking behaviours. It reviews practical applications of mHealth tools in local hospitals, such as patient education campaigns, appointment scheduling, remote consultations, and monitoring of maternal health indicators. The analysis highlights the benefits of proper mHealth use in improving access to services, promoting knowledge and behaviour change, reducing maternal and child mortality, and supporting continuity of care. Despite these benefits, significant challenges and barriers persist, including infrastructural limitations, low digital literacy among women and health workers, privacy and data protection concerns, and socio-cultural resistance. The paper concludes by underscoring the need for targeted strategies such as training and capacity building, community engagement, infrastructure strengthening, and policy development to ensure effective implementation. Recommendations emphasise collaborative efforts among government agencies, hospitals, telecommunications providers, and local communities to build an enabling environment for sustainable mHealth integration that advances women's health and wellness in Zamfara State.

**Keywords:** mHealth, hospital, lifelong wellness, women, maternal health, reproductive health.

**Introduction**

Women's health remains a critical component of public health development, particularly in low-resource settings where access to quality healthcare services is limited. In Northern Nigeria, including Zamfara State, maternal and reproductive health outcomes continue to face challenges due to socioeconomic disparities, cultural barriers, and under-resourced healthcare systems (Akorede et al., 2022). Hospitals in Zamfara State, often serving as referral centres in a weak primary healthcare system, play a central role in addressing these gaps. However, the burden on these facilities is high, and innovative approaches are needed to strengthen service delivery and promote lifelong wellness among women.

Mobile health (mHealth) has emerged globally as a promising strategy to enhance healthcare access, patient education, and service quality, especially in underserved regions. mHealth tools ranging from SMS-based education programs to sophisticated smartphone applications and teleconsultation platforms have been deployed to improve maternal health, chronic disease management, and health literacy (World Health Organization [WHO], 2011; Free et al., 2013). In the Nigerian context, mHealth interventions have shown potential to reduce barriers related to distance, cost, and limited workforce capacity (Oyeyemi & Wynn, 2015). Yet, the effective and sustainable use of these tools depends on appropriate design, cultural adaptation, and integration into existing hospital systems.

This paper explores perspectives on the proper use of mHealth tools as a means to achieve lifelong wellness among women in hospitals in Zamfara State. By examining health needs specific to women in the region, reviewing potential applications of mHealth in hospital settings, and analysing barriers and enabling strategies, the discussion seeks to inform healthcare managers, policymakers, and development partners about best practices for leveraging technology to improve women's health outcomes in Zamfara State. Such a focus aligns with Nigeria's commitment to achieving Universal Health Coverage (UHC) and Sustainable Development Goal 3, which emphasises healthy lives and well-being for all at all ages (Federal Ministry of Health, 2016; United Nations, 2015).

**Conceptual Framework**

This paper is grounded in the intersection of lifelong wellness, women's health, and digital health technologies, particularly mobile health (mHealth). Lifelong wellness, in this context, refers to a continuous state of physical, mental, and social well-being experienced by women across all stages of life, not merely the absence of disease (WHO, 1948). Achieving such wellness requires sustained access to health services, health literacy, and proactive health behaviours, all of which can be supported through digital innovations like mHealth. mHealth operates within the broader scope of eHealth, which encompasses the use of information and communication technologies (ICT) for health. The Technology Acceptance Model (TAM) by Davis (1989) helps explain how users, such as patients and healthcare workers, perceive and adopt mHealth tools. According to TAM, perceived usefulness and ease of use are critical in determining whether technology will be accepted and effectively utilised. In a healthcare setting such as Zamfara State hospitals, both patients' and providers' perceptions of mobile tools play a major role in their adoption and success.

This framework also draws on Andersen's Behavioural Model of Health Service Use, which explains access and utilisation of health services based on three key factors: predisposing characteristics (such as age, gender, education), enabling resources (e.g., technology, income, mobile access), and need factors (such as pregnancy, chronic illness). In Zamfara State, mHealth can serve as an enabling resource that bridges the gap between need and service delivery, especially for women facing geographic, financial, or cultural barriers to care. Furthermore, this paper adopts a gender-sensitive health systems approach, recognising that women's unique biological, social, and economic realities shape how they access and benefit from healthcare innovations. mHealth tools must therefore be tailored not only to clinical needs but also to the social contexts of women's lives, particularly in rural or underserved regions of Nigeria.

By combining these theoretical perspectives, the conceptual framework emphasises that the effective and proper use of mHealth tools is not merely a technological intervention but a social and systemic strategy to empower women, improve hospital-based service delivery, and support lifelong wellness.

**mHealth Tools in the Nigerian Context**

Nigeria has experienced a rapid increase in mobile phone penetration, with over 200 million active mobile subscriptions as of 2022 (Nigerian Communications Commission [NCC], 2022). This widespread access has created a fertile ground for the adoption of mobile health (mHealth) initiatives aimed at improving healthcare delivery, especially in underserved regions. The Nigerian government and various non-governmental organisations have begun integrating mHealth solutions to address challenges such as maternal health, infectious disease management, and health education (Adepoju et al., 2019). Despite these advancements, the adoption of mHealth remains uneven, hindered by infrastructural deficits, digital literacy barriers, and limited policy frameworks (Akinbo et al., 2021).

**Types of mHealth Tools Used in Hospitals**

In Nigerian hospitals, several mHealth tools are employed to enhance health services:

**SMS reminders and health education messages**: Widely used to improve appointment adherence and disseminate health information, especially for maternal and child health (Oluwole et al., 2018).

**Mobile apps and platforms**: Some hospitals utilise specialised applications for disease tracking, clinical decision support, and patient management (Adepoju et al., 2019).

**Telemedicine and remote consultations**: Increasingly adopted in urban centres to provide specialist services and reduce patient travel (Akinbo et al., 2021).

**Electronic health records (EHRs)** accessed via mobile devices: Used for data management and patient monitoring, although their implementation is still evolving.

**Policy and Regulatory Environment for mHealth**

The Nigerian government has recognised the importance of digital health, with policies like the National Digital Health Strategy (2019–2024) aiming to foster the integration of mHealth into mainstream healthcare (Federal Ministry of Health, Nigeria, 2019). However, regulatory challenges persist, including concerns over data privacy, security, and standardisation. The absence of comprehensive legal frameworks has sometimes slowed widespread adoption and trust among users (Oluwole et al., 2018). Efforts are ongoing to develop guidelines that ensure patient confidentiality, interoperability, and quality assurance for mHealth initiatives in Nigeria.

**Women's Health Needs in Zamfara State**

Women in Zamfara State face significant and interrelated health challenges that underscore the need for innovative approaches such as mHealth tools in hospital settings. Maternal and reproductive health indicators remain poor, with high rates of maternal mortality attributed to limited access to skilled birth attendants, delays in seeking care, and inadequate emergency obstetric services (National Population Commission & ICF, 2019). Hospitals often serve as critical referral centres for complicated pregnancies but face overwhelming demand and resource constraints, making timely communication and patient tracking essential.

Chronic disease management is an emerging concern for women in Zamfara State. Conditions such as hypertension, diabetes, and anaemia affect women across their life course, yet routine screening and long-term follow-up are limited. Hospitals struggle with fragmented records and patient loss to follow-up, complicating continuity of care. mHealth tools offer opportunities for appointment reminders, home-based monitoring, and structured follow-up protocols that can improve outcomes for chronic disease patients.

Health education and literacy barriers further complicate women's health outcomes. Many women in rural areas have limited formal education, which affects their understanding of health information, adherence to treatment plans, and ability to navigate hospital systems. Language differences and low literacy levels also reduce the effectiveness of traditional health education approaches. mHealth solutions, particularly those using voice, local languages, or pictorial messaging, can help overcome these barriers by delivering accessible, culturally tailored health education directly to women's mobile phones.

Cultural and social considerations are central to women's health in Zamfara State. Gender norms may limit women's autonomy in seeking healthcare, particularly for reproductive services, while concerns about privacy and confidentiality can discourage open communication with providers. Additionally, family decision-making dynamics and religious beliefs may influence care-seeking behaviour. Any use of mHealth tools must be sensitive to these realities, ensuring respect for cultural values while empowering women to take an active role in their own lifelong wellness.

**Applications of mHealth Tools in Zamfara State Hospitals**

mHealth tools hold significant promise for strengthening hospital-based health services for women in Zamfara State by addressing persistent gaps in access, communication, and continuity of care. Some of the important applications include;

**1. Patient education and awareness campaigns**.

Hospitals can leverage SMS, voice messages, or mobile apps to deliver culturally appropriate health education on topics such as antenatal care, postpartum nutrition, family planning, and chronic disease management (Akorede et al., 2022; WHO, 2011). Such targeted campaigns can improve health literacy among women with limited formal education, fostering informed decision-making and healthier behaviours (Federal Ministry of Health, 2015).

**2. Appointment Scheduling and Reminders**

Hospitals utilise mobile-based appointment systems to streamline scheduling, reduce missed visits, and improve clinic efficiency. Automated SMS reminders alert women about upcoming antenatal or postnatal appointments, which is crucial in reducing maternal mortality and ensuring continuity of care (Ojo et al., 2019).

**3. Teleconsultation and Remote Support**

Telemedicine platforms enable healthcare providers in Zamfara to offer remote consultations, especially in areas lacking specialists. Women can receive guidance on pregnancy complications, reproductive health concerns, or chronic disease management without travelling long distances, thereby improving access to quality care (Akinbo et al., 2021).

**4. Monitoring and Follow-up of Maternal Health Indicators**

mHealth tools facilitate real-time monitoring of maternal health indicators such as blood pressure, fetal heartbeat, and postpartum recovery. Community health workers can record and transmit data remotely, enabling timely interventions and better tracking of maternal health outcomes (Adepoju et al., 2019).

**Benefits of Proper Use of mHealth Tools for Women's Wellness**

The proper use of mHealth tools in Zamfara State hospitals offers significant opportunities to advance women's lifelong wellness by addressing systemic barriers to healthcare access and quality.

**1. Improving Access to Healthcare Services**

Properly implemented mHealth tools can bridge gaps in healthcare access, especially in remote and underserved areas like Zamfara State. They enable women to reach healthcare providers via teleconsultations, access health information, and receive reminders for appointments, reducing the need for long-distance travel and overcoming mobility barriers (Fagbamigbe et al., 2020).

**2. Enhancing Health Knowledge and Behaviour Change**

mHealth platforms facilitate targeted health education, increasing women's awareness about reproductive health, nutrition, and disease prevention. This increased knowledge encourages positive health behaviours, such as timely antenatal visits, family planning use, and proper hygiene practices (Akorede & Toyin, 2020; Harande et al., 2025).

**3. Reducing Maternal and Child Mortality**

By promoting early detection of pregnancy complications, ensuring adherence to antenatal and postnatal care, and supporting timely interventions, mHealth tools contribute to lowering maternal and neonatal mortality rates. Consistent follow-up and monitoring enable healthcare providers to respond promptly to health risks (Akorede et al., 2020; Akinbo et al., 2021).

**4. Supporting Continuity of Care**

mHealth solutions ensure ongoing engagement between women and healthcare providers, facilitating continuous monitoring of health indicators and follow-up services. This continuity is essential for managing chronic conditions, postpartum recovery, and ongoing reproductive health needs, leading to better overall wellness (Akorede et al., 2023; Adepoju et al., 2019).

**Challenges and Barriers to mHealth Implementation**

Despite the potential benefits of mHealth tools for advancing women's wellness in Zamfara State hospitals, several challenges and barriers may limit their effective adoption and impact.

**1. Technological Infrastructure Limitations**

Limited access to reliable electricity, internet connectivity, and mobile network coverage in remote areas of Zamfara hinders the effective deployment of mHealth tools. These infrastructural deficiencies can lead to inconsistent service delivery and reduced usability (Fagbamigbe et al., 2020).

**2. Digital Literacy among Women and Health Workers**

Low levels of digital literacy and familiarity with mobile technologies among women, especially in rural communities, pose significant barriers. Similarly, some healthcare workers may lack the training needed to utilise mHealth systems effectively, impeding adoption and integration into routine care (Ojo et al., 2019).

**3. Privacy, Security, and Data Protection Concerns**

Concerns about the confidentiality of personal health information can discourage women from engaging with mHealth services. Inadequate data protection policies and potential risks of data breaches threaten user trust and acceptance (Akinbo et al., 2021).

**4. Socio-cultural Resistance and Gender Norms**

Cultural beliefs, gender dynamics, and societal norms may restrict women's access to mobile devices or their participation in digital health initiatives. Resistance from communities or families can limit the reach and effectiveness of mHealth programs (Abdulbaqi et al., 2025; Adepoju et al., 2019).

**Strategies for Effective Implementation**

To realise the full potential of mHealth interventions in Zamfara State hospitals, it is essential to adopt comprehensive and context-specific strategies that address existing challenges and facilitate sustainable integration. Effective implementation hinges on building the capacity of healthcare workers, engaging communities, strengthening infrastructure, and establishing supportive policy frameworks. By focusing on these key areas, stakeholders can ensure that mHealth solutions are accessible, acceptable, and impactful in improving women's health outcomes.

**1. Training and Capacity Building for Healthcare Workers**

1. Conduct comprehensive training sessions to enhance digital literacy and familiarise healthcare providers with mHealth platforms.
2. Provide ongoing technical support and refresher courses to ensure sustained effective use.
3. Incorporate mHealth training into existing professional development programs to build confidence and competence.

**2. Community Engagement and Sensitisation**

1. Involve community leaders, religious figures, and local stakeholders to promote acceptance and trust in mHealth initiatives.
2. Conduct awareness campaigns highlighting the benefits of mHealth for women's health and wellness.
3. Address cultural concerns and misconceptions through culturally sensitive messaging to encourage women's participation.

**3. Strengthening Hospital Infrastructure and Connectivity**

1. Invest in reliable electricity supply solutions, such as solar power, to mitigate power outages.
2. Improve internet and mobile network coverage in rural and underserved areas through partnerships with telecom providers.
3. Equip hospitals with necessary devices (smartphones, tablets) and ensure maintenance and technical support are available.

**4. Policy Recommendations and Support Frameworks**

1. Develop and implement policies that promote data privacy, security, and ethical use of mHealth data.
2. Establish collaborations between government, NGOs, and private sector stakeholders to fund and sustain mHealth programs.
3. Incorporate mHealth strategies into national and regional health plans to ensure alignment and long-term commitment.

**Conclusion**

The successful implementation of mHealth tools in Zamfara State hospitals relies on strategic approaches that emphasise training healthcare workers, engaging communities, strengthening infrastructure, and establishing robust policy frameworks. These perspectives highlight the importance of a coordinated effort among stakeholders to ensure that mHealth initiatives are sustainable, culturally acceptable, and capable of improving health outcomes for women. The implications for health policy and hospital management include the need for integrating digital health strategies into national health plans, prioritising resource allocation for infrastructure development, and fostering collaborations across sectors.

**Recommendation**

To realize the full benefits of mHealth, it is recommended that, stakeholders including government agencies, NGOs, healthcare providers, community leaders, and development partners should work collaboratively to integrate mHealth strategies into state and national health plans; expand mobile network coverage in rural areas; promote policies that safeguard data security and equity in access; incorporate mHealth training into health professional curricula; and engage women and local leaders in awareness campaigns. Through these concerted efforts, mHealth can become a transformative force in reducing health inequities and promoting lifelong wellness among women in Zamfara State.

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# COUNSELLING APPROACHES TO THE PREVENTION AND CURE OF OUT-OF-SCHOOL CHILDREN PHENOMENON IN KADUNA STATE, NIGERIA

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**Abstract**

This paper delves into the critical role of counselling approaches in the prevention and cure of out-of-school children. The global issue of out-of-school children poses significant challenges to educational equity and societal development. Factors such as poverty, cultural norms, conflicts, and health crises contribute to this phenomenon. Counselling approaches have emerged as effective strategies in both preventing and addressing the root causes of children being out of school. This paper explores how counselling intervention can strengthen family dynamics, foster healthy communication, and support inclusive education for all children. Counselling approaches, encompassing preventive measures and restorative practices, play a crucial role in mitigating the out-of-school children phenomenon. By addressing individual and systemic barriers, these strategies foster a more inclusive and supportive educational environment, ensuring that all children have the opportunity to benefit from formal education.

**Keywords**: Counselling approaches, Prevention, out-of-school children,

## Introduction

Education is a fundamental right and a key driver of national development, yet millions of children in Nigeria remain out of school. So many factors exist as the cause of the menace (Out-of-school children) this including poverty, which limits access to education by creating financial, social, and infrastructural barriers, cultural norms, conflicts, poor funding, corruption and health crises, among others, contribute to this phenomenon. The phenomenon of out-of-school children (OOSC) is a significant global challenge, especially in developing countries. According to UNESCO (2021), over 244 million children and adolescents worldwide are out of school, with sub-Saharan Africa accounting for a significant proportion. The issue stems from multiple factors, including poverty, early marriage, child labour, and lack of access to quality education (UNICEF, 2022). Counselling has emerged as a crucial intervention in both preventing and addressing this crisis by providing psychological, emotional, and educational support to children and families. This paper explores counselling approaches that can be applied to prevent and reintegrate out-of-school children into the education system. Nigerian out-of-school children have oscillated between 10.5 million and around 15 million for more than a decade, with the situation growing worse due to the degenerating security situation in the country.

The Global Education Monitoring (GEM) Report (2020) indicated that sub-Saharan Africa remains the region with the most children and youth out of school, with 98 million children and young people excluded from education. It is also the only region where this number is increasing. "The region with the second-highest out-of-school population is Central and Southern Asia, with 85 million. The top three countries with the most children and youth excluded from education are India, Nigeria and Pakistan (GEM 2020). "Data compiled by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), in partnership with the Global Education Monitoring Report, showed that Nigeria has about 20 million out-of-school children, placing it second after India, a nation with over one billion population. Pakistan comes third. The three countries have the highest figures for out-of-school children globally (Haruna et al., 2022). The critical roles education plays in the socio-economic and political development of any nation can never be overemphasised. Education is the pivot upon which the quality of a country's human capacity development is enhanced. From every indication, the economic and technological advances recorded in every nation are tied to the educational attainment of its citizens globally. It is obvious, therefore, that the survival of any organised nation depends on the quality of education of its population. Beyond the production of a capacity of think-tanks for the

advancement of the people, education creates room for better health and nutrition, thereby helping to improve hygiene. It also assists societies to experience a higher child survival rate and provides an avenue for a greater sense of health awareness (Esu, 2022).

## Concept of Out-of-School Children

Out-of-school children refer to children in the official primary school age range who are not enrolled in either primary or secondary schools. Children and youth not enrolled in any formal or non-formal education program. According to the United Nations, out-of-school children refer to children who are yet to be enrolled in any formal education, excluding pre-primary education. The age range for out-of-school children is 6-11 years UNESCO, 2021). Out-of-school children are school-age children who are supposed to be in schools but are not in schools due to parental and governmental failures to provide accessible, quality education for them. Out-of-school children are young children in the age group of 1 to 12 that are roaming the streets without access to a functional educational system (Ojelade et al., 2019). Out-of-school children are the children whom the government and the parents have failed to provide quality basic education for. The term "out-of-school children" is a non-attendance of the school of school-age children for some established factors.

## Factors Responsible for Out-of-School Children

There could be various reasons that are responsible for out-of-school menace in Kaduna state, Nigeria. However, for this paper, the following factors will be discussed as follows: poverty, Poor funding/Infrastructure and Access to Schools, Gender Disparities and Cultural Beliefs, Security challenges, and malnutrition and poor health.

**Poverty** is a significant factor contributing to the high number of out-of-school children in Nigeria. According to UNESCO (2022), Nigeria has one of the highest rates of out-of-school children globally, with millions unable to access basic education. The financial struggles of many families make it difficult for children to attend and remain in school. The high rate of poverty among Nigerians is also responsible for out-of-school children. The rising poverty that forces parents to put children in the labour market and street hawking, and the breakdown in social and family life are some of the causes of the high rate of out-of-school children in Nigeria. This position was reaffirmed by Ogunode (2021) and Musa (2019) that many Nigerian parents cannot send their wards to school due to the high rate of poverty. Many basic schools in Nigeria pay some fees, like examinations and PTA dues. Such fees are handled by households. When family resources are low, a family will have to choose one or two children to attend school while the others stay at home. Older children, orphans, and girls are most likely to be left out. Children are meant to work for their parents because of poverty. Children are kept at home to help with domestic chores or care for siblings. Older children supporting younger siblings must work to have money for food and other needs. This is a major contributor to the out-of-school problem. The majority of children who drop out of school are young girls who come from poor and rural backgrounds (World Bank, 2010, 2011). The Nigerian economy is really at its end, and most families are finding it extremely difficult to even eat three square meals a day. The inflation rate is biting hard on the majority of the citizens, and this has affected every other aspect of the people's perception of life. Most Nigerians may be aware of the importance of education to the future of their children, yet they lack the financial capacity to send their children to school (Ikiyei et al., 2022).

## Poor funding/Infrastructure, and Access to Schools

Rural and impoverished areas often lack adequate schools, requiring children to travel long distances. Many poor communities lack well-funded public schools, making education inaccessible. Corruption and mismanagement of education funds also contribute to poor learning conditions, pushing children out of school (World Bank, 2022). Many parents, especially in low-income families, prefer to keep their children at home due to safety concerns or the cost of transportation (World Bank, 2022). The poor implementation of the UBE programme in Nigeria is also responsible for the high out of school children. The UBE programme was designed to provide free and compulsory ten-year basic education for all Nigerian children. The policy of Universal Basic Education (UBE), which mandates the government at the state and federal levels to give compulsory, free and quality education to every child of school age, has not been fully implemented in Nigeria due to many challenges. Ogunode (2021) identified the problem militating against the effective

implementation of the UBE programme in Nigeria to include: shortage of funds, shortage of infrastructural facilities, inadequate professional teachers, corruption, and poor implementation of the Child Rights Act.

**Gender Disparities and Cultural Beliefs**: In many poor communities, families prioritise the education of boys over girls, seeing investment in a male child's education as more beneficial. Girls from poor families are more likely to be withdrawn from school for early marriage or domestic responsibilities (UNESCO, 2022).

**Security Challenges:** The high rate of out-of-school children in Nigeria has led to security challenges in many parts of the country, especially the Northern part of the country. Haruna et al. (2022) opined that "20 million out-of-school children represent a grim future, one characterised by grave socio-economic and security consequences for Nigeria". They further stressed that children who are out of school are often used to perpetrate crime and other ills in society, and also observed that this deficiency will affect all aspects of human life, as there will be vacancies in several areas that demand skills acquired through education at school. Ndanusa et al. (2021) observed that this army of out-of-school children poses a potential threat to society in the future if nothing is done to arrest the situation. This set of Nigerians may become willing tools in the hands of disgruntled politicians and elements who want to foment trouble in society. The current incessant cases of kidnapping and other related criminal activities in Nigeria serve as reminders of the implications of not providing Nigerians the opportunity of having at least a basic education. Evidence shows that virtually all indicted and arrested notorious kidnappers are not well educated. They have either a basic education or no education at all (Akorede et al., 2022). Charity et al. (2020) findings showed that children who are out of school are often used to perpetuate crime and other ills in society, and children who are out of school are used to commit some crimes. Birdi, Allan and Warr (1997) found that there exists a relationship between participation in required training courses, work-based development activities and job satisfaction. Children who do not attend school are often exposed to violence and menial jobs. Surveys by both the print and electronic media tend to indicate that over 85 per cent of the criminal activities perpetrated in Nigeria are done by youths who are school dropouts (Ajala, 2012). The cost and effects of school dropout are not only on the individual but also on society at large because school dropouts become frustrated, face rejection, become unemployed, turn to crime and social vices (Ayoko, 2022). School dropouts cost the nation billions of naira in lost wages, tax revenues and productivity over their lifetime. The large number of children who are dropping out of school makes the nation unable to actualise its economic development and technological advancement.

**Malnutrition and Poor Health**

Children from poor backgrounds often suffer from malnutrition and health issues, which affect their ability to learn. Frequent illness and hunger make it difficult for them to concentrate in class, leading to high dropout rates (Akorede et al, 2022; Abdulbaqi et al., 2025).

**Preventive Counselling Approaches**

Preventive counselling aims to reduce the likelihood of children dropping out of school by addressing root causes and enhancing support systems.

1. School-Based Counselling Programs

School-based counselling programs provide emotional and psychological support to at-risk children, helping them cope with academic and personal challenges (American School Counsellor Association [ASCA], 2020). Counsellors work with teachers and parents to identify children who are at risk of dropping out due to issues such as learning difficulties, family instability, or peer pressure. By offering targeted interventions such as mentorship, career guidance, and social-emotional learning, counsellors can prevent children from leaving school.

2. Family and Parental Counselling

Family instability and parental attitudes toward education significantly influence school attendance (Abdulbaqi et al., 2024). Family counselling helps parents understand the importance of education, develop positive parenting skills, and create supportive home environments. Group counselling sessions can also encourage parents to share experiences and solutions for keeping their children in school.

3. Community-Based Counselling and Advocacy

Many children drop out of school due to cultural norms, early marriage, or economic hardship. Community-based counselling involves engaging community leaders, religious institutions, and local organisations to change negative perceptions about education (UNICEF, 2022). Advocacy programs, coupled with psychoeducational counselling, help communities recognise the value of education and encourage local solutions, such as community learning centres.

4. Career and Motivational Counselling

Children who lack motivation or perceive education as irrelevant to their future are at risk of dropping out (Bandura, 1997). Career counselling exposes students to future opportunities, demonstrating how education leads to better employment and life prospects. Motivational interviewing techniques help students develop self-efficacy and a sense of purpose, making them more likely to stay in school.

Curative Counselling Approaches

For children who are already out of school, counselling interventions focus on reintegration, psychological healing, and alternative education pathways.

1. Psychosocial Counselling for Reintegrating Children

Many out-of-school children experience trauma due to poverty, abuse, or displacement (Save the Children, 2020). Psychosocial counselling helps them overcome these experiences and regain confidence in formal education. Group therapy sessions and resilience-building activities create a sense of belonging and emotional stability, which are critical for successful reintegration.

2. Non-Formal and Alternative Education Counselling

For children who cannot return to formal schooling, alternative education models such as vocational training and flexible learning programs provide practical pathways to learning (World Bank, 2021). Counsellors play a key role in guiding these children toward programs that align with their skills and interests, ensuring they continue their education in a meaningful way.

3. Behavioural Therapy and Cognitive Interventions

Some out-of-school children exhibit behavioural issues such as aggression, low self-esteem, or substance abuse, which hinder reintegration (Abdulbaqi et al., 2025; Akorede et al., 2022; Ndetei et al., 2018). Cognitive-behavioural therapy (CBT) and behaviour modification techniques help them develop positive coping mechanisms, improve self-regulation, and adjust to the learning environment (Akorede et al., 2022).

4. Peer Support and Mentorship Programs

Peer mentoring helps reintegrated students adjust by providing them with role models who have successfully transitioned back to school (UNESCO, 2021). These programs boost self-esteem, provide academic support, and create a sense of accountability among students.

**Conclusion**

Counselling is a powerful tool in both preventing and addressing the out-of-school children phenomenon. Preventive approaches focus on strengthening school, family, and community support systems, while curative interventions facilitate psychological healing, reintegration, and alternative learning options. Governments, schools, and non-governmental organisations should invest in professional counselling services to ensure that every child has the opportunity to receive quality education.

**Suggestions**

The following suggestions were made to help minimise the out-of-school syndrome in Kaduna State, Nigeria;

1. Improve Access to Education

Free and Compulsory Basic Education: Strengthen policies ensuring that primary and secondary education is free and mandatory.

Infrastructure Development: Build more schools, especially in rural and conflict-prone areas, and improve existing facilities.

Flexible Learning Programs: Implement alternative schooling options, such as mobile schools, evening classes, and community-based education for children who work or have other responsibilities.

2. Address Socioeconomic Barriers

Conditional Cash Transfers (CCTs): Provide financial incentives to low-income families to encourage school attendance.

School Feeding Programs: Expand school meal initiatives to reduce child hunger and improve attendance.

Scholarships and Support Programs: Offer tuition waivers, learning materials, and transportation support for children from disadvantaged backgrounds.

3. Tackle Cultural and Gender Barriers

Promote Girls' Education: Address cultural biases that discourage female education through awareness campaigns and targeted policies.

Community Engagement: Work with religious and community leaders to advocate for the importance of education.

Ban Child Marriages and Child Labour: Strengthen laws and enforcement against practices that prevent children from attending school.

4. Improve Education Quality and Teacher Capacity

Teacher Training: Invest in teacher recruitment and continuous professional development.

Digital Learning Tools: Integrate technology into classrooms and provide access to online learning for children in remote areas.

Curriculum Reform: Ensure education is relevant, practical, and aligned with modern job market needs.

5. Strengthen Government and Policy Frameworks

Stronger Monitoring and Data Collection: Develop accurate databases to track out-of-school children and assess progress.

Increased Education Funding: Allocate more resources to education in national and state budgets.

Public-Private Partnerships (PPPs): Collaborate with NGOs, international organisations, and the private sector to expand educational opportunities.

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# BLENDED STEM INSTRUCTION USING VIRTUAL LABS AND SIMULATIONS: EFFECTS ON ACADEMIC PERFORMANCE AND SELF-EFFICACY IN BIOLOGY, MATHEMATICS, PHYSICS, AND CHEMISTRY AMONG SECONDARY SCHOOL STUDENTS ZARIA EDUCATION ZONE KADUNA STATE NIGERIA

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**Abstract**

This study investigated the effects of blended STEM instruction using virtual laboratories and simulations on academic performance and self-efficacy in Biology, Mathematics, Physics, and Chemistry among senior secondary students in Zaria Education Zone, Kaduna State, Nigeria. Employing a quasi-experimental design with pre-test and post-test control groups, the population comprised 8500 students, out of which 200 students from four selected co-educational schools were selected using a simple random sampling technique. The sample was divided into experimental and control groups. The experimental group received blended instruction integrating virtual labs and simulations, while the control group experienced conventional teaching methods. Data were collected using standardised achievement tests and a validated self-efficacy scale, then analysed with ANCOVA and t-tests. Results showed significant improvements in academic performance ($F(1,196) = 45.87$, $p < 0.001$, $\eta^2 = 0.210$) and self-efficacy ($F(1,196) = 32.45$, $p < 0.001$, $\eta^2 = 0.142$) for the experimental group compared to controls. No significant gender differences were found. The findings underscore the effectiveness of virtual labs and simulations in enhancing STEM learning outcomes and student confidence, recommending wider adoption in resource-limited Nigerian schools.

**Keywords:** Blended Learning, Virtual Laboratories, STEM Education, Academic Performance, Self-Efficacy.

## Introduction

The Fourth Industrial Revolution has intensified the demand for an education system that equips learners with advanced problem-solving, analytical reasoning, and technological skills. In response to this demand, Science, Technology, Engineering, and Mathematics (STEM) education has emerged as a critical framework for developing globally competitive competencies among secondary school students. Despite the strategic importance of STEM subjects like Biology, Mathematics, Physics, and Chemistry in national development, student performance and engagement in these areas, particularly in sub-Saharan Africa, remain significantly low (Tikly et al., 2018). Contributing factors include insufficient laboratory resources, large class sizes, poor teaching methodologies, and limited exposure to practical applications. In Nigeria, this issue is compounded by a lack of qualified teachers and under-resourced laboratory environments, especially in public secondary schools. Consequently, students often experience difficulty linking theoretical content with real-world applications, which adversely affects their academic performance and self-efficacy (Akorede & Olaleye, 2019).

Vetrivel et al (2024) opined that Blended learning has emerged as a promising pedagogical model for bridging these gaps. It combines the strengths of face-to-face instruction with the flexibility and interactivity of digital technologies. Among the most transformative tools in blended STEM instruction are virtual laboratories and computer-based simulations, which offer students hands-on experiences in a risk-free, scalable, and resource-efficient environment. Through dynamic visualisation, repetition of experiments, and real-time feedback, these

tools not only enhance students' understanding of abstract scientific and mathematical concepts but also build confidence in their problem-solving abilities. Virtual labs simulate real laboratory conditions, allowing students to perform dissections, chemical titrations, mathematical modelling, and physics experiments without the need for physical infrastructure or reagents. Simulations further help learners develop intuitive understandings of complex systems such as molecular interactions, mechanics, and algebraic functions by allowing them to manipulate variables and observe outcomes.

Research has shown that virtual labs and simulations significantly improve academic performance and enhance learners' self-efficacy. According to Yusuf and Afolabi (2022), students exposed to blended learning environments with virtual science labs outperformed their counterparts taught through traditional methods. Similarly, Ibrahim et al. (2021) found that simulations in mathematics instruction promoted better retention and confidence in problem-solving. However, while studies have demonstrated the isolated effectiveness of these tools in individual subjects, there is a limited body of evidence on how cross-disciplinary application of blended instruction using virtual labs and simulations affects student learning across the core STEM domains simultaneously.

This study, therefore, seeks to evaluate the impact of blended STEM instruction using virtual labs and simulations on the academic performance and self-efficacy of senior secondary school students in Biology, Mathematics, Physics, and Chemistry. The study also examines the extent to which gender moderates these effects and whether virtual tools can serve as sustainable alternatives to traditional laboratory instruction in Nigerian classrooms.

## Statement of the Problem

Despite the pivotal role of STEM education in fostering national development, innovation, and economic growth, students in Nigerian secondary schools continue to record poor academic performance in key STEM subjects such as Biology, Mathematics, Physics, and Chemistry. Reports from national examinations such as WAEC and NECO consistently show high failure rates, which are often linked to ineffective instructional methods, limited laboratory infrastructure, large class sizes, and low learner engagement. Many students lack access to functional science laboratories, thereby missing opportunities for hands-on experimentation that could improve understanding, motivation, and retention. This lack of exposure to experiential learning diminishes students' confidence in their ability to succeed in STEM subjects, contributing to low self-efficacy and disinterest in science-related careers.

Meanwhile, the integration of digital technologies, particularly virtual laboratories and simulations, offers promising alternatives to traditional instruction. These tools provide interactive, cost-effective, and scalable platforms that can replicate real-world STEM experiences in environments where physical resources are scarce. However, while research exists on the effectiveness of virtual learning in specific subjects, there is limited comprehensive evidence on its impact across multiple STEM disciplines within a blended instructional model. In addition, the question of whether such an approach can significantly influence students' self-efficacy, especially in the context of rural or under-resourced schools in Nigeria, remains underexplored.

Therefore, this study seeks to fill this gap by investigating the effects of blended STEM instruction using virtual labs and simulations on students' academic performance and self-efficacy across four core subjects: Biology, Mathematics, Physics, and Chemistry. It aims to determine whether this integrated digital approach can enhance learning outcomes, build learners' confidence in their abilities, and serve as a viable solution to infrastructural and pedagogical challenges in Nigerian secondary schools.

## Objectives of the Study

The primary objective of this study is to evaluate the impact of blended STEM instruction using virtual laboratories and simulations on students' academic performance and self-efficacy in Biology, Mathematics, Physics, and Chemistry in Nigerian secondary schools. Specifically, the study aims to:
1. Determine the effect of blended STEM instruction using virtual labs and simulations on students' academic performance across Biology, Mathematics, Physics, and Chemistry.
2. Examine the influence of blended STEM instruction on students' self-efficacy in learning core STEM subjects.

3. Investigate whether gender moderates the effect of blended STEM instruction on academic performance and self-efficacy.

**Research Questions**

The study is guided by the following research questions:

1. What is the difference in academic performance between students taught Biology, Mathematics, Physics, and Chemistry using blended STEM instruction with virtual labs and simulations and those taught using conventional methods?
2. What is the difference in self-efficacy levels between students exposed to blended STEM instruction using virtual labs and those exposed to traditional instruction?
3. Is there a gender-based difference in the impact of blended STEM instruction on academic performance and self-efficacy?

**Hypotheses**

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

$H_{01}$: There is no significant difference in academic performance between students taught STEM subjects (Biology, Mathematics, Physics, and Chemistry) using blended instruction with virtual labs and those taught using conventional methods.

$H_{02}$: There is no significant difference in self-efficacy levels between students taught STEM subjects using blended instruction with virtual labs and those taught using conventional methods.

$H_{03}$: There is no significant gender-based difference in the academic performance and self-efficacy of students taught STEM subjects using blended instruction with virtual labs and simulations.

**Theoretical Framework**

This study is anchored on Bandura's Social Cognitive Theory (1986) and Mayer's Cognitive Theory of Multimedia Learning (2009). Bandura's theory emphasises the role of observational learning, self-efficacy, and reinforcement in shaping behaviour and academic achievement. Self-efficacy, defined as learners' belief in their capability to execute tasks, directly influences motivation, effort, and persistence. The use of virtual simulations and digital labs creates mastery experiences, promotes student autonomy, and provides immediate feedback, which are essential factors in building self-efficacy.

Mayer's Cognitive Theory of Multimedia Learning supports the effectiveness of learning through a combination of visual and verbal channels. According to this theory, meaningful learning occurs when learners actively select relevant information, organise it mentally, and integrate it with prior knowledge. Virtual labs and simulations embody these principles by providing learners with rich visualisations, animations, and interactive content that align with cognitive processing capacities. These theories provide a framework for understanding how virtual and blended learning environments can enhance both academic performance and confidence in STEM contexts.

**Literature Review**

Blended learning approaches have become increasingly prominent in STEM education due to their ability to integrate traditional face-to-face instruction with digital resources that promote deeper understanding. According to Almasri et al. (2021), blended learning environments enhance learning outcomes in science and mathematics by offering flexible, student-centred instruction that accommodates diverse learning styles. Virtual laboratories, a core component of blended STEM instruction, allow learners to perform experiments in simulated environments, which is especially beneficial in contexts where real labs are limited or unavailable (Makransky et al., 2019). These tools offer safe, repeatable, and cost-effective ways to explore abstract scientific concepts.

In Nigeria, Adeoye and Arogundade (2020) found that the use of digital simulations in teaching Chemistry improved students' comprehension of molecular interactions and increased their motivation to learn. Similarly, Onasanya and Adegbija (2022) reported significant gains in Physics achievement among secondary students who used computer-based simulations compared to those taught traditionally. In Mathematics, research by Yusuf and Ibrahim (2021) showed that virtual manipulatives improved students' conceptual understanding of algebraic and geometric ideas, leading to higher test scores and more positive attitudes toward the subject.

Beyond performance, virtual labs have also been shown to positively impact learners' self-efficacy. According to Lee and Wong (2020), students using virtual simulations developed stronger confidence in their ability to perform scientific tasks, mainly because these tools provided a sense of control and mastery. This finding is echoed by Odogwu and Eze (2021), who found that interactive simulations in Biology classes helped students visualise complex processes like photosynthesis and digestion, resulting in increased self-belief and engagement.

Gender differences in blended STEM learning have also been explored. Odu et al. (2022) and Akorede et al. (2022) affirmed that male students may initially show higher confidence in virtual environments. Interventions using inclusive and collaborative tools often eliminate such disparities. Indeed, research shows that when girls are exposed to well-structured blended environments with supportive feedback, their academic outcomes and self-efficacy are comparable to those of their male counterparts.

In sum, the literature supports the idea that blended STEM instruction using virtual labs and simulations improves academic achievement and self-efficacy across multiple domains. However, comprehensive cross-disciplinary studies that assess these effects simultaneously across Biology, Mathematics, Physics, and Chemistry in sub-Saharan Africa are limited. This study, therefore, aims to bridge this gap.

**Methodology**

This study employed a quasi-experimental design incorporating pre-test and post-test control groups to assess the effects of blended STEM instruction using virtual labs and simulations on students' academic performance and self-efficacy in Biology, Mathematics, Physics, and Chemistry. The population comprised all senior secondary two (SS2) students across public secondary schools in the Zaria Education Zone of Kaduna State, Nigeria, estimated at approximately 8,500 students distributed in 15 schools. Using simple random sampling, four co-educational schools were selected, from which two intact classes each were assigned as experimental and control groups, totalling 200 students (100 per group). The experimental group received blended instruction integrating face-to-face teaching with virtual laboratories and computer-based simulations over 10 weeks, while the control group was taught using conventional, lecture-based methods. To measure academic performance, standardised subject-specific achievement tests were developed and validated by experts in science education and administered before and after the intervention. Self-efficacy was assessed using a modified version of the Science Self-Efficacy Scale (SSES), validated for the local context. Reliability testing of the instruments through pilot testing yielded Cronbach's alpha coefficients of 0.82 for academic tests and 0.87 for the self-efficacy scale, indicating strong internal consistency. Data collected were analysed using Analysis of Covariance (ANCOVA) to control for pre-test scores and evaluate post-test differences between groups, while independent samples t-tests examined gender-based variations. Ethical clearance was obtained from the school authorities, and informed consent was secured from participants and guardians. The intervention was carefully monitored to ensure fidelity, with teachers trained on the use of virtual labs and simulations.

**Data Analysis and Results**

**Table 1: ANCOVA Summary for Academic Performance by Instructional Method (Controlling for Pre-Test Scores)**

| Source | Type III Sum of Squares | Df | Mean Square | F | p-value | Partial η² |
|---|---|---|---|---|---|---|
| **Instruction Method** | 4120.45 | 1 | 4120.45 | 45.87 | <0.001** | 0.210 |
| **Pre-Test Scores** | 3225.67 | 1 | 3225.67 | 35.91 | <0.001** | 0.168 |
| **Error** | 17762.34 | 196 | 90.62 | | | |
| **Total** | 25108.46 | 199 | | | | |

**Significant at $p < 0.05$

**Hypothesis 1 (H₀₁):** The ANCOVA results in Table 1 indicate a statistically significant effect of instructional method on academic performance, $F(1, 196) = 45.87$, $p < 0.001$, after controlling for pre-test scores. The partial eta squared ($\eta^2 = 0.210$) suggests that 21% of the variance in academic performance can be attributed to the instructional method, which is a large effect size. This provides strong evidence to reject the null

hypothesis, concluding that students taught using blended STEM instruction with virtual labs and simulations significantly outperformed those taught by conventional methods.

**Table 2: ANCOVA Summary for Self-Efficacy Scores by Instructional Method (Controlling for Pre-Test Scores)**

| Source | Type III Sum of Squares | df | Mean Square | F | p-value | Partial $\eta^2$ |
|---|---|---|---|---|---|---|
| **Instruction Method** | 185.23 | 1 | 185.23 | 32.45 | <0.001** | 0.142 |
| **Pre-Test Scores** | 78.56 | 1 | 78.56 | 13.77 | <0.001** | 0.066 |
| **Error** | 1118.74 | 196 | 5.71 | | | |
| **Total** | 1382.53 | 199 | | | | |

**Significant at $p < 0.05$

**Hypothesis 2 (H$_{02}$):** Table 2 shows a significant difference in self-efficacy scores based on instructional method, $F(1, 196) = 32.45$, $p < 0.001$, with a partial $\eta^2$ of 0.142, indicating a large practical effect. The blended learning approach, incorporating virtual labs, effectively enhanced students' confidence in their ability to learn and apply STEM concepts compared to the traditional approach. The null hypothesis is therefore rejected.

**Table 3: Independent Samples t-test for Gender Differences in Academic Performance and Self-Efficacy (Experimental Group Only)**

| Variable | Gender | N | Mean | SD | t-value | df | p-value |
|---|---|---|---|---|---|---|---|
| **Academic Performance** | Male | 52 | 78.92 | 7.41 | 1.24 | 98 | 0.219 |
| | Female | 48 | 77.18 | 6.95 | | | |
| **Self-Efficacy** | Male | 52 | 4.12 | 0.65 | 1.05 | 98 | 0.296 |
| | Female | 48 | 3.98 | 0.68 | | | |

**Hypothesis 3 (H$_{03}$):** The independent samples t-tests in Table 3 show no statistically significant gender differences in either academic performance ($t(98) = 1.24$, $p = 0.219$) or self-efficacy ($t(98) = 1.05$, $p = 0.296$) within the experimental group. These results suggest that both male and female students benefited similarly from the blended STEM instruction with virtual labs and simulations, leading to the retention of the null hypothesis that there is no significant gender-based difference.

**Discussion**

The findings from this study reveal that blended STEM instruction using virtual laboratories and simulations significantly enhances students' academic performance and self-efficacy across Biology, Mathematics, Physics, and Chemistry compared to conventional teaching methods. This result aligns with prior research (Akorede et al., 2017; Makransky et al., 2019; Adeoye & Arogundade, 2020), which demonstrated that virtual labs provide students with immersive, interactive learning experiences that concretise abstract STEM concepts and promote deeper understanding. The large effect size ($\eta^2 = 0.210$) observed suggests that integrating virtual simulations substantially boosts performance by providing repeated opportunities for experimentation and immediate feedback, which are often limited in traditional classroom settings due to resource constraints.

Moreover, the significant improvement in self-efficacy ($\eta^2 = 0.142$) highlights that students exposed to blended instruction felt more confident in their ability to tackle STEM problems. This supports Bandura's (1986) Social Cognitive Theory that mastery experiences enabled here by virtual lab interactions are critical for building learners' belief in their capabilities. The cognitive engagement fostered by multimedia tools also resonates with Mayer's (2009) theory on multimedia learning, which posits that combining verbal explanations with visualisations strengthens mental models and learner motivation.

Interestingly, the study found no significant gender differences in either academic performance or self-efficacy gains within the experimental group. This finding indicates that blended STEM instruction with virtual labs is equally effective for male and female students, countering some earlier concerns regarding gender disparities in technology adoption and STEM participation (Odu et al., 2022). The equitable learning outcomes might be attributed to the interactive, student-centred nature of virtual labs that accommodate diverse learning preferences and reduce classroom biases.

Overall, these results underscore the value of integrating digital tools such as virtual labs and simulations in STEM education, especially in contexts like Nigerian secondary schools, where physical laboratory resources

are often inadequate. Implementing such blended approaches could help bridge educational gaps, enhance learner confidence, and contribute toward building a more competent STEM workforce.

**Conclusion**

This study concludes that blended STEM instruction incorporating virtual laboratories and simulations has a significant positive impact on students' academic performance and self-efficacy in Biology, Mathematics, Physics, and Chemistry. The absence of gender disparities in these outcomes further suggests that this instructional approach can promote inclusive STEM learning environments.

**Recommendations**

Based on the findings of this study, the following recommendations are made to enhance STEM education in Nigerian secondary schools:

1. Integration of Virtual Labs and Simulations: Schools should incorporate virtual laboratories and computer-based simulations into STEM curricula as standard teaching tools to complement traditional instruction. This integration will improve students' conceptual understanding and academic performance in Biology, Mathematics, Physics, and Chemistry.

2. Investment in Digital Infrastructure: Educational authorities and policymakers should prioritise funding for digital infrastructure, including reliable internet access, computer labs, and multimedia devices, especially in rural and under-resourced schools, to facilitate effective implementation of blended STEM instruction.

3. Teacher Training and Professional Development: Continuous capacity building and training programs should be organised for STEM teachers to equip them with the skills necessary to effectively utilise virtual labs and simulations. Training should focus on both pedagogical strategies and technical competencies.

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# ASSESSMENT OF PROVISION AND MANAGEMENT OF FUNDS FOR INSTRUCTIONAL FACILITIES IN SECONDARY SCHOOLS IN THE SOUTH-WEST ZONE, NIGERIA.

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**Abstract**

This study examined the "Provision and Management of Funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria". The objective formulated among which is: to assess the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. One hypothesis was formulated and tested. A descriptive survey design was adopted for the investigation and collection of data. The total population for the study was 50,991with 2677 Principals, 30,650 Teachers, 16,250 PTAs and 1,154 Ministry of Education Officials (supervisors) from the six states in the South-West Zone, Nigeria. Through the proportionate stratified random sampling techniques, the total sample size for this study was drawn. This was made up of 24 principals, 226 teachers, 116 PTAs and 12 Ministry of Education Officials. This makes a total of 378 as recommended by the Research Advisor (2006). The instrument used for this research was a self-constructed Questionnaire titled 'Provision and Management of Funds for Instructional Facilities in Secondary Schools' (SPPMFFSS). The pilot test of the study yielded, reliability coefficient of 0.79. The statistical tool used was Analysis of Variance (ANOVA) at a 0.05 significance level. The findings revealed that: provision and management of funds for instructional facilities such as classrooms, textbooks/ teaching aids in most of the secondary schools were not sufficient. The study concluded that the Principals, Teachers, PTAs and Ministry of Education Officials perceived that funds provided for instructional facilities are inadequate and if well managed, they would improve students' academic performance in most secondary schools in the South-West Zone. It was recommended, among others, that without adequate funds being provided for schools, there would be problems of inadequate instructional facilities. Also, individuals, philanthropists, NGOs, donor bodies, industries and organisations should form a synergy to ensure that enough finance is provided for schools.

**Keywords:** Provision, Management, Fund, Instructional Facilities.

## Introduction

Funding is considered all over the world as the lifeblood that propels the educational sector towards achieving its objectives. Among the resources needed for effective achievement of educational goals is adequate funding, which has been identified as an indispensable instrument. Instructional facilities are the facilities which assist teachers in making their lessons explicit to students. That is, it is used to transmit information, knowledge, ideas and notes to students. They include both visuals and audiovisuals such as pictures, flash cards, posters, charts, tape, recorder, radio, television, and computers. Instructional facilities influence students' academic performance. It is only the teacher who will guarantee effective and adequate usage of instructional material and thereby facilitate success. Any teacher who takes advantage of these resources and learns to use them correctly will find that they make almost an incalculable contribution to instruction. Every year, when the results of public examinations are released, there has always been mass failure in the most important subjects.

The availability of adequate instructional facilities, equipment supplies, as well as their utilisation, is an important ingredient in public secondary schools in Nigeria. School instructional facilities have been seen as an important factor in qualitative education. The significance of this teaching and learning cannot be overstressed. According to Akande (2012), learning can occur through one's collaboration with one's environment. Environment here implies facilities that are open to empower students' learning outcomes. It consolidates: books, audio-visual, wide media programming, software and hardware of educational technology; size of study rooms, sitting position and game plan, availability of tables, seats, lockers,

chalkboard, and shelves on which instruments of practical are set up (Akorede et al., 2017; Farrant, 2015; Farombi, 2016).

The above instructional facilities assume crucial work in the actualisation of educational goals and objectives, by satisfying the physical and demonstrate needs of students and teachers of the school. Their accessibility, ampleness and pertinence impact effective and high efficiency. It has been understood that instructional facilities are essential in the improvement of training in Nigeria. According to Akande (2012), instructional facilities comprised a key factor in hierarchical working. This is so in the light of the way they function to a great degree in the smooth running of any social organisation or structure, including education. Their availability, adequacy and relevance enhance effectiveness and high productivity.

There are many problems emanating within the secondary education, such as inadequate instructional facilities, poor academic performance. According to Akorede and Olaleye (2019) and Okoko (2020), moral decadence and other forms of deviant behaviours are of regular occurrence in the institutions. As the problems occur, they constitute impediments to the achievement of the educational objectives of the school.

The study reviewed a number of related empirical studies to guide the work. Onuma (2016) carried out a study on the assessment of Financial Allocation to Facilities in Secondary Education in Nigeria. The study examined financial allocation to education and students' performances in Nigeria. To assess students' performance according to the financial allocation allocated to secondary education and students. Two of the research questions raised are: what is the financial resource allocation from 1988 to 2007 to schools in Nigeria? What are the significant influences of financial allocation to secondary schools on students' performance? Two of the hypotheses raised are: there is no significant difference in the mean score between financial resources and students' performance. There is no significant relationship in the mean score between human resources and students' performance. The study adopted a correlation research design and was conducted in the South-East geo-political zone of Nigeria. The population of the study comprised all public secondary schools, totalling 13,846 schools in Nigeria. A sample of 1000 public secondary schools in the South-East and South-South geo-political zones was used for the study. The proportionate stratified random sampling technique was used to select 1000 secondary schools as the sample. The instrument used for the study was a developed checklist tagged "Federal Government Allocation to Secondary Education (FGRAE) 1988-2007". The data collected were analysed using descriptive statistics of percentage and inferential statistics of the Pearson product-moment correlation coefficient(r) for the study.

The findings indicated that the total budget allocated to educational facilities was too small and it was fluctuated. It also indicated that lack of adequate finance to instructional facilities was the main cause of students' failure in WAEC and NECO examinations, with a p-value of .079, which shows that no significant difference in the opinions of the respondents. It also indicated that a lack of basic school facilities and care for teachers was the cause of students' poor academic performance. Two of the recommendations were that there should be periodic audit reports exposing any government official or school principal found guilty of diverting education funds for non-educational uses. Education at all levels should be given topmost priority if the overall philosophy and goals of the nation are to be achieved, hence the need for adequate funding. The study is similar to the current research work in terms of the variables used, the instrument adapted, statistical tool as well as the findings on funds allocations to public secondary schools in South-East and South- South geo-political zone, the difference is that the current research is on assessment of provision and management of funds for facilities in secondary schools in South-West zone, Nigeria.

Peter (2014) carried out a study on the Provision and Management of School Plant and Health Facilities in Secondary Schools in Kaduna Metropolis. The objectives of the study were to find out the provision of physical facilities in secondary schools in Kaduna Metropolis. To investigate the maintenance of infrastructural facilities in secondary schools. Ten research questions were raised, and ten null hypotheses were formulated. The descriptive survey design was employed. Ten schools were randomly selected, while the respondents included 200 Teachers, 10 Principals and 20staff of the Kaduna North Zonal Office of the Ministry of Education. Their responses were gathered using the questionnaire for the perception of stakeholders on the provision and maintenance of school plants (QPSPMSP). The instrument was validated by

the research supervisors and experts. 0.69 was realised after the pilot study was conducted. The hypothesis used was analysis of variance (ANOVA).

The results showed that school plants were inadequately provided, and where they were provided or where they are available, they were not maintained, with a p-value of 0.001. Some of the recommendations are that school administrators and the government urgently upgrade school plants to meet with modern demands of secondary education. Digital facilities should be provided in schools, and regular inspection and good maintenance are recommended for the existing school plant.

**Hypotheses**

Ho: There is no significant difference in the opinions of principals, teachers, Ministry of Education officials and Parent-Teachers Associations (PTAs) on the provision and management of funds for instructional facilities in secondary schools in the South-West zone of Nigeria.

**Methodology**

The population of this study consists of fifty thousand, nine hundred and ninety-one (50,991). This includes two thousand six hundred and seventy-seven (2,677) principals, one thousand four hundred and fourteen (1,414) Ministry of Education Officials, sixteen thousand two hundred and fifty (16,250) Parents-Teachers Association and thirty thousand six hundred and fifty (30,650) Teachers in the South-West zone, Nigeria. The states include: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. A total of twenty-four (24) public secondary schools were selected from the four states in the South-West zone for the study. In each selected school, copies of the questionnaire were distributed to the Principals, Teachers, Ministry of Education officials and PTAs. In all, twenty-four (24) principals, two hundred and twenty-six (226) teachers, twenty (12) Ministry of Education officials and one hundred and sixteen (116) PTAs were involved in the study, given copies of the questionnaire to fill. The total sample for this study was three hundred and seventy-eight (378) respondents.

The Likert Scale was used in constructing the questionnaire for this study, adopted from Yusuf (2013). The Likert scale rates the degree of agreement or disagreement on a 1-5 point response scale. The questions were informed by a statement which enabled the respondents to only select his/ her position regarding issues raised. The items in the questionnaire were structured as follows, as adopted from Yusuf (2013).

The data collected were analysed using relevant descriptive and inferential statistics. Descriptive statistics such as frequency and percentage were used to analyse demographic data of the respondents as well as research questions. Also, inferential statistics such as Analysis of Variance (ANOVA) statistical technique were used to test all hypotheses formulated at a 0.05 level of significance, and this was to determine the differences in the opinions of respondents on the influence of supervision on the management of resources. The Statistical Package for Social Sciences (SPSS) version 20 was used to facilitate the data analysis. Other statistical measurements used to present the data included Scheffe's post hoc test, frequency distribution, computation and percentages.

**Presentation of Results**

The hypotheses were tested by the use of Scheffe's One-Way Analysis of Variance (ANOVA) at a 0.05 level of significance. Post-hoc test was employed to ascertain the extent of the significant differences in the opinions of principals, teachers, PTAs and Officials of the Ministry of Education (MOE) in relation to issues raised in the questionnaire.

**Hypothesis 1: There is no significant difference in the Opinions of Principals, Teachers, Officials of Ministries of Education and PTAs on the Provision and Management of Funds for Instructional Facilities in Secondary Schools in the South-West Zone, Nigeria.**

By this, the hypotheses were rejected when the probability value was less than the level of significance, but when the probability value was higher than the level of significance, the hypothesis was retained. However, where the hypothesis was rejected, Scheffe's test was employed to determine the items responsible for the differences in the respondents' opinions. Table 1 shows the mean score of the opinion of principals, teachers,

officials of ministries of education and PTAs on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. It shows no significant difference.

**Table 1: Summary of Analysis of Variance (ANOVA) in the Opinions of Principals, Teachers, Officials of Ministries of Education and PTAs on Provision and Management of funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria**

| Source of Variation | Sum of Squares | Df | Mean of Square | F-cal | F-critical | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Between Groups | 93.321 | 2 | 46.660 | | | | $HO_1$ |
| | | | | 3.122 | 2.06 | 0.00 | Rejected |
| Within Groups | 354.298 | 375 | 0.945 | | | | |
| **Total** | **447.619** | **377** | | Ho is rejected if the p-value < 0.05 | | | |

**Source: Fieldwork, 2020**

Table 1 shows, the P-value is less than the level of significance, the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (3.122) is greater than the critical value (2.06), while the P-value (0.00) was less than the significant level of 0.05 which indicates that there was a significant difference in the opinions of principals, teachers, officials of ministries of education and PTAs on the provision and management of funds instructional facilities in secondary schools in South-West Zone, Nigeria. The P-value (0.00) was less than the significant level of 0.05, which indicates that the Null hypothesis (**Ho₁**) is hereby rejected**.** The above result corresponds with the results of the research question one, in which the majority of the respondents disagreed with the item stated in the research question.

**Table 2: Summary of Scheffe's multiple comparison test on the Principals, Teachers, Officials of Ministries of Education and PTAs on Provision and Management of funds for Instructional Facilities in Secondary Schools in South-West Zone, Nigeria**

| Respondents | N | Mean |
|---|---|---|
| Principal | 24 | 33.572 |
| Teachers | 226 | 23.721 |
| Officials of MOE | 12 | 33.980 |
| PTA Officials | 116 | 24.612 |

As indicated in Table 2, the mean score of principals, 33.572, was found to be closer to that of MOE 33.980, implying that the difference between the two respondents was not significant. However, the mean score of teachers, 23.721, was found to be closer to that of PTA officials, 24.612, but lower than that of principals and MOE officials. This implies that the teachers and PTA officials differ significantly in their opinions on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria.

Table 2 shows the summary of the hypotheses tested. Out of the eight hypotheses tested, five were retained, and three were rejected. The three rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant differences in the opinions of the respondents.

Observation from the mean scores of the respondents; Principals, Teachers, Ministry of Education officials and Parent-Teachers Association (PTAs) on provision and management of funds for facilities in secondary schools in South-West Zone of Nigeria showed that there was significant relationship between the respondents on provision and management of funds for facilities in secondary schools in South-West Zone of Nigeria which were not significant enough to counter the no significant difference. These are:

The test of the hypothesis showed that there was a significant difference in the opinion of the respondents on the provision and management of funds for instructional facilities in secondary schools in the South-West Zone of Nigeria. The hypothesis is hereby rejected.

1. Funds provided for instructional facilities such as classrooms, textbooks/ teaching aids, computer/internet/ ICT, library, as well as workshops, could not enable technical students to carry out their practical works in most of the secondary schools in the South-West Zone, Nigeria. This shows the disagreement among the respondents as evident in the P-value (P-value = 0.00).

2.  The available funds provided for instructional facilities in most of the secondary schools in the South-West Zone, Nigeria, were properly managed, as evident in the level of agreement among the respondents in the P-value (P-value = 0.071).

**Discussion of the Findings**

In response to item 1 in the research question one, which sought to know if instructional facilities were provided and managed in secondary schools in the South-West Zone, Nigeria. Going by the majority of the respondents' opinions on item 1, where no respondent had less than 55% in respect of disagreement, it is evident that there was a negative perception from the respondents towards the provision and management of funds for instructional facilities in secondary schools in the South-West Zone, Nigeria. It was believed that funds allocated for furniture (chairs/tables), computer/internet/ ICT facilities, workshop to enable technical students carry out their practical works and library facilities in the secondary schools in the South-West Zone, Nigeria were not sufficient. This was supported by Oboegbulem (2006) that instructional materials enhance the quality of instruction and provide sensory experience of seeing, touching, hearing and smelling, which was a necessary ingredient for understanding learning. Where instructional materials are not properly maintained, funded, and managed, teaching and learning would be disrupted.  Students will only understand 9when appropriate funds are allocated to school facilities. Instructional materials like: television, films, pictures, maps, charts and pictorials make learning and understanding more effective, save time and power when the government allocate enough money to schools.

**Conclusions**

Based on the findings of the study, the general overview of the perceived opinions of the principals, teachers, PTAs and ministry of education officials on provision and management of funds for facilities in secondary schools in the South-West Zone of Nigeria was that;

The fund provided for instructional facilities was not sufficient to meet or improve students' academic performance in most secondary schools in the South-West Zone of Nigeria.

**Recommendations**

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

1.  The government should provide adequate funds for the procurement of instructional facilities to enhance the effective and efficient teaching and learning process in secondary schools.

2.   The government should provide adequate funds for the purchase of instructional facilities and for the maintenance of the facilities; it should not be left in the hands of the school's head and staff alone to maintain them. Even this could be extended to the community in general, organisations and individual philanthropists in the society since everybody benefits directly or indirectly from the school's infrastructural facilities.

3.  Frequent assessment of fund management practices in secondary schools should be a priority.

4.  The school's managers should maintain and manage the laboratories and the limited resources that are available to them.

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# RELATIONSHIPS BETWEEN FEAR OF ABDUCTION AND PSYCHOLOGICAL WELL-BEING OF SECONDARY SCHOOL GIRLS IN BORNO AND YOBE STATES, NORTH-EAST NIGERIA

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## Abstract

The study examined relationships between fear of abduction and the psychological well-being of Secondary School Girls in Borno and Yobe states, north-east Nigeria. The target Population of the study was 23528 students from 24 Government Girls Secondary Schools in Borno and Yobe states. The sample of the study was 378 students. The study adopted a correlational design. Two instruments were used for data collection: the Fear of Abduction Scale and Psychological Well-Being Scale. Multiple correlations and Regression analysis were used to test the null hypothesis at a 0.05 level of significance. The findings of the study revealed a significant negative relationship exists between fear of abduction and psychological wellbeing among secondary school girls students in Borno and Yobe States, $(F(1, 377) = 75.904, R = .190, p < 0.05)$, the study concluded that negative relationship exists between fear of Abduction and psychological well-being among secondary school girls students in Borno and Yobe States, Based on the findings, it was recommended among others, that the results of this study should be used to design initiatives that will increase the general perception of psychological well-being, reduce fear of abduction and stress in educational setting that will lead to proper academic adjustment, excellence performance and improved well-being especially for the vulnerable girls students in Borno and Yobe States.

**Keywords:** Fear Abduction, Psychological Well-being, Secondary School Girls

## Introduction

Secondary school education in north-east Nigeria has been devastated by nearly twelve years of armed conflict of Boko Haram insurgency. Targeted attacks on secondary school students and teachers, multiple forced displacements, and a protracted food security crisis have further weakened the secondary school education system in Borno and Yobe states, which was already struggling to attain significant school attendance before the onset of insurgency. The impression of fear of abduction is not limited to a specific aspect of life. Abduction has a widespread impact on the entire society that disrupts the normal routine of a functional society by spreading fear and terror threats among its inhabitants, particularly in Borno and Yobe states, which have a history of being vulnerable to different attacks (Akorede et al., 2022). Zannoni (2003) reported that Abduction is becoming everyone's nightmare in Nigeria. Daily, we read frightening stories of people being abducted as they go about their daily business, it is a criminal act, which first attracted national attention on 26 February 2006 when Niger Delta militants abducted foreign oil workers to press home their demand, abduction has since become ever-present and commercialized, it has spread from the Niger Delta to virtually everywhere in Nigeria, with some states being hotspots. Similarly, victims have changed from being principally foreign oil workers to Nigerians, including parents, grandparents, students and toddlers and about anyone who has a relative that could be blackmailed into coughing out a ransom.

Civil unrest, terror threats by insurgents and the ongoing abductions of Nigerians, including the well-publicised abduction of school-girls by an insurgent group, underscore the continuing challenges of combating modern slavery in Nigeria (The Global Slavery Index, 2014). The abduction of 250 girls in a girls' secondary school in Chibok, Borno State, in 2014 and many more by insurgents, represents the growing incidence of abductions in Nigeria. Dodo (2010), the abduction of some hapless and unsuspecting girls from Government Girls Secondary School in Chibok, Borno State, was the most incredible onslaught of insurgency. It added another dimension to the hue of the nefarious activities. This dastardly act of the insurgents elicited huge

public outcry from Nigerians, corporate bodies, international organisations, countries and reputable citizens of the world.

The effrontery of insurgents to abduct the young secondary school girls in Chibok and Dapchi generated national and global outrage, evident seen in wide public protests beyond the shores of Nigeria over the liberation of the abducted students. Perhaps, many women construe the abduction of the girls as one of the injustices meted out to women in Africa. As such, reputable women committed their time to champion the cause of liberating the girls. The killings and abduction of school children by the Boko Haram sect have forced the closure of schools indefinitely and the withdrawal of children and wards by the parents from the school still operating, therefore denying them access to education. North-east is the epicentre of the insurgency, but its effects reverberate through the entire country. According to Sanni (2015), the north-east region has been greatly affected by suicide bombing, abduction and attacks by militant groups, particularly the boko haram group, and this is responsible for the north-east part of Nigeria recording the highest levels of girl child illiteracy in the country.

According to Buba (2015), the children who are abducted are subjected to emotional trauma such as rape, child marriage, slavery and torture. Sanni (2015), the children are also used as human shields and suicide bombers. Ovuorie (2015), the frequent abduction of school girls has seen the attendance in schools across the country drop as a result of fear of such events. According to Olugbode (2015), Children now live in perpetual fear. The menace caused by the fear of abduction, more especially to secondary school girls in north east Nigeria, leads to school dropout, poor concentration, absenteeism, poor adjustment and a worthless view of self by the students because their ambition and aspirations are hampered by the act of abduction. There is every tendency that fear of abduction may affect students' level of self-evaluation, perception, thoughts, beliefs, feelings, which may negatively affect self-worth and self-knowledge. Adolescent girls generally fall within a very vulnerable group at a transition period with high levels of traumatic exposure and antisocial behaviours that affect their Psychological well-being,

Psychological well-being has been described as the cornerstone of mental health. According to the World Health Organization (2011), mental health is "a state of well-being in which every individual realises his or her own potential, copes with the normal stresses of life, works productively and fruitfully able to contribute to his or her community". While traditionally, psychological well-being has been defined by lack of symptom distress (lack of depression, anxiety, and other symptoms of mental disorders), over time, the term has taken on a more changes in definition to accommodate some other aspect of mental health (Keyes & Magyar-Moe, 2003). Psychological well-being has become increasingly recognised as more than just an absence of distressful symptoms, but now includes positive qualities individuals possess that can lead to mental health. Psychological well-being is important for secondary school students in order to successfully adapt to school life (Bowman, 2010). The basic structure of well-being has almost always revolved around the balance between positive and negative affect and life satisfaction. Psychological well-being will be more effectively adapted to those who overcome challenges and navigate through their life; these people will most likely be adjusting to the new academic demands effectively, making friends, managing their finances, academic activities and their time effectively (Bowman, 2010). Psychological well-being is linked with the ability to adopt adaptive coping strategies in academic contexts (Freire et al., 2016). But the shocking threats of insurgency may not only influence the daily well-being of Borno and Yobe states' girls' secondary school students but also undermine their psychological functioning in adapting to overcome challenges and navigate through their academic activities and life in general. The development of balance between positive and negative affect and life satisfaction is extremely important for good and proper academic success in school and society at large. However, girls' secondary school students in Borno and Yobe states are overwhelmed with insurgency attacks and abductions.

**Purpose of the study**

The purpose of this research is to ascertain the correlation between fear of abduction and the psychological well-being of secondary school girls in Borno and Yobe states, north-east Nigeria. In specific terms, the study sought to determine the relationship between:

1. Dimension of fear of abduction (Rumination) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
2. Dimension of fear of abduction (Magnification) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
3. Dimension of fear of abduction (Helplessness) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
4. Fear of abduction and of psychological well-being among secondary school girls in Borno and Yobe states.

**Hypotheses**

1. There is no significant relationship between the dimension of fear of abduction (Rumination) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
2. There is no significant relationship between the dimension of fear of abduction (Magnification) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
3. There is no significant relationship between the dimension of fear of abduction (Helplessness) and psychological well-being dimensions among secondary school girls in Borno and Yobe states.
4. There is no significant relationship between fear of abduction and psychological well-being among secondary school girls in Borno and Yobe states.

**Methodology**

The research was carried out using a correlational design to determine the degree of linear relatedness between variables and to show the strength of relatedness. Correlational studies investigate the possibility of relationships between two or more variables. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. This design is considered appropriate because the study identified fear of abduction and psychological well-being of students, to determine a possible relationship between the variables among secondary school girls in Borno and Yobe States.

The target population of the study was twenty-three thousand five hundred and twenty-eight (23528) students in twenty-four (24) Government Girls' Secondary Schools of Borno and Yobe states, with 16050 and 7478 Secondary Schools Girls in Borno and Yobe states, respectively. Government girls' secondary schools were used because they were primary targets of the Boko Haram violence, threat and abduction. Experience showed that they were also vulnerable to insurgent abduction attacks.

The sample of the study was three hundred and seventy-eight (378) students. This was based on the Research advisors' sampling determination table (2006), which indicated that for a population of ten thousand (10,000) to twenty-five thousand (25,000), at a 95% confidence interval and 0.05 level of significance. A multistage sampling technique was used to select the sample. The first stage of sampling was clustering the schools into zones, and then purposive sampling was used to select secondary schools from each zone in each state. SS1-3 students were selected to participate in the study because they were in junior classes when the Chibok and Dapchi incidents happened, considering their experience of abduction and threat by Boko Haram insurgents. The third stage was proportionate sampling used in selecting the number of participants from each sampled schools. The last stage was the use of a simple random technique to select the participants from each school, as it ensures that everybody has an equal chance of becoming part of the selection.

**Fear of Abduction Scale (FAS)**

The Fear of Abduction Scale was adapted from the Fear of Future Terrorism Scale, developed by Sinclair and Locicero (2006), was used to measure the impact of fear of abduction on secondary school girls in Borno and Yobe States. The scale had 21 Self-Reported items, rated on four (4) likert scale measuring three construct as follows: Rumination (items 1- 6), Magnification (items 7-13) and Helplessness (items 14- 21) The researcher however modified the Scale from Fearing Future Terrorism Scale to Fear of Abduction Scale and all the word "terrorism" was replaced with the word "abduction" with the following s revised scored items: 1,3,6,16,19 and 20.

**Psychological Well-Being Scale (PWS)**

The Psychological Well-Being Scale was adapted from Ryff (1995), which had forty-two (42) items that assess the psychological component of well-being. The scale consisted of a series of statements reflecting six areas of psychological well-being: autonomy (items 1-7), environmental mastery (items 8-14), personal growth (items 15-21), positive relations with others (items 22-28), purpose in life (items 29-35) and self-acceptance (items 36-42). Respondent's rate statements on a scale of 1 (strongly disagree) to 4 (strongly agree). Responses are totalled for each of the subscales. The higher score indicates that the respondent has a mastery of that component in his or her life. Conversely, a low score shows that the respondent struggles to feel comfortable with that particular concept.   The following are revised scored items: 3,4,6,10,12,13,15,17,19,21,23, 24, 27,29,31,32,35,38,40 and 41. The data collected for the study were analysed using multiple correlations and regression analysis to test the null hypothesis. The decision rule for the null hypothesis was that if p – calculated was less than 0.05, the null hypothesis would be rejected; otherwise, it would be retained.

**Hypothesis Testing**

**H01:**     There is no significant relationship between fear of abduction and psychological well-being among secondary school girls in Borno and Yobe States.

**Multiple Correlation Matrix of indices of Fear of Abduction (Rumination) and indices of Psychological Wellbeing among Secondary School girls in Borno and Yobe States**.

|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|---|
| Rumination (1) | 1.000 | | | | | | |
| Autonomy (2) | -.175** | 1.000 | | | | | |
| Environmental mastery (3) | -.217** | .067 | 1.000 | | | | |
| Personal growth (4) | -.175** | .077 | .222** | 1.000 | | | |
| Positive relations with others (5) | -.172** | .134** | .162** | .271** | 1.000 | | |
| Purpose in life (6) | -.255** | .135** | .094** | .139** | .362** | 1.000 | |
| Self–acceptance (7) | -.261** | .122** | .245** | .246** | .216** | .159** | 1.000 |

** Correlation is significant at p<.05

The table above revealed the extent to which fear of abduction related to psychological well-being, multiple correlation analysis. The correlations among variables are reported above, revealing that all the subscales of psychological well-being were found to be significantly related to rumination. Autonomy correlated negatively with rumination (r=-.175, p<.05). That is, students with higher levels of autonomy tend to score lower in rumination and vice versa. Negative relationship was also established between environmental mastery and rumination (r=-.217, p<.05). At the same time, the results show a negative relationship between personal growth and rumination (r= -.175, p<.05), also negative relationship exist between an indices of Positive relations with others and rumination (r= -.175, p<.05), purpose in life and rumination (r= -.255, p<.05) and Self – acceptance with rumination (r= -.261, p<.05).

**Multiple Correlation Matrix of indices of Fear of Abduction (Magnification) and indices of Psychological Wellbeing among Secondary School Girls in Borno and Yobe States**

|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|---|
| Magnification (1) | 1.000 | | | | | | |
| Autonomy (2) | -.171** | 1.000 | | | | | |
| Environmental mastery (3) | -.109** | .067 | 1.000 | | | | |
| Personal growth (4) | -.125** | .077 | .222** | 1.000 | | | |
| Positive relations with others (5) | -.186** | .134** | .162** | .271 | 1.000 | | |
| Purpose in life (6) | -.104** | .135** | .094** | .139 | .362** | 1.000 | |
| Self–acceptance (7) | -.176** | .122** | .245** | .246** | .216** | .159** | 1.000 |

** Correlation is significant at p<.05

The extent to which fear of abduction relates to psychological well-being and whether the relationship is significant is analysed using multiple correlation analysis. The correlations among variables are reported in the above table revealed that all the subscales of psychological well-being were found to be significantly related to magnification. Negative relationship exists between autonomy and magnification (r= -.171, p<.05),

environmental mastery and magnification (r= -.109, p<.05), personal growth and magnification (r= -.125, p<.05), indices of positive relations with others and magnification (r= -.186, p<.05), Purpose in life and magnification (r= -.104, p<.05) and self-acceptance with magnification (r= -.176, p<.05).

**Multiple Correlation Matrix of indices of Fear of Abduction (Helplessness) and indices of Psychological Wellbeing among Secondary School Girls in Borno and Yobe States**

|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|---|
| Helplessness (1) | 1.000 | | | | | | |
| Autonomy (2) | -.190** | 1.000 | | | | | |
| Environmental mastery (3) | -.272** | .067** | 1.000 | | | | |
| Personal growth (4) | -.333** | .077** | .222** | 1.000 | | | |
| Positive relations with others (5) | -.390** | .134** | .162** | .271** | 1.000 | | |
| Purpose in life (6) | -.083** | .135** | .094** | .139** | .362** | 1.000 | |
| Self–acceptance (7) | -.398** | .122** | .245** | .246** | .216** | .159** | 1.000 |

** Correlation is significant at p<.05

The correlations among variables are reported in the table shows that all the subscales of psychological well-being were found to be significantly related to helplessness. Negative relationship exists between autonomy and helplessness (r= -.190, p<.05) and purpose in life and helplessness (r= -.083, p<.05). The results of the analysis also revealed negative relationship between environmental mastery and helplessness (r= -.272, p<.05), personal growth and helplessness (r= -.333, p<.05), an indices of positive relations with others and helplessness (r= -.390, p<.05) and self – acceptance with helplessness (r= -.398, p<.05).

**Multiple Correlation Matrix of Fear of Abduction and Psychological Well-being among Secondary School Girls in Borno and Yobe States**

|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|---|---|---|---|---|---|---|---|---|
| Fear of Abduction (1) | 1.000 | | | | | | | |
| Autonomy (2) | -.096** | 1.000 | | | | | | |
| Environmental mastery (3) | -.273** | .067** | 1.000 | | | | | |
| Personal growth (4) | -.271** | .077** | .222** | 1.000 | | | | |
| Positive relation with others (5) | -.298** | .134** | .162** | .271** | 1.000 | | | |
| Purpose in life (6) | -.055 | .135** | .094** | .139** | .362** | 1.000 | | |
| Self–acceptance (7) | -.257** | .122** | .245** | .246** | .216** | .159** | 1.000 | |
| Psychological Wellbeing (8) | -.409** | .337** | .556** | .597** | .654** | .562** | .598** | 1.000 |

** Correlation is significant at p<.05

The table above shows correlations among variables. The analyses revealed that fear of abduction was significantly related to all the subscales of psychological variables, with the exception of purpose in life. The results show that a negative correlation exists between fear of abduction and purpose in life (r = -.055, p >0.05). Negative relationship exists between fear of abduction and autonomy (r= -.096, p<.05). The results of the analysis also revealed negative relationship between environmental mastery and fear of abduction (r= -.273, p<.05), fear of abduction and personal growth (r= -.271, p<.05), an indices positive relations with others and fear of abduction (r= -.298, p<.05) fear of abduction with self – acceptance (r= -.257, p<.05) and fear of abduction and Psychological well-being  (r= -.409, P<.05).

**Summary of Regression Analysis of Fear of Abduction and Psychological Well-being among Secondary School Girls in Borno and Yobe States**

| Model |  | N | Sum of  Squares | Df | Mean Square | F | R | Sig. |
|---|---|---|---|---|---|---|---|---|
| 1 | Regression | 378 | 3858.307 | 1 | 3858.307 | 75.904 | .190 | .000[b] |
|  | Residual |  | 19112.555 | 376 | 50.831 | | | |
|  | Total | 378 | 22970.862 | 377 | | | | |

a. Dependent Variable: Psychological well-being

b. Predictors: (Constant), Fear of Abduction

The analysis in the table above shows the summary of multiple correlation analysis results between fear of abduction and psychological well-being among secondary school girls in Borno and Yobe States. The results

showed that there is a significant negative relationship between fear of abduction and psychological well-being among secondary school girls in Borno and Yobe States (F(1, 377) = 75.904, R=.190, p<0.05) with 19% contribution of the predictor variable. Therefore, the null hypothesis stated that no significant relationship exists between fear of abduction and psychological well-being, is rejected.

**Summary of the Findings**

An overall significant relationship existed between psychological well-being and fear of abduction

among secondary school girls in Borno and Yobe States, (F(6, 377) = 14.504, R= .190, p<0.05). The detailed showed that negative relationship existed between autonomy and fear of abduction (r= -.096, p<.05).  The results of the analysis also revealed negative and significant relationship between environmental mastery and fear of abduction (r= -.273, p<.05), personal growth and fear of abduction (r= -.271, p<.05), positive relations with others indices and fear of abduction (r= -.298, p<.05) and self – acceptance and fear of abduction (r= -.257, p<.05) and Psychological wellbeing and fear of abduction (r= -.409, p<.05)

**Discussion of Findings**

The findings of the study revealed that there is a significant relationship between psychological well-being and fear of Abduction among secondary school girls in Borno and Yobe states. Autonomy was found to be significantly related to rumination, which means that students with higher levels of autonomy tend to score lower in rumination and vice versa. The finding of this study agrees with those of Halim and Arslan (2013), who found that there was a significant, positive correlation between all subscales of psychological well-being and self-compassion. The study also reveals that all the remaining indices of psychological well-being were significantly related to rumination.  In the same vein, the finding of this study reveals that all the subscales of psychological well-being were significantly related to magnification. This, by implication, means that, as the psychological well-being of the students increases, the magnification will decrease because an improvement in their state of psychological well-being would significantly reduce the threat of insurgency.

The study revealed that all the indices of psychological well-being were negatively related to helplessness. This agrees with the findings of Bano (2014) and Halim and Arslan (2013), who reported that all subscales of psychological well-being were significantly related to stress. In general, the finding reveals that there is a significant relationship between psychological well-being and fear of abduction. This is consistent with the findings of Asad, Muhammad-Shah and Jamal (2018), whose findings revealed that fear of terrorism had a significant negative relationship with the psychological well-being of adolescents reasons been as both studies used adolescents who are residing in terrorist/insurgency-affected areas. The result of this study didn't differ significantly from the findings of other researchers' theory and practice.

**Conclusion**

Based on the analyses and findings of the study, it was concluded negative relationship existed between Fear of Abduction and Psychological well-being of secondary school girls' students in Borno and Yobe States.

**Recommendation**

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

Government and school management should intensify security across all girls' Secondary Schools in Borno and Yobe States to reduce the level of fear of abduction to improve state psychological well-being of girls.

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# MULTIDIMENSIONAL ASSESSMENT OF EDUCATIONAL DISENGAGEMENT: PERCEPTIONS, MOTIVATIONS, AND RE-ENGAGEMENT STRATEGIES FOR OUT-OF-SCHOOL CHILDREN IN NORTHERN NIGERIA.

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**Abstract**

The study titled, Multidimensional Assessment of Educational Disengagement: Perceptions, Motivations, and Re-Engagement Strategies for Out-of-School Children in Northern Nigeria provided critical insights into the factors influencing educational disengagement and potential strategies for re-engagement. The study was guided by four objectives and four corresponding research questions. A descriptive survey research design was used for the study. The population comprised 60,000 Out-of-School Children. A stratified random sampling technique was used to select 384 sample size using Cochran's formula. The instrument used for data collection was an open-ended questionnaire titled OOSC, which had four sections with 29 items on the perceptions, motivations and challenges of out-of-school children. Data was analysed using frequency, percentages and correlation statistics. The results of the study revealed that 70% of out-of-school children are motivated to return to school upon seeing others succeed through education, while 68% are interested in vocational or skills-based training programs, and 63% identified financial aid as a major motivating factor. Challenges to accessing education include financial difficulties (72%), safety concerns such as bullying (55%), and resource deficiencies in schools (52%), with 50% facing family responsibilities that prevent school attendance. Proposed strategies for re-engagement include financial incentives (72%), integrating vocational training into curricula (65%), flexible school schedules (64%), and improving school facilities (59%). The study therefore concluded that there is a need for a multifaceted approach involving financial support, curriculum reform, infrastructure development, and flexible learning options to address the barriers faced by out-of-school children and to foster their reintegration into formal education. The study recommended that Policymakers and stakeholders should develop targeted interventions by incorporating vocational and life-skills training into the curriculum to make education more appealing and relevant to children's future aspirations. State governments should be organising community sensitisation programs to educate parents and community leaders on the long-term benefits of education, which can help reduce cultural barriers. Government and Non- Non-Governmental Organisations should help address economic barriers through financial incentives, as it remains one of the most effective strategies for re-engagement.

**Keywords:** Perceptions, Motivations, Challenges, Out-of-School Children

## Introduction

Education is universally recognised as a fundamental human right and an essential driver for individual and societal development. It plays a critical role in breaking the intergenerational cycle of poverty, fostering economic growth, and promoting social equity (UNESCO, 2021). According to UNICEF (2022), an estimated 244 million children globally were out of school in 2021, with a significant proportion residing in low- and middle-income countries, particularly in sub-Saharan Africa and South Asia. Figures from Statistics show that up to 20 million children and youth in Nigeria are currently out of school, with the majority found in the Northern part of Nigeria. (Nwoke et al., 2024)

Out-of-school children (OOSC) are defined as individuals within the official age range for a specific education level (e.g., primary, secondary) who are not enrolled in formal schooling. This includes children who have never enrolled, dropped out, or are temporarily absent due to systemic barriers. UNESCO calculates this by subtracting the number of enrolled students from the total population of school-aged children, using

administrative data or household surveys. Out-of-school children include the Never-Enrolled Children, who have never accessed formal education due to poverty, lack of infrastructure, or cultural barriers and /or Dropouts, those who enrolled but left school prematurely, often due to economic pressures, conflict, or poor learning outcomes. Out-of-school children face multi-faceted barriers to education, including socio-economic hardships, cultural norms, gender disparities, and systemic inefficiencies in the education system. These barriers contribute to their disengagement from formal schooling, perpetuating cycles of illiteracy, poverty, and social exclusion (World Bank, 2020). The COVID-19 pandemic exacerbated this crisis, as prolonged school closures and economic disruptions led to increased dropout rates, particularly among vulnerable populations (Save the Children, 2021).

Perceptions refer to the way out-of-school children view education, its relevance, and its potential impacts on their lives. The value that children and their communities place on education significantly influences enrollment, attendance, and retention. Likewise, Children's perceptions are also shaped by their positive and negative experiences in school. Research indicates that many out-of-school children and their parents perceive formal education as irrelevant to their immediate needs and future aspirations, especially in contexts where economic survival takes precedence over schooling. For instance, children in low-income households often view education as a distant goal that does not align with the urgent need for financial contributions to their families (UNICEF, 2022). Similarly, the lack of vocational skills training in traditional education systems can lead children to see school as unhelpful in preparing them for real-life challenges (Save the Children, 2021).

Motivations refer to the internal and external factors that drive out-of-school children to return to formal or non-formal education. Understanding these motivations is key to developing strategies that align with their aspirations and lived realities. For many out-of-school children, aspirations for a better future act as a powerful motivator. A study by the World Bank (2020) found that children who believe education will help them secure stable employment or improve their socio-economic status are more likely to re-engage with schooling. Family encouragement and community initiatives can play a significant role in motivating children to return to school. Supportive parents who value education and actively encourage their children to pursue learning are crucial in fostering motivation (Save the Children, 2021). Similarly, community-based programs that provide mentorship or peer support can inspire children to see the value of education. External incentives, such as scholarships, free school meals, or vocational training opportunities, can also motivate children to return to school. For example, UNESCO (2021)

Challenges refer to the barriers that prevent out-of-school children from accessing or returning to education. These challenges can be categorised into Socio-Economic, cultural, Systemic and Psychosocial. Socio-economic challenges are mainly Poverty; families living in poverty often cannot afford school fees, uniforms, or learning materials, forcing children to drop out or never enrol in the first place (UNICEF, 2022). In addition, child labour is prevalent in many low-income communities, where children are expected to contribute to household income rather than attend school (World Bank, 2020). Cultural norms and gender biases disproportionately affect girls, who are more likely to be excluded from education due to early marriages, domestic responsibilities, or safety concerns (Global Partnership for Education, 2021). Systemic issues, such as inadequate infrastructure, lack of qualified teachers, and overcrowded classrooms, also hinder access to education. Many schools lack basic facilities such as clean water, sanitation, or sufficient learning materials, making them unappealing or unsuitable for children (Abdulbaqi et al., 2019; Akorede et al., 2022). Psychosocial factors, such as trauma, low self-esteem, or fear of failure, can prevent children from re-engaging with education. For instance, children who have experienced bullying or discrimination in school settings may develop a negative association with formal education (World Bank, 2020).

This study explores the perceptions, motivations, and challenges faced by out-of-school children, as well as the roles of parents and educators in addressing these barriers. The focus is on understanding the reasons children disengage from education and developing strategies for their reintegration into formal or non-formal educational systems.

**Statement of the Problem**

Despite years of global advocacy and intervention, the persistent issue of out-of-school children remains a significant challenge to achieving universal education. According to UNESCO (2021), the majority of out-of-

school children are concentrated in marginalised communities, where poverty, gender inequality, and systemic inadequacies intersect to create insurmountable barriers to education. These children often lack access to basic literacy and numeracy skills, which limits their ability to engage in meaningful employment or contribute to societal development. The problem is further compounded by the limited understanding of how out-of-school children perceive education, what motivates them to return, and the specific challenges they face. UNICEF (2022) noted that while financial constraints and geographic inaccessibility are major barriers, other factors such as cultural norms, early marriages, child labour, and lack of safe learning environments may also play critical roles. For example, girls in many low-income countries are disproportionately affected, with societal expectations and safety concerns preventing them from attending school (Akorede et al., 2022; World Bank, 2021).

Parental and educator perspectives are also vital in understanding the problem. Many parents prioritise immediate income-generation activities over education for their children, seeing formal schooling as a distant or unattainable goal (Save the Children, 2021). Educators, on the other hand, often face challenges such as overcrowded classrooms, a lack of resources, and inadequate training, which hinder their ability to effectively address the needs of out-of-school children.

This research seeks to fill a critical gap by providing in-depth understanding on the perceptions, motivations, and challenges of out-of-school children, as well as the roles of parents and educators in overcoming barriers to education, all this are crucial in Understanding how out-of-school children view the value and accessibility of education, identifying what drives or discourages them by addressing the systemic and societal barriers they face.

**Objectives of the Study**

1. To explore the perceptions of out-of-school children regarding formal education.
2. To identify the motivations and aspirations of out-of-school children that can influence their re-engagement in education.
3. To examine the challenges faced by out-of-school youth that hinder their access to schooling.
4. To propose strategies for re-engaging out-of-school children into educational systems.

**Research Questions**

1. What are the perceptions of out-of-school children regarding formal education?
2. What are the motivations and aspirations of out-of-school children to return to school?
3. What challenges do out-of-school children face in ensuring access to education?
4. What strategies can be implemented to re-engage out-of-school children into the educational system?

**Hypothesis**

There is no significant relationship between perceptions, motivations and challenges of out-of-school children and the likelihood of educational re-engagement.

**Methodology**

The study adopted a survey research design. According to Universal Basic Education Board (2020), Kaduna state had about 524,670 out-of-school children, with Zaria constituting 10% of the population of the state, which gives an estimated 60,000 out-of-school children in Zaria metropolis, aged 10-17years. A sample size of 384 participants was selected using Cochran's formula. A stratified random sampling technique was used to select the respondents in order to ensure diverse representation.  Structured Questionnaires titled OOSSC were used to collect data on perceptions, motivations, and challenges. Data were analysed using frequency, percentages and correlation statistics.

**Results**

**Research Question 1**: What are the perceptions of out-of-school children regarding formal education?

**Table 1: Perceptions of out-of-school children regarding formal education**

| S/N | ITEM | YES | | NO | | ARTIAL | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| 1. | Education is important for achieving my future goals. | 80 | 27 | 60 | 20 | 160 | 53 |
| 2. | Going to school will help me improve my quality of life | 120 | 40 | 65 | 21.7 | 115 | 38 |
| 3. | I believe education is necessary for getting a good job in the future | 193 | 64 | 80 | 26.7 | 113 | 38 |
| 4. | Learning new skills in school can make me more confident | 217 | 72 | 30 | 10 | 53 | 18 |
| 5. | School education is not relevant to my daily life | 118 | 39 | 67 | 22 | 48 | 16 |
| 6. | Education is something I enjoy and value | 65 | 21 | 80 | 27 | 155 | 52 |
| 7. | I believe that education helps improve society as a whole | 158 | 53 | 30 | 10 | 112 | 37 |

Table 1 shows results on the perceptions of out-of-school children regarding formal education. 53% of the respondents partially confirmed that education is important for achieving their future goals, 64% equally believed that education is necessary for getting a good job in the future, and 72% of the respondents revealed that Learning new skills in school can make them more confident. 52% partially affirmed that education is something they enjoy and value, and lastly 53% believe that education helps improve society as a whole. All the above responses were above the acceptable percentage of 50% which implies the majority of out-of-school youth do not have a negative perception towards formal education, but became out of school due to other extrinsic reasons.

**Research Question Two**: What are the motivations and aspirations of out-of-school children to return to school?

**Table 2: Motivations and aspirations of out-of-school children to return to school**

| S/N | ITEM | YES | | NO | | PARTIAL | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| 1. | I want to go back to school to gain knowledge and skills. | 40 | 13 | 67 | 22 | 193 | 64 |
| 2. | My family encourages me to return to school. | 70 | 23 | 56 | 19 | 174 | 58 |
| 3. | I feel motivated to return to school because I want to help my family financially in the future. | 89 | 30 | 56 | 19 | 145 | 48 |
| 4. | I believe returning to school will help me fulfil my dreams and aspirations. | 125 | 42 | 58 | 19 | 117 | 39 |
| 5. | I am interested in vocational or skills-based training programs offered by schools. | 205 | 68 | 15 | 5 | 80 | 27 |
| 6. | I feel inspired to return to school after seeing others succeed through education. | 210 | 70 | 38 | 13 | 52 | 17 |
| 7. | Scholarships or financial aid would motivate me to go back to school. | 190 | 63 | 35 | 12 | 75 | 25 |

Table 2 revealed the motivations and aspirations of out-of-school children to return to school. 70% of the respondents feel inspired to return to school after seeing others succeed through education. 68% are interested in vocational or skills-based training programs offered by schools. 63% revealed that Scholarships or financial aid would motivate them to go back to school. 64% of the respondents partially want to go back to school to gain knowledge and skills. 58% revealed that their family partially encourages them to return to school. This implies that most of the respondents might go back to school if there are favourable conditions.

**Research Question three:** What challenges do out-of-school children face in ensuring access to education?

**Table 3: Challenges out-of-school children face in ensuring access to education**.

| S/N | ITEM | YES | | NO | | PARTIAL | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| 1. | Financial difficulties prevent me from attending school. | 215 | 72 | 25 | 8.3 | 60 | 20 |
| 2. | I lack transportation to get to school. | 98 | 33 | 108 | 36 | 94 | 31 |
| 3. | I had difficulty understanding the subjects or lessons when I was in school. | 106 | 35 | 55 | 18 | 139 | 46 |
| 4. | I feel unsafe at school due to bullying or harassment. | 57 | 19 | 78 | 26 | 165 | 55 |
| 5. | My family responsibilities (work, caregiving) keep me from attending school. | 105 | 35 | 45 | 15 | 150 | 50 |
| 6. | Gender roles or expectations in my community discourage me from going to school. | 75 | 25 | 105 | 35 | 120 | 40 |
| 7. | Schools in my area lack resources such as teachers, books, and facilities | 120 | 40 | 25 | 8 | 155 | 52 |

Table 3 shows the responses of the respondents on the challenges out-of-school children face in ensuring access to education. 72% of the respondents revealed that Financial difficulties prevent them from attending school. 55% feel unsafe at school due to bullying or harassment, 52% revealed that Schools in their area lack resources such as books and facilities. 50% of the respondents affirmed that family responsibilities (e.g., work, caregiving) keep them from attending school. All the aforementioned challenges were above the acceptable percentage of 50% which implies that out-of-school children have so many challenges that hinder them from attending school.

**Research Question Four:** What strategies can be implemented to re-engage out-of-school children into the educational system?

**Table 4: Mean responses of the strategies that can be implemented to re-engage out-of-school children into the educational system.**

| S/N | ITEM | YES | | NO | | PARTIAL | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| 1. | Offering free or subsidised education would motivate children to return to school. | 150 | 50 | 60 | 20 | 90 | 30 |
| 2. | Providing vocational and skills-based programs would encourage children to re-enrol | 195 | 65 | 24 | 8 | 81 | 27 |
| 3. | Flexible school schedules (e.g., evening classes) would help children with other responsibilities return to school. | 193 | 64 | 30 | 10 | 77 | 26 |
| 4. | Awareness campaigns about the importance of education can help reduce stigma around school attendance. | 58 | 19 | 158 | 53 | 84 | 28 |
| 5. | Community-based initiatives (e.g., peer mentoring or tutoring) would help children transition back to school. | 115 | 38 | 43 | 14 | 142 | 47 |
| 6. | Financial incentives (e.g., stipends for families) would encourage school attendance. | 215 | 72 | 34 | 11 | 51 | 17 |
| 7. | Improving school facilities and learning environments would make education more appealing. | 176 | 59 | 23 | 8 | 101 | 34 |
| 8. | Providing psychosocial support (e.g., counselling) can help children overcome barriers to education. | 125 | 42 | 67 | 22 | 108 | 36 |

Table four revealed the strategies that can be implemented to re-engage out-of-school children into the educational system. 72% agreed that Financial incentives (e.g., stipends for families) would encourage school attendance. 65% revealed that providing vocational and skills-based programs would encourage children to re-enrol. 64% shows that flexible school schedules (e.g evening classes) would help children with other responsibilities return to school. 59% revealed that improving school facilities and learning environments would make education more appealing. The above findings imply that there are several strategies that can be adopted that would help mitigate the problem of out-of-school children.

**Discussion**

The findings from Table 1 provide valuable insight into the perceptions of out-of-school children regarding formal education. Based on the data, it can be seen that the majority of respondents hold a generally positive view of education, despite their current out-of-school status. The result revealed that 53% of respondents partially confirmed that education is important for achieving their future goals. This indicates that more than half of the respondents recognise the long-term value of education in shaping their personal and professional aspirations. This finding aligns with the study of Yusuf et al. (2021), which highlighted that children from disadvantaged backgrounds often see education as a means of upward social mobility, even if they face barriers to accessing it. The result revealed that 53% of respondents partially confirmed that education is important for achieving their future goals. This indicates that more than half of the respondents recognise the long-term value of education in shaping their personal and professional aspirations. This finding aligns with the study of Yusuf et al. (2021), which highlighted that children from disadvantaged backgrounds often see education as a means of upward social mobility, even if they face barriers to accessing it. 64% of respondents believed that education is necessary for securing a good job in the future. This finding underscores the understanding among out-of-school children that formal education is closely tied to economic opportunities and improved livelihood. It resonates with the findings of Adebayo and Suleiman (2022), who argued that the perceived economic value of education is a strong motivational factor for children and their families, especially in low-income settings.

The result shows that 72% of respondents revealed that learning new skills in school can make them more confident. A study by Olajide and Musa (2020) emphasises the role of education in equipping children with life skills that transcend academic knowledge, enabling them to navigate challenges and seize opportunities. While only 52% of respondents partially affirmed that education is something they enjoy and value, this figure still surpasses the 50% benchmark, indicating a generally favourable perception. This finding is consistent with research by Ibrahim et al. (2021), which noted that negative schooling experiences, such as overcrowded classrooms or unengaging teaching methods, can reduce the intrinsic value children place on education. Lastly, 53% of respondents believe that education helps improve society as a whole, according to a report by UNESCO (2021). Such awareness is critical for sustaining educational re-engagement efforts, as it motivates individuals to prioritise education not only for personal gain but also for the good of their communities.

A significant finding from the results of Table 2 is that 70% of respondents feel inspired to return to school after seeing others succeed through education. This underscores the importance of role models and success stories in shaping the aspirations of children who are out of school. As noted by Adamu and Adesina (2021), the visibility of successful individuals within the community can create a ripple effect, encouraging others to pursue education as a pathway to success. Additionally, 68% of respondents expressed interest in vocational or skills-based training programs offered by schools. This suggests that a purely academic curriculum may not fully address the needs or interests of out-of-school children. According to Suleiman et al. (2022), skill acquisition programs embedded within schools have shown significant success in attracting out-of-school youth in Northern Nigeria. Financial barriers also play a critical role in educational disengagement. 63% of the respondents indicated that scholarships or financial aid would motivate them to return to school. This finding aligns with research by UNESCO (2021), which highlights that economic hardship is one of the most significant barriers to education in sub-Saharan Africa. Providing targeted financial support, such as scholarships or conditional cash transfers, has been shown to improve enrollment and retention rates, particularly among marginalised populations. The results revealed that 64% of respondents partially want to return to school to gain knowledge and skills. According to Ahmed and Musa (2023), providing a curriculum that emphasises both theoretical and practical knowledge can help sustain educational interest among students. 58% of respondents revealed that their families partially encourage them to return to school. Family attitudes towards education can significantly influence children's decisions to return to school. Research by Balogun and Ibrahim (2022) highlights that parental involvement and support can improve educational outcomes and reduce dropout rates. However, in cases where families are indifferent or constrained by financial challenges, external interventions may be necessary to bridge the gap.

The findings from Table 3 underscore the multifaceted challenges that out-of-school children in Zaria Metropolis, Kaduna State, face in accessing education. The result revealed that 72% of respondents identified

financial difficulties as a major barrier to attending school. This finding aligns with global and regional studies, such as UNESCO (2021), which emphasise that economic hardship remains the most significant barrier to education in sub-Saharan Africa. Many families in low-income communities struggle to afford tuition, uniforms, books, and other school-related expenses, making education inaccessible for children. In regions like Zaria, where poverty rates are high, targeted interventions such as scholarships, free school programs, or conditional cash transfers could alleviate this burden and increase school attendance (Ahmed & Yusuf, 2022). A sense of insecurity in schools, with 55% of respondents reporting feeling unsafe due to bullying or harassment. This indicates that the school environment itself can be a deterrent for children (Akorede et al., 2022). Studies by Balogun and Ibrahim (2022) highlight that bullying, harassment, and even gender-based violence in schools can lead to high dropout rates, particularly among vulnerable populations such as girls. The data also reveals that 52% of respondents identified the lack of resources, such as books and facilities in schools, as a barrier to education. This finding is consistent with the research of Suleiman et al. (2022), which notes that poorly equipped schools in Northern Nigeria fail to meet the basic needs of students, leading to disengagement. Infrastructure deficits, such as the absence of functional classrooms, libraries, or clean water, further discourage attendance. 50% of respondents indicated that family responsibilities, such as work or caregiving, prevent them from attending school. According to Adamu and Adesina (2021), the opportunity cost of sending children to school can be too high for families living in poverty, especially in rural or semi-urban areas. Flexible schooling options, such as evening classes, part-time learning, or community-based education programs, could help address this challenge by accommodating the unique circumstances of these children.

The findings from Table 4 highlight practical strategies that can be implemented to re-engage out-of-school children. 72% of respondents agreed that financial incentives, such as stipends for families, would encourage school attendance. This finding aligns with global research that emphasises the importance of addressing financial barriers to education. As UNESCO (2021) notes, conditional cash transfer programs and stipends can serve as powerful tools to incentivise school enrollment, particularly in low-income settings. Such financial support not only helps families meet the direct costs of education (e.g., tuition, uniforms, and books) but also offsets the opportunity cost of sending children to school instead of engaging in income-generating activities (Abdulbaqi et al., 2024; Ahmed & Yusuf, 2022).

65% of respondents believe that providing vocational and skills-based programs would encourage children to re-enrol in school. According to Suleiman et al. (2022), integrating vocational training into the formal education system can make schooling more relevant and attractive for out-of-school children. 64% of respondents believe flexible school schedules, such as evening classes, would help children with other responsibilities return to school. A study conducted by Ahmed and Musa (2023) emphasises that flexible educational models have been successful in reaching marginalised populations, particularly in rural and semi-urban areas. Finally, 59% of respondents indicated that improving school facilities and learning environments would make education more appealing. Balogun and Ibrahim (2022) argue that investing in school infrastructure not only enhances the quality of education but also boosts student morale and retention rates. Upgrading facilities, providing adequate teaching resources, and ensuring access to clean water and sanitation can make schools more welcoming and engaging for students.

## Conclusion

The findings of the study underscore the need for a multifaceted approach to re-engaging out-of-school children in Zaria Metropolis. Financial incentives, vocational training, flexible scheduling, and improved infrastructure are all critical components of an effective strategy. By implementing these measures, policymakers, educators, and stakeholders can create an inclusive education system that addresses the unique challenges faced by out-of-school children and supports their successful reintegration into formal education.

## Reccomendations

1. Policymakers and stakeholders should develop targeted interventions by incorporating vocational and life-skills training into the curriculum to make education more appealing and relevant to children's future aspirations.

2. State governments should be organising community sensitisation programs to educate parents and community leaders on the long-term benefits of education, which can help reduce cultural barriers.

3. Government and Non-Governmental Organisations should help address economic barriers through financial incentives, as it remains one of the most effective strategies for re-engagement.

4. Policymakers and stakeholders should adopt a holistic approach tailored to the specific needs of this population to maximise the impact of re-engagement strategies.

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# THE ROLE OF COUNSELLING IN PROMOTING POSITIVE ATTITUDINAL CHANGE THROUGH TEACHER EDUCATION IN NIGERIA

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## Abstract

Nigeria is in Africa not only for her richness and abundance of resources, nor is it for her population/economic advancement, nor her ability to live together for so long despite the diversity, but for the attitude and images created by Nigerians living abroad and those within. Despite the abundant human and material resources available to the country, many are still wallowing in abject poverty and deprivation. Attitude is a way of thinking or feeling about something. Many Nigerians have lost their dignity and integrity; corruption and other social vices have eluded the country; value for money, power and materialism are the order of the day. The attitude of Nigerians has gone so badly that issues of corruption, money laundering, kidnapping, religious intolerance, and value change have arisen. Have become the new normal and form part of the attitudes that require adjustment among Nigerians. However, the policies put in place by the government at different times have yielded no significant success because they were not well channelled. Hence, the a need for counselling intervention through teacher education. This study focused on and discussed concepts such as counselling, goals and scope of guidance and counselling, building the right attitude through education, teacher education in contemporary society, the purpose of teacher education in Nigeria and the place of guidance and counselling in teacher education. It was concluded that teacher education should be strengthened to produce better teachers who are morally up to the task, and to have a better product out of teacher training institutions. The role of counsellors in schools and guidance and counselling services cannot be overemphasised. It was, however, suggested among others that education should be made functional at all levels.

**Keywords:** Guidance, Counselling, Society, Attitude, Positive Attitudinal Change, Teacher Education.

## Introduction

Nigeria is a well-known country in Africa not only for her richness and abundance of resources, nor is it for her population/economic advancement, nor her ability to live together for so long despite the diversity, but for the attitude and images created by Nigerians living abroad and those within. Attitude is a way of thinking or feeling about something. The attitude of Nigerians has gone so badly that issues of corruption, money laundering, kidnapping, religious intolerance, and value change make up attitudes that require adjustment among Nigerians (Akorede et al., 2022). The rate at which people kill each other these days is worrisome, either for rituals, for money or nonpayment of ransom or even indirectly through corruption in terms of policies, road and building constructions. Another bewildering thing is the way society celebrates these people, which tends to normalise the abnormal acts. People are ready to do anything and everything for money. Students no longer see pride in studying to pass. Nobody wants to work hard to make money. Most people now want to do minimal jobs and earn a lot of money. An average secondary school student will say "*school is a scam*" since they have dubious ways to make easy money. Politicians, traditional rulers and some religious leaders prefer to keep money in various places in their houses instead of the bank, causing a shortage of money in circulation. Parents will force their children to study courses they are never interested in at the University, which eventually results in dropout or underachievement.

Meanwhile, despite the abundant human and material resources available to the country, many are still wallowing in abject poverty and deprivation. Many Nigerians have lost their dignity and integrity; corruption and other social vices elude the country; value for money, power and materialism become the order of the day. Having realised these, governments at different times have put in place different policies and programs. For

instance, the former President Shehu Shagari, during his administration, created the Ministry of Ethical Revolution in 1983. The major objective was to guide the national morality. On coming to power in 1984, General Muhammadu Buhari introduced the War Against Indiscipline (WAI). When General Babangida came to power in 1987, he created the Directorate for Social Mobilisation. Due to a change in government, these measures could not last. During the Yar'adua administration, Late Prof. Dora Akunyili, the then minister for information and communication, initiated a program tagged "Re-branding Nigeria", the program aimed at modifying and re-orientating Nigerians to always think and act positively to gain a positive image both at home and abroad. The immediate past first lady, Patience Jonathan, also tried a peace initiative program, which was nicknamed her MAMA peace. During the same regime, a policy of whistleblowing was also introduced. However, the policies put in place by the government at different times have yielded no significant success because they were not well channelled. Hence, the a need for counselling interventions through teacher education.

**Concept of Counselling**

In the opinion of Buhari, Barakat and Aboyeji (2017), Counselling is a helping relationship, a process that occurs in one-on-one interactions between a person who is facing issues that he cannot handle alone and a professional who has the expertise and experience necessary to assist others in finding solutions to a variety of personal difficulties. Egbochukuin Buhari, Aboyeji and Barakat (2020) see counselling as a procedure whereby an uninvolved individual helps a distressed person (client) feel and act in a more personally fulfilling way (the counsellor) who offers the client knowledge and responses that encourage the development of behaviours that allow him to deal with himself and his surroundings more effectively. From the above, counselling is viewed as a two-person interaction between a counsellor and a client that takes place in a professional context and is started and maintained to help a client make good behavioural changes. The demand for systematic school guidance and counselling increases as society grows more complicated. For the purpose of making informed decisions, developing suitable plans, and making the best use of their abilities, students need the assistance of a counsellor. A program called guidance and counselling offers services to people in accordance with their needs, knowledge of their immediate environment, how that environment impacts them, and the unique features of each institution. It is intended to support each person's ability to adapt to their surroundings, grow in their capacity for setting reasonable goals, and advance in their education.

**Building the Right Attitude through Education**

Education is the brain of any nation. It catalyses national development and necessary condition for national survival. Education, therefore, is seen as the transformer of undeveloped manpower resources of the nation into the productive process of any society. It equips people with the needed knowledge, skills, techniques and information for the improvement of the national economy. This requires the best hands in the process.

The education of any particular society at a particular time is the culture in which the people of that society operate at that time. Education is seen as culture, a process or a product (Amaele, 2001). Critical analysis of education reveals that it is an attempt to develop the personality of the child/adult learner and equip them as a member of society. Education, according to Fafunwa (2004), is the culmination of all the processes that a child or young adult goes through to develop all the skills and attitudes that are of positive value to him and the society where he belongs. This follows that the concept of learning, training and upbringing are not the same as education but are components of the all-embracing concept of education. Education involves the development of an individual, morally, physically, mentally, intellectually, socially and spiritually, such that the person is of the best use to himself and the society he belongs to. So, for any positive attitudinal change in Nigeria, a functional education system is the key, and this can be ensured through counselling and functional teacher education.

There is a complex relationship between the culture, values and customs of the society and its system of education. The concept of education as a change agent in society is enormously complicated by the fact that the educational system is itself a part of the changing society. So while society is changing, it is expected that we have a changing educational system too. The curriculum and contents of over twenty years are still in place at basic and post-basic education levels in the country. The child is born into a society that has a culture, and the primary function of education is to prepare the child to be a potential and functional member of the society.

Amaele (2001) said that culture determines education as education determines the personality of the individual. The individual child is influenced by and influences his environment through continuous interaction, and this helps in the development of the individual. Thus, if the environment influences the individual negatively and /or otherwise, then the individual reciprocates in the same manner and vice versa.

Education as a social institution performs diverse functions in order to assist the individual and society in achieving their expectations. These functions were summarised by Amaele (2001) as:

i.   Conservative functions: education helps to preserve the society's dominant culture (skills, facts, procedures, values, norms, concepts and images of approved behaviour from one generation to another.

ii.  Innovative function: education as a social organisation is expected to be a vital source of new ideas and knowledge. Therefore, education should initiate social change, and society is to follow.

iii. Socialisation process: the child is expected to be a member of the community, but not a member of the society, until they have learnt the norms of the society through education. Only then he as an individual, is he adopted into the immediate environment.

iv.  Political Function: Political education helps the individual to acquire values, beliefs and patterns of behaviour about the generalisation, distribution and exercise of power in society. Since individuals who make up the society come from diverse sub-cultural units, knowledge of a new culture will help to promote national integration and consciousness. This is likely to result in respecting the views, ideas, values and norms of others.

v.   Economic Function: functional education helps to improve the economic situation of the people who acquire it; education is used to select people who are expected to have some attitude, skills and technical know-how which will result in greater productivity and economic advancement.

vi.  Selective and Allocative Functioning: Education has helped by providing the manpower needed for the economy in different sectors. It is considered a sieve for selecting and directing people to diverse areas of interest and levels of operation based on their training, experience and qualification/certification.

## Teacher Education in Contemporary Society

Teachers' work is to teach, whether as a hobby, a job, or a career. In general, a teacher who has not received professional training cannot teach successfully. This is because teaching aims to instil desired changes in behaviour rather than only influencing disconnected facts. Effective teaching may be enhanced if the educational system provides enough resources for both the teachers and the pupils. This might be accomplished by first offering effective teacher preparation programs that produce, attract, and keep the best teachers in our schools. The success of any nation's education, therefore, depends largely on its quality of production, for education is supposed to be man-oriented. Education, therefore, is expected to address critical issues like dignity of labour, quality leadership, committed followership, industrial unrest, political stability, religious extremism and tribalism that are the order of the day in Nigeria. It is important to use education to develop practical skills in medicine, agriculture, and resource management. It is anticipated to have a significant impact on the rule of law, national cohesion, and most importantly, Nigerians' moral growth. This can only be accomplished by an educated instructor. Incidentally, no education, no matter how beautifully designed or how well its visions intend, can be attained without well-equipped, visionary and committed teachers. The teacher is the life wire of any education system. This point was aptly observed by the Nation's policy makers in education. The Federal Republic of Nigeria (FRN, 2014) clearly stated that "*no education system can rise above the quality of its teachers*". Based on this, a well-purposeful, articulated, directed, funded, equipped, supervised and managed teacher education is a necessary condition for positive attitudinal change among the people.

**Purpose of Teacher Education in Nigeria**

According to the National Policy on Education (FRN, 2004), the following describes the goal of teacher education in Nigeria:

i.  To develop effective classroom teachers with high levels of motivation for all levels of our educational system.

ii.  To encourage further the spirit of enquiry and creativity in teachers

iii.  To strengthen teachers' commitment to national goals and to assist them in integrating into the community and society at large.

iv.  To provide teachers with the knowledge and experience necessary for their position and to develop their capacity for adaptation to any changing circumstance, both within their own country and in the wider globe.

v.  To strengthen teachers' dedication to their careers as teachers.

The teacher is the key in the entire education program, for the teacher may make or mar the best educational fact. No educational system can rise above the quality of its teachers. This fact emphasises that teacher education must be directed by the general objective of education. Consequently, the purpose of education in any nation will be focused on the nation's philosophy of life. As it is in the FRN (2014), "… *no policy on education can be formulated without first identifying the overall philosophy and objectives of the nation*". The national objective of education in Nigeria, however, is to build a:

i.  Free and democratic society

ii.  Just and egalitarian society

iii.  A united and strong society

iv.  Great and dynamic economy

v.  Land of bright and full opportunities for all citizens

If the purpose of teacher education is strengthened, the attitude of the average Nigerian towards our religious differences, ethnic differences and language differences would be positive and to our advantage. As part of the national aims and objectives of education, in line with the national philosophy, are to:

i.  Inculcate national consciousness and national unity;

ii.  Inculcate the right type of values and attitudes for the survival of the individual and the Nigerian society.

iii.  Train the mind in the understanding of the world around, and

iv.  Acquire appropriate skills, abilities and competencies, both mental and physical, for the individual to live in and contribute to the development of the nation (FRN, 2004).

The Nigerian teacher education is aimed at producing the required manpower to fulfil the laudable aims and objectives of our education to be fulfilled. This means that if the teacher education program is faulty, curriculum implementation will also be faulty, and consequently, the achievement of the aims and objectives of education will fail. Amaele (2011) opined that teacher education is aimed at equipping teachers with the following characteristics:

i.  The ability to arouse and maintain students' interest in the course of study

ii.  He can communicate ideas in a clear, lucid, logical and organised manner

iii.  He can help students develop appropriate skills throughout the period of study

iv.  The teachers' ability to help the students develop their thinking process

v.  He can motivate students towards achievement

vi.   The teacher is enthusiastic, flexible, friendly and altruistic

vii.  He shows good perception and knowledge of his subject matter

viii. He has high explanatory power with his ability to make theoretical explanations more practical and abstract concepts more concrete.

ix.   The teacher shows concern for students as persons, but firm in his dealings; he can create a conducive environment for learning.

x.    He is fair in his assessment and grading of students

xi.   He is well-balanced emotionally, healthy and physically sound.

Above all, being morally upright and allowing this to be transparent in all his dealings both within and outside the classroom is essential. For the teachers to be effective and efficient with these characteristics, there is something more to it, and that is, functional and effective *"guidance and counselling services"* in teacher training institutions across the country.

**The Role of Guidance and Counselling in Teacher Education for Positive Attitudes**

In a one-on-one setting, counselling is a process that helps people. Two individuals, one faced with a challenge which he cannot cope with alone, and the other, a Professional with the qualifications and abilities to assist others in finding answers to various personal problems. From the above, counselling is seen as an interaction which occurs between two individuals, called a Counsellor and a client, this occurs in a professional setting and is started and maintained to help a client's behaviour change for the better. A counsellor, therefore, is a professionally qualified person who provides useful services to clients based on their needs, the understanding of their immediate environment and influences. In the process of self-understanding, planning, decision-making, and coping with the obstacles that are relevant to their developmental phases. Counsellors assist clients in identifying and defining resources and environmental opportunities.

**Goals of Counselling**

The aims of providing counselling as identified by Mc-Daniel (1990) and outlined in Buhari, Aboyeji and Brakat (2020) are to: Foster psychological development of the client; assist client to explore the environment and be the architects of their lives; Facilitate wise choices and decision by clients; Become purposefully self-directed; Assist client to be able to handle future concerns independently; Guide clients to have absolute for one's own and other people's value and dignity; and assist clients to become self-actualized (p.88).

With these goals the teachers will be in their stable and balanced mental health thus able to perform their role efficiently and effectively; the students including pre-service teachers will develop attitude of exploring the environment and be the best they ever wanted to be; they will have ability to make independent choices and decisions they will never regret; and average Nigerian will be able to respect themselves and others then have respect for the rule of Law and be patriotic citizens of the Federal Republic of Nigeria.

**Scope of Guidance and Counselling**

The demand for systematic school guidance and counselling increases as society grows more complicated. To be able to make informed decisions, proper plans, and to fully utilise their skills, students need the help of a guidance counsellor. Guidance is intended to aid each person in adjusting to their surroundings, growing in their capacity to set reasonable goals for themselves, and advancing in their education. Guidance and counselling cover three major aspects of human life, these are: Educational/Academic, Vocational/Career, as well as Personal/Social aspects of an individual.

**Positive Attitude and Educational/Academic**

According to Buhari et al. (2020), educational guidance and counselling are focused on helping students make decisions about, and adjust to, the curriculum and school life in general. In order to meet a country's requirement for human resources, it is important to encourage young people to pursue the appropriate kind of education while maintaining the proper balance. For instance, instructors or counsellors ought to assist students in carrying out the following: Recognise the best combinations of academic disciplines or courses;

help students create effective study techniques; help students take their own initiatives; assist students in developing realistic plans for the future; and increase students' knowledge of educational opportunities. All of these can be done with functional teacher education and counselling.

**Positive Attitude and Vocational/Career**

In view of the importance of appropriate occupational aspiration and ultimate occupational choice, career counselling is indispensable. Vocational guidance is a process that enables people to select a career, get ready for it, begin to practice it, and advance in it. Some of the goals of vocational/career counseling include the following: Making connections between the idea of education in general and the practical side of life particularly the world of work might help pupils become aware of a variety of careers that they can consider; to increase the relevance of educational process to employment needs of the society; and to expose students to ascertain their localities, family backgrounds and other factors that might affect their choices of careers. To ascertain all these, the role of a well-trained teacher who can relate with practical examples in the environment to classroom teaching and learning is essential (Akorede et al., 2022).

**Positive Attitude and Intra-Personal/Social Relationships**

Personal and Social counselling addresses behavioural issues and emotional discomfort, which could develop if people have trouble managing developmental phases and tasks. Personal and social guidance primarily aids in improving self-awareness, interpersonal skills, manners and etiquette; engage in leisure pursuits, enhance social abilities, cultivate family and familial bonds, as well as understand social roles and obligations. The personal social needs of guidance and counselling in education include:

1.  Adjustment needs

2.  Help in solving adolescent problems

3.  Help inculcate the right values, patriotism and discipline in individuals.

Emotional needs of the individual must be met; if not, undesirable behaviour will result. Counselling service provides an opportunity for individuals to ease their emotional problems by talking them out with the counsellor. Emotional problems include: Insecurities about becoming older, melancholy thoughts when bored at work, excessive guilt over a severe error, worry over a lingering anger after an interpersonal disagreement, career decision, a lack of assertiveness and confidence, and depressive feelings when bored mourning following a loved one's passing, as well as disappointment and loneliness following a parent's divorce (Oladele, 2004). Only a well-trained teacher can easily notice any of these in a student and make an appropriate referral to the counsellor.

**Conclusion**

The positive attitudinal change expected of Nigerians could be best attained through school and teacher education, for teachers who are considered as foot soldiers to make this happen need to be properly trained. Thus, teacher education should be strengthened to produce better teachers who are morally up to the task. However, to have a better product out of our teacher training institutions, the role of counsellors in schools and guidance and counselling services cannot be overemphasised.

**Suggestions**

The position of the NPE about school guidance and counselling shows that the government recognises counselling as a helping relationship capable of making any educational system deficient without it. However, it is suggested that:

i.    Education should be made functional; Counsellors should be trained as counsellors, Teachers should be trained as teachers, Artisans should be trained as one, Doctors should be trained as doctors, Engineers, Lawyers, Musicians should be trained as such. So that everyone will know their place and function maximally.

ii.   Counsellors in schools should function as counsellors and make their impact felt on the development of the children/students, as entrenched in the scope of guidance and counselling.

iii.   Counsellors should be given their rightful place in the education sector so that their role as a life changer and behaviour modifier will not be lacking in positive attitudinal change among Nigerians.

iv.    Attention should be taken away from our extreme value for money, but reputation, recognition and social impact.

v.     There should be reorientation about our value system, too much value for paper qualification without talent and real experience is killing us as a Nation.

vi.    Teacher training institutions should be given priority, and the best heads admitted into teacher training programs.

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# ASSESSMENT ON THE IMPACT OF INSECURITY ON CHURCH GROWTH IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA

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**Abstract**

This study was carried out to assess the impact of insecurity on the physical growth of the Church in North central Geo-political Zone of Nigeria. The objective of the study was to assess the level of physical destruction on the church members and the church as an institution. The total population comprised of Christians in six states and the Federal Capital Territory (Abuja) that made up North Central Geo-Political Zone of Nigeria was 12,020,405. One thousand, six hundred and fifty-seven (1,657) respondents were randomly sampled to represent the total population. Descriptive survey design was used for the study and two instruments were employed to collect data: Questionnaire and Interview. The finding revealed that, the physical growth of the has reduced in population as a result of destruction of humans, church structures and relocation. The study recommends that, protection of Christians and their property should be a paramount thing to the government and any one that violates such should be punished as the law stipulates so as to serve as a deterrent to others; and also, all property of churches that were looted, vandalized, burnt and destroyed should be rebuilt or compensated by the government and wealthy Nigerians.

**Key Words:** Psychological Wellbeing, Insecurity, Church Growth

**Introduction**

Different scholars have established the fact that, there is insecurity in Nigeria and the world at large. This is because no one is secured and sure of his or her safety presently. Among the scholars that share their views concerning the existence of global insecurity include: Achumba, Ighomereho and Akpor-Robara (2013), state that, the world is not secured because of the absence of protection and safety it is experiencing while Udoh (2015) opines that, Nigeria's situation is being characterized with fear or anxiety due to the absence of protection. Also, Pam (2012) and Thurson (2016) affirm that, the level of insecurity globally may end many countries ungovernable. Poling (2013) asserts that, Nigeria is experiencing a great danger or threat as a result of insecurity.

The issue of insecurity has become a global challenge, as seen by the activities of the terrorist group that bombed the American World Trade Centre in 2011. This episode is still fresh in the memory of many people due to the massive destruction of innocent lives and hard-earned property. Some of the deadly terrorist groups in the world that destroy human lives and property, set back in social, economic and national development and were a threat to peace includes: Revolutionary Army Force of Columbia, the Nexalite in India which fought the Upper Class to over throw the government, Irish Republican Army in Europe which emerged from Irish Volunteers in 1913, Islamic State of Iraq and Syria (Bhattacharyya, 2016).

Similarly, African continent was not free from experiencing insecurity threats from terrorist groups like Lord's Resistance Army in Uganda, Al-Shabaab in Somalia which fought for civil wars and such wars paved room for rebel groups that terrorized societies and various governments of African nations. Some of the motivational factors liable to the activities of these terrorist groups could be accredited to religious and faith base, struggles for power, economic and resource control, depending on the continent, country, region, state and community. The activities of the terrorist groups that breed insecurity is not strange. This is because their activities have

been in the past, but such activities were not too deadly and pronounced like what is obtainable in the world today (Solomon, 2012 & Sige, 2015).

Insecurity has become a burning issue that has attracted daily discussion by many Nigerians. It is a subject of discussion captured on social media, newspapers, radio stations and television houses almost on a daily basis. Insecurity has threatened the relatively world peace. Hardly does a day passed without hearing cases of killings, bombing, kidnapping and herders' conflicts presently. The state of insecurity is making people an unsafe and are constantly in tense situation.

Nigeria as a nation that enjoyed relatively peace also tested this insecurity challenge ranging from civil war in 1967-1970, ethno-religious conflicts, Niger Delta Militants, Maitastine group which operated more in Adamawa, Borno, Kano, and Yobe states between 1980-1985. The country has experienced set back in physical and human development as a result of the activities of terrorists, particularly in the affected states. As those parts of the country were yet to be fully relieved from the activities of the above-mentioned terrorist activities, then came another deadly terrorist groups: like Boko-Haram, kidnappers and herders' conflicts with farmers. These terrorist groups today threaten the peace of the citizens through bombing, kidnapping, incessant conflicts and killing of innocent souls on a daily basis.

The activities of Boko-Haram, Kidnapping and Herders conflicts began in 1996, but became more pronounced in 2003. Though, kidnapping and herders' conflict with farmers began earlier, they became rampant in 2006. The Boko-Haram terrorists and herders' conflicts were mostly found in North Eastern States while kidnapping in Niger Delta region of the country. Today, they have increased their deadly activities in North Central Geo-Political Zone. The terrorist groups are adopting different strategies like incessant attacks and suicide bombing in business areas, government settings and Churches. One of their cardinal objectives is to establish an Islamic state and government in Nigeria, and the only way of actualizing their dream is is to fight anyone that opposes them. They are against any form of western education.

Christianity in Nigeria dates back to 15th century when the Portuguese introduced Christianity in Benin and Warri. By 1893-1907, the missionaries made concerted efforts to see to the planting and spread of Christianity to other parts of Nigeria despite the harsh climate and other constituted factors. Looking at Christianity from the beginning, people reluctantly denounced their traditions for the new faith until later, they started to embrace it. Penetration of Christianity and establishment of churches in North Central Zone took a gradual process with slow human and physical structures (Peter, 2019).

Mission work in North Central Geo-Political Zone of Nigeria dates back to 19th century and this led to the emergence of Churches through the works of Rolland Bingham, Walter Gowans, and Thomas Kent in 1907. The Sudan United Mission (SUM) joined the Serving in Missions (SIM) formerly Sudan Interior Mission whose works concentrated in Benue, Plateau, Ilorin and later, other parts of the zone. This period was characterized by missionary activities. The missionaries who came were trained and really prepared, though many experienced unfavourable climatic conditions. Though, there was language barrier that resulted in the use of interpreters and the missionaries themselves learning the indigenous languages, trained Nigerian Ministers started to emerge, churches and later, schools and hospitals were established. More importantly, baptism was administered to the converts as an indelible mark for the new faith they had embraced and the old ways they had forsaken (Christian Association of Nigeria, 2020).

Between 2000-2008, the expansion and increase of churches, numerical strength of members and structures was high compared to what it is at this present dispensation. The region experienced an influx of church growth in the social, numerical, physical, psychological, economical and religious/moral aspects. There was numerical strength of churches, members and physical structures with relative peace enjoyed between Christians and non-Christians until 2009. Similarly, there was healthy competition by almost all denominations in the establishment of churches and physical structures with branches all over.

North Central Geo-Political Zone of Nigeria was carved from Northern Nigeria and it comprises of six (6) states and the Federal Capital Territory (FCT), making a total of seven (7), namely: Kwara, Plateau, Niger, Benue, Kogi, Nasarawa and Federal Capital Territory (Abuja). With the coming of Christianity in the region, the numerical strength of Christians were as follows: Benue had 81% Christians while Kogi had 51.3%

Christians, Kwara had 41.7% Christians, Nasarawa had 51.7% Christians, Niger had 45% Christians, Plateau had 73.3% Christians while FCT had 55.3% Christians. This gives a total population of twelve million, twenty thousand, four hundred and five (12,020,405) Christians with twelve thousand, two hundred and thirteen (12,213) local assemblies that registered with Christian Association of Nigeria (Peter, 2019 & Christian Association of Nigeria, 2020). The above figures clearly indicate that, Christians are more populated in the zone than other religions like Islam and adherents of African Traditional Religion (ATR).

Furthermore, on the aspect of existing physical developmental projects (structures), the region is blessed with tourist centres, educational institutions, factories, industries, financial institutions and solid minerals which are owned by the government and some by private individuals and Churches. The zone had experienced relative peace, human and physical development until 2009. Currently, the opposite is being experienced where insecurity is phasing away the trust, care, and love that bind people together irrespective of tribal and ethno-religious affiliation. With the emergence of terrorists and their deadly activities from 2009, the region seems to be witnessing a decrease in the expansion of churches, human and physical structures. It is this development that motivated the study on "Assessment on the Physical Impact of Insecurity on Church Growth in North Central Geo-Political Zone of Nigeria, 2009-2019".

### Statement of the Problem

The role of the Church in national development particularly in the North Central Geo-Political Zone of Nigeria cannot be over-estimated. AAs the church was expanding numerically in human and physical structures, then the emergence of deadly insecurity forces like Boko-Haram, Kidnappers, Herders conflicts destabilized the relative peace that used to be enjoyed. From 2009-2019, Global Peace Index (2021) reported that, over 20,000 lives have been lost, millions of people displaced, thousands of innocent Nigerians kidnapped and several Churches burnt with property worth millions of naira. This has subjected the Church to danger, pains and penury which has become a source of worry and concern to the Church in the zone. Apart from the above, Christian farmers are under the danger and threats of facing incessant attacks and invasion of their farmlands by herders, leading to the destruction of their agricultural products and lost of lives.

With the prevailing situations bothering the Church in the zone, the Federal Government in collaboration with the States and Local Governments who are the custodians and defenders of lives and property of her citizens claimed to have made possible efforts within their power to address the problem but to no avail. Despite the mechanisms put in place by the governments to end the insecurity challenge through sending of military and paramilitary agencies to the affected areas, yet, the persistent rate of insecurity is increasing on almost a daily basis. With the lost of confidence in the government in addressing the plight of insecurity for her citizens in the zone, church communities now are finding means of combating the challenge of insecurity within their power in minimizing the menace through the establishment of local security groups such as Vigilantees groups, request for police, civil defense and military personnel has not solved the insecurity challenge.

The Church is passing through hard times because terrorism that breeds insecurity is spreading like a wild fire against it. There is no week that passes without the occurrence of cases of unknown gunmen taking the lives of Church members on the streets, Church premises, apart from the cases of Churches and property being burnt and destroyed in the zone as a result of terrorist activities. The prevailing situation keeps on increasing every day. The continued challenges of insecurity is making Christians, Clergy and lay members, young and adults in rural and urban settlements across the zone express their fears, worries and concern for lack of protection by the government. The persistent insecurity in the areas of study prompted this study of assessing the physical impact it has on Church growth.

### Objective of the Study

This study is aimed at assessing the impact of insecurity on the physical growth of the Church in North Central Geo-Political Zone of Nigeria.

### Research Question

The research question is that, what is the impact of insecurity on the physical growth of the Church in North Central Geo-Political Zone of Nigeria?

**Hypothesis**

There is no significant difference on the views of single and married Christians about the impact of insecurity on the physical growth of the Church in North Central Geo-Political Zone of Nigeria.

**Impact of Insecurity on Church Growth**

Physical impact has to do with various destructions that insecurity has caused the affected churches and their communities by physical killings, destruction of structures, kidnapping and all forms of physical fatalities. Akorede et al. (2022), Akorede et al., (2023), Burton (2016), Bukari (2017), Avweromre (2018), Ikenga and Efebeh (2019) and Achumba et al. (2019) contend that, insecurity has destroyed several physical developmental structures, apart from killing and kidnapping globally.

Chepchirchir and Mberia (2019) share the same views with Avweromre (2018) because about 1,047 Christians were killed in 2017 in some parts of the country, apart from properties destroyed worth millions of naira. They add that, a Pastor and his family in a community were asked to denounce Christ and when they did not, they were butchered like animals while the church was burnt. Also, several hospitals have been vandalized by terrorists. They stress that, many people are forced to migrate to more secured localities for the safety of their lives, thus, leaving their hard-earned property.

Also, Avweromre (2018) subscribes to the opinions of Jacob (2018) that, insecurity has caused a great challenge in many communities in Nigeria where the burning of houses, churches and kidnapping of Clergy, people and school children became business of the day. Lokoko (2019) asserts that, there were churches that had a population of not less than one thousand (1,000) but today they are not up to four (400). Also, churches in Nigeria that had not less than 500 members during worship are now having less than 100 members during service as a result of insecurity threats. In the same vein, Mendose (2016) gives a picture of how the Maitastine terrorist group negatively affected so many churches in Maiduguri, Yola, Kano and Bauchi respectively. As a result of the activities of Maitastine, many people were killed and some fled from the affected communities and that affected the church numerically. Also, the economic strength of the church and members' religious and moral obligations was equally affected.

Okechukwu (2017) shares that, many churches in Northern Nigeria have lost valuable materials like schools, structures, worship Centres, hospital facilities, documents, vehicles, houses, farm products, apart from those brutally killed, kidnapped, tortured and displaced in different IDPs. In the same vein, Ikenga and Efebeh (2019) observe that, the impact of insecurity has led to millions of people, old and young fleeing their homes. With the emergence of insecurity in 2009, violence has claimed the lives of thousands of civilians in the entire country and forced millions of people to flee their homes and become internally displaced persons.

 On the other hand, Mikailu (2022) shares the same views with Ndamson (2021) and Gunde (2022) that, today in Nigeria, insecurity has become a lucrative business where money is gained by some individuals without accountability. He stresses that, there are people in government who are promoting it directly or indirectly and may not want it to be addressed. He adds that, in some Christian communities, new churches have been built and donated with facilities for the betterment of their lives by some philanthropists and NGOs.

**Methodology**

The study adopted descriptive survey research design and the target population are Christians from six states and Federal capital Territory (Abuja) that made up North Central Geo-Political Zone of Nigeria. A stratified random sample population of 1,764 respondents out of 12,020,405 was used for the study. A structured questionnaire and scheduled interview were the instruments employed for data collection. The data analysis was based on the responses from 1,657 respondents. The data was analyzed using Version 20 of Statistical Package for Social Sciences (SPSS).  Descriptive data analysis was adopted using frequencies and simple percentages for demographic variable, mean scores for research question and independent sampled t-test for testing the hypothesis. The mean scores for the items were based on four-point Likert scale and the midpoint average for decision for items or variables was fixed at 2.50. This implies that, a mean score of 2.50 and above indicates agreement (positive response) with the suggested notion of items while mean score of below 2.50

implies disagreement (negative response). The information from the interview was used as supplementary data in the analysis. The hypothesis was tested with t-test statistics at 0.05 levels of significance.

**Results and Discussions**

The results are presented according to the demographic variables of the respondents based on marital status, research question and hypothesis.

**Table 1: Distribution of Respondents by Marital Status**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Single | 1,104 | 66.63 |
| Married | 553 | 33.37 |
| **Total** | **1,657** | **100.00** |

Table 1 reveals that, 1,104 (66.63%) of the respondents were singles while 553 (33.37%) were married. The distribution of respondents with regards to marital status shows that, the singles and married were fairly represented.

**Research Question:**

The research question is that, what is the impact of insecurity on the physical growth of the Church in North Central Geo-Political Zone of Nigeria?

**Table 2:  Views of the Respondents on Impact of Insecurity on the Physical Growth of    the Church in North Central Geo-Political Zone of Nigeria**

| Item | SA | A | D | SD | Mean |
|------|----|----|----|----|------|
| Some members were forced to migrate to more secured localities, thus reducing the church population | 603 | 490 | 348 | 216 | 2.80 |
| Some Christian communities have been destroyed, thereby reducing the membership of the church | 711 | 531 | 303 | 112 | 3.11 |
| Some local church assemblies were given projectors for the promotion of God's work | 162 | 213 | 1,127 | 155 | 2.31 |
| Insecurity has led to the destruction of church buildings, thereby restricting gatherings during church programmes | 591 | 743 | 163 | 160 | 3.07 |
| Some Christian churches were built and donated with hospital facilities as a result of insecurity | 97 | 389 | 909 | 262 | 2.19 |
| Some church members have been killed, thereby reducing church population | 861 | 390 | 269 | 137 | 3.19 |
| Some church members acquired more vehicles and donated to the church for evangelism | 109 | 223 | 1,243 | 82 | 2.22 |
| Some members have been kidnapped, thus, affecting the membership size of the church | 801 | 620 | 192 | 44 | 3.31 |
| Closing down of some local church assemblies affect church growth | 451 | 509 | 453 | 244 | 2.70 |
| **Cumulative mean** | | | | | **2.77** |

        Decision mean = 2.50

Results in this table shows the mean responses of 2.80, 3.11, 2.31, 3.07, 2.19, 3.19, 2.22, 3.31 and 2.70.  The cumulative mean value is 2.77. This value is above the mean value of 2.50. This implies that, despite the physical gains by some individuals, insecurity has negatively impacted the physical growth of the church in North Central Geo-Political Zone of Nigeria.

**Hypothesis**

There is no significant difference on the opinions on single and married Christians about the impact of insecurity on the physical growth of the Church in North Central Geo-Political Zone of Nigeria.

**Table 3: Views of Single and Married Christians about the Impact of Insecurity on the Physical Growth of the Church in North Central Geo-Political Zone of Nigeria**

| S/N | Variables | N | Mean | Std Dev | Std Error | Df | t-cal | t-crit | P |
|-----|-----------|------|--------|---------|-----------|------|-------|--------|------|
| 1 | Single | 1104 | 2.7016 | 0.60123 | 0.01809 | | | | |
| | | | | | | 1655 | 1.44 | 1.96 | 0.23 |
| 2 | Married | 553 | 2.7201 | 0.62215 | 0.02645 | | | | |

**Calculated p > 0.05, calculated t < 1.96, at df 1655**

Results of the independent sample t-test statistics in table 3 reveals that, there is no significant difference on the views of single and married respondents about the impact of insecurity on the physical growth of the church in the study area. The reason is that, the calculated p-value of 0.23 is higher than the 0.05 alpha level of significance while the t-calculated value 1.44 is lower than 1.96, at df =1655. This means that, the null hypothesis is hereby accepted and retained. The physical growth of the church has reduced in population as a result of destruction of humans, church structures and relocation.

**Discussions**

From the finding of the study, it was observed that, there was no significance difference in the views of single and married Christians about the impact of insecurity on the physical growth of the church. The study revealed that, the physical growth of the church has reduced in population as a result of destruction of humans, church structures and relocation. This finding strengthens the assertion of Achumba, Igbomereho, Akpor- Robara (2013), Burton (2016), Bukari (2017), Avweromre (2018), Ikenga and Efebeh (2019) who maintain that, insecurity has destroyed several physical structures, apart from global killings and kidnapping.

In the same vein, Chepchirchir and Mberia (2019) share the view with Avweromre (2018) and Jacob (2018) that, about 1,047 Christians were killed in 2017 in some parts of the country, apart from property worth millions of naira destroyed. It was buttressed that, a Pastor and his family in a community were asked to denounce Christ and when they did not, they were butchered like animals and the church was burnt and several hospitals were vandalized.

The above finding agrees with the views of Okechukwu (2017) that, many churches in Northern Nigeria have lost valuable materials like schools, structures, worship centres, hospital facilities, documents, vehicles, houses, farm products, apart from those brutally killed, kidnapped, tortured and displaced in different IDP camps. In the same vein, Ikenga and Efebeh (2019) observe that, the impact of insecurity has led to millions of people, old and young fleeing their homes. With the emergence of insecurity in 2009, violence has claimed the lives of thousands of civilians in the entire country and forced millions of people to flee their homes, thereby, becoming internally displaced persons.

Some Christian communities, churches, structures and property were either burnt, bombed or destroyed, thereby, affecting Christian gathering during church programmes.  In their submission, the respondents expressed their concern, fears and worries on what the future of the church would be in the region if the menace is not addressed (Interviewee, 2,5,6, 7,8,9,11,15,16,17,19,24,26,30,34,37,39,41,43,44 and 45). This is in line with the observation of Lokoko (2019) who states that, Christian communities and churches have become like deserts because many were either bombed, burnt or destroyed with property worth millions of naira.

Interviewee (4,13,21,27,33 and 42) reported that, many Christians were forced to migrate to more secured localities for the fear of being attacked, thereby, leaving their communities and churches almost empty. This report concurred with the view of Mendose (2016) who states that, the killings and destruction that led to the relocation of members to more secured places, resulting to the closing down of some churches can be equated to how the Maitastine terrorist group negatively affected so many churches in Bauchi, Kano, Maiduguri and Yola respectively. Destruction of humans and infrastructures such as burning of Christian communities, churches, business centres, houses, closing down of some churches have led to unmeasurable lost of lives and property and this has affected the growth of the church.

On the other hand, Mikailu (2022) shares the same views with Ndamson (2021) and Gunde (2022) that, today in Nigeria, insecurity has become a lucrative business where money is gained by some individuals without

accountability. He stresses that, there are people in government who are promoting it directly or indirectly and may not want it to be addressed. He adds that, in some Christian communities, new churches have been built and donated with facilities for the betterment of their lives by some philanthropists and NGOs.

**Conclusion**

Based on the finding in this study, it can be concluded that: destruction of humans and infrastructures such as burning of Christian communities, churches, business centres, houses, closing down of some churches have led to unmeasurable lost of lives and property and this has affected the growth of the church.

**Recommendations**

Based on the finding and conclusion of the study, the following recommendations were made:

1. Protection of Christians and their property should be a paramount thing to the government anyone that violates such should be punished as the law stipulates so as to serve as a deterrent to others.

2. All the property of churches that were looted, vandalized, burnt and destroyed should be rebuilt or compensated by the government and wealthy Nigerians.

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# PARENTAL RE-ORIENTING AND OUT-OF-SCHOOL CHILDREN: A DESCRIPTIVE SURVEY IN NORTHERN NIGERIA

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**Abstract**

The purpose of this paper is to discuss re-orienting families for a stronger future to reduce the menace of out-of-school children. Nigeria has the largest number of out-of-school children in the world. It is estimated that one in everyfive out-of-school children around the globe is in Nigeria. Even though basic education is legally free and compulsory in the country, about 18.3 million children aged 5 to 14 years are out of school. About 50 percent of these children live in the northern region, known to be severely affected by insurgency. Education is a fundamental human right, a critical driver for economic advancement and a powerful tool for poverty reduction. Hence, no child of school age should be denied access to quality and equitable education, and an opportunity to acquire skillsthat guarantee future employability and long-term earning. The paper identified causes of out-of-school children in Nigeria to include; poor funding of education, corruption, banditry, kidnapping, poor implementation of the Child Rights Act, insecurity problems, lack of political will to address the challenges, high rate of poverty, and high fertility rate. Through a comprehensive review of literature, policy analysis, and empirical evidence, this paper provides insights into the implications and potential strategies for the Out of School Children By parents working together with stakeholders, every child in Nigeria will have access to quality education and a brighter future, securing a more prosperous and stable future for our Nation. One of the long-term goals of this paper is to provide a lasting solution to the problem of out-of-school Children, reversing the alarming trend of out-of-school children in Nigeria and unlock a brighter future for generations to come.

**Keywords:** Re-orientation, Families, Stronger future, Menace, Out-of-School Children.

**Introduction**

Nigeria is grappling with a worsening education crisis as the number of out-of-school children has skyrocketed to 18.3 million in 2024, according to a recent report by UNICEF, (2018). This alarming figure, which reflects a significant increase from previous years, places Nigeria at the top of the global ranking for out-of-school children. The situation raises serious concerns about the country's future, particularly in terms of economic development, youth empowerment, and national security. The education deficit has far-reaching implications that, if not urgently addressed, could lead to an entire generation missing out on opportunities for personal and professional growth. The statistics paint a grim picture of the state of education in the country. Currently, only 63 percent of primary school-age children attend school regularly, indicating that nearly four in ten children do not receive consistent education at the foundational level. While approximately 84 percent of children transition from primary to junior secondary school, millions remain trapped outside the formal education system. This disparity underscores the need for targeted policies and interventions that will encourage school attendance and retention across all levels of education (Adeyemo, 2025).

The out-of-school children are a major educational problem facing Nigeria and other developing countries. To address these out-of-school children in Nigeria, the federal government and state governments have adopted different measures and strategies in the past and present. Some of the measures include the establishment of a commission to handle and manage programmes on out-of-school children. There have been many interventions and collaborations from international institutions. To address the issue that is partly affecting education in Nigeria, it has been noted that "governments at all levels should guarantee adequate funding and the creation of municipal and city policing for the Safe School Initiative Programme" (Ogunode et al., 2024).

It is estimated that one in every five out-of-school children around the globe is in Nigeria. Even though basic education is legally free and compulsory in the country, about 10.5 million to 18.3 million children aged 5 to 14 years are out of school. About 50 per cent of these children live in the northern region, known to be severely affected by the Boko Haram insurgency. In addition, only 61 per cent of children between the ages of 6 to 11 years attend primary school regularly (Oyekan et al., 2023). The effect of insurgency on education is the reason why scholars have argued that the inability of the governance system or structure to perform its roles is also hurting the educational system (Ogunode et al., 2024; Ayeni & Nwaorgu, 2018).

Despite ongoing efforts by the Nigerian government and various non-governmental organizations to improve access to basic education, children in Northern parts of Nigeria, continue to face significant barriers. Socioeconomic factors such as poverty and lack of infrastructure, coupled with entrenched cultural practices, impede the ability of children, particularly girls, to access and complete basic education. Poverty forces many families to prioritize immediate survival over long-term educational investments, leading to high dropout rates and poor school attendance. The absence of adequate educational infrastructure, such as well-equipped schools and trained teachers, further compounds the issue, making it difficult for children to receive quality education (Olanrewaju & Abubakar, 2021). Cultural norms that favor early marriage, child labor, and the education of boys over girls also contribute to the low enrolment and retention rates in schools (Ibrahim & Garba, 2020).

This persistent crisis not only undermines Nigeria's national development goals but also violates the fundamental right to education. The phenomenon of OOSC in Northern Nigeria is deeply rooted in a complex array of historical, cultural, socio-economic, and political factors. The region faces a combination of poverty, insecurity, religious conservatism, and inadequate educational infrastructure—issues that collectively hinder school attendance. The situation is compounded by the disruption of educational systems due to armed conflicts and the prevalence of traditional educational practices, such as the Almajiri system, which often operates outside formal education structures. Addressing the issue of OOSC requires a nuanced understanding of these interconnected challenges from multiple stakeholder perspectives. By identifying the underlying causes and examining the roles of parents, communities, local governments, and educational authorities, this study aims to inform the design of inclusive and sustainable educational interventions that address the unique needs of the region and contribute to improving school attendance.

**Concept of Out-of-School Children**

According to the United Nations, (2023), out-of-school children refer to children who are yet to be enrolled in any formal education, excluding pre-primary education. The age range for out-of-school children is 6-11 years. Out-of-school children are school-age children who are supposed to be in schools but are not in schools due to parental and governmental failures to provide accessible quality education for them. Out-of-school children are young children in the age group of 1 to 12 who are roaming the street without access to a functional educational system (Ojelade et al., 2019). Several factors contribute to this growing crisis, with economic hardship being a major driver. Many families, particularly in rural and low-income communities, cannot afford the basic costs associated with schooling, such as tuition fees, uniforms, and learning materials. As a result, children are often forced into labor to support their households, sacrificing their education for immediate financial survival. Out-of-school children are the children whom the government and the parents have failed to provide quality basic education for. The term "out-of-school children" is a non-attendance of the school of school-age children for some established factors (Ogunode et al., 2024). The prevalence of out-of-school children makes one think of the leadership failure in Nigeria. Thus, it has been noted that leaders can either enhance national development orretard development (Asaju & Ayeni, 2020). The attitude of political leadership in Nigeria is the causal variable of the type of education the country is having.

Out-of-school children (OOSC) are defined as children aged 5–17 who are not enrolled in formal education institutions. In Nigeria, the issue of OOSC is a critical challenge, with an alarming 18.3 million children, accounting for approximately 15% of the global total, not attending school, one of the highest rates worldwide. Of these, an estimated 7.6 million are girls, with the majority concentrated in the northern states. For instance, Kano State alone has approximately 989,234 children out of school (UNESCO, 2023; UNICEF, 2023).

In the Nigerian context, out of school children are prevalent in both rural and urban settings, but rural areas, and isolated or deprived areas in general, consistently show higher numbers of out-of-school children (World

Bank, 2019). These children are spread across the country in varying proportions. This situation is of concern to the Federal Government of Nigeria as noted in the Nigeria Education Ministerial Plan (2018-2022) which outlines several strategies targeted at bringing children back to school. In spite of these strategies.

**Causes of the High Number of Out-of-School Children**

A range of factors contributes to Nigeria's high out-of-school children (OOSC) population, especially in the northern region. According to UNICEF (2023), socioeconomic deprivation and widespread insecurity, particularly insurgency and banditry in Borno, Yobe, Katsina, Adamawa, Kebbi, and Zamfara States, remain primary barriers to school attendance. Parents are often reluctant to invest in education due to fears for their children's safety (Olanrewaju et al., 2021; Uba & Ibrahim, 2022). Cultural practices, including early marriage and the relegation of girls to domestic roles, lead to disproportionately high dropout rates among girls (Akinyele, 2021). Systemic challenges as corruption, weak policy implementation, and poor data use in education planning, further exacerbate the issue (Mustapha, 2020; Okonkwo, 2022). Many children engage in street trading, farming, or household labor to support family income, deprioritizing education (UNESCO, 2022). Inadequate school infrastructure, teacher shortages, and lack of learning materials particularly affect rural and conflict-impacted areas (UBEC, 2020; Adeoye & Olaniyan, 2019). Deeply rooted patriarchal norms and widespread adult illiteracy discourage formal education, especially when perceived as incompatible with local traditions (Aliyu & Abubakar, 2018). Natural disasters like the 2022 floods in Jigawa, which destroyed over 115 schools and affected more than 92,000 children, further disrupt learning (Mustapha, 2020).

Findings reveal that poverty is the leading cause of out-of-school children (OOSC) in Northern Nigeria. Many families cannot afford basic education costs, pushing children into street hawking or farm labor. This aligns with Akpan and Iwu (2020) and UNICEF (2023), who stresses that financial hardship, undermines school attendance. Suggested solutions include school feeding and conditional cash transfers. Insecurity, driven by Boko Haram and banditry, has displaced families and closed schools. Respondents cited fear of attacks as a deterrent, particularly for girls. This is consistent with Save the Children (2022) and UNESCO (2023), which advocate for safer learning environments. Other contributing factors include poor infrastructure, teacher shortages, and weak policy implementation. Parents expressed frustration with broken promises under initiatives like UBE and NHGSFP, reflecting Adamu *et al*. (2024)'s findings on governance challenges.

**Re-Orienting Out-Of-School Children**

Re-orienting out-of-school children involves a multi-faceted approach that includes bringing them back into the formal education system and instilling positive values to shape their future and that of society. Key strategies include improving school safety, providing financial and material support to families, and changing cultural attitudes towards the importance of schooling, as well as modernizing the curriculum to include vocational and future-oriented skills. Community engagement and using local communication channels can also help raise awareness and encourage enrollment.

**Improve school safety:** Address security concerns to build parent confidence in sending their children to school. This includes reinforcing security infrastructure to prevent issues like kidnappings.

**Support families:** Provide financial and material assistance to cover costs beyond tuition, such as for food or uniforms, and support parents to reduce their burden and encourage enrollment.

**Cultural and social engagement:** Educate the community, through methods like community mapping and public awareness campaigns in places of worship, on the importance of education. Encourage community-based organizations and parents to work together to reinforce positive values and educational goals.

**Modernize and re-orient the curriculum:** Update the curriculum to include modern, in-demand skills, especially in STEM fields, to prepare students for future jobs. Integrate vocational and craft skills to cater to diverse talents and improve employability.

**Consider legislative measures:** Explore policies like legislation that discourages parents or guardians who do not enroll their children in school.

**Address irregular attendance:** Recognize that some children are "out-of-school" due to irregular attendance, not just ever having attended, and develop strategies to tackle this through school and household support.

**Use local communication:** Utilize local and indigenous communication media to effectively reach communities and raise awareness about the value of education.

**Current Implications**

Dropping out of school negatively affects students' self-esteem, health, and ability to acquire life skills (Ogunode et al., 2024). Dropouts are more prone to risky behaviors, such as substance abuse, early pregnancy, and criminal activity, and are more likely to rely on public assistance (Akorede et al., 2022). Northern states lag behind national educational averages. For instance, Kano reports just 9.6% reading proficiency and 11.2% numeracy, while Jigawa records only 2% and less than 1%, compared to national averages of 26% and 25%, respectively (FME, 2022). Long-term effects include labour shortages in key sectors and increased reliance on humanitarian support (Akorede et al., 2023).

**The ways forward of Out-of-School Children in Nigeria**

In order to find a lasting solution to the challenges of out-of-school children in Nigeria, across the Federal, State and Local Government levels, efforts have been made to address the challenges of Out of School Children in the country. Recently, intervention attention has mainly focused on the conflict ravaged northeast where the basic education system has suffered a major disruption. A blend of interventions both by state and non-state actors is necessary to effectively fix the challenges.

The ways forward for out-of-school children in Nigeria include a multi-pronged approach involving increased government funding and infrastructure improvements, leveraging technology for e-learning, implementing social safety nets, and strengthening collaboration between government, communities, and NGOs. Strategies include creating more schools, improving existing ones, providing school feeding programs, using technology like laptops and e-learning resources, enforcing laws against child marriage, and supporting NGOs that help street children.

**Conclusion**

Children of today are the leaders of tomorrow, which the government should look into raising education by funding towards building schools, sending the teachers to schools, acquiring more training for the teaching to be more attractive and meaningful. Education is a room for growth and development in Nigeria. A child being a product of a family therefore represents the values, morals and ethics of that family. The level of development a child manifests in later life reflects to the type of home background, experiences, exposure and training, a child gets in early years. Train up a child in the way he should go and when he is old, he will not depart from it." Re-orienting out-of-school children involves a multi-faceted approach that includes bringing them back into the formal education system and instilling positive values to shape their future and that of society.

**Recommendations**

Government should build more Basic schools across the country and funding for basic education should be increased. The government should provide social security packages for the rural dwellers. This will help in increasing school enrolments of school going age children. The burden of cost of education should be reduced by eliminating school fees, providing cash transfers, and shifting sociocultural norms and beliefs that prevent school enrolment.

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# INFLUENCE OF DRUG ABUSE ON ACADEMIC PERFORMANCE LEADING TO OUT OF SCHOOL INDIVIDUALS: ADDRESSING THE CHALLENGE THROUGH PSYCHOLOGICAL SERVICES IN NIGERIA

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**Abstract**

The study investigated how drug abuse impact on academic performance of secondary school students in Zaria-Nigeria. Survey research design was adopted for the study. Similarly, purposive sampling technique was used to select 364 students who participated in the study. The main instrument used for the study was a self-developed questionnaire on drug abuse containing some items based on 5 likert point scale of strongly agree, Agree, undecided, disagree and strongly disagree. Also, an academic test comprising multiple choice questions with options A-D on English Language, Mathematics and Geography respectively was marked and awarded one(1) mark each question: 20marks for Geography,15marks each for English Language and Mathematics respectively, which gives a total of 50 marks in all. The formulated hypothesis was tested using independent t-test. The result showed that, there is significant difference between academic performance of students who abuse drugs and those who do not. Conclusively, those who abuse drugs are liable to poor academic performance and being out of school. It was recommended amongst others that government at various levels in Nigeria should provide enabling environment and resources for more robust and effective training as well as retraining of schools' teachers especially in the areas of psychology/counselling for behavior management strategies and other psychological intervention services towards the prevention and rehabilitation of out of school children especially as a result of drug abuse.

**Keywords:** Drug Abuse, Academic Performance, Out of School

## Introduction

It is obvious that Education is a fundamental human right guaranteed to all and sundry. However, millions of children are struggling to be enrolled into school, while many more who have had the opportunity to be enrolled are exiting (dropping out) due to numerous, and sometimes overwhelming, obstacles. Education being a powerful catalyst to alleviating or even eradicating poverty in its totality and empower communities to prosper, as well as empowering the future generation, seems to have been attacked by many factors including drug abuse.

Gunjan et al. (2020) stated that there is no universal definition for 'drug abuse'. However, it may be described as the deliberate use of chemical substances for reasons other than intended medical purposes and which results in physical, mental, emotional or social impairment of the user. Similarly, Abikwi and Okafor (2022) opined that the use of drugs for purposes other than medical treatment, resulting in negative consequences for the user refers to drug abuse. Such a user may socially, cognitively, or physically experience a devastating effect. An individual's increased inclination to participate in confrontations with friends, instructors, and school activities may represent the social influence. Also, drug can be referred to as anything other than food or water that affects the way individuals feel, think, see, and act, cognitive consequences refer to the individual's lack of concentrate on academic tasks and memory loss. It is a drug that affects physical, mental, and emotional functioning owing to its chemical makeup. Chewing, eating, smoking, drinking, rubbing on the skin, or injection are all ways for it to enter the body.

The worldwide epidemic of drug use, abuse, and other substance misuse seems to be threatening educational institutions all over the globe. They seem to be overburdened by the monster of drug and substance misuse, despite the fact that their goal is to impart information, ideas, values, and standards. Cocaine, Indian hemp (marijuana), Kuber, cigarettes, codeine, and petrol sniffing are all regularly misused narcotics that are hurting school systems and students' academic performance, particularly in higher institutions (Universities) across the globe. Drug misuse has been noted to be severe barrier to efficient teaching, school administration, and learning processes in the Nigerian educational system (Abikwi & Okafor, 2022; Akorede et al., 2023).

In the same vein, Ajibola et al. (2024) drug use/abuse is a widespread occurrence among students in Nigerian educational institutions. Parents, peer groups, and society as a whole have all been blamed for the growing rise of drug use. Acts of vandalism, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, strikes, bullying, cultism, truancy, and school drop-outs, as well as other anti-social conduct, are all common in universities, which may be as a result of drug use/abuse (Akorede et al., 2022).

According to Okumu (2024) the problem of drug abuse in secondary schools has various adverse effects on student learning, performance and moral habits. Unless this menace of drug abuse is minimized, the schools would become unmanageable since indiscipline cases would become very overwhelming. Abikwi and Okafor (2022) The causes of drug abuse among students may be sociological, psychological, out of inquisitiveness, boredom, to ease fear, develop sexual and physical pleasures, or as a result of family background among other things. The sequence of usage ranges from tobacco, alcohol, marijuana and other higher substances (Akorede et al., 2017). Students are gradually engaging in prescribed drugs, particularly narcotics which are given to relieve severe pain and stimulant medications, which treat conditions like attention deficit disorder and narcolepsy. A long-lasting effect in learning abilities of the user is common for those students who start using drugs at a younger age. Drug abuse causes some areas of the brain not to develop properly leading to learning disabilities. Persistent abuse of drugs further leads to loss of memory and judgment. Many students who engage in drug abuse tend to be forgetful and can hardly focus particularly in their studies; it can also lead to loss of short-term memory (Akorede & Olaleye, 2019). Drug abuse may weaken memory by slowing down the co-ordination materials and may decrease student's ability to remember such materials that was learned prior to using the drugs.

According to UNESCO (2023) sixteen per cent (16 %) of children and youth (covering primary to upper secondary school level) are not attending school globally speaking. Whereas, at the primary school level, 1 out of 10 children worldwide are not in school. 122 million, or 48% of the out-of-school population are girls and young women. While Sub-Saharan Africa accounts for close to 30 % of all out-of-school children globally. 1 out of 5 African children are not attending school (19.7%). Only half of children attend upper secondary school (that is senior secondary school).

**Out of school rate (%)**

**Out-of-school population (in millions)**

| Region | Primary | Lower secondary | Upper secondary | Total |
|---|---|---|---|---|
| Central and Southern Asia | 15.8 | 16.2 | 57.6 | 89.7 |
| Eastern and South-eastern Asia | 7.2 | 8.2 | 15.8 | 31.6 |
| Europe and Northern America | 1.2 | 0.9 | 2.0 | 4.2 |
| Latin America and the Caribbean | 2.2 | 2.2 | 5.4 | 9.7 |
| Northern Africa and Western Asia | 6.3 | 2.8 | 5.9 | 14.9 |
| Oceania | 0.3 | 0.1 | 0.3 | 0.7 |
| Sub-Saharan Africa | 35.9 | 28.6 | 34.0 | 98.4 |
| WORLD | 69.9 | 59.1 | 121.5 | 250.0 |

If countries were on track to meet their national 2030 targets:

6 million more children would be in early childhood education

58 million more children, adolescents and youth would be in school

1.7 million more primary school teachers would have been trained

To get back on track:

1.4 million need to be enrolled in early childhood education every year

A new child needs to be enrolled in school every 2 seconds until 2030;

Annual progress in primary completion rates needs to almost triple

The finance gap for countries to reach their SDG 4 targets totals US$ 100 billion every year and urgently needs to be filled.

Over 140 countries made solid commitments to transform their education systems at the Transforming Education Summit last year. UNESCO has just launched a new dashboard of country commitments and actions to transform education. The platform analyses a series of themes and aims to monitor countries' actions undertaken against their national commitments. It will also facilitates cross-country learning and exchange of experiences. The 2023 Global Education Monitoring Report shows the progress made since 2015 against all SDG 4 targets based largely on the data of the UNESCO Institute for Statistics, which is oversees 10 of the 12 global indicators.

It finds that between 2015 and 2021:

**Early childhood**: The percentage of children one year younger than the official primary entry age who are in organized learning programmes has remained constant at 75%.

**Out-of-school:** The out-of-school population fell by just 9 million, while it increased in sub-Saharan Africa by 12 million. And new data for 2022 show that the out-of-school population increased in 2022 to 250 million, largely due to the exclusion of girls and the resulting education crisis in Afghanistan.

**Completion**: The completion rate increased from 85% to 87% in primary education, 74% to 77% in lower secondary education and 54% to 59% in upper secondary education.

**Learning**: The average progress observed in reading at the end of primary education was just 0.4 percentage points per year, although 52% of children live in countries where there are not enough data points to estimate learning trends.

**Higher education**: The tertiary education gross enrolment ratio increased from 37% to 41%, with women (44%) having a six percentage point gap over men (38%).

**Adult education**: Among 57 mainly high-income countries, the participation rate of adults in formal or non-formal education and training fell by 10%, mostly as a result of COVID-19.

**Digital skills**: Among 32 mainly high-income countries, 24 showed an improvement of at least five percentage points in the percentage of adults who can configure software.

**Gender parity:** The number of young women completing secondary school for every 100 young men increased from 102 to 105 globally and from 84 to 88 in sub-Saharan Africa, which remains the region where young women face the largest disadvantage.

**Literacy**: The adult literacy rate increased by 1 percentage point globally (87%) but by 4 percentage points in Central and Southern Asia (73%) and in sub-Saharan Africa (64%); still in sub-Saharan Africa, the number of illiterate adults climbed by 9 million.

**School infrastructure:** The share of schools with electricity increased from 66% to 76% in primary education and from 88% to 90% in upper secondary education.

**Teachers**: The percentage of trained teachers in primary education has remained almost stagnant at 86%. In sub-Saharan Africa\, the percentage of trained pre-primary teachers increased from 53% to 60%.

**Finance:** Public education expenditure has remained constant at about 4.2% of GDP but the proportion of lower-income countries rose from 27% to 58%. Aid to education decreased by 7% from 2020 to 2021, while the share of aid allocated to education in aid budgets reached its lowest point since 2015, with only 9.8% dedicated to the sector in 2021 (UNESCO,2023)

Samuel (2024) observed that the increasing number of out-of-school children in Nigeria, especially in the Northern region is extremely concerning and poses a grave threat to the future of the nation. The article identifies several factors that contribute to this problem, including economic barriers, conflicts, socio-cultural norms, and lack of inclusive practices. These challenges have resulted in a high rate of illiteracy and lack of interest in education among children. Nigeria has the highest number of out-of-school children in the world, with approximately 10.5 million children aged 5-14 not receiving formal education. In the northern part of the country, only 29% and 35% of Muslim children respectively receive Quranic education, which does not include literacy and numeracy. Unfortunately, this issue is widespread in both rural and urban areas due to various reasons, including early and child marriage, economic challenges, conflict, and lack of inclusive practices.

Drug abuse is the use of a substance that affects a normal state or even medical drugs but uses in the wrong doses or method that affects a person or others in dangerous ways. It impacts all aspects of a person's life; mental, physical, emotional, and social. Drug addiction is responsible for more deaths, illnesses, and disabilities than any other avoidable health problem. In the last century, most people decrease their use of smoking tobacco, and alcohol abuse but there are significantly elevated rates of using drugs. In some countries, they found that the use of the drug is more in males, and in other countries found more in females than males, it differs from one culture to other probably depend on many factors. Adolescents there are curious to deviate in ways even the competent of them and increase overtime with prevalence of newer drugs. Drugs are materials or substances that could alter personal thoughts, mood or even behaviour. Hadeel et al. (2023) stated that, drugs could be ingested orally, inhaled, injected or introduced to the human body in any other form. Also, drugs usage could result in both physical or mental addiction, after a certain period of continuous usage, a subgroup of people could develop severe addiction to the drugs such that this becomes the norm despite the adverse effects on the human body. Furthermore one major health issue which is increasing rapidly is the abuse of drugs amongst students worldwide. Such menace is said to be the primary cause of human self-destruction globally.

Observably, drug abusing students do not perform very well academically. They tend to achieve less and also participate on a lower scale in extracurricular activities, as well as dropping out of school, thereby maximising the cases of out-of-school children. It is against this backdrop that the authors of this paper conducted this study to find out the influence drug abuse has on the academic performance leading to out of out-of-school individuals in Nigeria, with a view to suggesting ways forward to have a better future for Nigerians and by extension Africans.

**Purpose of the study**

The purpose of the study was to find out whether drug abuse influences academic performance of secondary school students in Zaria-Nigeria.

**Methodology**

Survey research design was adopted for the study. A total of 19,544 students constituted the population of all SSII students in Zaria considered for the study. Ten schools were randomly selected for the study. Similarly, purposive sampling technique was used to select 364 students who participated in the study. The main instrument used for the study was a self-developed questionnaire on drug abuse containing some items based on 5 likert point scale of strongly agree, Agree, undecided, disagree and strongly disagree. Also, an academic test comprising multiple choice questions with options A-D on English Language, Mathematics and Geography respectively was marked and awarded one (1) mark each question: 20marks for Geography,15marks each for English Language and Mathematics respectively, which gives a total of 50 marks in all. The instrument was validated for content validity and pilot tested for reliability. All the instruments used were found to be .855 reliable for drug abuse sub-scale, and .685 for academic performance test of English Language, Mathematics and Geography. The formulated hypothesis was tested using independent t-test.

**Results**

**Hypothesis**: there is no significant difference between students who abuse drugs and those who do not in their academic performance.

Table showing independent t-test statistics on significant difference between students who abuse drugs and those who do not in their academic performance.

| | Variable | N | Mean | S.D | df | t cal. | p |
|---|---|---|---|---|---|---|---|
| **Academic performance** | Those who abuse drugs | 36 | 17.5 | 5.44 | 362 | 8.669 | .000 |
| | Those who do not abuse drugs | 328 | 25.7 | 5.38 | | | |

P value = 0.05

The results of the independent t-test statistics show that significant difference between students who abuse drugs and those who do not in their academic performance. This is because the calculated significance (p) value of o.000 is less than the 0.05 alpha level of significance. The table also indicates that the mean academic performance of 17.5 and 25.7 by students who abuse drugs and those who do not, respectively, further confirms that a significant difference exists between the two groups. Consequently, the null hypothesis, which states that there is no significant difference between students who abuse drugs and those who do not in their academic performance thereby rejected.

**Discussion**

The findings of the study indicate that, there is significant difference between academic performance of students who abuse drugs and those who do not. To support this, Ajibola et al. (2024) found out that drug use and substance abuse among students in Nigerian educational institutions have emerged as critical issues, profoundly impacting students' academic performance and overall well-being. They identified a range of drugs and other substances commonly abused to include alcohol, marijuana, cocaine, and some legitimate prescribed drugs, and explores their adverse effects on cognitive functions, academic performance, as well as their physical and mental health. They also discovered that substance abuse leads to cognitive impairments, decreased motivation, poor academic performance, mental health issues, and higher dropout rates, thereby increasing the number of out of school individuals. These outcomes are exacerbated by inadequate financial support, psychological stress, peer pressure, and the easy availability of drugs. Their study suggested the need for comprehensive psychological intervention strategies, emphasizing preventative education, rehabilitative support, and supportive policies. Addressing substance abuse effectively requires a multi-faceted approach that incorporates socio-cultural, educational, and health perspectives to mitigate its impact on students' academic success and future prospects. In the same vein, Abikwi and Okafor (2022) found out that, issue pertaining school dropout/out of school is complex, and influenced by multiple factors, including the absence of regulations, family dynamics, and substance abuse. And that truancy, for instance, has been identified as a risk factor for dropout, indicating a disconnection from the educational system and potential involvement in delinquent behavior. Similarly, the link between dropout and criminal behavior is crucial, as those who leave school for personal reasons are more likely to engage in offending conduct than those who leave for economic reasons.

**Conclusion**

Conclusively, those who abuse drugs are liable to poor academic performance and being out of school.

**Recommendation**

It was recommended amongst others that the government at various levels in Nigeria should provide an enabling environment and resources for more robust and effective training as well as retraining of schools' teachers, especially in the areas of psychology/counselling for behaviour management strategies and other psychological intervention services towards the prevention and rehabilitation of out-of-school children, especially as a result of drug abuse.

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# THE IMPACT OF GIRL CHILD EDUCATION ON COMMUNITY DEVELOPMENT IN NIGERIA AND BEYOND

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**Abstract**

The educational marginalization of girls represents one of the most significant barriers to sustainable development in Nigeria. This paper proposes a comprehensive, multi-pronged strategy to dismantle the systemic obstacles preventing girls from accessing and completing quality education. The framework is built on five critical pillars: the rigorous enforcement of existing legal and policy instruments; the strategic deployment of economic interventions like cash transfers to alleviate poverty-driven exclusion; sustained community mobilization to shift deep-seated cultural norms; significant investment in safe, girl-friendly school infrastructure; and a fundamental overhaul of educational quality to ensure relevance. This integrated approach moves beyond isolated solutions, advocating instead for a coordinated national effort that addresses the root causes of the crisis. The successful implementation of this holistic strategy is imperative not only for achieving gender parity in education but for unlocking the vast human potential necessary to drive Nigeria's future economic prosperity, social stability, and overall development.

**Keywords**: Impact, Girl Child Education, Community Development, Nigeria

## Introduction

The quest for sustainable community development is a central challenge for nations across the globe, particularly in developing economies like Nigeria. While this pursuit involves complex economic, political, and social infrastructures, a wealth of evidence points to one of the most powerful yet underutilized catalysts: the education of the girl child. An educated female population is not merely a social ideal; it is a fundamental driver of economic growth, public health, and social stability. The "girl child," representing the biological female offspring from birth through adolescence, undergoes a critical period of development where her cognitive, social, and emotional foundations are laid (Sutherland, 2001). It is during this formative stage that education acts as the primary tool for unlocking her inherent potential, transforming her from a dependent individual into an agent of change within her family and community.

Globally, the right to education is recognized as a fundamental human right, enshrined in documents like the Universal Declaration of Human Rights. Nationally, Nigeria has affirmed this commitment through policies such as the Universal Basic Education Act of 2004, which mandates free and compulsory education for all children. However, a profound chasm exists between policy and practice. In Nigeria, the promise of education remains a distant reality for millions of girls, who are systematically excluded from the classroom due to a confluence of deep-seated barriers. These obstacles are not merely logistical but are woven into the very fabric of society, including pervasive poverty, regressive socio-cultural norms that privilege the boy-child, the scourge of early marriage, and escalating insecurity that directly targets educational institutions. The consequence is a staggering 7.6 million girls out of school, a figure that represents not just a statistical failure but a catastrophic waste of human capital (UNICEF, 2024).

This widespread exclusion has dire implications. Denying girls an education confines them to a cycle of dependency and vulnerability, increasing their risk of early childbearing, gender-based violence, and lifelong poverty. The community, in turn, is robbed of its full productive capacity. As Ferguson and Dickens (2003) argue, community development is predicated on empowering individuals with the skills needed to effect change in their own environments. When half of its potential human resources are left underdeveloped, a

community's progress becomes inherently stunted and lopsided. The lack of female education directly correlates with poorer health outcomes, lower agricultural productivity, and weaker governance, as the unique perspectives and contributions of women are absent from the decision-making table (Stronquist, 2000).

Therefore, this paper posits that the deliberate and strategic investment in girl child education is the most critical lever for achieving sustainable, holistic community development in Nigeria and similar contexts. It is an investment that yields a "multiplier effect," far exceeding the individual benefits. An educated girl becomes an educated woman who is more likely to invest in her own children's education, participate in the formal economy, advocate for better health practices, and contribute to more resilient and inclusive societies. By examining the transformative impacts on economic, health, and political spheres, this analysis will argue that overcoming the barriers to girls' education is not just a matter of equity, but the most pragmatic and potent strategy for breaking the intergenerational cycle of poverty and propelling national development forward. The future of communities across Nigeria depends on its ability to unlock the potential of its girls.

**The Multifaceted Benefits of Educating the Girl Child**

The investment in female education yields one of the highest returns of any development initiative, creating a powerful ripple effect that transcends the individual to revitalize entire communities and nations. This transformative power, often termed the "girl effect," can be comprehensively understood by examining its profound and interconnected impact across economic, health, political, and broader societal spheres. The evidence clearly demonstrates that educating girls is not merely a moral imperative but a strategic cornerstone for sustainable development.

**1. Economic Empowerment and National Prosperity**

The economic argument for educating girls is unequivocal and robust. At its most fundamental level, education equips a girl with the literacy, numeracy, and critical thinking skills necessary to participate effectively in the modern economy. An educated woman is far more likely to secure formal employment, which directly contributes to a nation's Gross National Product (GNP) and expands the tax base (World Bank, 2018). However, the economic benefits extend far beyond formal job acquisition and are felt most acutely at the household and community levels.

In the informal sector, which constitutes a significant portion of many developing economies like Nigeria's, education acts as a catalyst for enhanced productivity and entrepreneurship. For instance, in the agricultural sector, where women constitute a substantial portion of the labor force responsible for up to 60-80% of food production in some regions basic literacy and numeracy can be transformative (Food and Agriculture Organization [FAO], 2021). An educated woman farmer is better equipped to understand and adopt improved agricultural techniques, calculate accurate fertilizer dosages, access real-time market information via mobile technology, and negotiate fairer prices for her produce. This directly increases her income and household food security, while also boosting the sector's overall output. A study by the World Bank (2018) corroborates this, finding that educating girls to a secondary level leads to a significant increase in their agricultural productivity, directly contributing to national food security and economic stability.

Furthermore, education fosters an entrepreneurial mindset and provides the skills necessary for business success. With competencies in business management, financial literacy, and problem-solving, educated women are more likely to start and sustain small and medium-sized enterprises (SMEs). The cumulative impact on the national economy is staggering. If every girl worldwide received 12 years of quality education, women's lifetime earnings could increase by a range of $15 trillion to $30 trillion globally, a figure that underscores the massive economic waste caused by educational disparities (World Bank, 2018).

**2. Health, Well-being, and Demographic Transformation**

Perhaps the most well-documented and intergenerational benefit of girl child education is its impact on public health. Education serves as a conduit for vital health knowledge, empowering women to make informed decisions about their well-being and that of their families. This is powerfully demonstrated in the robust correlation between a mother's education level and child survival rates. Statistically, each additional year of maternal education reduces under-five mortality by 5-10% (Gakidou et al., 2010). This is because educated

mothers are more likely to understand the importance of prenatal care, skilled birth attendance, immunization schedules, and proper nutrition. They can read dosage instructions on medicine, understand public health warnings, and are more confident in navigating healthcare systems to seek medical help when needed (Akorede et al., 2022).

This health literacy directly translates into improved demographic outcomes, which are critical for national development. Educated women tend to marry later and have children later in life, when they are physically and emotionally more prepared for motherhood. They are also more likely to utilize family planning services, leading to smaller, healthier, and better-spaced families (Akorede et al., 2023). This phenomenon is a key driver of the "demographic dividend," where a decline in fertility rates leads to a larger working-age population relative to dependents, creating a powerful window of opportunity for accelerated economic growth. Nigeria, with its currently high fertility rate, stands to gain immensely from this transition, which is fundamentally dependent on increasing female school enrollment and retention (National Population Commission [NPC], 2018). For instance, during public health crises, such as the COVID-19 pandemic, their literacy allows them to comprehend and adhere to complex health guidelines, protecting not only their own households but also serving as community health advocates (Idris et al., 2022). This creates a healthier, more productive populace, reducing the societal burden of healthcare costs and lost labor.

### 3. Political Empowerment, Social Capital, and Inclusive Governance

For a community to be truly developed, its governance must be inclusive and representative. Education is the primary vehicle that equips the girl child with the knowledge, confidence, and analytical skills necessary to claim her space in the political and civic arena. Historically, women have been grossly underrepresented in decision-making processes at all levels, from local councils to national parliaments, often confined by patriarchal norms. This exclusion is both a cause and a consequence of low educational attainment. Education shatters these barriers by fostering critical consciousness and a sense of agency. An educated woman is more likely to vote, to question unaccountable leadership, and to participate in community meetings, ensuring that issues critical to her and her family such as clean water, healthcare, and education are prioritized on the public agenda (Akorede et al., 2022). The impact of women in leadership is well-documented. Studies have shown that women legislators often prioritize social spending, health, and education sectors that form the bedrock of human capital development (Chattopadhyay & Duflo, 2004). On a social level, educated women contribute significantly to building social capital the networks of relationships that foster trust and cooperation within a community, as well as empowers them to challenge and change harmful traditional practices such as female genital mutilation (FGM) and so on.

### 4. Environmental Stewardship and Climate Resilience

An emerging and critical dimension of girl child education is its link to environmental sustainability and climate resilience. As climate change disproportionately affects the world's poorest, who often depend on natural resources for their livelihoods, education becomes a key tool for adaptation. Educated women are better able to understand environmental changes and their causes. They are more likely to adopt sustainable agricultural practices, such as soil conservation and water harvesting, and to support conservation efforts (OECD, 2018).

Furthermore, evidence suggests that educating girls is one of the most effective climate change mitigation strategies available. Project Drawdown, a leading resource for climate solutions, ranks educating girls sixth on its list of the most impactful actions to reduce global greenhouse gas emissions, ahead of more technological solutions like solar farms and electric vehicles. This is because educated women, with greater control over their reproductive health, tend to have smaller families, which over the long term reduces the strain on natural resources. Their enhanced capacity for problem-solving and innovation is also crucial for communities developing strategies to cope with the effects of climate change, such as droughts and floods.

### The Challenges in Nigerian Context

Nigeria presents a profound and complex case study in the global crisis of female educational marginalization. Despite its vast human and natural resources, the country is home to one of the largest populations of out-of-school children in the world, with girls disproportionately affected. The challenge is not a monolithic one but a

deeply entrenched problem stemming from a confluence of socio-cultural, economic, political, and security-related factors that create a formidable barrier to the educational advancement of the girl child. Understanding this intricate landscape is crucial for devising effective and sustainable solutions.

## 1. The Socio-Cultural Quagmire

At the heart of the challenge lie deep-seated socio-cultural norms that systematically devalue the education of girls. In many parts of Nigeria, particularly in the northern regions, a patriarchal mindset prevails, which views the primary role of a woman as that of a wife and mother within the domestic sphere. This perspective fosters a boy-child preference, where families prioritize the education of their sons, seen as future breadwinners and carriers of the family name, over their daughters (Aderinoye, 2007). The concept of "bride price" (or dowry) further complicates this dynamic; in some communities, an uneducated girl is perceived as more likely to accept an early marriage, providing immediate economic relief to her family of origin, whereas an educated woman might marry later, thereby reducing her perceived value in this traditional transaction (Baden, 2000).

The institutionalization of early marriage remains one of the most direct and devastating cultural barriers. In states like Kano, Katsina, and Bauchi, it is not uncommon for girls to be given out in marriage as early as 12 or 13 years old, effectively terminating their formal education (Bolaji, 2007). This practice is often justified by religious and traditional interpretations that seek to ensure morality and reduce the risk of premarital pregnancy. The consequences are dire: early marriage leads to early childbearing, which carries significant health risks for both the mother and child, and traps young women in a cycle of dependency with limited life options (UNICEF, 2021).

Furthermore, the influence of certain interpretations of religious doctrine, particularly in the north, cannot be overlooked. While many Islamic scholars advocate for education for all, some extremist interpretations, propagated by groups like Boko Haram whose name translates to "Western education is forbidden" have actively discouraged or violently opposed the education of girls (HRW, 2017). This creates an environment of fear and legitimizes parental reluctance to send their daughters to co-educational or government-run schools.

## 2. The Crushing Weight of Poverty and Economic Disincentives

Poverty is the powerful engine that drives many of the other challenges. For millions of Nigerian families living below the poverty line, daily survival takes precedence over long-term investment in education. While the Universal Basic Education (UBE) Act mandates free and compulsory education, the reality is that "hidden costs" such as uniforms, textbooks, levies for examinations, and Parent-Teacher Association (PTA) fees make schooling prohibitively expensive for many (UBEC, 2018).

The economic calculus for a poor household often works against the girl child. Parents perform a cost-benefit analysis where the immediate economic utility of a girl's labor outweighs the deferred and uncertain returns of her education. Girls are often required to engage in income-generating activities like hawking food items, selling wares in markets, or working as domestic servants to contribute to the family income (Abdulbaqi et al., 2024). This economic pressure is compounded by a perceived lack of economic return on investing in a girl's education. A pervasive belief exists that the benefits of educating a daughter will ultimately accrue to her husband's family upon marriage, while the costs are borne by her parents. This perception, though flawed, makes investing in a son's education seem like a more rational choice, as he is expected to remain part of the family and care for his parents in their old age (World Bank, 2018).

## 3. The Specter of Insecurity and Direct Attacks on Education

In recent years, the escalating security crisis in Northern Nigeria has emerged as a catastrophic and direct threat to girls' education. The most infamous example is the 2014 abduction of 276 Chibok schoolgirls by the insurgent group Boko Haram, which starkly illustrated the perils of being an educated girl in a conflict zone (Akorede et al., 2022). However, this was not an isolated incident. Attacks on schools, the abduction of students, and the killing of teachers have become tragically common, leading to the closure of thousands of schools across the northeast and northwest. This environment of violence has a gendered impact. Girls are specifically targeted to enforce a regressive ideology that denies their right to learn. The fear of abduction, sexual violence, and forced marriage associated with these attacks creates a pervasive climate of terror that

discourages parents from sending their daughters to school (Olojede, 2021). Even when schools remain open, the long and often unsafe distances many girls must travel to reach them become a significant deterrent. The psychological trauma inflicted by this persistent insecurity undermines the very sense of safety and normalcy that effective learning requires.

**4. Systemic Failures: Infrastructure, Curriculum, and Policy Gaps**

Beyond these external pressures, the Nigerian education system itself is plagued by internal weaknesses that disproportionately affect girls. The lack of adequate Water, Sanitation, and Hygiene (WASH) facilities is a critical issue. Many schools lack functional, sex-segregated toilets and access to clean water. For adolescent girls, the onset of menstruation without these facilities becomes a major reason for school absenteeism and eventual dropout (UNESCO, 2014). The shame and discomfort associated with managing menstruation in an unsupported environment force many girls to miss school for several days each month, causing them to fall behind academically and eventually disengage. While progressive policies like the UBE Act and the National Policy on Gender in Education exist, their implementation is weak and underfunded. A significant gap persists between policy rhetoric on paper and the reality on the ground. Corruption, bureaucratic inefficiency, and a lack of political will to enforce laws, particularly those against early marriage, render many of these well-intentioned policies ineffective (Falola, 2018).

**The Consequences of Inaction: A Cycle of Perpetual Underdevelopment**

Failing to address the crisis of girls' education in Nigeria is not a state of neutral pause; it is an active choice with severe, compounding, and intergenerational repercussions. The consequences of inaction create a vicious, self-reinforcing cycle that perpetuates poverty, undermines stability, and cripples the nation's potential for sustainable development. The price of neglect is paid not only by the millions of individual girls whose potentials are extinguished but by the entire socio-economic fabric of the nation.

**1. Economic Stagnation and the Squandering of Human Capital**

The most quantifiable consequence of inaction is the massive loss of economic potential. As previously established, educating girls is one of the most strategic investments a country can make. Conversely, failing to do so results in a catastrophic waste of human capital. The World Bank (2018) has estimated that limitations on educational opportunities for girls cost countries between \$15 trillion and \$30 trillion in lost lifetime productivity and earnings. For Nigeria, with its immense youth population, this represents a significant drag on its Gross Domestic Product (GDP). A less educated workforce, particularly one where half the population is systematically undereducated, is less innovative, less adaptable to a globalized economy, and less productive. This constrains national income, limits the tax base, and ensures the economy remains dependent on the export of raw materials rather than evolving into a knowledge-based, competitive powerhouse.

This economic stagnation is further entrenched by a stalled demographic transition. When girls are uneducated and marry early, they tend to have more children. Nigeria's high fertility rate, fueled in part by low female school attendance, ensures a high youth dependency ratio. This means a smaller working-age population must support a much larger number of young dependents, straining public services and household resources (National Population Commission [NPC], 2018). This prevents the country from harnessing the "demographic dividend" the economic boom that can occur when a larger share of the population is of working age. Inaction on girls' education, therefore, directly locks Nigeria into a cycle of high fertility and low economic growth, forfeiting a pivotal opportunity for national advancement.

**2. Public Health Crises and Intergenerational Vulnerability**

The health consequences of failing to educate girls are both immediate and intergenerational. As established, a mother's education level is a primary determinant of her children's health outcomes. Inaction perpetuates a cycle of poor health, where uneducated mothers are less likely to immunize their children, recognize danger signs of common illnesses, or practice optimal nutrition and sanitation. This directly contributes to Nigeria's persistently high rates of child mortality and malnutrition (stunting and wasting), which impair cognitive development and future productivity, creating another generation of disadvantaged citizens (Akorede et al., 2022).

Furthermore, the lack of education is a key driver of high adolescent birth rates. Nigeria has one of the highest rates of adolescent pregnancy in the world, with 104 births per 1,000 women aged 15-19 (World Bank, 2022). Early pregnancy carries significant risks, including obstetric fistula, higher maternal mortality, and low birth weight in newborns. These girls, children themselves, are often unable to provide adequate care, thus passing on vulnerabilities to the next generation. The cycle of poor health is further exacerbated by the spread of preventable diseases. Uneducated women have less knowledge about HIV/AIDS transmission and prevention, and their economic dependency often limits their power to negotiate safe sex, increasing their vulnerability to infection (Harande et al., 2025; Solomon et al., 2025). The public health system, already overburdened, must then contend with a higher disease burden that could have been substantially mitigated through female education.

**3. Deepened Social Inequalities and Security Threats**

Inaction on girls' education actively deepens social and gender inequalities. By denying girls the tools for empowerment, society reinforces their second-class status. This lack of agency manifests in continued acceptance of harmful practices like domestic violence and female genital mutilation, as uneducated women are less aware of their legal rights and have fewer options for escape or economic independence (Akorede et al., 2022). This creates a society where inequality is codified not just in custom but in the lived reality of its female population.

Perhaps one of the most dangerous consequences is the link between educational deprivation and heightened security risks. A large population of uneducated, unemployed, and disenfranchised youth provides a fertile recruiting ground for extremist groups and criminal organizations. Young men with no prospects are easily radicalized, while out-of-school girls are acutely vulnerable to abduction, sexual exploitation, and forced marriage by insurgent groups (Olojede, 2021). The instability in Northern Nigeria is, in part, a testament to this dynamic. By failing to provide education a fundamental source of hope, purpose, and economic alternatives the state effectively cedes its youth to actors who promise purpose, however destructive. This undermines national security, displaces communities, and destroys the social fabric, making the task of development even more formidable.

**4. The Irreversible Loss of Potential and a Diminished Future**

Beyond the tangible economic and social metrics lies an irreversible, profound loss: the loss of human potential. Every girl denied an education is a potential scientist, entrepreneur, visionary leader, or transformative teacher who never got the chance to fulfill her destiny. The creativity, problem-solving abilities, and unique perspectives of half the population are systematically suppressed. A society that does not educate its girls is one that chooses to navigate the complex challenges of the 21st century with one hand tied behind its back, willfully ignoring the talents and contributions of half its citizens.

**Conclusion**

The path to securing educational inclusion and empowerment for the Nigerian girl child is clear, though it demands unwavering political will and collaborative action. The multifaceted nature of the barriers spanning policy, economy, culture, and infrastructure necessitates an equally comprehensive and integrated response. The strategic framework presented herein demonstrates that progress is achievable through a synchronized approach: enforcing robust legal protections, dismantling economic barriers with targeted subsidies, transforming cultural narratives from within communities, guaranteeing physical safety and dignity in learning environments, and ensuring that the education provided is of high quality and practical relevance. This is not a short-term endeavor but a fundamental re-investment in the nation's human capital. By systematically implementing these strategies, Nigeria can effectively dismantle the systemic obstacles that have perpetuated inequality. Empowering every girl through quality education is the most critical investment Nigeria can make; it is the definitive catalyst that will transform schools from sites of struggle into engines of national progress, unlocking the full potential of its greatest untapped resource and securing a more equitable, prosperous, and stable future for all.

**The Way Forward: Strategies for Inclusion and Empowerment**

Addressing the profound challenge of girls' educational marginalization in Nigeria requires a move beyond isolated interventions to a holistic, multi-sectoral, and sustained national commitment. The complexity of the barriers demands a "whole society" approach that simultaneously targets policy, economic, cultural, and infrastructural impediments. The way forward must be characterized by strategic partnerships, community-centric models, and an unwavering focus on both access and quality.

**1. Strengthening Policy Implementation and Legal Frameworks**

The foundation of progress lies in closing the gap between policy rhetoric and tangible action. Nigeria is not lacking in progressive policies; it is lacking in their consistent enforcement. A critical first step is the full domestication and implementation of the Child Rights Act (2003) across all 36 states. As of 2023, several states in the northeast and northwest have yet to fully adopt this legislation, which sets the legal minimum age of marriage at 18, directly combating one of the primary drivers of school dropout (UNICEF, 2021). Simultaneously, the government must bolster the implementation of the Universal Basic Education (UBE) Act by ensuring that allocated funds, particularly the 2% of the Consolidated Revenue Fund, are not only released but are efficiently and transparently utilized to address the specific needs of marginalized girls, such as providing scholarships and building safe school infrastructure (UBEC, 2018).

Furthermore, policy must be nuanced to address specific sub-populations. This includes the operationalization of national policies for the integration of Almajiri children (Qur'anic students often living in poverty) into the formal education system, and the development of flexible learning pathways for married girls and young mothers. The adoption and funding of re-entry policies, which allow and support girls who have dropped out due to pregnancy to return to school, are essential to providing a second chance and breaking the cycle of deprivation (Federal Ministry of Education, 2021).

**2. Economic Interventions and Poverty Alleviation**

Given that poverty is a primary driver of educational exclusion, direct economic incentives are a non-negotiable component of the solution. Well-designed, targeted cash transfer programs have demonstrated significant success in increasing girls' enrolment and retention. These programs, which provide regular, conditional or unconditional payments to the poorest families, directly offset the opportunity cost of sending a girl to school instead of engaging her in income-generating activities or domestic labour (World Bank, 2018). The success of such programs, as piloted by organizations like UNICEF and the World Bank in states like Sokoto and Niger, hinges on ensuring that payments are reliable and reach the female caregivers, who are more likely to invest the funds in their children's welfare. Beyond cash transfers, broader poverty alleviation strategies are crucial. This includes promoting women's economic empowerment through microfinance schemes and vocational training for mothers, which improves the overall household income and reduces financial pressure to marry off daughters early. School feeding programs also serve as a powerful incentive, improving nutrition for all children while simultaneously boosting enrolment and attendance, particularly for girls from food-insecure homes (WFP, 2020).

**3. Community Mobilization and Shifting Cultural Norms**

Legislation and economic programs will fail if they are imposed upon resistant communities. Sustainable change requires a bottom-up approach that engages and persuades the gatekeepers of tradition. This involves sustained, respectful dialogue with traditional rulers, religious leaders, and male community elders. As demonstrated by initiatives like the UNFPA-UNICEF Global Programme to End Child Marriage, when influential leaders champion the cause of girls' education from within their cultural and religious contexts, their advocacy can legitimize new norms and de-legitimize harmful practices like early marriage (UNICEF, 2021). Establishing High-Level Women's Groups and strengthening existing Mother's Associations and School-Based Management Committees (SBMCs) can provide a platform for women's collective voice. These groups can advocate for girls' education, monitor school quality and safety, and provide mentorship to young girls. Peer education clubs for both girls and boys can foster a generation of male allies, challenging regressive gender stereotypes and promoting an environment of mutual respect and support within schools.

**4. Ensuring Safety, Security, and Inclusive Infrastructure**

No girl can learn in an environment of fear or discomfort. The full and urgent implementation of the National Policy on Safety, Security and Violence-Free Schools is paramount. This includes "hard" security measures like perimeter fencing and security personnel in high-risk areas, coupled with "soft" measures like training teachers and students on safety protocols and conflict resolution (Federal Ministry of Education, 2021). The "Safe Schools Declaration" must be operationalized to protect education from attack. Concurrently, a massive investment in creating girl-friendly school infrastructure is required. This is non-negotiable for retaining adolescent girls. Every school must have functional, sex-segregated toilets with doors that lock, clean water, and facilities for menstrual hygiene management. The provision of sanitary pads and education on menstruation can drastically reduce absenteeism and dropout (UNESCO, 2014). Furthermore, locating schools within safe and walkable distances for girls or providing secure transportation can remove a significant physical barrier to access.

**5. Enhancing Educational Quality and Relevance**

Getting girls into school is only half the battle; ensuring that the education they receive is of high quality and relevance is what will keep them there and equip them for life. This requires investing in teacher training, particularly the recruitment and deployment of more qualified female teachers who can serve as role models and mentors. The curriculum must be reviewed to eliminate gender bias and to integrate essential life skills, including comprehensive sexuality education, financial literacy, and digital skills, making education directly relevant to the challenges and opportunities girls will face. Pedagogical approaches must move away from rote learning to foster critical thinking and problem-solving. Investing in foundational literacy and numeracy in the early grades is crucial to prevent girls from falling irreversibly behind, which is a primary cause of dropout. By making schools not just accessible, but also stimulating, safe, and relevant, Nigeria can transform them from sites of struggle into engines of empowerment, finally unlocking the immense potential of its girl child for the development of the nation.

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# EVALUATION OF CONTRIBUTIONS OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE

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**Abstract**

The study was an evaluation on the Contributions of School-Based Management Committees on the Administration of secondary schools in Zaria Education Zone, Kaduna state with the objectives to: find out the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone and examine the influence of School-Based Management Committees (SBMCs) on Decision-Making in in Zaria Education Zone. In line with the stated objectives, Two research questions and coresponding Null hypotheses were formulated for the study. The study adopted the use of survey research design and out of the total population of twenty-eight thousand six hundred and sixty (28660), a total of three hundred and seventy-nine (379) respondents were used for the study. The instrument tagged "School-Based Management Committees (SBMCS) Questionnaire" was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using Analysis of Variance (ANOVA) and hypotheses were tested at 0.05% level of significance. Findings of the study revealed that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone. Also, finding shows that School-Based Management Committees (SBMCs) have not contributed well in decision-making in secondary schools in in Zaria Education Zone. In view of the findings and conclusions of this study the researcher recommended that: Schools should adopt SBMC so as to promote quality education and management framework that suit the needs of the students and the community; and School-Based Management Committees Officials should be more involved in decision-making process and so as to create good organizational climate such that there will be good culture and rapport among SBMCs Officials, staffs and school heads hence improve the administration of secondary school in in Zaria Education Zone, Kaduna State

**Keywords*:* Contributions, SBMC, Administration, Secondary Schools

## Introduction

The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, addictiveness and development cannot be over-emphasized. (Aarons, 2011) adequate financing and effective implementation of educational policies, provided for collaboration and active participation of stakeholders like parents, community, SBMCs, alumni, Parent Teachers Association (PTA), and individuals. In section 12 and 13 of the national policy on education, folios 104(b) and 121 for example "close participation and involvement of the communities, at the local level, in the administration and management of their schools".

These therefore, affirms the twin expectation of providing innovative leadership in effective management in order to achieve the objectives of the school. It should be noted that the internal processes within the school organizations are very essential for the determination of effectiveness and ineffectiveness of the school system (Akorede et al.,2023). These internal processes include the school climate, staff involvement in decision making, leadership behaviour and communication process. These set of committee is a strong force in these internal processes that could bring about school effectiveness (Akorede et al., 2020).

Because of the recent challenges, complexities and competition caused by the innovation of technology and science, political and economic transition and societal change, schools are required to be more transparent, accountable and efficient. School governance and decision making needs to be changed to respond to the pressures (Dempster, 2000). Greater decision-making authority is devolved to local education stakeholders including school principals, teachers, parents and community Officials to determine the strategy that best meets the needs of the children (Patrinos & Fasih, 2009). This new reform strategy is called school-based management which school operation lies in the hand of local stakeholders, but they have to comply with the centrally indicated framework, policies or regulations (Caldwell & Spinks, 2013).

Researchers on administrative effectiveness are often faced with problems of deciding which organizational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organization and the external environment (Heck, 2000). Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students (Leithwood & Seashore-Louis, 2011). The participation of different stakeholders in the decision-making process helps enhance transparency of school management on the one hand and provides internal checks and balances on the other (Patrinos & Fasih 2009).

There are criticisms from some staff of secondary schools that the committee systems are not necessarily the best method for effective administration of a school system. They argue that the disadvantages of the committee system in the administration of secondary schools outweigh its benefits. Among the advantages is the likelihood of cross fertilization of ideas resulting in better decisions. The use of committees also ensures that too much authority is not vested in one person; rather there are checks and balances emanating from authorities of relevant committees (Alabi, 2012). The School Based Management Committee are seen as mare group of people that cannot turn the fortune of any school system as far administration of schools is concerned (Courtney & McGinity, 2022). It is often relieved that whatever decisions they contribute always where such decisions were made. This implies that their effort is appreciated or recognized. This trend should not be allowed to continue. It is on this basis that the researcher is prompted to carry out research on Assessment on contribution of School Based Management Committee (SBMCs) on the administration of secondary school in Zaria Education Zone. It was against this background that this study evaluate the contributions of SBMCs on the Administration of Secondary schools in in Zaria Education Zone, Kaduna state

**Objectives of the Study:**

1.      find out the contribution of SBMCs on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna state; and

2.      determine the contribution of SBMCs on decision- making in secondary schools in Zaria Education Zone, Kaduna State.

**Research Questions**

1.      what is the contribution of SBMCs on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna State? and

2.      What is the contribution of SBMCs on decision making in secondary schools in Zaria Education Zone, Kaduna State?

**Hypotheses**

$H0_1$      There is no significant difference in the opinions of principal, teachers and SBMC member on the extent to which SBMCs provide the platform for Community-School interaction in secondary schools in Zaria Education Zone, and

$H0_2$.      There is no significant difference in the opinions of Principal, Teachers and SBMCs officials on the contribution of SBMCs on decision making in secondary schools in Zaria Education Zone, Kaduna State.

**Contribution of School based management community (SBMCs) on Community-School Interaction**

Prolonged regime of poor-quality public education has been consistently linked to the strings of failure by Nigeria to attain its full development potential. Directly limed to this, is the evident failure of schools to provide basic opportunities for learning dues to the poor state of infrastructure in schools, especially the public ones. building and facilities are inadequate, teaching standards are low; and teachers receive inadequate training and have little motivation to improve on their jobs. These issues have attracted various interventions, one of the latest being the establishment of the School Based Management Committee (SBMC) by the government under the State Education Programme Investment Project (SEPIP). SBMC is intended to move education forward especially at the basic level through a combined effort of the government, community, teachers and the children (Onyachom, 2023).

The essence of the SBMC encourages community participation and boosts demand for quality education services (Kwashabawa, 2017), it represents community interest and it is a voluntary group which comprises community leaders, market women, artisans, school head teacher, pupils and religious leaders. The committees are established by government to act as a bridge between schools and the communities they serve and the purpose of their establishment is to achieve effective community participation in the management and governance of primary, junior and secondary schools (Biya, 2021). These committees are intended to contribute to school development planning and decision making at the school level for improved learning outcomes. The need inspired quality consciousness in school operators and managers for the attainment of total quality assurance in schools, create a turn-around in educational effectiveness and achievement, gave birth to the concept of community participation in school management

**Contribution of School based management community (SBMCs) SBMCs on Decision Making in Secondary Schools**

Governments around the world are introducing a range of strategies aimed at improving the delivery of education services (Read & Atinc, 2017). One such strategy is to decentralize education decision making by increasing parental and community involvement in schools. Decentralizing decision-making authority to parents and communities' fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Chen, 2011). Decision-making is regarded as the most important process among the management process. Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Saputri, 2021).

Today, greater decentralization of educational decision-making is becoming the common aspiration of many developing countries (Rahim, 2019). Some researchers argue that the participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Abebe, 2012). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Abebe, 2012). The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and expanded school-based management (Naidoo, 2021)

**Methodology**

Descriptive research design was adopted for this study with a population of 28,660 made up of eighty-one (81) principals, one thousand seven hundred and fifty-five (1,755) teachers and twenty-six thousand, eight hundred and twenty-nine (26,829) students. The sample size of the study is 357, comprising 7 Management Staff, 28 HODs, 322 Academic Staff. The Sample size was chosen based on the recommendation of Research Advisor (2006). The procedure was such that every sample size was selected according to population strength. sample size of 379 suffices. Therefore, the sample for this study consisted of twenty-four (24) principals, two hundred and forty-two (242) teachers and one hundred and thirteen (113) SBMC members making the total of three hundred and seventy-nine (379). descriptive statistics such as mean and standard deviation was used to respond to the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses at 0.05 level of significance. ANOVA was used because it is an appropriate statistical tool used to compare the means between the groups and it determines whether any of these means are significantly different from each other. Hence, hypothesis that is greater than 5% or $p = > 0.05$ were rejected and hypothesis

that is less than 5% i.e p = < 0.05% were retained. The research instrument used for data collection is a questionnaire with a five-point Likert scale used for the collection of data. A pilot test was conducted in two Colleges of Education. Schmidt (2014) concurred that a test should be conducted before the main study, to test run the instruments and ensure that possible ambiguity that may be associated with the study is removed. The data gathered from the

**Table 1**: Roles of School-Based Management Committee (SBMC) in Providing Platform for Community–School Interaction in Secondary School in Zaria Education Zone, Kaduna State

| SN | ITEMS | Respondents | SA | A | U | D | SD | Mean | Std. Dv |
|---|---|---|---|---|---|---|---|---|---|
| 1. | SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent education. | Principal | 3 | 18 | 2 | 1 | - | 3.0417 | 62409 |
| | | Teacher | 62 | 147 | 15 | 17 | 1 | 3.9587 | 79830 |
| | | SBMC | 2 | 20 | 4 | 68 | 19 | 2.2743 | 1.00221 |
| 2. | Community concerns about education are channeled to the school and government through the SBMC | Principal | 3 | 17 | 1 | 3 | - | 2.1667 | 81650 |
| | | Teacher | 72 | 136 | 18 | 15 | 1 | 1.9132 | 80758 |
| | | SBMC | 26 | 60 | 15 | 12 | - | 2.1150 | 88391 |
| 3. | SMBC encourages teachers to have good interpersonal relationship with students. | Principal | 5 | 9 | 6 | 3 | 1 | 2.4167 | 1.10007 |
| | | Teacher | 71 | 123 | 25 | 18 | 5 | 2.0207 | 93989 |
| | | SBMC | 22 | 63 | 10 | 14 | 4 | 2.2478 | 1.02235 |
| 4. | The SBMC in my school does, not emphasize on peaceful co-existence among school staff. | Principal | 4 | 6 | 6 | 6 | 2 | 2.8333 | 1.23945 |
| | | Teacher | 27 | 66 | 43 | 84 | 22 | 3.0331 | 1.19774 |
| | | SBMC | 2 | 32 | 9 | 5 | 20 | 3.4779 | 1.13466 |
| 5. | The SBMC encourages good relationship between school and local community. | Principal | 5 | 15 | 3 | 1 | - | 2.0000 | 72232 |
| | | Teacher | 75 | 120 | 28 | 11 | 8 | 1.9959 | 95326 |
| | | SBMC | 21 | 83 | 5 | 4 | - | 1.9292 | 60823 |
| 6. | SBMC has been acknowledged as an essential ingredient in the quest for better schools. | Principal | 6 | 17 | 1 | - | - | 1.7917 | 50898 |
| | | Teacher | 53 | 143 | 25 | 15 | 6 | 2.0826 | 88872 |
| | | SBMC | 28 | 59 | 17 | 9 | - | 2.0619 | 84814 |
| 7. | SBMC encourages communities to mobilize resource toward school development. | Principal | 4 | 14 | 3 | 3 | - | 2.0417 | 55003 |
| | | Teacher | 63 | 118 | 29 | 30 | 2 | 2.1322 | 96788 |
| | | SBMC | 17 | 53 | 17 | 20 | 6 | 2.5133 | 1.11094 |
| 8. | SBMC strengthens community-school relationship through monitoring and capacity build schemes. | Principal | 2 | 20 | 1 | 1 | - | 2.2917 | 95458 |
| | | Teacher | 46 | 129 | 35 | 27 | 5 | 2.2397 | 95505 |
| | | SBMC | 13 | 63 | 14 | 21 | 2 | 2.4336 | 98085 |
| 9. | Through the SBMC the government listens and responds to the community's demand. | Principal | 3 | 15 | 3 | 2 | 1 | 2.2917 | 95458 |
| | | Teacher | 79 | 106 | 27 | 23 | 7 | 2.0620 | 1.03881 |
| | | SBMC | 32 | 47 | 20 | 12 | 2 | 2.1593 | 1.01389 |
| 10. | SBMC encourages a channel for both parents and the school to exchange opinions concerning school policies towards the development of school | Principal | 6 | 11 | 4 | 3 | - | 2.1667 | 96309 |
| | | Teacher | 50 | 127 | 25 | 33 | 7 | 2.2562 | 1.02685 |
| | | SBMC | 26 | 60 | 14 | 9 | 4 | 2.1593 | 98712 |

The descriptive analysis on table 1 revealed that SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent education. This item attracted the highest response mean of 3.0417, 3.9587 and 2.2743 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that 3 principals strongly agreed with the item, while 18 agreed against 2 that were undecided and only 1 that disagreed with the item. Also, 62 teachers strongly agreed with 147 of them that agreed with the item as against 15 that stayed undecided, while 17 of them disagreed and only 1 strongly disagreed. Likewise, the total of 2 SBMC Member strongly agreed with this item, while 20 agreed and 4 stayed undecided, also 68 SBMC Member disagreed and 19 of them strongly disagreed with the item.

**Table 2: School-Based Management Committee (SBMC) provides the opportunity for local Decision-Making in Secondary Schools in Zaria Education Zones in Kaduna State**

| SN | ITEMS | Respondents | SA | A | U | D | SD | Mean | Std. Dv |
|---|---|---|---|---|---|---|---|---|---|
| 1. | SBMC involves communities in school decision-making to create a greater sense of ownership, morale and commitment among the stakeholders. | Principal | 1 | 20 | 1 | 2 | - | 2.1667 | 63702 |
| | | Teacher | 61 | 127 | 26 | 23 | 5 | 2.1074 | 95806 |
| | | SBMC | 34 | 43 | 18 | 16 | 2 | 2.1947 | 1.07619 |
| 2. | SBMC involves parents, teachers, local councilors and students in school management to promote decision – making at school level, which improves the quality of schooling. | Principal | 21 | 3 | - | - | - | 2.1250 | 33783 |
| | | Teacher | 65 | 122 | 33 | 21 | 1 | 2.0537 | 88861 |
| | | SBMC | 27 | 43 | 31 | 10 | 2 | 2.2655 | 982214 |
| 3. | Decision that are made by the SBMC are arguable more responsive to specific issues related to school context. | Principal | 17 | 5 | 2 | - | - | 2.3750 | 64690 |
| | | Teacher | 46 | 112 | 47 | 33 | 4 | 2.3264 | 98792 |
| | | SBMC | 21 | 34 | 34 | 24 | - | 2.5398 | 1.02674 |
| 4. | SBMC facilitates the presentation of children voice in the decision-making process. | Principal | 1 | 12 | 8 | 3 | - | 2.5417 | 77903 |
| | | Teacher | 51 | 92 | 41 | 49 | 9 | 2.4752 | 1.14209 |
| | | SBMC | 29 | 31 | 29 | 20 | 4 | 2.4602 | 1.15755 |
| 5. | SBMC has a collaborative relationship with staff and the community and establish a strong communication structure. | Principal | 16 | 6 | 2 | - | - | 2.4167 | 65386 |
| | | Teacher | 62 | 114 | 37 | 18 | 11 | 2.1818 | 1.04266 |
| | | SBMC | 29 | 44 | 23 | 12 | 5 | 2.2920 | 1.09936 |
| 6. | SBMC ensures participation of students in education management to promote participatory decision – making at school level. | Principal | 1 | 15 | 5 | 3 | - | 2.4167 | 77553 |
| | | Teacher | 42 | 120 | 28 | 50 | 1 | 2.5413 | 2.86058 |
| | | SBMC | 32 | 33 | 21 | 27 | - | 2.3805 | 1.13640 |
| 7. | Most teachers in my school disengage from SBMC because they are not involved in decision making process on issues that affect them. | Principal | 4 | 10 | 5 | 4 | 1 | 2.5000 | 1.10335 |
| | | Teacher | 62 | 72 | 56 | 50 | 20 | 2.4132 | 1.10577 |
| | | SBMC | 18 | 32 | 39 | 22 | 2 | 2.6283 | 1.02813 |
| 8. | SBMC promotes active participation of students and parents in the day to day running of the school. | Principal | 4 | 15 | 2 | 3 | - | 3.1667 | 86811 |
| | | Teacher | 40 | 117 | 32 | 51 | 1 | 2.5744 | 2.85846 |
| | | SBMC | 21 | 43 | 26 | 23 | - | 2.4513 | 1.01762 |
| 9. | SBMC involvement of communities in the school administration contributes to the overall planning, management and monitoring of the school and the decision made during meetings. | Principal | 3 | 15 | 4 | 2 | - | 2.2083 | 77903 |
| | | Teacher | 51 | 118 | 40 | 28 | 5 | 2.2479 | 98352 |
| | | SBMC | 37 | 42 | 17 | 17 | - | 2.1239 | 1.03624 |
| 10. | The SBMC communicates to the Ministry of Education on the decision made during meetings. | Principal | 5 | 15 | 3 | 1 | - | 2.0000 | 72232 |
| | | Teacher | 51 | 115 | 44 | 23 | 9 | 2.2727 | 1.01850 |
| | | SBMC | 18 | 46 | 35 | 10 | 4 | 2.4336 | 98085 |

In view of the observed response mean on table 13, it was revealed that, SBMC promotes active participation of students and parents in the day to day running of the school. This item recorded the highest response mean of 3.1667, 2.5744 and 2.4513 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that only 4 principals strongly agreed with the item, while 15 others agreed against 2 that were undecided and 3 that disagreed with the item. In the same way, 40 teachers strongly agreed with the item, while 117 of them agreed as against 32 that stayed undecided, similarly, 51 of them disagreed as against only 1 that strongly disagreed. Likewise, a total of 21 SBMC Member strongly agreed with this item, while 43 agreed and 26 stayed undecided, also 23 SBMC Member disagreed with the item.

**Table 3: Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction**

| Status | Sum of Squares | df | Mean Square | F-ratio | F-critical | Prob. |
|---|---|---|---|---|---|---|
| Between Groups | 7.682 | 2 | 3.841 | 5.251 | 2.61 | **.004** |
| Within Groups | 275.041 | 376 | .731 | | | |
| Total | 282.723 | 378 | | | | |

Table 3 shows the f-ratio value of (5.251) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (5.251), the probability level of significant P(.004) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State. Consequently, the null hypothesis is rejected.

**Table 4: Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools**

| Status | Sum of Squares | df | Mean Square | F-ratio | F-critical | Prob. |
|---|---|---|---|---|---|---|
| Between Groups | 1.851 | 2 | 57.926 | 3.0228 | 2.61 | **.028** |
| Within Groups | 276.872 | 376 | 41.7.36 | | | |
| Total | 278.723 | 378 | | | | |

Table 4 shows the f-ratio value of (3.0228) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (3.0228), the probability level of significant P(.028) is less than 0.05. This means that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools in Zaria and Giwa education zones in Kaduna State. Consequently, the null hypothesis is rejected.

**Summary of Major Findings**

Based on the data analyzed, the following findings were arrived at:

1. Finding indicated that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State and

2. Finding also shows that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools in Zaria Education Zones, Kaduna State.

**Discussion of findings:**

School-Based Management Committees (SBMCs) had a positive impact in providing a platform for school-community interaction such as sporting and cultural activities, community engagement in academic activities, and encouraging youth to pursue higher education in secondary schools in Kaduna State. P= (P.004). the finding is supported by the report of Duru-Uremadu (2017) who reported that Cordial relationship between the school and community is a pre-requisite for achieving a meaningful educational objective in our community and nation at large. Generally, community has a vital interest in what schools do and how they do it. The schools always reflect and promote community's values and interest. There is a vast of knowledge out there, more than any school can possibly hope to teach and so one of the task's confronting schools is to select what to teach. Each country chooses the curriculum to match and advance its view, history, values, interest and culture as a whole. It should be noted that community's values, ideas, norms and beliefs are to be perpetuated by the school being a social institution and at the same time, the pupils in the school come from the community (Ataine & Nkedishu, 2017). Therefore, for successful development of education, it depends so much on the relationship between the school and the community. Duru-Uremadu (2017) were of the opinion that schools and communities should work closely with each other to meet their mutual goals of provision and management of education as well as teaching, learning and enforcement of processes. This is a kind of relationship in which

both the school and the community contribute directly to the strengthening and development of each other, can provide a firm foundation for both educational renewal and community regeneration (Bailey, 2012).

SBMCs had a positive impact in decision-making on issues related to the discipline of teachers, students and non-teaching staff, decision-making regarding instructional facilities, games and sport in secondary schools in Kaduna State. P= (.028). The finding is in line with the report of Androniceanu and Ristea (2014) who reported that Decision-making is regarded as the most important process among the management process. Decision making is a process of making a choice from a number of alternatives to achieve a desired result. Governments around the world are introducing a range of strategies aimed at improving the delivery of education services. One such strategy is to decentralize education decision making by increasing parental and community involvement in schools.

**Conclusion**

Based on the findings, it is concluded that School-Based Management Committees activities significantly influence the administration of secondary schools in Kaduna Sate. SBMCs facilitate inclusive decision-making and maintain and foster positive relationships between schools and their communities. The study underscores the importance of SBMCs in achieving a well-administered and effective educational environment. The findings highlight that if SBMCs are well-supported and effectively utilized, they can address administrative challenges and enhance the quality of education in secondary schools.

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# SAMUWA DA HABBAKAR DIBBU A UNGUWAR KUSFA

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**Tsakure**

Wannan takarda mai taken Samuwa da ha~~akar [ibbu a Unguwar Kusfa Zaria. Manufar wannan bincike ita ce, a fito da tarihin Unguwa Kusfa da samuwa [ibbu da ha~akarsa an fito da gudunmuwar Malamanta ta fuskar samar da magungunan [ibbu da ayyukansu na malanta wanda suka taimaka wajen bun}asa al'adun Hausawa da Birnin Zariya gaba ]aya, bugu da }ari anyi amfani da kai ziyarar gani da ido domin tattaunawa da malaman [ibbu an Unguwar Kusfa da wa]anda suke tare da su a matsayin ginshi}iyar hanyar nemo bayanai ga wannan bincike. Binciken ya gano asalin Unguwar Kusfa ta kafune a sanadiyyar zuwan Malam Shitu [an Abdulrauf, ta kuma sami sunanta ne daga Kwasfa, wato magudanar ruwa. Binciken ya gano, ]ibbu ya samo asali ne a Kusfa, saboda zurfafa da Malaman suka yi akan ilimi sai a ]auki duk wata aya da tai munasaba da wani abu da ya ke cikin }ur'ani, sai a ce maga nin kazane. Bugu da }ari, binciken ya gano ire-iren taimako na magungunan waraka da Malaman ke bayarwa, dan gane da fannonin rayuwa maban-banta. A }arshe an bayar da wannan shawarwari sannan aka kamala sai manazarta.

### 1.1    Gabartawa

Tun farkon tarihin Hausawa }asar Hausa a cike take da masu bayar da magani don warkar da cututtuka ana cikin haka ne sai Addinin Musulunci ya shigo }asar Hausa wanda al'ummar Hausawa suka kar~eshi hannu biyu-biyu, wannan ta samarwa al'ummar Hausawa wata sabuwar hanyar magunguna ta ]ibbu wato hanyar yin amfani da addu'oin da rubutu ha]i da itatuwa wajen neman waraka shi kuwa magani ta hanyar ]ibbu yana }unshe ne da tarin hanyoyi da ilimai masu yawa da malamai ke amfani da su domin biyan bu}atun al'umma.

### 2.1    Ta}aitaccen Tarihin Unguwar Kusfa:

Kusfa wata Unguwa ce a cikin garin Zariya, da ke Jahar Kadunan Najeriya. Ta wajen gari wato bayan ganuwa, ta kama tun daga Kofar Gayan zuwa Kofar Kuyambana. Ta cikin gari daga Kofar Kuyambana zuwa kasuwa har zuwa Kofar Gayan. Tana Yamma maso kudu a cikin gari, tana da kimanin murabba'in kilo mita biyar zuwa shida. (Hira da Sa'idu a ranar (15/7/2019).

Asalin mutanen gidan Fulani da ke Unguwar Kusfa ta Zariya, sun taso ne daga }asar Futa-toro wato, daga can }asar (Mali) ta yanzu suka ~ullo ta }asar Nijar suka biyo ta Sokkwato suka zo Zariya, fiye da shekara ]ari bakwai. Hira damuka yi da Malam Lawal Maiwada (2019), ya bayyana cewa:

Wannan }ungiya na Fulani, sun zo Kusfa ne a lokacin ba ta da suna. Sun iske Unguwar babu wani gida duk wurin daji ne, sai fadamu da shuke-shuken ganyaye., suka kafa bukkokinsu guda uku. Daga cikin wa]anda suka zo akwai Malam Ja~~o da Malam Muhammadu, wanda shi ne jagoran tafiya tare da shanunsu.Wa]ansu daga cikin Fulanin sun wuce zuwa Karau-karau, wasu suka wuce zuwa Igabi. Sunkafa garin daga nan ne suka ya]u wasu zuwa Kagarko, suna noma da kiwo.

Kamar yadda tarihi ya nuna daga bakin masana Unguwar Kusfa, gidan Fulani, shi ne gida na farko da aka fara samu, wanda sun zo ne daga }asar Mali wato Futa-toro. Sun kafa bubkoki, a lokacin Unguwar babu kowa sai itatuwa da fadamu. Bayannan sai zuwan Malam Shitu [an Abdulra'uf da yayansa Malam Yusuf wa]anda asalinsu Larabawa daga }asar Tunisia, sunzo Zaria ne a zamanin Sarkin Zazzau Abdulkarimu sarki na uku a daular Usmaniyya, Malam Shitu ya tafi yamma da gari kusa da wata rigar Fulani kuma kusa da wani Kududdufi ya gina gidan sa sunan da ake kiran wannan kududdufi shine Kwasfa wato magudanar ruwa daga nan ne Anguwar Kusfa ta samo sunanta.

### 2.2.    Samuwar [ibbu a Unguwar Kusfa

[ibbu ya samo asali a Kusfa ne, saboda zurfafa da malaman suka yi a kan ilimi. Kamar yadda ya zo a cikin Nafsi cewa, ilimi iri biyu ne wato, (العلم علمان علم الفقه للديان وعلم طب للبدان) ilimin  Fi}ihu  domin  sanin  addini

yadda za a bautawa Allah. Sai kuma, ilimin magunguna yanda za a kare jukkuna, to wannan Nafsi shi ne babbar hujjar malaman Kusfa na ri}e ilimin [ibbu, wato ilimin sanin magunguna. A dalilin karatun }ur'ani da aka yi ta haka ne ake ]aukar duk wata aya da tayi manasaba da wata abu da yake cikin }ur'ani, sai ace wannan maganin kazane ta hanyar jarabawa. Kamar yadda Malam Suyu]i ya shaida mini cewa, a ranar 1/1/2023 Malam Musan Wa'alamu yana cikin wa]anda suka fara bayar da magungunan ]ibbu, ta hanyar ha]a itace da rubutu asha a yi wanka.

### 3.1      Ma'anar [ibbu

{amusun Hausa (2006) ya bayyana ma'anar [ibbu da cewa, magani ta yin rubutun sha ko duba ko surkulle.

{amusun Larabci (1972) ya bayyana ma'anar Kalmar da cewa, shi ne maganin jiki ko zucciya.

[ibbu – Kalma ce ta Larabci da ke nufin "Magani". Malaman Kusfa suna tafi da harkar ]ibbunsu ne ta hanyar amfani da abin da ya zo a Hadisan Manzon Allah(S.A.W), da kuma ri}on littafai na magabata da sukai bincike akan abin da ya shafi ]ibbu. Ga malaman kamar haka:

    i.    Malam Sidi Dogara  
    ii.    Malam Adam Sa'idu  
    iii.    Malam Yunusa Abubakar  
    iv.    Malam Hussaini [alibi  
    v.    Malam Muntari Tanimu Akibiya  
    vi.    Malam Aliyu Abdulrahman  
    vii.    Malam Aliyu [ansidi  
    viii.    Malam Suyu]I Abubakar  
    ix.    Malam Aliyu Suleiman  
    x.    Malam Garba Sani  
    xi.    Malam Safawanu Mansur  
    xii.    Malam Salihu Muhammadu  
    xiii.    Malam Yusuf Lawal  
    xiv.    Malama 'Yarinna  

### 4.1 Littafan [ibbu

Ga ka]an daga cikin littafan da malaman Kusfa suka yi ri}o da su, kuma suke tafi da shi wajen harkar [ibbunsu, kamar haka:

1.   Littafin [ibbun Nabi(طب النبي)

    Wannan littafi Imamu Ibini {ayyum Aljauziyya ya rubuta, wanda babu abin da ke ciki sai bayanin magunguna.

2.   Littafin Arrahamatu fi [ibbi Walhikima          (الرحمة في طب والحكمة)

    Wannan littafi Jalaluldini Suyi]i ya rubuta, wanda akwai bayanin magunguna.

3.   LittafinAlgazalilkabirfil'ilajatiArrahaniyya (الغرا لكبير في العلاجات الروحانية)

    Wannan littafi Imamu Abuhamid Algazali ya rubuta, a ciki akwai magana akan magani.

4.   LittafinMujarrabatu(مجربات)

    Wannan littafi Imamu Muhuyiddini Ibinil Arabi ya rubuta, wanda a ciki akwai bayanin magunguna.

5.   Littafin Al}anunu Fi]]ibbi(القانون في الطب)

    Wannan littafi Ibini Sina ya rubuta, babuabin da keciki sai bayanin magunguna.

### 5.1      Ma'anar Magani

Bunza, (1990) Ya yi bayanin magani da cewa, magani shi ne yin amfani da duk wata hanya da za ta warkar ko kwantar ko rage wata cuta ta ciki ko ta waje wadda aka samu ta ha]ari ko kuma neman kariya ga cuta ko

abokan hamayya ko neman ]aukaka da daraja ko ta buwaya ta hanyar Siddabaru da Sihirce-Sihirce na ban al'ajabi.

Ahmad, (1984) Magani shi ne, duk wani abu da za a yi, ko wata hanya, ko kuma wata dabara da ake yi don gusar da wata cuta daga jikin mutum ]ungurumgum, ko kuma kwantar da ita don kawo jin da]i ga jiki ko ga zuciya don sauwa}e duk wahala da damuwa da ita cutar kan iya haifar.

Sarki, (2011) ya ce, waraka waninau'inimani ne da ya danganci magani da ake tanada da cututtuka da ake iya gani a jikin mutum.

Magani na nufin }o}arinkawarda cuta kowace iri daga jikin mai fama da ita, ko kwantar da ita, ko kuma neman kariya daga kamuwa da cuta, ko kuma neman gwada bajinta da kwazo da ]aukaka da daraja a idon mutane ta hanyar Sihirce-Sihirce.

Waraka na nufin duk wani abu da za a yi na magani domin samun lafiya daga cutan da ke jikin ]an Adam.

Akwai taimako da Malaman Kusfa kan bayar, idan wata matsala ta samu mutum, don neman waraka. Idan an kai kuka ga Malaman. Ka]an daga cikin magungunan taimako sun ha]a da:

5.2      Magunganan [ibbun da Malaman Kusfa ke Bayarwa

Bu}atun Neman Aure

Funtua. (2010;64)cewaya yi, aure yarjejeniya ne tsakanin mace da namiji bisa }a'idoji na addini ko na al'ada.

{amusun Hausa (2006) ya ba da ma'anar aure da cewa, shi ne dangantaka tsakanin namiji da mace ta hanyar shari'a. Ya }ara da ba da ma'anarha]a wani tsira da wani tsiro don samuningantacceniri.

Idan mace na neman aure, malaman Kusfa kan bayar da taimako don samun nasara ga mai nema. Irin taimakon da malaman kan bayar sun ha]a da:

بسم الله الرحمن الرحيم.1



Wannan Hatimi fa'ida ce da kan kawo wa mace masoya matu}a da farinjini matu}ar tana amfani da shi. A rubuta wannan Hatimi ga macen da ke neman aure ko miji, sai a yi Laya tarataya a jikinta,da zarar ta aiwatar da haka, to kuwa nan da nan za ta ga masoya na ketowa daga ko'ina, suna zuwa wajenta. Yawanci ana bayar da shi ne ga mace mai neman mijin aure da masoya cikin gaggawa.

**2. Ayoyin {ur'ani**

Akan yi amfani da suratul Yasin ko Fatiha wajen daidaita yuwuwar aure ko in ya ~aci a gyara. A karanta }afa ]aya, amma akwai abin da za'a karanta in an zo Mubin sai a karanta Fatiha }afa bakwai.

3. **Wuridi**

**Alamnasharaha**

**Ayatul Kursiyyu**

Wa]annan ayoyi akan bayar da su ne, ga samari ko budare masu neman mata ko miji. Yadda ake aiwatarwa shi ne, mai neman zai yi Alwala ne ya yi Salla nafila raka'a biyu. Zai karanta abin da ya sauwa}a na {ur'ani. Yayin da ya kamala, sai ya karanta ayatul kursiyyu }afa hamsin (50) da suratul Alamnasharaha, har zuwa }arshen sura ita ma }afa hamsin. Idan ya gama, sai ya karanta wannan addu'ar yana cewa:

Ya Allah ina baka za~i da saninka, ina neman gafararka da ikonka, ina ro}onka da falalanka mai girma. Ya Allah don kai kake da iko, ni ba ni da iko, kai ka sani ni ko, ban sani ba, kai ne Sarki masanin fake. Ya Allah in ka san wannan al'amari da nake nema da wannan aure, sai a fa]i sunan wanda ake nema a nan.idanalherine gare ni, a cikin addinina da duniyana da rayuwana da }arken al'amarina ka }addara mini wannan aure. Kuma ya Allah, ka sauwa}e mini shi, ka sa mini albarka a cikinsa. Allah in ka san neman auren da nake yi na wance, sheri ne gare ni a cikin addinina da duniyana da rayuwana da }arken al'amarina, ka juyar da al'amarin ga barina ka juyar da abin gare ni, ka }addara mini alheri, duk inda yake. Kuma ka yarda dani da alheri. Sai a yi wa Annabi Salatiashafa, a yi har sau uku.

**Haihuwa**

1. Hatimi



A rubuta wa macen da ke bi]ar haihuwa, sai a sami sassa}en ~aure da nonon kurciya a dake su wuri ]aya. Sannan a sa shi cikin mahaifar kaza, su bushe tare a dake su. Sannan kuma matar ta ci har kwana bakwai, a fara ranar Lahadi zuwa Asabar tare da wannan aya da ke sama}afa ashirin da ]aya.

**2. Ayoyin {ur'ani**

A rubuta Suratul Anbiya'i da Suratul Yusuf don neman haihuwa, har ya zuwa }arshen surorin a sha. Insha Allahu za a sami haihuwa.

**3. Wurudi**

رب لا تزني فردا وأنت خير الوارثن

A yi wurudin wannan Ayar dubu ]aya da ]ari ]aya da goma sha ]aya kwana bakwai. In Allah ya so za a sami haihuwa.

Goyon Ciki

Goyan ciki, al'ada ce da Hausawa suke yi mata musamman masu cikin fari. Idan ta sami ciki har ya kai watanni, za ta tafi gidansu ta zauna. A wannan lokaci, duk wani abu na magani da zai taimaka ta sauka lafiya kuma ya kare ta da abin da ke cikinta, za a nemo a ba ta. Akan zagara nema, tun daga rubutu ko ji}o ko sassa}e da abin da zai taimaka.

### 1. Ayoyin {ur'ani

<div dir="rtl">

قل هو الله احد

قل أعوب برر الغلق

قل أعوب برب الناس

الله لا إلله الاهو الحى الفيوم

</div>

Za a rubuta wa]annan surorin ne }afa uku-uku, wato sau uku-uku sai a rubuta Salatin Annabi (S.A.W), shi ma }afa uku. Za a wanke a bata ta sha, idan ana yi mata haka kullum, to kuwa za ta sami goyan ciki, cikin nasara har ya zuwa na}uda.

<div dir="rtl">

سورة الحاقة

"الحاقة ماالحاقة ، وماادرك ماالحاقة"

</div>

Idan mace na goyon ciki, wannan surar tana daga cikin taimakon da Malaman Kusfa sukan bayar wanda za a rubuta surar sukutun a wanke da ruwa, idan so samu ne ma a sa ruwan Zamzan ne a ri}a ba ta tana sha. Kuma kullum za a ri}a yin mata tsawon lokacin goyan cikinta.

### 2. Wurudi

<div dir="rtl">

" يا كافي، ياغني، يافتاح، يا رزاق"

</div>

Ana wurudi, wa]annanayoyi}afa dubu ]aya da ]ari ]aya da goma sha ]aya ga mace mai goyon ciki, da yardar Allah za'a yi goyon ciki lafiya.

<div dir="rtl">

الله لطيف

</div>

A yi wurudin, wannan sunan Allah }afa ]ari uku da goma sha uku, ga mace mai goyon ciki. Za ta yi goyoncikin lafiya, da yardar Allah.

Na}uda

{amusun Hausa ( 2006) ya bayyana ma'anarNa}uda da cewa, ciwon da mace take yi dab da haihuwa.

Na}uda wani hali ne da mace mai ciki takan shi ga, a lokacin da take gab da ta haifi abin da ke cikin cikinta. Yayin da mai ciki ta shiga wannan hali, akwai taimakon da akan taimaka mata da shi, domin ganin ta haifi abin da ke cikin nan nata lami lafiya. A nan ma ba a bar Malaman Kusfa a baya ba. Don kuwa akwai irin taimakon da sukan bayar a wannan hali da suka ha]a da:

### 1. Hatimi
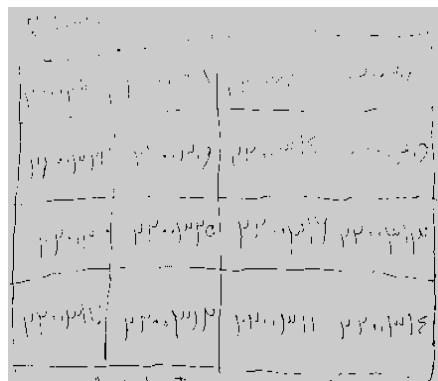
A rubuta wannan hatimi }afa bakwai bayan ciki ya kai wata bakwai, insha Allahu za ta haihu lafiya ba tare da wata matsala ba.

**2. Ayoyin }ur'ani**

بسم الله الرحمن الرحيم

Wannan ita ce mabu]in kowace Sura daga cikin Surorin Al-}ur'ani. Za a rubuta ne sau goma sha ]aya(11) sai a rubuta sunan Allah"Ya Allahu" }afa sittin da shida ( 66), sai a wanke a ba ta ta sha. Da izinin Allah da zarar an yi haka, za a kai ga }arshen wannan dogon na}udar, wato za ta haihu cikin sau}i.

أ.        لاحول ولاقوة الاباالله العلى.

ب.        يحرج من بين سب.

1.        Arubutawannanaya"**Lahaula Wala {uwwati Illa Billa**" }afa goma sha ]aya (11), sai "**Yakharuju Min Baini Sulbi**" . Ita ma wannan ayar sau goma sha ]aya (11), sai a wanke rubutun, a ba ta ta sha. In Allah Ya yarda za a haihu, ba tare da ~ata lokaci ba, ba za a yi tsawon na}uda ba.

**2        Salamun {aulan Minrabbi Rahim**

سلامقولامون من رب رحيم

Wannan aya ce daga cikin Al-}ur'ani mai girma. Za a rubuta ne }afa bakwai (7), sai a ha]a da Karkashi a ba ta, ta sha. Da yardan Allah idan an yi haka, za a haifi cikin nan lafiya ba tare da samun tangar]a ba.

3.        **Wurudi**

يا سلام سلم

A yi wurudin wannan sunan Allah }afa dubu, in kuma na}udar ya taso ne a yi ta karantawa ba adadi.

Karatu

Fahami na ]aya daga cikin manyan magunguna da malaman Kusfa ke ba da wa ga al'umma, musamman idan aka sami yara wa]anda suke da }arancin fikira na ]aukan karatu. Don haka, karatu na da matu}ar muhimmanci a al'ummar }asar Hausa saboda haka, a duk lokacin da yakasance yaro ko yarinya suna da sha'awar karatu, sannan kuma suna da }arancin fahimta ko yawan mantuwa. Akan garzaya zuwa wajen Malaman Kusfa su bayar da taimako.Wa]annan taimakon da sukan bayar galibi ayoyi ne na Al-}ur'ani kamarhaka:

1. Hatimi
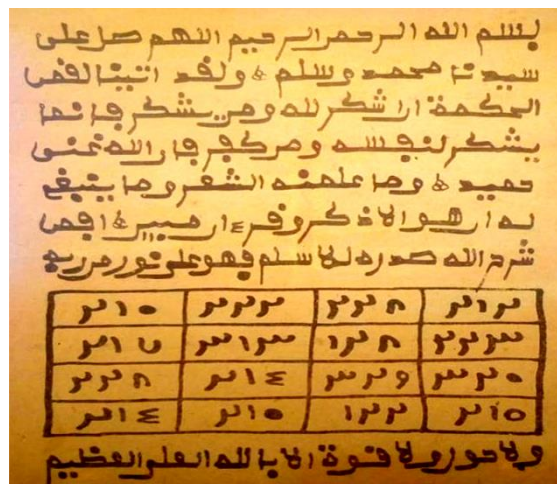


Maganin Karatu, a rubuta wannan hatimi a sha tare da gya]a da yardar Allah za a sami karatu .

**2. Ayoyin {ur'ani**

**Arrahman Allamal {ur'an Khala}al Insan Allamahul Bayan**

"الرحمن علم القرءنخلق الإنسان علمه البيان"

Za a rubuta wa]annan ayoyi ne a allo, }afa arba'in da ]aya (41), sai a sami sassa}en rimi ta ~angaren gabas. Bayan nan, sai a wanke rubutun, a saka sassa}en a cikin rubutun a juye shi ya kwana, sannan asha. Idan da hali akan so a sanya zuma a ciki lokacin da za a sha. Idan an yi wa yaro haka da izinin Allah }wa}walwarsaza ta bu]e ya sami karatu.

### Wa Allamaka Malam Takun Ta'alamWa Kana FadllahiAzima

وألمنه مالم تكن تعلم وكن فلل الله علك عظيم.

Ana rubutawane a allo }afaarba'in da ]aya (41), sai a wanke rubutun, a barba]a lalli ka]an a sanya zuma farar sa}a, sai a ajiye. Da zarar alfijir ya keto, sai a sha ana tashi daga bacci ba tare da an wanke baki ba. Matu}ar aka ri}a yi wa yaro ko yarinya haka, to kuwa }wa}walwarsa za ta ha~aka karatu zai zauna da yardarm Allah.

بسم الله الرحمن الرحيم
سنغرئك فلاتنسى

### Sanu}uri'uka Fala Tansa

Watan nan aya ce daga cikin {ur'ani, za a rubuta wannan aya }afa ]ari (100), a allo sai a wanke a ha]a da zuma ko a sami ruwan Zamzam, a ha]a maimakon zuma, sai a wanke rubutun da shi, sai a shanye nan take. Wannan idan ana yi wa yaro ko yarinya, to duk abin da suka karanta ba za su manta ba da yardar Allah.

## 3. Wurudi

رب زدنى علم وفحمل قرآن يارب العلمين

A yi wurudin wannan sunan Allah Rabbi ziddini ilman wa fahamil }ur'ani wal-ilmi ya rabbil Alamin }afa dubu har sati ]aya, da yardar Allah za a sami karatu.

MagungunanBu}atunZuciya

Wannanrukuni ya shafi magungunan da akan bayar ko akan nema don biyan bu}atar rayuwa, kotaimaka wa rayuwa ta gudana yadda ake bu}ata. Misali: Asiran neman aure mace ta so namiji da na farin jinni, da na kiran kasuwa da na neman mallaka, da na neman mulki ko ]aukaka da sauransu (Abdullahi, 2020).

Tsari

{amusunHausa(2006) ya bayyana ma'anar tsari da cewa,yin amfani da wani abu don kange wani abu.

Tsari shi ne neman dafa'i ko, kuma a ce garkuwa da ]an Adam kan nema don gujewa cutuwa daga abokan gabarsa.

Kamar yadda aka sani cewa, rayuwa cike take da gwagwarmaya, kuma da }alubale da sukan taso wa mutum. Wannan ya sa dole ne mutum ya nemi tsari daga abubuwan da za su illata shi ko lalata masa al'amari. Haka kuma, Bahaushe musamman Musulmi ya yi imani da cewa malamai suna da irin gudunmawar da za su iya bayarwa gare shi dangane da wani abu na rayuwarsa. Wannan ya sa akan le}a malaman Kusfa kuma sukan bayar da gudunmawa wajen neman kariya da suka ha]a da:

1. Hatimi

Maganin tsari a rubuta }afa ]aya ko hu]u ga yaro ko babba kwana bakwai ko hu]u a sha da yardar Allah za a sami kiyayewa.

**2. Ayoyin {ur'ani**

<div dir="rtl">

لقدجاء كم رسول من أنعبسكم عزيز عليه ماعننتم حريص

عليكم بالمومنين رءف رحيم فإن تولوا فقل حسبى الله لا إلإلهالاهوعليه توكلت وهورب العرش العظيم.

الله لا إلاهوالحعى القيوم -:- ذوقرش.

لإيلف قريش                    ذوقرش

قل أعودب برب الغلق، ذوقرش

قل أعودب برب الناس، ذوقرش

</div>

A rubuta wa]annan ayoyin }afa ]ai-]ai, sai a wanke a ha]a da tsakin kuka, sai mutum ya sha ya yi wanka, in Allah Ya so Allah zai kare shi ga dukkan sharri da jifa.

3. **Wurudi**

<div dir="rtl">

حسبنا الله ونعم وكيل

</div>

A yi wurudin Hasbunallahu wani'imal wakeel }afa ]ari hu]u da hamsin a kullum bayan sallar subahi, da izinin Allah, Allah zai tsare.

**Hatimi**

**Ma'anar Hatimi**

Hatimi, wani zane ne da ake yimai }usurwa hu]u, kuma a bi shi da wasu }ananan layuka a kwance da tsaye, amma da shara]in kasancewarsu daidai wadaita, ba tare da wasu layukan na tsaye ko na kwance sun zarce wasu ba. Amma da shara]in kada adadin wani gida ya zarce na wani a yawa ko kuma a sami maimaituwa. (Al-Boney 1942:83).

Wannan Hatimi da ke sama, za a rubuta ne a allo }afa ]aya. Kuma a zana shi yadda yake, sai a sami kwano da ruwa mai kyau a wanke a ba mutum ya sha. Wannan fa'ida matu}ar mutum yana amfani da ita, to kuwa zai sami kariya daga sammu da jifa da yardar Allah, a wanke a ha]a da kaucin tsamiya a ba mutum ya yi wanka da shi, ya rataya layar a jikinsa. Za a sami kariya da yardar Allah, kuma duk wanda ya nufe ka da sharri, to zai koma masa har wanda ma ya kai hannu ya buge shi, zai iya rasa ransa.
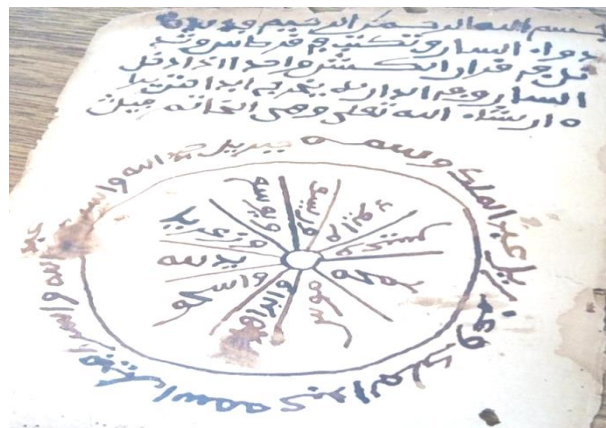
Kafi

{amusun Hausa (2006) ya bayyana ma'anar kafi da cewa, layu da magunguna da ake birne wa don tsare gari ko gida ko mace ko wani abu.

Kafi na nufin yin magani don tsare gida daga sherin mayagu da ma shai]anu Aljanu.

Akwaiabubuwada MalamanKusfakan bayar domin kafi na muhalli, ko ]aki ko na wani abu kamar haka:

1. Hatimi

<div dir="rtl">

بسم الله الرحمن الرحيم.

</div>

Wananan hatimi, shi ma Sirri ne na kafin gida. Za a rubuta shi ne a fallen takarda a yi laya, sai a sami }ahon rago a saka shi a ciki, sai a birne a cikin gida. Wannan gida da yardar Allah ya kafu, sannan ~arayi ba za su iya shigaba. Idan kuwa har ya shiga, to da kan shi zai fito, ba tare da ya iya ]aukar ko tsinke ba daga wannan gida ba. Wannan sirrine mai fa'ida.

**2. Ayoyin {ur'ani**

A karanta Ayatul }ursiyyu }afa tara ana kewaye kowani }usurwa na gidan, da izinin Allah gida zai kafu, ba tare da wani abu ya faru ba.

**3. Wurudi**

A yi wurudin wannan sura, wato Suratul Ba}arati }afa ]aya, ko she]ani ne ba zai shiga gidan ba da yardarAllah.

Neman [aukaka

{amusunHausa(2006) ya bayyana ma'anar ]aukaka da cewa, }arin girma ko daraja.

[aukaka na nufin samun girma ko daraja a wajen al'umma ko a wani abu.

Bu}atunzucci na iya zama bu}atar da mutum yake da ita na ya kasance ya fifita a kan sauranjama'aya samu kar~uwa. Idan mutum yana da irin wannan bu}atarMalaman sukan ba da gudunmuwa da za ta kai shi ga samun nasarar bu}atar tasa da suka ha]a da:

Ana rubuta wannan Hatimi da Malaman kan bayar, don neman samun ]aukakaga Allah.

1. Hatimi

بسم الله الرحمن الرحيم
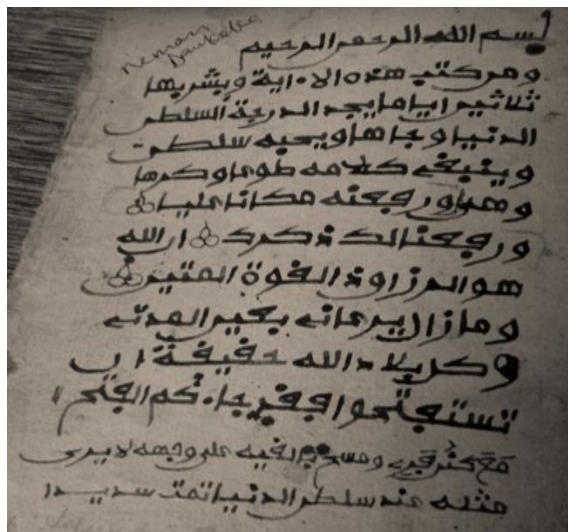


Wannan hatimi yana daga cikin fa'idojin da malaman sukan bayar. Za a rubuta a allo a sha har kwana talatin, sannan a sanya kaninfari, sai mutum ya ri}a sha yana shafawa a fuska. Matu}ar mutum ya juri yi, to kuwa zai sami ]aukaka }warai da kusanci wajen shugaba. Haka kuma, zai zama maganarsa tana da tasiri }warai da gaske cikin jama'a, in Allah Ya so.

**2. Ayoyin {ur'ani**

ورفعناه مكان عليا

A rubuta wannan aya Warafa'anahum Makanan Aliyya, }afa dubu goma sha biyu a sha ha]i da kaucin rimi. Za a sami ]aukaka da yardar Allah.

**3. Wurudi**

يا رافع

A yi wurudin wannan sunan Allah, Ya Rafi'u }afa ]ari uku da hamsin da ]aya, kwana bakwai, za a sami ]aukaka da yardar Allah.
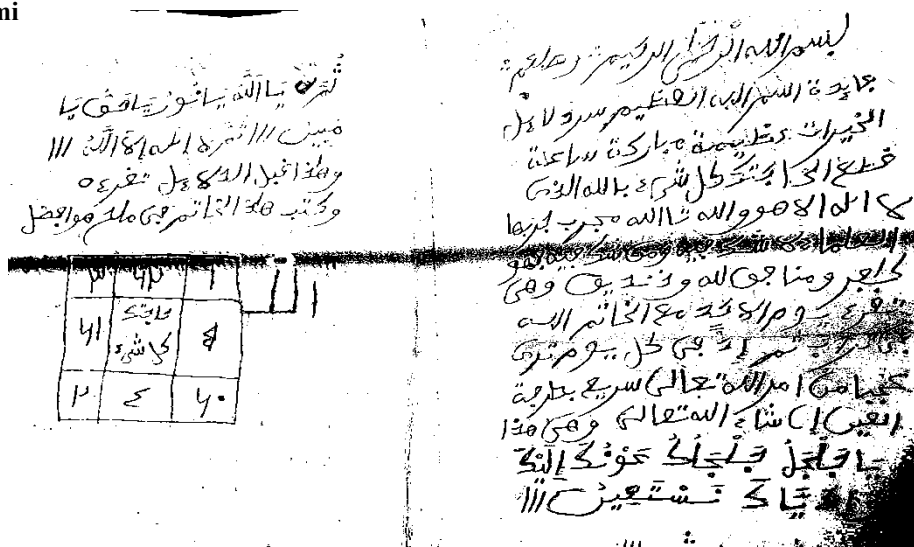
Mallaka

{amusun Hausa (2006) ya bayyana ma'anar mallaka da cewa, kasancewar abu na mutum shi ka]ai ko tare da wani.

Mallaka a nan tana iya kasancewa neman samun tasiri a kan wani miji ne ko mata ko mai gida ko shugaba, don a ri}a sarrafa shi yadda mai mallakar yake bu}ata.

Malaman sukan bayar da taimako domin a mallake mutum, na miji ko mace ga masu zuwa wajensu neman taimako, ga irin taimakon da sukan bayarda ayoyin Al}ur'ani.

1. **Hatimi**



Wannan hatimi ne na Ismillahil A'azam wadda yake san ya yi mallaka, ya rubuta wannan hatimi a gishiri ya zuba a faranti. Ya ja wa]annan ayoyi }afa ]ari da sha ]ai-]ai Ya Allahu, Ya Nurun, Ya Hayyu, Ya Muminun da yardar Allah bu}ata za ta biya.

**2. Ayoyin {ur'ani**

بسم الله الرحمن الرحيم
فإن تولو افقل حسبى اللهلا إلله الاهوعليه توكلت وهورب العرش العظيم
أللهم انت رب حسبي على فلازبنولانة واعطع فلبه وذلله لع أوإلي

        Idan ana son ai mallaka, sai a karanta aya }afa ]aya, addu'a }afa]aya, har sau talatin-talatin. Amma a wajen Fulani, sai a fa]i sunan mutumin da ake son a mallake da sunan mamansa, in Allah Ya yarda za a mallake shi.

**3. Wurudi**

بسم الله الرحمن الرحيم
وصلى الله على النبى الكري
قل هو الله احد (1)
اللهم صلى على النبى الكريم (66)
الله اكبر (1)
الله الصمد (1)
اللهم صل على النبى الكريم (66)
الله اكبر (1)
لم يلدولم يولد (1)

165

اللهم صل على النبى الكريم (66)

الله اكبر (1)

ولم يكنله كعواحد (1)

اللهم صل على النبى الكريم (66)

الله اكبر (1)

1.  Idan ana son a sami mallakar mutum ko rinjaye a kansa, sai a yi Nafila raka'a biyu. A karanta}ulhuwallahu a had }afa ]aya, sai Allahumma salli Ala na Biyyul karim, sau sittin da shida, sai a fa]i sunan wanda ake son a mallaka, sai Allahu akbar sau ]aya. Haka za a yi ta yi akowane sau sittin da shidain Allah Ya yarda za a mallake shi da izinin Allah.

Bu}atun Kasuwanci

Zaruk da wasu, (1987) sun ce, a saya a sayar shi ne, kasuwanci, wato a nan mutum ya fitar da ku]insa ya sayi }adara, sannan wani lokaci ya fitar da wannan }adara ya sayar.

Kasuwanci na nufin a sayi wani abu kaya ne ko abinci ne, don a sayar da shi domin a samu riba.

Malaman Kusfa sukan ba da taimako, don neman sa'a da samun kasuwa, ko kuma wani wuridi da a kan yi, na Allah Ya kawo ciniki da bu]i.

1.  **Hatimi**



ومن تيق الله يجعل له مخرجا * ويرزه من حيث لا يحتسب * ومن يتوكل الله فهو حسبه إن الله بالغ امره قد جعل الله لكل شيء قدرا *

A rubuta wannan hatimia allon azurfa sai a yi salati ga Annabi sau dubu ]aya da ]ari da goma sha ]aya. Allah zai bu]a ma mutum kasuwancin shi.

**2. Ayoyin {ur'ani**

بسم الله الرحمن الرحيم و صلى الله على النبي الكريم :-

اللهم فرج عن صاحب هذه التجارة و صنعته و ما يعمل بيده وانه من سليمن وانه بسم الله الرحمن الرحيم:- ألا تعلو علي واتونى مسلمين و رزقنهم من الطيبات وفضلنهم على العلمين اللهم فرج عن صاحب هذه التجارة كما بعث لمحمد صلى الله عليه وسلم وبعث لابى بكران الذين يتلون كتب الله وأقامو الصلوة و أنفقوا مما رزقنهم سر وعلانية يرجون تجارة لن تبور :- فحسبتم أنما خلقنكم عبس و انكم الين لاترجعون :-قل ان كنتم تحبون الله فاتبعون احببكم الله ويغفر لكم والله غفور الرحيم :-واذا راو تجارة أو لهوا انفضو اليها من التجارة والله خير الرزقين.

Wannan maganin samun kasuwa ne, za a rubuta wannan aya a takarda, sai a yi laya a rataye a wurin kasuwancin ko a shago, sannan kuma sai a yi wuridin wannan aya.

**3. Wurudi**

و اذا راو تجررة او لهوا انفضوا اليها التجارة          (1)

Sai a yi wuridin wannan }afa arba'in da ]aya(41) sai a karantaYa jami'u}afa ]ari da goma sha hu]u, sannan a shafa. Wannan kasadun ne da yardarAllah.Dukwanda ya tsayu da yi, to kuwakasuwaza ta bu]ejama'a za su dinga zuwa siyayya wajensa.

Binciken ya gano asalin Unguwan Kusfa ta kafane a sanadiyyar zuwan Malam Shitu [an Abdulra'uf kuma ta sami sunanta ne daga Kwasfa, wato magudanar ruwa, binciken ya gano Malam [ibbu a Unguwar Kusfa da irin

littafan [ibbun da suke amfani da su. Har ila yau, binciken ya gano ire-iren taimako na magungunan waraka da Malaman Kusfa ke bayarwa, dangane da fannonin rayuwa mabambanta.

6.1     Shawarwari

Hausawa kan ce "shawara ]aukar ]aki" saboda haka, wannan nazari bayan bayani kan samuwa da ha~akar [ibbu a Unguwan Kusfa da ke Zariya, yana bada shawarwari kamar haka:

i.      Duk wani mai neman sanin ilimin magungunan [ibbu, yazo Anguwar Kusfa dake Zariya domin akwai masana wannan fannin da zai samu }arin haske.

ii.     Yakamata al'umma su fahimci cewa Anguwar Kusfa, Anguwa ce ta bayar da magunguna da basu sa~awa shari'a ba.

iii.    Anguwar Kusfa, cibiya ce ta samun bayani akan ilimin [ibbu, watau bayar da magunguna. Yakamata malaman [ibbun da suke Anguwar su ri}a shiga kafafen ya]a labarai domin ilmantar da al'umma.

iv.     Al'umma su daina kallon Anguwan Kusfa a matsayin Anguwa ta malaman [ibbu da Bokaye. Tun farkon Anguwan [ibbu ne Tsibbu ba.

v.      Ya kamata Malamn [ibbun da suke Anguwar Kusfa da su ri}a buga littattafai na wayar da jama'a akan amfanin magungunan [ibbu.

**Kammalawa**

Wannan nazari ya tattaunane kan samuwa da ha~akar [ibbu a Unguwar Kusfa da ke cikin garin Zariya. An yi bayanin Unguwar Kusfa da samuwar [ibbu a Unguwar an kawo ha~akar [ibbu da Malaman [ibbu a Kusfa da irin litattafan [ibbun da malaman suke amfani da su wajen tafiyar da harkan [ibbun su, bugu da }ara an bayyana irin magungunan [ibbun da malaman kan bayar nay au da kullum a }arshe aka bayar da shawarwari da kuma kammalwa da manazarta

### JERIN SUNAYEN MALAMAN DA AKA YI HIRA DA SU

| S/N | SUNA | SHEKARU | RANA | WAJE | LOKACI |
|---|---|---|---|---|---|
| 1. | Malam Suyu]i Abubakar | 45yrs | 15/2/2021 | No 12 Kusfa Zariya | 8:00pm |
| 2 | Malam Abdulra'uf Shehu | 50yrs | 3/8/2022 | No 66 Kusfa Zariya | 9:00am |
| 3 | Malam Adam Sa'id | 62yrs | 6/1/2020 | No 18 Kusfa Zariya | 4:00pm |
| 4 | Malam Yunusa Abubakar | 40yrs | 28/1/2021 | No 30 Kusfa Zariya | 2:00pm |
| 5 | Malam Hussaini [alibi | 65yrs | 5/1/2021 | No 26 Kusfa Zariya | 10:00am |
| 6 | Malam Muhammad Tasi'u | 84yrs | 1/1/2021 | No 11 Kusfa Zariya | 5:00pm |
| 7 | Malam Muntari Tanimu Akibiya | 50yrs | 27/6/2021 | No 75 Kusfa Zariya | 4:00pm |
| 8 | Malam Aliyu [ansidi | 55yrs | 21/5/2020 | No 28 Kusfa Zariya | 10:00am |
| 9 | Malama 'Yar Inna | 76yrs | 1/2/2020 | No 76 Kusfa Zariya | 4:00pm |

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# IMPACT OF PEER PRESSURE OF INDECENT DRESSING ON THE DEVELOPMENT OF CHRISTIAN YOUTHS IN KOGI STATE, NIGERIA

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**Abstract**

The study examines how peer pressure has become a salient determinant of adolescent behaviour and has shaped the developmental outcomes of Christian youths through indecent dressing in Kogi State, Nigeria. The study adopted a descriptive survey research design. The total population of the study comprised Christian youths in Kogi State, Nigeria, who made up one million, seven hundred thousand, one hundred and four (1,700,104). Nine hundred and sixty-six (966) respondents were randomly sampled to represent the total population. Data were collected using questionnaire and interview. The data were analysed using version 30 of the Statistical Package for the Social Sciences (SPSS). Frequencies and simple percentages were used for demographic variables, mean scores for research questions while independent sample t-test for testing the hypothesis. The finding revealed that peer pressure has negatively impacted the development of Christian youths through indecent dressing in Kogi State, Nigeria. The study recommends that Churches, youths and Christian leaders should lead by example, strengthening teachings on modesty, decency, dressing from Biblical perspectives, the purpose of dressing and Christian identity.

**Keywords:** Impact, Peer Pressure, Christian Youths and Indecent Dressing

## Introduction

The concept, peer pressure among Christian youths is a global menace. The law of cause and effect comes into play in the development journey of humans from birth to adulthood; as a result, the biggest impact or influences on a person are the people around them and the environment in which the person finds him/herself. This impact begins from day one of one's birth and moves to a climax at adolescence. At the naive phase of life, the child gets heavily influenced by his/her small family cluster. The child gets influenced initially by the mother with whom he/she carries out his/her first smile before the wider society in each developmental stage. At the early stage, most parents influenced their children by talking to them, answering them when they made any sound, singing to them, and distracting them with toys. Gradually, they begin to learn the skill of taking their first step to walk, move around, go to school and mix with other children.

There are various stages and levels at which children are influenced from age 0 to adulthood. At ages 0-2 years, children spend more time with their mothers or caregivers. This is the time they learn from their mothers or caregivers. At this stage, they hardly know or care about the peer group and so are hardly pressured. Most of them at age 2 prefer to stay with their parents, and for that reason, protest on the first day they resume school. At ages 3-8 years, some are in nursery while others are enrolled on primary school. At this stage, they begin to learn to make friends with their classmates, though they are yet to fully trust their classmates because they are still naïve and tender. In the early years of their primary school education, children see their parents and family members as their best friends; thus, they usually report matters that transpire between them and their schoolmates to their parents. Towards their later years in primary school, they begin to covet their mates' dresses, toys, and shoes, and gradually graduate into liking what most of their mates like. According to medical experts, these children developed at their own pace, but these developmental indicators give a general idea of the changes to expect as a child gets older, both biological and influential changes (Okafor & Ajayi, 2022).

From the ages of 9-17 years through their secondary school education, children begin to get pressured by their mates little by little; they start forming cliques of like-minded individuals, and the child's growing

independence from the family and interest in friends will gradually begin to unfold as they develop their unique personality and opinions. They form stronger, more complex friendships and peer relationships, and become more passionate about being together with their peers. They become more conscious of the developing changes in their body. How they are looked at by others becomes a concern, although they still value their parents, but they get embattled at this point to choose who to obey between their parents and peers. They mostly indicate more interest in their peer group-related matters and indicate less affection toward parents; thus, some of them get challenged by schoolwork and begin to show more concern about future school and work plans and acquire more defined work habits. They become more complex, giving reasons for their own choices, whether right or wrong. All these changes in attitude, character and choices are obviously indicative of peer pressure (Centre for Disease Control and Prevention [CDC], 2024).

As an influence of a social group on an individual, peer pressure is common among young people because, many times, teenagers feel social pressure to conform to the group of peers with whom they socialise. When an individual takes on the behaviours, attitudes, and styles of their peers because of the pressure of fitting in, this is peer conformity, which is also known as peer pressure (Cherry & Gans, 2023). They buttressed that influence could continue throughout a person's life, but it can also be modified through deliberate efforts. If not, it becomes a lifelong process where individuals, especially teenagers and youths, learn and internalise the values, beliefs, and behaviours of their peer groups.

The youthful exuberance, as popularly known, is due to ongoing developmental activities in their brain. Teen brains are so vulnerable and volatile; during early and mid-adolescence, the brain undergoes considerable neural growth and pruning, which creates changes in connectivity within and between various brain regions. This transition is characterised by many potential baits and traps for most teenagers. However, peer pressures are not limited to having negative impacts but also carry along their positive impacts. If properly brought up and mentored, Youths are the strength of any nation. Robson (2022) noted that it is only about the past two decades that scientists have been able to chart the neural changes across the core period of development of the teenage brain.

Christian youths are expected to live their lives in accordance with the principles of the Bible, such as love, uprightness, sexual purity, modesty in dressing and self-discipline. These values often stand in disparity to the popular culture promoted by their peers through social media, entertainment, and peer interaction. Consequently, many Christian youths find themselves struggling to maintain their faith and values in the face of external pressure to conform. This conformity is particularly obvious in areas such as alcoholic consumption, pre-marital sex, participation in cultism, disengagement from school work, drug abuse, indecent dressing and distancing themselves from families and friends.

Most Christian circles and youth ministries often place their emphasis on doctrinal teaching without adequately addressing the practical realities of peer impacts. This gap necessitates a focused investigation into the peculiar experiences of Christian youths in their interaction with peer impacts within and outside the church, this is why Despite parents, teachers and other caregivers' efforts to ensure the proper and healthy development of Christian youths, peer pressure and societal influence seems to prevail and impacts on the development of many Christian youths' ore negatively than positively in the mode of their dressing.

Kogi State is a state in the North Central region of Nigeria consisting of twenty-one local government areas. The state is a multi-ethnic state with multiple indigenous languages, with an estimated population of about three million five hundred and eighty-three thousand, eight hundred and eighteen (3,583,818). Out of which about 1.8 million are youths (Action Aid Nigeria, 2024). In the state, about 45% of the state's population is Muslim, about 40% is Christian, and the remaining 15% follows traditional ethnic religious minorities. Despite the effort of parents and the church in the proper upbringing of the youths in a godly manner, the challenge of indecent dressing among them continues to be a challenge to Christendom (Kogi State Government (KSG), 2021). It is against this bedrock that this paper examined the impact of peer pressure on indecent dressing on the development of Christian youths in Kogi State, Nigeria.

## The Problem

The scripture says in Lamentations 3:27 that "It is good for a man that he bears the yoke in his youth". This is because youths are known for strength and ability to stand, bear and persist under several difficult situations, but the fact remains that they are more vulnerable when it comes to influence, trials and temptations because they face heavy peer pressure to conform to the world's trending activities from childhood, especially in this computer and internet era where secrecy is easily accessible.

Since the same information available for mature minds is also available for immature minds, Christian youths run into an identity crisis, a situation whereby they struggle between two opinions, a clash between societal expectations and Christian values. As they grow up trying to follow the teachings of Christianity, which presents the Bible as the ultimate manual for a successful livelihood, they also get pressured to compromise their moral values by their unbelieving friends and mates through peer pressure. Thus, they get engaged in behaviours that are against their religious principles, such as indecent dressing, premarital sex, alcohol consumption, participation in cultism, distraction from school work and keeping distance from family and friends, etc. In this confusion of conformity contentions, Christian youths may lose their true identity and purpose, which consequently impairs their proper development.

This loss of identity and purpose of the Christian youth is the main target behind the negative impact of such peer pressure. Consequently, Christian youths face external influences that negatively impact their faith, making them vulnerable to some unscrupulous members of other religions who delight in thwarting their uprightness and religious development, deceiving them into false friendship, indecent dressing, and ultimately corrupting their moral and Christian values. Christian youths are psychologically facing the problems of relationships, decision-making processes, which are inadequately attended to by the Church.

Thus, the inability to address some of these peer pressures or anti-social vices as exhibited by these Christian youths in the state has sparked unhealthy discussions. These negative impacts have impaired the image of the church which can further impeded her future glory, considering how the youths are the future leaders of the church and society at large viewing how no society will grow without having youths with good morals prompted the study of examining the "Impact of Peer Pressure of Indecent Dressing on the Development of Christian Youths in Kogi State, Nigeria".

## Objective of the Study

This study assessed the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria.

## Research Question

What is the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria?

## Hypothesis

There is no significant difference in the opinions of employed and unemployed Christian youths on the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria.

## Conceptual Issues

### Youth Development

This is the period of their physical development, which is more obvious than other types of development. According to Rider (2024), youth development ages and stages refer to common characteristics of children and adolescents as they enter different phases of development through the years. Their ability to develop successfully depends to a great extent on the support and assistance they receive from the people and institutions around them.

### Christian Youths

The concept of Christian youths in this study refers to young people within the defined youth age range who bear the name of Christianity as their religion. Some Christian Youths in the Bible include: David, Joseph,

Samuel, Josiah, Jeremiah, Mary, the mother of Jesus, Timothy, Absalom, Rehoboam, Esau, The Youths Who Mocked Elisha, among others.

**Peer Pressure**

The concept of peer pressure can be traced back to the necessity of social cohesion and survival in early human societies, where belonging to a group was vital for protection and resource acquisition (Thaw, 2024). Carnnevale and Heberle (2025) opined that, when one is stimulated to do something, it gives rise to a change of attitudes, behaviours, or actions. They expatriated that it could be both positive, like encouraging healthy habits, and negative, leading to risky or harmful behaviours. As a result, they sometimes unguardedly influence themselves in ideas, values and behaviours either positively or negatively. Thus, they engage in acts and behaviours that they do not want to do, but because their friends do so that they can feel accepted and valued by their friends. This is similar to the teachings of Apostle Paul in Rom 7:19-21. Verse 21 says, "I find then a law, that, when I would do good, evil is present with me". It is as a result of a kind of influence or impact prevailing over his person. This influence in operation becomes fixed in action in one's soul and becomes a law or a rule of action of one's being, so that when a person wants to do a certain thing, something else, another thing is present to prevail and subject the person to insistent demands. According to Ajokpaniovo et al. (2021), as Christian youths, living an exemplary life must be carried out among their peers such that no one can despise them as Apostle Paul wrote to Timothy in 1 Tim 4:12: "Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity". In most cases, peer pressure is carried out within a peer group.

**Impact of Peer Pressure on Members**

i.    Socialisation: a situation where individuals develop social skills, norms, and values within the peer group.
ii.   Identity formation: Peer groups can influence an individual's self-concept and sense of belonging.
iii.  Reference group: A peer group serves as a standard for evaluating oneself and one's own behaviour.
iv.   Social norms: Peer groups establish and enforce unwritten rules and expectations.
v.    Group dynamics: Peer groups normally exhibit characteristics like cohesion, communication patterns, and style of leadership.
vi.   Peer pressure: The force exerted by peers to conform to certain behaviours or attitudes.
vii.  Cliques: There are often small, tight-knit groups within a larger peer group, often with shared interests or characteristics.
viii. Peer support: Emotional support, encouragement, and acceptance from peers.
ix.   Peer culture: Shared values, beliefs, and practices that define a peer group's identity.

Hall et al. (2023) confirmed that a person can belong to many peer groups simultaneously, but the fact remains that the groups can have a profound impact on an individual's development and understanding.

**Indecent Dressing**

Indecent dressing has become a topic of significant debate in modern society, particularly in religious circles. For Christian youths, clothing choices are often tied not only to cultural trends but also to spiritual and moral considerations. The concept of "indecent dressing" typically refers to attire that is revealing or immodest by cultural or religious standards. Indecent dressing typically refers to attire deemed inappropriate based on cultural, religious, or societal norms. In Christianity, indecent dressing often contradicts the values of modesty and self-respect emphasised in biblical teachings (Opoku, 2020). There are ongoing concerns in Christian communities that such dressing could negatively influence the spiritual and personal development of young people.

**Causes of Indecent Dressing**

Indecent dressing among Christian youths can be attributed to a combination of social, cultural, psychological, and religious factors. Kunz (2020), Kabir and Lee (2021), Pereira et al. (2021), Alshammari (2022) and Aliyu (2024) enumerated some of the following as causes of indecent dressings:

i.    Peer pressure and social influence.

ii.     Media and celebrity influence
iii.    Lack of proper guidance
iv.     Desire for attention and self-expression
v.      Cultural and societal norms
vi.     Ignorance or misinterpretation of religious teachings
**vii.**    Rebellion against authority.

**Impact of Peer Pressure on Indecent Dressing**

One of the virtues expected from a Christian youth is to appear decent in his or her appearance in appearance. However, peer pressure has impacted many Christian youths negatively in their mode of dressing, which has affected their development. Obadeyi (2020) and Abioje (2021) asserted that some Christian youths are made to dress indecently due to the pressure from their peer. They added that some Christian youths have involved themselves in stealing and ungodly exhibition due to their desperate quest for indecent dressing to gain social acceptance. They are involved in this to entice and seduce other people, forgetting that they are Christ ambassadors, and it is against Biblical principles.

Furthermore, Edeh and Ike (2022) opined that, as Christian Youths struggle with internal conflicts between secular fashion and Biblical principles for decency, most of them are said to have feelings of being left out as they attempt to adhere to modest dressing standards which differ significantly from popular styles among their friends or classmates. In the same reflections, Mordi (2021) pushed that Christian youths in urban environments face more of this peer pressure of dressing indecently and provocatively, as they often associate dressing with social status, popularity, and modernity. They buttressed that indecent dressing attracts disfavour from the public.

According to Olatunde (2020), Thompson and Heinberg (2020), Boateng and Anim (2022), indecent dressing has exposed so many Christian youths to sexual harassment, unnecessary negative feelings on the opposite sex and prostitution. They stressed that indecent dressing has distracted some Christian youths to be distracted and lose focus in their academic pursuit. All these caused quarrels and misunderstandings between them and the parents.

**Methodology**

The study adopted descriptive survey research design, and the target population were Christian youths from 21 LGAs in Kogi state, Nigeria. A simple random sample population of 966 respondents out of 1,700,104 was used for the study. A structured questionnaire and scheduled interview were the instruments employed for data collection. The data analyses were based on the responses from 966 respondents out of the sampled 1,152 Christian youths. The respondents were randomly selected from 72 churches that have more issues of indecent dressing among the Christian youths. The vetted questionnaire was administered by the researcher. The data was analysed using version 30 of the Statistical Package for Social Sciences (SPSS). The mean scores for the items were based on a four-point Likert scale, and the midpoint average for the decision for items or variables was fixed at 2.50. This implies that a mean score of 2.50 and above indicates agreement (positive response) with the suggested notion of items, while a mean score of below 2.50 implies disagreement (negative response). The information from the interview was used as supplementary data in the analysis. The hypothesis was tested with a t-test statistic at a 0.05 level of significance.

**Results**

The results are presented according to the demographic variables of the respondents based on occupation status (employed/unemployed), research question and hypothesis.

**Table 1: Distribution of Respondents by Occupation**

| Occupation | Frequency | Percentage |
|---|---|---|
| Employed | 608 | 62.9 |
| Unemployed | 358 | 37.1 |
| Total | **966** | **100.0** |

Table 1 reveals that 608 (62.9%) of the respondents were employed Christian youths, while 358 (37.1%) were unemployed. In this distribution, employed respondents outnumbered their unemployed counterparts.

**Research Question:** What is the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria?

**Table 2: Opinions of Employed and Unemployed Christian Youths on the Impact of Peer Pressure of Indecent Dressing on the Development of Christian Youths in Kogi State, Nigeria**

| S/N | Item | SA | A | D | SD | Mean |
|---|---|---|---|---|---|---|
| 1 | Peer pressure has made some Christian youths dress indecently | 504 | 423 | 21 | 18 | 3.46 |
| 2 | As a result of peer pressure, some Christian youths who are desperate for indecent dressing get involved in stealing other people's dresses just to be accepted in their peer groups. | 293 | 624 | 32 | 17 | 3.23 |
| 3 | As a result of peer pressure, some Christian youths dress indecently for social acceptance. | 458 | 428 | 69 | 21 | 3.37 |
| 4 | Some Christian youths who dress indecently as a result of peer pressure entice some people to lust after them | 320 | 581 | 44 | 21 | 3.24 |
| 5 | The Peer pressure of dressing indecently among some Christian youths causes disrespect for cultural and societal norms | 396 | 482 | 67 | 21 | 3.30 |
| 6 | Through peer pressure, some Christian youths arouse unnecessary feelings of their opposite sex towards them as they dress indecently | 329 | 551 | 70 | 16 | 3.23 |
| 7 | Some Christian youths who dress indecently due to peer pressure attract disapproval from some members of the public | 369 | 496 | 81 | 20 | 3.26 |
| 8 | Indecent dressing of some Christian youths has caused distractions in academic performance, as some students find it challenging to focus on their studies. | 330 | 538 | 77 | 21 | 3.22 |
| 9 | Peer pressure has caused a quarrel between some Christian youths and their parents because of indecent dressing. | 300 | 559 | 85 | 22 | 3.18 |
| 10 | Peer pressure has exposed some Christian youths to sexual harassment for their indecent dressing. | 274 | 585 | 86 | 21 | 3.15 |
| | **Aggregate** | | | | | **3.26** |

**Decision Mean =2.50**

Results in this table show the mean scores of 3.46, 3.23, 3.37, 3.24, 3.30, 3.23, 3.26, 3.22, 3.18 and 3.15. The aggregate mean is 3.26, which is higher than the decision mean of 2.50. This implies that peer pressure has impacted the development of Christian youths negatively through indecent dressing in Kogi State, Nigeria.

**Hypothesis**

There is no significant difference in the opinions of employed and unemployed Christian youths on the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria.

**Table 3: Summary of Independent Samples t-test on the Impact of Peer Pressure on Indecent Dressing on the Development of Christian Youths in Kogi State, Nigeria.**

| Variables | N | $\overline{X}$ | SD | df | t-cal | t-crit | *P* | Remark |
|---|---|---|---|---|---|---|---|---|
| Employed Christian Youths | 608 | 32.47 | 4.80 | | | | | |
| Unemployed Christian Youths | 358 | 32.94 | 3.71 | 964 | 1.57 | 1.98 | 0.12 | Not Sig. |

Not Significant at P>0.05

The independent samples t-test analysis in Table 3 revealed that there is no significant difference in the opinions of employed and unemployed Christian respondents on the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria. This is because the calculated p-value of 0.12 is greater than the 0.05 level of significance, and the calculated t-value of 1.57 is less than the critical value of 1.98. Therefore, the null hypothesis, which stated that there is no significant difference in the opinions of employed and unemployed Christian respondents on the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State, Nigeria, is hereby retained. This implies that the opinion of

employed and unemployed Christian respondents on the impact of peer pressure of indecent dressing on the development of Christian youths in Kogi State is insignificant.

**Discussions**

From the analysis of data collected from the research questionnaire and hypothesis, the majority of the respondents shared their opinions that peer pressure has negatively impacted the development of Christian youths through indecent dressing in Kogi State, Nigeria. This finding aligned with assertions made by Obadeyi (2020) and Abioje (2021) that some Christian youths are made to dress indecently due to the pressure from their peer. They added that some Christian youths have involved themselves in stealing and ungodly exhibition due to their desperate quest for indecent dressing to gain social acceptance. They are involved in this to entice and seduce other people, forgetting that they are Christ ambassadors, and it is against Biblical principles.

Furthermore,  the finding of the study is in line with the views of Edeh and Ike (2022) that, as Christian Youths struggles with internal conflicts between secular fashion and Biblical principles for decency, most of them are said to have feelings of being left out as they attempt to adhere to modest dressing standards which differ significantly from popular styles among their friends or classmates. In the same reflections, Mordi (2021) pushed that Christian youths in urban environments face more of this peer pressure of dressing indecently and provocatively, as they often associate dressing with social status, popularity, and modernity. They buttressed that indecent dressing attracts disfavour from the public.

According to Olatunde (2020), Thompson and Heinberg (2020), Boateng and Anim (2022), indecent dressing has exposed so many Christian youths to sexual harassment, unnecessary negative feelings on the opposite sex and prostitution. They stressed that indecent dressing has distracted some Christian youths to be distracted and lose focus in their academic pursuit. All these caused quarrels and misunderstandings between them and the parents.

Furthermore, the responses of interviewees attested that most of these indecent dressers probably do these because they have feelings of unattractiveness; they cause some innocent men to lust after them and get raped, disrespected or denied their deserved possessions at the end of the day. They stressed that indecent dressing blurs fruitful focus, diverts productive concentration, causes distraction in churches and schools where some students find it challenging to focus on their studies, causes quarrels between youths and parents, pastors and spouses.

**Conclusion**

Based on the findings of this study, the study concluded that the challenge of indecent dressing among Christian youths is societal and peer-driven. Many Christian youths in this state are distracted from fruitful focus, like the pursuit of their education, career, due to indecent dressing.

**Recommendation**

The study recommended the need for Churches and Christian leaders to strengthen their teachings on decent and modest appearance as emphasised in the Bible and discourage all forms of indecent dressing to show their Christian identity.

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