

**Career Advancement and Financial Security: Tackling Sustainable Millennium Development Goal One
Among Academic Staff in Nigeria**

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Abstract

The fundamental purpose of employment and career pursuits is to earn income to satisfy essential life needs, including food, shelter, clothing, overall well-being, and the realisation of personal aspirations. However, there seems to be a persistent disequilibrium between academic staff career path and their financial security. The job of academic staff is meant to improve their lifestyle and financial security to promote Sustainable Development Goal One (SDG 1), which targets the need to overcome poverty everywhere. The presence of financial insecurity may pose a deterrent to the achievement of this goal among academic staff in Nigeria. This study therefore, investigates career advancement and financial security among academic staff in Universities in Lagos state. A mixed-method research design, specifically the exploratory sequential type, was adopted for this study. The population of the study consists of ten Universities in Lagos State, Nigeria. The population of academic staff is 3197 from all the universities in Lagos State, Nigeria. The sample size for this study was 411. It was obtained using Taro Yemane's sample size calculator. A Multistage Approach using purposive sampling techniques was used for selecting academic staff in the universities. A questionnaire titled the "Career Advancement and Financial Security of Academic Staff (CAPNFSAS)" was employed as the study's instrument. Cronbach's Alpha statistical tool will be used to determine the internal consistency of the research instrument. Reliability coefficients of 0.75 pre-test and 0.75 post-test were obtained for the ASCAQ. The data obtained from the field study were analysed using descriptive and inferential statistics. Research questions were answered with the mean and standard deviation. Inferential statistical tools, Pearson Product-Moment Correlation (PPMC) was used to test Hypotheses 1,2, and Linear Regression was used to test Hypothesis 3. All Hypotheses will be tested at the .05 level. The study discovered that promotion was significantly associated with financial security, also research was found to improve financial security, while recognition was found not to improve financial security and was significantly related among academic staff. However, it was recommended, among others, that there is a need to revisit capacity-building and career advancement training programs for timely promotion, grant-winning, and research writing to promote SDG 1 and reduce financial insecurity among academic staff in Nigeria.

Keywords: Career Advancement, Financial Security, Sustainable Development Goal One, Poverty, Promotion, Research Grant, And Recognition.

Introduction

The fundamental purpose of employment and career pursuits is to earn income to satisfy essential life needs, including food, shelter, clothing, overall well-being, and the realisation of personal aspirations. Accordingly, every profession is expected to generate sufficient income to support these fundamental requirements, including academic staff within universities. Universities serve as vital institutions for research and the development of human capital, a mission that is heavily dependent on the retention of qualified academic personnel committed to scholarly excellence. Despite this,

there seems to be a disequilibrium between the responsibility shouldered by the academic staff and the income they receive. Where academic staff experience insufficient income to meet their basic needs, save for unforeseen contingencies, and maintain resilience in the face of economic shocks, it can be termed as financial insecurity. A financially secure income caters to basic, emergency, and health needs, retirement plans, and guarantees future financial stability without reliance on loans or any fear of financial inadequacy. All these financial issues must be addressed to achieve Sustainable Development Goal One. However, the literature suggests that, financially, many academic staff nearing retirement lack the funds needed for a comfortable life (Prawitz et al., 2006, cited in Delafrooz & Paim, 2011).

The Sustainable Development Goal One (SDG 1) targets the need to overcome poverty everywhere. The presence of financial insecurity may pose a deterrent to the achievement of this goal among academic staff. Poverty is meant to be alleviated through employment. Being on a career path with good financial security may eliminate poverty, but this seems far from reality among academic staff. Financing for Sustainable Development Goal Report Five (2019) reported that, despite being employed in different careers, millions of workers still live in poverty due to low income. Based on the report, it seems that there is a huge gap between being employed and being financially secure through that employment. Salawu and Alfakoro (2023) affirmed that the lack of financial security among academic staff in Nigeria may have instigated innumerable adverse effects, ranging from protests, strikes, corruption, dismal performance, slow advancement, side work, and nonchalant attitude, among others, within the academic staff in Nigeria. Some of these protests and strikes are still ongoing. Lack of financial security from jobs might be a major contributor to more increase in negligence and lack of motivation. It may be true that academic staff in Nigeria are no longer satisfied with their jobs and income, as living standards and inflation continue to rise in the country. Nowadays, economic life is tougher; workers face higher food prices, energy costs, and health care expenses. Delafrooz and Paim (2011). They seem to have the status of being “employed,” yet their take-home pay makes them just a little better than people who are not fully employed.

This decline in financial security underlines the importance of career advancement, indicating how academic staff can progress financially through promotions, research work, and recognition. Career advancement refers to the progression of an individual's career via promotions, increased responsibilities, and improvements in job titles and salary. Career development entails navigating through different career stages and transitions. Building skills, experience, and certifications needed to thrive and advance in a career path is essential for career progression. Andresen et al. (2021) noted that promotions are largely attributable to differences in human capital. Employees must develop their capacity to achieve promotions. Academic staff can leverage promotions, leadership appointments, social mobility, and recognition associated with career advancement to enhance their financial well-being. Several factors have been identified as indicators of career advancement that can determine financial security, such as the promotion of academic staff from one level to a higher level in their careers.

It is instructive to note that promotion may come with the appointment of academic staff for leadership opportunities in an institution or in other parastatals of the country, increasing access to lead, supervise, and access to benefits connected to that leadership position. Promotional benefits range from an increase in salary increment, social status upliftment, bonuses, and professional development opportunities. Biemann and Braakmann (2013) asserted that careers develop pay off over time in terms of financial success, especially through promotions and salary increases. Also, Ojokoh and Akinola (2017) affirmed that the excellence of an academic staff member leads to promotion, added ranking, and financial value in return. Inversely, academic staff promotion has been observed to have financial implications resulting from the need for more research investment. Their promotion also involves high-index and international publications, which are not low-cost. The minimum quantum of publications required for a professorial promotion is six international publications and three international publications for associate professors (University of Lagos Authorship policy, 2022). However, it has been observed that most of these international publications and high-index journals have cost implications higher than those of local publications. A step higher in their career through promotion with a pay increase may be used to sub-charge some of these financial needs.

Likewise, the academic staff's onus is centred around teaching, research, and community development. Quality research work appears to attract grants, collaboration, and partnership from private companies, Non-Governmental Organisations (NGOs), and parastatals that may award contracts and seek research to be conducted for their products, services, innovations, or goals. NGOs, international organisations, and research agencies also seek ready research that has been conducted so they can invest or make decisions from the findings. Investing and skilling in R&D have globally been used not just for promotion at work (Ling, 2022) alone but also to solve problems and increase financial returns on research projects (Soltanisehat & Alizadeh, 2019). Ojokoh and Akinola (2017) also noted that value

returned from research collaborations done with international colleagues yields financial returns as benefits for the home universities, aside from adding to the university ranking. Fershtman and Gandal (2011) research showed that good research work can be monetised or put on a patent. Consequently, a researcher known for quality research work may receive more readings, citations, and collaborations. Valued research data may require payment before granting access or permission to be used. Prominent academics who have reached such a rank in their research may benefit from the snowballing effect of the financial benefits that come with it.

Similarly, recognition is an important aspect of career advancement. Recognition means that staff are known in their field and beyond for their expertise and specialisation. To foster such recognition, the National Universities Commission (NUC) has mandated that publication and citation of University academic staff must now be seen on Scopus, Google Scholar, Semantic Scholar, Research Gate, and ORCID, to mention a few, and also that their institutional email be regularly used. Based on this agreement, Universities now compel their staff to carry out these registrations and upload all their research work online to gain more ranking. Recognition seems to be increasing with local and international conference attendance, team publication, collaboration, and online presence. While academic recognition can open doors to high-paying careers, achieving financial success is not solely determined by scholarly achievements. Networking, entrepreneurial skills, among others, play crucial roles in financial success (Geri, 2019). Recognition may allow investors and partners to see researchers or academics as experts, prominent, and active in their field. Local and international participation may be needed to attract benefits from recognition.

Empirical review

Adedapo, Abiri, and Adedapo (2024) studied the relationship between staff promotion and welfare and the job productivity of non-academic staff in public universities in Southwest, Nigeria. Their results revealed a significant relationship between staff promotion, welfare, and non-academic staff job productivity. Abdulmumini (2021) investigated the impact of Promotion on Academic Staff Development in the State Higher Educational Institutions of Borno State. The finding reveals that since 2015 to date, the Borno State government has offered paper promotion with no monetary increment to the salary of academic staff in the state's higher education. The study also reveals that there is a significant relationship between promotion and academic staff development. Rahim and Daud (2012) conducted a study to identify the relationship between reward and employee work. The study adopted 133 questionnaires have were used for respondents consisting of permanent and contract workers. The results show that the reward system is an important aspect of motivating employees to encourage employees to achieve their goals. The study of Asaari, Desa and Subramaniam (2019) examined that reward and work motivation are very important for organisational workers, as this can be used to direct the staff towards achieving the goals of the organisation. The result concluded that there was a positive and significant relationship between rewards and motivation reward increase, the motivation of employees will also be increased, and they will long as the worker gets promoted to a higher level. Soltanisehat and Alizadeh (2019) researched Research and Development Investment and Productivity Growth in Firms with Different Levels of Technology. They found that Research and Development (R&D) with new technologies and innovation are contributors to economic growth. They observed that investing in research improves productivity, which in turn increases income. Results showed that R&D expenditures in high-tech and then in medium/high-tech industries have the most positive and significant effect on their economic growth. The visible hand of research performance assessment was studied by Hamann (2016) among universities in the United Kingdom. He discovered that research performance is measured by research quality. A quality research output attracts grants and funding for cooperating partners. Ojokoh and Akinola (2017) noted that value returned from research collaborations done with international colleagues yields financial returns as benefits for the home universities, aside from adding to the university ranking. Monetising and patenting research findings are avenues for increasing returns from research (Fershtman & Gandal, 2011), provided the research is of a quality and problem-solving. Consequently, a researcher known for quality research work receives more readings, citations, and collaborations.

Also, research by Rosita, Fazri, Musnaini, and Aira (2022) examines the remuneration and recognition in influencing the work engagement of lecturers. The research design used survey research with quantitative research, and a structured questionnaire for data collection. Lecturers who received remuneration (PNS) at Jambi University, the research. A sample consisted of 89 lecturers were sampled. The results showed that remuneration and recognition have a positive effect on work engagement. They reported that it is necessary to practice strong management in implementing remuneration so that it can be perceived as well as recognition, which is able to create prosperity and strong attachment in carrying out their duties as a lecturer. Asaari, Desa, and Subramaniam (2019) found that rewards from recognition increase financial rewards and visibility. Intrinsic rewards such as appreciation and recognition are

important and have their own functions in stimulating employee attitudes and improving their performance. In essence, academic staff career advancement emphasizes the importance of personal effort that can be geared toward financial freedom. Incidentally, educational managers, institutions, and even academic staff unions focus mostly on government assistance for financial upliftment out of poverty, which has yielded no results to date. It may be that career advancement could help in solving the financial situation among academic staff in Nigeria at present. It is against this background that the study examines career advancement (promotion, research, and recognition) and financial security among academic staff in public Universities in Lagos state, Nigeria.

Statement of the problem

Sustainable Development Goal One (SDG 1) targets the need to overcome poverty everywhere. The presence of financial insecurity may pose a deterrent to the achievement of this goal among academic staff in Nigeria. Salary and allowance controversy between the financier of public higher education (the government) and the academics seems to be unending. The government keeps trying its best on payment of academic staff incomes, but academics, on the other hand, feel the government has not done enough to meet their financial needs and standards to match up with professionals in other careers. Hence, there is a disequilibrium which had led to constant tensions, birthing unending issues in the university system. Academic staff retire at the age of 70, with 35 or more years of service to their institution, government, and their nation. On retirement, some professors in universities without accommodation spend extra days in the staff quarters so they can arrange shelter for themselves and their families; otherwise, they become displaced. The poor incomes received during the active service years could hardly achieve a good retirement plan since the majority of the incomes are spent on consumption. Microeconomic indices, especially inflation and unstable policies, have gradually eroded the disposable value of their income. To make ends meet, some academics come from far distances like Ikorodu, Mowe, and Ayobo areas, which have consequential effects on productivity, decline work enthusiasm, cause low work engagement, and health issues.

Poor lifestyle, inability to meet basic life needs, emergency needs like the situation of health issues leading to loss of life of some academic staff during the last (Academic Staff Union of Universities) ASUU strike in 2022 where their salaries were held back for eight months (Edema, Tolu-Kolawole & Oyekola, 2024) have resulted in more disengagement, government-academic Staff union court matters, and various protests. Even when there is no strike, an emergency need of academic staff could come up at any time, but their salaries mostly cannot cover it, leading to obtaining a loan or loss of life in the case of inability to secure loans and financial support. The inability to find a solution to the issues of financial security of academic staff may even account for the brain drain known as “Japa” in the profession. Academic staff now seek greener pastures in other countries where they can close the gap between their work and their pay to have a financially secure life. There also seems to be low morale among would-be academics who now have the fear of remaining poor for the rest of their lives, and others who will not even be willing to take up the teaching, lecturing, or academic profession after schooling. This study, therefore, will examine career advancement and financial insecurity among academic staff in public Universities in Lagos, Nigeria.

Theoretical Frameworks

The study is anchored on the Human Capital Theory and Income Trajectories theory.

Human Capital Theory (Becker, 1962)

Human Capital Theory was propounded by economist Gary Becker in 1962. Becker's pioneering work on human capital theory dates back to the 1960s and continues to influence discussions on education, skills advancement, labour economics, and workforce productivity. Human Capital Theory is an economic concept that views education, training, and skill advancement as investments in human capital that can lead to higher productivity, earnings, and economic growth. The theory posits that individuals can enhance their market value and earning potential by acquiring and developing valuable skills and knowledge, similar to how companies invest in physical capital (such as machinery and equipment) to increase productivity. The theory laid the foundation for understanding the economic value of human capital and the role of education and skill advancement in shaping individual success and economic outcomes. Academic staff can invest in their human capital by pursuing continuous professional development, attending workshops and conferences, engaging in peer collaboration, and acquiring new teaching strategies and methodologies. By investing in their professional growth, academic staff can enhance their teaching skills, adapt to changing educational trends, and increase their market value in the education sector. Academic staff who improve their human capital through ongoing professional development and skill-building activities can expect to see returns in the form of

career advancement, higher job satisfaction, increased opportunities for leadership roles, and potentially higher salaries. Enhanced human capital can also lead to improved student outcomes, better classroom management, and increased recognition within the educational community.

Income Trajectories Theory (Janet Dearing, Kathleen McCartney, Matthew C. Taylor, 2001)

Income trajectory has been primarily studied within the field of economics and labour market research to understand how individuals' earnings evolve over their working lives. While there is not a specific individual credited with propounding the concept of Income Trajectories, it has been a key area of research in the fields of labor economics, human capital theory, and income inequality. Scholars Janet Dearing, Kathleen McCartney, and Matthew C. Taylor have investigated various aspects of Income Trajectories, including wage growth, income mobility, earnings differentials across occupations and industries, and the impact of education, skills, and work experience on income trajectories. The concept of Income trajectory refers to the pattern of changes in an individual's income over time, including the factors that influence income growth, stability, and fluctuations throughout one's career. In line with the concept of career advancement and financial security of academic staff, the Income trajectory theory is particularly relevant to academic staff's career advancement skills and financial security, as it can shed light on the potential earnings trajectories of academic staff over their professional lives. Understanding the income patterns and factors influencing academic staff earnings can help inform decisions related to professional development, salary negotiations, retirement planning, and overall financial well-being in the field of education.

Research Hypotheses

The following null hypotheses were formulated and will be tested at a .05 level of significance.

1. Promotion has no significant relationship with the financial security of academic staff.
2. Research engagement has no significant relationship with the financial security of academic staff.
3. Recognition does not significantly predict the financial security of academic staff.

Methodology

A mixed-method research design, specifically the exploratory sequential type, was adopted for this study. The population of the study consists of ten Universities in Lagos State, Nigeria. The population of academic staff is 3197 from all the universities in Lagos State, Nigeria. The sample size for this study was 411. It was obtained using Taro Yemane's sample size calculator. A Multistage Approach using purposive sampling techniques was used for selecting academic staff in the universities. A questionnaire titled the "Career Advancement and Financial Security of Academic Staff (CAPNFSAS)" was employed as the study's instrument. Cronbach's Alpha statistical tool will be used to determine the internal consistency of the research instrument. Reliability coefficients of 0.75 pre-test and 0.75 post-test were obtained for the ASCAQ. The data obtained from the field study were analysed using descriptive and inferential statistics. Research questions were answered with the mean and standard deviation. Inferential statistical tools, Pearson Product-Moment Correlation (PPMC), were used to test Hypotheses 1,2, and Linear Regression was used to test Hypothesis 3. All Hypotheses will be tested at the .05 level.

Data Analysis

Test of Hypotheses

Research Hypothesis One

H₀₁: Promotion has no significant relationship with the financial security of academic staff.

Table 8: *Relationship between Promotion and Financial Security of Academic Staff*

Variables	Mean	S.D.	N	Df	R	p-value	Decision
Promotion	2.59	.449	411	409	.335**	.000	Reject H₀₁
Financial security	2.52	.53					

Source: Researcher's Computation, 2025.

*Significant at the .05 level.

Analysis in Table 8 showed the result of Pearson Product-Moment Correlation in determining the significant relationship between promotion and financial security. The information in the table showed $r = .335^{**}$; $df = 409$ and a

p-value of $.000 < .05$ level of significance. This implies that the null hypothesis was rejected. The correlation coefficient showed a low and positive significant relationship between promotion and financial security among academic staff in Universities in Lagos State, Nigeria.

Research Hypothesis Two

H₀₂: Research engagement has no significant relationship with the financial security of academic staff

Table 9: *Relationship between Research Engagement and Financial Security of Academic Staff*

Variables	Mean	S.D.	N	Df	R	p-value	Decision
Research Engagement	2.52	.53	411	409	.306**	.000	Reject H ₀₂
Financial security	2.87	.55					

Source: Researcher's Computation, 2025.

*Significant at the .05 level.

Analysis in Table 9 showed the result of Pearson Product-Moment Correlation in determining the significant relationship between research engagement and financial security. The information in the table showed $r = .306^{**}$; $df = 409$ and a p-value of $.000 < .05$ level of significance. This implies that the null hypothesis was rejected. The correlation coefficient showed a low and positive significant relationship between research engagement and financial security among academic staff at Universities in Lagos State, Nigeria.

Research Hypothesis Three

H₀₃: There is no significant correlation between recognition and the financial security of academic staff

Table 10: *Prediction of Recognition on Academic staff Financial Security*

Model	Unstandardised Coefficients B Std.Error	Standardised Coefficients Beta	T	Sig.	Decision
Constant	2.264 .078		28.854	.000	Reject H ₀₃
Recognition	.179 .036	.239	4.987	.000	

Dependent Variable: Financial Security

Model Summary: $R^2 = .057$ (Goodness-of-fit Index)

ANOVA: F-value = 24.871 (p-value = .000)

Source: Researcher's Computation, 2025. *Significant at the .05 level.

Table 10 shows the model summary result reveals goodness of fit index $R^2 = 0.057$ (57%); indicating model fit is significant at F-value = 24.871 ($p < 0.05$) significant level. Hence, the model is acceptable for further analysis. The result of the analysis revealed that recognition is significant at $t = 4.987$ ($p < 0.05$). Hence, the hypothesis is rejected at 5% significance level since $p = 0.000 < 0.05$; therefore, recognition has a direct significant correlation with the financial security of academic staff in universities in Lagos state, Nigeria. Consequently, based on the standardized Beta coefficient, there is a significant positive relationship between recognition and financial security at $r = .179$ ($p < 0.000$). Hence, a unit increase in recognition will financial security among academic staff in Universities in Lagos State, Nigeria.

Discussion of Findings

The findings from hypothesis one showed a positive and significant relationship between promotion and financial security among academic staff. This outcome, as shown in research hypothesis one on Table 8, agrees with the outcome of the study conducted by Adedapo, Abiri and Adedapo's (2024) that promotion increases staff welfare and productivity. This implies that, the awareness of a financial gain at the end of appraisal boosts the motivation of workers to be hardworking since it will bring an additional financial gain. This is against the findings of Abdulummini (2021), which showed that despite the effort of employees to get promoted in Borno state, it comes with no financial increase but just a mere paper notification, as a result workers are not interested in working hard for promotion. This implies that when promotion of academic staff without an increment in their take-home pay is as good as nothing hence, have not financial value. Rahim and Daud (2012) also support the findings of that study with results showing that the reward system is an important aspect of motivating employees to encourage employees to achieve their career goals. In the same vein, Asaari, Desa & Subramaniam (2019) agreed that reward and work motivation are very

important for organisational workers. Hence, organisations must make attractive and effective reward policies and procedures to provide employee satisfaction and motivation. Sometimes employers are more focused on extrinsic rewards but intrinsic rewards. This result implies that the promotion of academic staff from one level to a higher level increases the financial income.

Research engagement is observed to have a significant relationship with financial security as indicated in the table 9 which showed the result from hypothesis two. This is in consistent with the research by Soltanisehat & Alizadeh's (2019) report that investing in skills towards developmental and problem-solving research increases financial returns from such research projects. This implies that with adequate research skills, academic staff could embark on developmental research and achieve financial benefits. It also supports the study of Ojokoh and Akinola (2017) that value returned from research collaborations with international colleagues yields financial returns as benefits for the home universities, aside from adding to the university ranking. This finding corroborates with Fershtman and Gandal's (2011) research that good research work can be monetized or put on patent for financial gains. Also, Hamann (2016) supported that a quality research output attracts grants and funding for cooperating partners.

The result from hypothesis three revealed that recognition has a direct, significant correlation with the financial security of academic staff. This implies that an increase in recognition will improve the financial security of academic staff. The finding is in line with the research by Rosita, Fazri, Musnaini, and Aira (2022), through recognition lectures can create prosperity and develop strong passion in carrying out their duties. Also, Asaari, Desa & Subramaniam (2019) found that rewards from recognition increase financial income and visibility. This implies that Intrinsic rewards, such as appreciation and recognition, are important and have their own functions in stimulating employee attitudes and improving their career performance.

Conclusion and Recommendations

Based on the findings, it could be concluded that improving financial security among academic staff is just about Union and government controversy. However, some personal steps can be taken by academic staff to tackle poverty to attain SDG 1. The following recommendations were therefore made:

1. One of the ways to promote SDG 1 and reduce financial insecurity among academic staff is to revisit capacity-building and career advancement training programs for academic staff. This training should empower academics on skills for timely promotion, grant winning, and research writing.
2. Emphasis should be placed on the importance of embarking on quality research and problem-solving findings that could attract grants, investors, and partnerships with private organizations. The result from such viable data can also be sold online before granting access.
3. NUC accreditation should not just be checked on if the university meet the standard on teaching and ranking. But also a check on the welfare and financial security of university lecturers.
4. The Government should, as a matter of urgency, increase its funding on academic research and take actions to improve institutional-industrial synergy to increase patronage of academic research from private stakeholders.
5. Pension fund administrators at the National Pension Commission (PenCom) can use the results from this research to plan new strategies to improve and advise on academic staff's retirement and investment planning.
6. Institutional managers and staff training centers should trained on various career advancement to plan, train, orient, and participate in the financial well-being of their staff.
7. There should be improve staff welfare packages, and timely staff promotions to enhance job performance.
8. Academics should know how to patent and keep results and provide it to those who need them after payment.

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Moving From Teacher-Centred to Student-Centred Mode of Learning: Practical Guide for Effective Migration

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Abstract

The teacher-centred learning approach (TCLA) is unarguably a convenient method of teaching, especially in learning environments with resource challenges. This is probably why it has proved tenacious over the years, albeit its connection to rote memorisation, passivity on the part of students and poor retention. Its direct link to poor academic achievement in different educational settings has led to the massive call for a paradigm shift towards more student-centred learning approaches. Student-centred learning approach (SCLA) requires massive investment of resources, effort and time but its advantages, according to empirical studies, make it worth the effort. This study compares both approaches, affirms the discrepancies between policy and practice and makes a case for the importance of transitioning from TCLA to SCLA. It also x-rays the drawbacks to the transition process with commensurate suggestions for tackling them. This study provides a comprehensive blueprint for assessing the readiness index of all educational stakeholders, suggests a step-by-step guide for effective migration and recommends the best approach to the transition process. Recommendations were made for the government to move beyond mere lip service and expedite actions towards achieving student student-centred learning environment. All educational stakeholders were also advised to utilise the blueprint and suggestions recommended by this study for easy and effective transition process.

KEYWORD: Teacher-centred learning approach, Student-centred learning approach, Grassroot, blended, Migration rubric

Introduction

Research into how students learn has increased exponentially as the field of psychology continues to understand how to make the learning process more efficient and individual-based. Different instructional strategies have been developed and adapted for varied learner needs while efforts have been made towards transforming these theories into practice in classrooms and across different regions. Tholibon, Nujid, Mokhtar, Rahim, Rashid, Saadon and Salam, (2022) affirm that there's a link between the instructional method used for classroom instructions and degrees of success attained by students. Hence, the recent affiliation to the usage of strategies that increase learner autonomy, as they have been known to create more critically thinking individuals (Donkoh, Amoakwah, 2024).

Albeit the international trend against its usage and its challenges, the conventional teacher-centred learning approach (TCLA) has proved tenacious over the years. The TCLA, according to Anyanwu, Iwuamadi, (2015) is the transfer of knowledge from a teacher to passive students who regurgitate this knowledge when necessary. Admittedly, it has several advantages, these advantages include suitability for large classrooms, ability to cover a large curriculum in less time and its usefulness in presenting new ideas to students (Nkebi, 2017). This approach is mostly popular in teaching and learning environments plagued by unconducive learning environments, paucity of infrastructures and lack of resources in general. TCLA has contributed its fair share to the decadence experienced in the educational sector because it encourages students' passivity and enthrones the teacher as an infallible owner of knowledge (Gumartifa, Syahri, Siroj, Nurrahmi, & Yusof, 2023). This absence of autonomy for students has been linked to decreased academic achievements (Nnorom & Uchegbu, 2017), retention and has contributed nothing to enhancing student's critical thinking abilities. Consequently, in recent years, the educational environment is seeing a growing advocacy for student-centred learning approach (SCLA) as a more effective approach to the teaching and learning process in

comparison to TCLA. With the explosion of knowledge brought about by the influx of technology into classrooms, TCLA is loosening its hold and more attention is being given to the use of SCLA in a bid to develop deeper comprehension and increase knowledge retention (Yap, 2016).

Educational learning theories continually provide solid blueprints for the types of pedagogy utilized in classrooms, each with their corresponding advantages and drawbacks but the proponents of constructivism have repeatedly provided evidence to the efficacy of the theories that inculcate student centered learning strategies. SCLA has been touted to be transformative and through researches has been proved to enhance student engagement, foster deeper understanding, increase retention, improve critical thinking capabilities and attend to diverse learning needs (Eraikhuemen, David-Egbenusi & Onuigbo, 2024). A student-centered approach gives students considerable power over their learning. It not only improves academic outcomes but also prepares students for a world where adaptability, collaboration, and problem-solving are game changers (Tholibon, et al.2022). In an increasingly complex global landscape, student-centred learning offers the flexibility, creativity, and critical thinking skills necessary for an efficient workforce and life beyond school.

The depth and robustness of learning is unarguably dependent on the quality of instruction provided (Amir, 2023). Nevertheless, a pedagogical shift from TCLA to student-centred learning is simply not a matter of teacher readiness; political dynamics and power structures within the educational system also play crucial roles in either facilitating or hindering the process. Policymakers and educational leaders are large and vocal about their dreams towards a sustainable and efficient learning environment. Schools and their administrators too claim to be abreast with the approach but in practice are hesitant to take bold steps toward comprehensive change (Anyanwu , Iwuamadi ,2015).Concerns about possible pushbacks, fear of change from conventional models, lack of resources and trained manpower and the lack of political will to drive such reforms at scale are plausible reasons for this discrepancy between theory and practice. It goes without saying that unless a strong leadership and a united commitment to prioritizing student-centred learning is in place, even the most well-meaning policies will remain fictions of imaginations, resulting in missed opportunities for students and educators alike. The type of leadership available will determine the success and the pace of the transition otherwise, power dynamics within the educational system will continue to favour the traditional, teacher-centred models.

This research aims to look into the factors that contribute to the discrepancy between policy advocacy and practical implementation. This study will provide insights into how educational stakeholders can move beyond rhetorical support to create sustainable, student-centred environments in schools. It will identify the drawbacks and provide actionable strategies that can bridge the gap between policy and practice, ultimately ensuring that the benefits of student-centred learning are realised in classrooms nationwide.

Teacher-centred approach vs. student-centred approach

The 2 major types of approaches are differentiated based on 3 distinct pillars; the nature of the intended objectives, the power balance between teacher and learner and the purpose of evaluation. Schreurs, Dumbraveanu, (2014) defines teacher teacher-centred learning approach as an approach where teachers thoughts alone dictates scope of learning and students are evaluated based on ability to reproduce learnt material verbatim. In TCLA, the teacher is the primary source of knowledge and directs learning, delivers content, and controls the pace and direction of the lesson. The learner receives information passively, follows instructions, and usually have limited input in the learning process. This teacher dominance gives little room for students to think; they only listen and take down notes because lectures usually occur at a fast pace. They are spoon fed lots of information within limited time frame and given no time to process knowledge according to their individual capacities. This hinders their thought process and makes them lose sight of the intended lesson objectives (Otukile-Mongwaketse, 2018).This rote memorization leading to poor achievement in classrooms (Atma, Azahra, Mustadi, & Adina,2021) has promptly shifted international focus away from this approach towards the SCLA (Schreurs, Dumbraveanu, 2014). Standardized assessments are used to evaluate learners and is mostly centered on provision of correct answers unlike in SCLA where the emphasis is on fashioning and asking the right questions in order to elicit the right answers. Duratul, Masyitah, Hamizah ,Jamilah, Siti, Azlinda ,Dulina, Rudi, (2022) suggests that the reason for the unrelenting use of this approach by educators is usually because of unconducive environments which suggest that this approach is predominantly used in environments where finance and resources are major concerns. In consonance, Eraikhuemen et al. (2024) who carried out their research in Nigeria and posited that in certain educational climates, especially in developing countries, this approach may not be eradicable in the foreseeable future. Attributing the tenacity of this approach to cultural influence, Matsuyama , Nakaya , Okazaki , Lebowitz , Leppink and van der Vleuten, (2019) also affirmed their sentiments by also reporting rampant use of this approach even in developed regions of East Asia, including China and Korea.

Arseven, Şahin and Kılıç, (2016), define SCLA as a learning model that gives the students the responsibility for identifying their learning needs and empowers them to scout for appropriate resources to solve their peculiar needs. In SCLA the teacher facilitates and guides learning, often acting as a mentor while the learner actively engages in the learning process, takes responsibility for their own learning, and participates in setting learning goals and evaluating their progress. Backed by the constructivist principles which was proposed by Piaget and Vygotsky, this approach encourages the construction of knowledge by the learners themselves. The needs and interests of the students are central and this has been known to develop critical thinking, problem-solving skills, and enables deeper understanding of the material, while attending to diverse individual learning needs (Rajnish, 2016). The educators are not left out of the benefits too, Woods and Copur-Gencturk (2024) after examining the role of student-centred versus teacher-centred pedagogical approaches towards self-directed learning through teaching found that teachers who practiced SCLA in their classrooms had a deeper understanding of instructional materials and learnt along with the students. They asserted that by providing a learning environment that encourages divergent thinking and giving assessments that had varied pathways to the right answers, the teachers themselves developed critical thinking abilities in the process.

Activities which prioritise the students' input in the classroom are mostly constructivist-based and are known as student-centred strategies. They are usually characterised by student's presentations and pairing of students into groups (Eduljee, Murphy, Laurie, Nina, and Karen Croteau, 2021). Examples of these are Collaborative activities, problem-solving, project-based learning, and inquiry-based methods like brainstorming, case study, demonstration, group assignment, group discussion, guided study, flipped class, field visit, interactive learning, individual assignment, learning by doing, peer-led team learning, peer learning, pair learning, pair discussion, project, panel discussion, oral presentation, poster presentation, role play, site visit, study tour, simulation game, question-answer method, and student teams-achievement division.

Understandably, with all the advantages attributed this model, there has been an onslaught of push for this technique. It has been given a larger than life image but according to (Komatsu, Rappleye, & Silova, 2021), it is not a magic bullet that will solve all challenges facing the educational sector and despite the massive popularity ascribed to it by international forums, it has its disadvantages and drawbacks and should not be ubiquitously applied especially in developing countries. In furtherance, according to their research, countries with greater individualism index were positively correlated with higher degrees of income gap and social imbalances which they argued was encouraged by the aura of individualism which may be the reason why collective efforts towards solving problems seems to be harder to come by as citizens. Natcha, Zheng and Nianci, (2023) also supported this assertion by saying that implementation of SCLA is at best "fallible and unstable" without a commensurate update of objectives and assessment methods. Some factors pose considerable barriers to the inculcation of this strategy in classrooms, they include inadequate financial and human resources, nonexistent supporting policies, over the top class sizes, deficient infrastructures (Donkoh, Amoakwah, 2024), poor teacher to student ratio and staff resentment (Awacorach, Jensen, Lassen, Ross, Zakaria and Olok, 2021). Additionally, albeit the lips stuck call for inculcation of SCLA, the purpose and process of assessment still largely favors the teacher centered learning in some places. In Nigerian tertiary institutions as an example, formative assessment is awarded only 30 percent of the available scores obtainable for a course and most often than not, these assessment are not given due considerations and only occur once every semester. More emphasis is rather given to the examination scores. In secondary schools, although 40 percent is awarded to formative assessments and are usually rigorous, much more emphasis is given to standardized scores from exam scores and feedbacks are solely geared towards cumulative standardized totals and not towards improving the final score.

Can a blend of both be feasible?

Due to individual peculiarities and differences in instructional contents, either of the approaches when used separately may or may not be entirely effective. Therefore, the onus lies on the teachers to decide what approach to use depending on the content and circumstances at play. A mix and match of both usually attends to the needs of the individuals usually found in a classroom environment. Eraikhuemen et al. (2024) argues that albeit the bad reputation ascribed to TCLA in recent times, it may never be eclipsed completely out of the educational horizon. The only plausible step may be a synergy or blend between both approaches. Komatsu, et al. (2021), while criticizing the larger than life aplomb given to SCLA argued that the TCLA was not the answer either and suggested that there may be a grey portion in between that can be exploited for use especially in non-western learning environments. According to Murphy, et al. (2021); their foray into Preferences and Differences across Academic Majors; Teacher-Centered Versus Student-Centered Teaching, found out that students actually preferred a blend of both approaches. Where teachers transfer knowledge through direct instructions but also allow them to increase their involvement by collaborating with peers and voicing their opinions.

Drawbacks of the transitioning process and possible suggestions for redress

1. **Lack of policy and implementation:** In Regions where policies and rules that will guide the process is nonexistent or inefficient, this affects the drive for migration. Even in regions where policies exist, non-implementation of these policies and lack of quality assurance measures thwart the transition process (Ogunode, Ahaotu, 2020). In Nigeria, uncoordinated attempts at planning where implementation steps are not stipulated during the planning phase but are fashioned at a whim during the process mar the process before it even begins (Education Sector Analysis, 2021). Overpopulated classrooms which surpasses the stipulated class sizes are also direct impairment to the tenets of SCLA.

To combat this, governmental proposals of intent must be aligned to dedicated efforts towards the success of the transition. Policies to guide the process must be in place and should explicitly stipulate planning, implementation and evaluation measures before the on start of the process.

2. **Resistance to Change:** Considering the massive upheaval this pedagogical shift may cause, the phobia for change is expected from state administrators, Students, parents, and even teachers themselves as they may resist the shift from traditional methods to a student-centered approach due to unfamiliarity or the fear of the unknown. States may be hesitant due to the financial implication that is usually connected to changes of this magnitude. According to Duratul, et.al (2022), students are hesitant to this approach especially at the early usage because they find it hard to organize themselves in group activities without the aid of teachers or are too busy to invest time towards thinking while Onuigbo, (2025) opines that they may be too accustomed to the conventional method to care enough to figure out problems and construct their own knowledge.

This pushback can be ameliorated if effective channels of communications are provided. Communicating the benefits of the student-centered approach clearly, providing examples of successful implementations and prioritizing inclusiveness across all stakeholders in the transition process will help increase trust and support.

3. **Resource issues:** Designing and transitioning to student-centered learning requires massive investment into the planning and the implementation process. It is resource intense in respect to infrastructure and human resource, and puts a strain on states, teachers and schools. This strain is debilitating especially for those with limited budgets.

To ameliorate this, careful considerations about prospective impact and a mindful slow paced approach might yield more fruit than a full on charge. Implementing student-centered approaches in key subjects first, and expanding from there will likely prove to be forgiving yet more successful.

4. **Time Constraints:** Time allotted for instructions usually differ for students and teacher centered environments. Given the same amount of time, TCLA cover more content grounds than SCLA although content retention will be higher for SCLA. Adjustments in objectives and time management must be carried out to accommodate for activities in SCL environment.

To improve class time Tholibon, (2022) suggests implicit instructions/implementation and use of follow up with assessments to motivate them to be on task and on their toes. Lesson preparations which are always time intensive can also be improved if teachers are encouraged to collaborate and share lesson plans, materials, and ideas in order to reduce individual workloads. Inculcating digital tools and platforms can also help in creating resources.

5. **Difficulty in aligning with existing curriculum standards:** Student-centered approach are often large on exploratory, collaborative and experiential learning. These are inherently challenging to align with the rigid curriculum standards of TCLA. The standardized testing dependence of TCLA is also a challenge.

It may help to start with mild modifications on an already existing curriculum and objectives. Designing student-centered activities around an existing curriculum instead of an abrupt upheaval will make the transition a bit more seamless. Merging student-centered learning with some teacher-directed lessons will help ensure that key content and skills are covered at the initial stage.

6. **Assessment Challenges:** Traditional assessments usually do not effectively measure the outcomes of student-centered learning, which often focuses on critical thinking, collaboration, and problem-solving.

Carefully planned and designed rubrics that outline specific criteria for success in different tasks may be necessary. Introduction of alternative evaluation methods such as portfolios, presentations, peer reviews, and self-assessments are imperative to the success of the process. Much more emphasis should be placed on formative assessments and its ability to provide ongoing feedback, as this helps students to understand their progress and identify areas for needed improvements.

7. **Teacher Preparedness:** Teachers may lack the training or disposition to implement student-centered strategies effectively. Shifting from being the primary source of knowledge to a facilitator of learning can be daunting for teachers accustomed to a teacher-centered model. They may not possess the necessary wherewithal to

design and implement lessons that encourage student autonomy while ensuring alignment with learning objectives.

Arming them with adequate resources and templates will increase their confidence in their ability. Professional development trainings targeted on various student-centered teaching strategies and mentorship programs where experienced educators offer coaching to less experienced ones will motivate them to try.

8. Classroom Management Issues: Unlike TCLA were students sit quietly and are content with just note taking, student-centred classrooms tend to be more dynamic, with students working in groups, moving around, and engaging in discussions. Without clear guidelines, this can lead to disorder or off-task behaviors which will in turn lead to frustration and decrease in learning achievements. Teachers should have and communicate clear classroom expectations and procedures for group work, discussions, and transitions before on start of class activities as this will help with time and class management. While still allowing flexibility for creativity and student autonomy, structured activities with clear roles and responsibilities for each student albeit little will help to keep the learning on task. Utilizing positive reinforcements and conflict resolution techniques also ensures a respectful and productive environment (Duratul et al., 2022).
9. Potential for unequal learning experiences: Students' varying abilities, learning styles, and levels of motivation can result in unequal learning outcomes. Some students may excel in a student-centered environment, while others may feel overwhelmed by the increased responsibility or lack the motivation to engage actively. Some socially adept students may dominate discussions or group work, while others struggle to participate. Teachers can tailor activities to meet diverse learning needs by offering varying levels of difficulty or multiple ways of engaging with instructional content. They can provide supports, such as guiding questions, checklists, and templates, to help less confident students succeed. Assigning roles to students in a group and being vocal about the importance of collaboration and group dependence for success ensures that everyone contribute meaningfully.

Rubric for assessing stakeholder readiness.

Pedagogical shifts of this magnitude is an encompassing process that requires that all arms of the educational sector be at tandem and all goals streamlined towards achieving the same objectives. It is pertinent that the readiness of stakeholders is gauged to ensure successful adoption. In order to set up an approach that is adaptable and appropriate for varied circumstances, extensive evaluations must be carried out before, during and post transition as this is crucial to the success of the process. From making policies to implementation and to quality assurance stage, stakeholders can be rated according to their level of readiness. A structured framework like one shown in Table 1 below can access the readiness of teachers, students, states and the community. Stage 1 represents the lowest level of engagement where there is virtually no commitment towards the process albeit pockets of interest while level 4 is the highest level where all strata of the sector are in the advanced level of engagement.

Category	Stage 1	Stage 2	Stage 3	Stage 4
State Readiness				
Policy Support	No policies	Policies are discussed but not implemented.	Policies exist but no enforcement	Policies are robust and consistently enforced.
Funding Allocation	None existent	Limited funding with unclear priorities.	Sufficient funding with clear guidelines	Sustained investment of resources.
Infrastructure Development	None existent Infrastructure	Basic infrastructure with limited flexibility.	Adequate infrastructure.	Adequate and scalable infrastructure.
Statewide Training Programs	No state-level programs.	Limited or one-time training opportunities.	Regular statewide training programs	Comprehensive and ongoing, training for educators.
Stakeholder Involvement	None existent	Infrequent stakeholders consultation	Regular discussions with Stakeholders.	Stakeholders are integral partners in the process
Educator Readiness				
Understanding of Concepts	Non-awareness of student-centered learning.	Basic awareness but poor practical understanding.	Maximum understanding of key concepts and their applications.	Educators are experts and can mentor others.
Classroom Management Skills	Teachers struggle to manage independent or group learning.	Teachers are hesitant but willing to attempt new methods.	Teachers manage student-centered activities effectively.	Teachers excel in guiding independent and collaborative learning.

Curriculum Adaptability	Curriculum is rigid, allowing no flexibility.	Teachers attempt minor adaptations but face challenges.	Teachers regularly adapt the curriculum to student needs.	Teachers can fully flexible, personalized curricula.
Skill in facilitation	Relies solely on conventional instruction.	Occasionally encourages student participation but maintains control.	Regularly shifts control to students and guides effectively.	Fully empowers students to lead learning with intermittent meaningful support.
Willingness to adapt	Teacher is hesitant or opposed to adopting new practices.	Teacher is willing but needs support.	Teacher actively seeks opportunities to learn and implement best practices.	Teacher champions the approach and supports others in adoption.
Assessment Practices	Only traditional tests and grades are used.	Some use of formative assessments or student input.	Balanced use of formative and summative assessments.	Holistic assessments are driven by student reflection and peer feedback.
Student Readiness				
Motivation to Learn	Students are passive and disinterested in learning.	Students engage when prompted but show limited initiative.	Students actively participate and take ownership of learning.	Students are highly motivated, self-directed learners.
Collaboration Skills	Students lack collaboration skills and resist group work.	Students engage in group work but require frequent intervention.	Students collaborate effectively with minimal guidance.	Students lead group activities and resolve conflicts independently.
Critical Thinking and Problem-Solving	Students rely heavily on memorization and teacher guidance.	Students show emerging critical thinking in structured settings.	Students regularly demonstrate critical thinking and problem-solving.	Students independently seek and solve complex, real-world problems.
Self-Management	Students cannot manage tasks without constant supervision.	Students manage tasks with occasional reminders.	Students self-manage most tasks effectively.	Students independently plan, manage, and execute tasks.
School Readiness				
Supportive leadership	Schools are unwilling to offer support.	They are aware of their roles but ill-equipped to engage.	Offer necessary guidance and support to the process	Offer maximum leadership support and are proactive in providing solutions
Infrastructure and resources	Inadequate infrastructures for learning	Meaningful expansion of infrastructures to accommodate change	Adequate infrastructure and resources to support SCL	Infrastructure fully supports innovative learning practices.
Professional development opportunities	No development opportunities are provided for teachers.	Sporadic PD opportunities or insufficiently tailored for SCL.	Adequate & relevant skills P.D.	Ongoing, personalized Trainings is embedded into school culture.
Community/Parent Readiness				
Awareness of Changes	Parents and community members are unaware of the shift.	Limited understanding of the approach and its benefits.	Parents understand and support the shift to student-centered learning.	Parents actively advocate for and participate in student-centered initiatives.
Engagement with Schools	Minimal interaction with schools or teachers.	Engagement occurs sporadically or for specific events.	Parents regularly engage in their child's learning process.	Parents and community members are partners in designing and implementing learning.
Support for Student Autonomy	Parents are uncomfortable with student independence.	Parents are hesitant but open to limited student autonomy.	Parents encourage their children's autonomy and decision-making.	Parents fully embrace and support student-centered principles.

Table 1: Rubric for assessing stages of readiness for transition from TCLA to SCLA across different educational stakeholder.

Keys Stage 1- Not Ready; Stage 2- Emerging Stage; Stage 3- Proficient; Stage 4- Advanced

Step by step actionable recommendations for effective migration.



Fig 1: Steps towards student centered learning approach.

The shift in mindset from theoretical support to actual classroom practice requires not only new policies but the political will to prioritize this shift at all levels of the educational system. Every arm of the sector has responsibilities towards the success or failure of the process. The teachers must be confident in their abilities and be ready to relinquish power to a large extent in the classroom. They should be eager to offer learners maximum guidance and support (Amir, 2023) and be willing to unlearn and relearn new strategies. Be that as it may, change is a concept that waits for no one and scares everyone but owing to the massive evidence in support of SCLA, it is pertinent that efforts towards a seamless transition is prioritized. Blueprints must begin with

Stage 1 Clear implementation Plans

At this stage, it is expected that states must move beyond broad and sweeping policy declarations and create detailed, implementation strategies. These plans should include massive influx of funds and resources into the education sector for infrastructural and human developments; step-by-step guidelines for teachers; clear expectations of student outcomes and sustainable support systems. To ensure that the content delivered meets required evaluation and objective benchmarks, efforts must be made to align the curriculum to existent educational standards and assessment requirements. Detailed and structured curriculum guides that outline key concepts, objectives, and step-by-step lesson plans is developed in order to support teachers in delivering consistent and focused instruction. Professional development programs must be aligned with these strategies to ensure that educators are well-equipped to transition into student-centered classrooms.

Stage 2 Professional development for Teachers

Teacher training colleges should be at the forefront of the transition process. The curriculum in use for training prospective teachers should imbibe SCLA before they enter the workforce. At this level, policymakers prioritize funding for teacher training programs that focus on practical skills for student-centered methodologies. These programs involve demonstration lessons where experienced educators showcase student-centered methods with

practical exercises and examples that teachers can apply in their classrooms. Continuous, job-embedded professional development that goes beyond one-time workshops, with opportunities for collaborative planning, mentoring, and access to expert resources are provided for teachers to give them more opportunities for growth.

Stage 3 Foster a Culture of Leadership and Accountability:

Education leaders at the state levels foster a culture of leadership that prioritizes student-centered approaches. This is not just about top-down directives but involves empowering school administrators and teachers to take ownership of the change process. Teachers are assured and given ongoing support from school administrators. This ranges from regular check-ins, offering encouragements, and prompt tackle of challenges faced during the implementing of the new approach.

Stage 4 Ensure Equitable Access to Resources and Technology:

To successfully implement student-centered learning, all teachers and students must have access to necessary resources such as presentation soft wares, textbooks, worksheets and technologies. At this stage, stakeholders make efforts to provide targeted investments and seek strategic partnerships that bridge the digital divide and provide consistent access to digital learning platforms for the teachers and students. These essential educational tools, technology, and materials should be easy to access and integrate into class activities particularly in underfunded or underserved regions.

Stage 5 Promote Political Will and Stakeholder Engagement:

The successful implementation of student-centered learning requires political will at all levels of government. Policymakers at this stage must commit to championing the reforms, even in the face of oppositions. They make topnotch efforts to engage key stakeholders, including parents, local communities, and students while providing advocacy programs targeted at ensuring that all parties are invested in the transformation. This helps to shore up solidarity and widespread support for the shift.

Stage 6 Align assessment systems with student-centered practices:

Traditional assessment methods are reexamined and adapted to reflect the goals of student-centered learning environment. Curriculum planner and designers are charged with designing evaluation systems that measure processes and skills that emphasize student-centered learning such as problem-solving, critical thinking, and collaboration. Formative assessments, student portfolios, and project-based evaluations which better capture individual student growth and learning outcomes are inculcated and encouraged on a large scale.

Stage 7 Facilitate Community and Parental Involvement:

Building partnerships with the wider community and involving parents in the learning process is critical for the success of student-centered approaches. Schools are encouraged to foster stronger connections with families, providing them with the tools to support their child's learning at home. Community engagement initiatives are also engineered to help align student-centered goals with local needs, ensuring that the entire community is on board and supportive of the transition.

Stage 8 Monitor and Adjust Strategies Based on Data:

States continuously monitor the impact of student-centered learning initiatives. Locally, informal assessments in the form of quizzes, polls to gauge immediate student understanding are done at regular intervals and feedbacks garnered used to adjust instruction as appropriate. On a higher level, data on student outcomes, teacher satisfaction, and overall classroom experiences are collected at specified intervals. This data is utilized by policymakers and educators to make re-adjustments to the strategies. Strong accountability measures are also implemented to track progress, this includes regular monitoring and feedback loops that ensure the consistent application of student-centered practices across schools. Teachers are encouraged to reflect on their experiences and air them constructively during scheduled reflective meetings. Their opinions on what is working and what needs improvement are used by curriculum planners to make timely adjustments to the curriculum, training, strategies and resources.

Top-down, Grass root or Blended approach to the migration process?

The migration approach employed will be dependent on factors like educational cultures already at play, time frame and available resources. Due to differences in policies that guide educational systems, some regions may already have existing top down policies in place while others may benefit from a grass root approach or a blend of both approaches. Rapid, system-wide changes employ top-down approach while gradual, sustainable shifts are characteristic of grassroots approaches. Policy making and implementation have popularly been a top down process; policymakers, administrators, and educational experts are mostly the vanguards of such changes (Osias Kit Narciso, Jamirose, Jermilyn, 2023). A top down approach ensures uniformity of change and purpose across all parts because policies and guidelines are aligned across schools. With the large extent of state resources available; human and infrastructural, allocation of resources are easily facilitated and monitored. Schools and educators are more likely to adopt changes and overcome their phobia for change if widespread participation is enforced by a higher authority. The disadvantage of this method is possible kickback from other stakeholders who happen to be the implementers and may feel left out of the process. This may lead to lack luster engagement and may sabotage the entire process. For a seamless transition, this can be successfully managed with mindful and deliberate inclusive steps.

The grassroots approach present a direct opposite of the top down approach as the changes emanate from the classrooms. This approach is usually a resultant effect of several trail and failure processes which makes this approach more enduring, with more chances of success. Teachers and students feel more involved in the process and are often motivated and more inclined to be committed to its success even in the face of dire challenges. Teachers are considered implementers of the curriculum because they are in situ and frontal in the classrooms where the teaching and learning process occurs. They are often in tune with the students' needs and challenges of the class settings and usually possess more insights into the most effective solutions. Their inputs are pertinent in giving life to educational policies. Osias et.al. , (2023) reiterates that teachers are experts in their field and have earned the right to be part of discussions that effects students. It is unarguable then that approaches emanating from them will be more organic and inclusive even if it presents its own set of challenges. Nevertheless, this approach lacks the uniformity offered by a top down approach and often struggle with funding and expertise needed for significant changes. The expertise of involved members is also a possible drawback as it may make or mar the process.

Combining the strengths of both approaches often prove to more successful, a blended approach works on removing or at least reducing to the barest minimum the weak points eminent in both approaches while concurrently improving on their individual strengths. The state resources which includes policies, funding, and access to professional support can be utilized to establish a clear vision for student-centered learning. To increase commitment, leaderships can increase motivation and commitment by empowering teachers and schools to experiment with student-centered methods and give them adequate room for flexibility. Involving the grassroots in the decision-making processes also enables them to feel included. By combining both approaches, a more sustainable shift toward student-centered learning that is embraced by educators and supported by systemic leadership can be created.

Conclusion and recommendations

In conclusion, the transition to student-centered learning is a necessary evolution of our educational system and should be a priority for all educational stake holders, if students are to meet the demands of a rapidly changing world. Its potential to enhance student engagement, foster critical thinking, and address the diverse needs of learners is clear. However, acknowledging these advantages is only the first step. Real change requires mindful and strategic action. It is critical that we move beyond policy rhetoric and embrace a concerted effort to overcome the barriers preventing full implementation. The future of education depends on our ability to provide students with autonomy over their learning, empower educators with the right tools and support they need, and create a dynamic, responsive system that caters to the needs of diverse learners. The journey toward educational reform is not without its challenges, but the long-term benefits far outweigh the challenges. With strong leadership, clear plans, and a firm commitment to student empowerment, an educational system that gives students opportunity to learn in engaging, personalized, and transformative ways and prepares them for the rigors of our time and of the future becomes possible.

From providing a comprehensive rubric for accessing readiness of the state/systems to proffering step by step guidelines for successful migration which when followed religiously will drastically reduce the strain that comes with the transition process. The following recommendations which have great implications for policy makers, educators, students and other educational bigwigs are that:

1. Government and other educational parastatals should invest in the future by reducing lip service and expediting action towards the inculcation of learning methodologies which prioritizes the needs of the learners.
2. Adequate resources; financial and human should be channeled towards the achievement of this monumental but necessary shift.
3. Stakeholders should utilize the blueprints and suggestions provided by this study for a stress less and efficient transition process and possibly adapt them to their peculiar circumstances.
4. All parties involved in the migration process should be aware of the variabilities in learning environments and be equally responsive in their adaptation process.

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An Investigation to the Operational Efficiency of Electrical/Electronics Personnel in Selected Industries in Ibadan South-West, Oyo State

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Abstract

Amid increasing technological demands and competitive industrial standards, the competence and productivity of technical personnel have become critical to organisational success. Hence, this study investigates the operational efficiency of electrical/electronics personnel in selected industries in Ibadan South-West, Oyo State. Descriptive survey research design was adopted in this study. The population for the study comprised all 27 electrical/electronics personnel working in the selected registered manufacturing and service-based industries in Ibadan South-West Local Government Area, Oyo State. Due to the relatively manageable number of the participants, there was no sample for the study. A structured questionnaire which comprised 21 items rated on a 5- point Likert scale was used as instrument for data collection. The instrument was validated by experts in industrial technical education department, Tai Solarin University of Education. The reliability coefficient of the instrument was determined using Cronbach's Alpha and yielded a value of 0.84. Data were analysed using descriptive statistics of mean and standard deviation. Findings revealed that level of technical competence ($\bar{x}=3.15$) and operational efficiency ($\bar{x}=3.30$) among electrical and electronics personnel in selected industries in Ibadan South-West is moderate. Also, the study revealed that the availability of training and professional development for improving operational efficiency of electrical/electronics personnels in selected industries in Ibadan South-West is moderate ($\bar{x}=2.67$). It was concluded and recommended that as industries increasingly embrace automation, artificial intelligence, and green technologies, the capacity of their workforce to adapt and thrive hinges on higher-than-moderate levels of competence and efficiency. There, fostering a culture of continuous learning and operational excellence must become a policy and managerial priority to ensure personal growth of the personnel as well as enhancement of industrial productivity, innovation, and sustainable economic development in the region and beyond.

Keywords: Operational efficiency. electrical/electronics personnel, Industries,

Introduction

Technical proficiency and operational efficiency are becoming increasingly important in the changing global economy, particularly in developing nations like Nigeria where industrial expansion is crucial for long-term, sustainable development. The electrical and electronics sector which is a major part of Nigeria's industrial landscape, plays pivotal role in manufacturing, power generation, and technical development. The experts in this field are in charge of creating, maintaining, and debugging vital systems that drive industrial processes ranging from power supply installations to automation and electronic control systems. The efficiency of these workers has become a strategic concern for firms looking to maintain their competitiveness in both domestic and international markets at this time that productivity is closely tied to technology innovation and dependability.

Operational efficiency is the ability to carry out specified activities accurately, promptly, and efficiently while requiring the least amount of supervision. It also implies been able to adapt to changing technologies, meet with safety and quality requirements, display problem-solving and decision-making competencies to boost organization output (Ogbuanya & Owodunni, 2015). According to Ezeokoli et al. (2021), operational efficiency is a multifaceted concept that is impacted by a number of variables, including motivation, management techniques, work environment, skill level, and availability of contemporary tools and equipment. One important factor influencing industrial growth is worker productivity, especially in fields like electrical and electronics engineering that demand specialized knowledge. The contributions of these technical experts are crucial to the long-term evolution of the Nigerian economy, which is striving toward industrialization and diversification.

According to Ojokuku and Adegbite (2014), on-the-job training and capacity-building programs are essential for enhancing the efficacy of technical personnel in Nigeria. They stated further that employees who had access to continuous technical training performed noticeably better and adapted more quickly to changes in equipment and

processes. However, many organizations in the public and commercial sectors frequently lack or inconsistently administer this type of training. This phenomenon has been reported as a major barrier to technological advancement and industrial effectiveness in Nigeria (Asaju, Ashepo & (2025). Electrical and electronics personnel, by the nature of their responsibilities, require high levels of coordination, autonomy, and timely decision-making. Job morale tends to suffer when management does not empower employees or value their contributions, which negatively impact the output and overall operational efficiency. This emphasizes how important training and development initiatives are for closing skill disparities.

Operational efficiency also has an impact on Psychosocial and organizational elements, such as leadership styles, job satisfaction, incentives, communication flow, career advancement chances, and the physical work environment (Ogolo, 2023). In addition, poor lighting, insufficient ventilation, and inadequate maintenance practices are common in most Nigeria industries. These physical stressors can also cause poor performance, increased weariness, and Lack of concentration during operation (Onasanya, 2022). According to studies, employees who work in ergonomically sound settings with supportive management are more likely to be dedicated to their jobs and be more productive (Baba et al., 2021). Therefore, an adaptable workforce is necessary for electrical and electronics experts who are constantly exposed to new technologies, including smart grid systems, IoT-enabled gadgets, and programmable logic controllers.

Nonetheless, many Nigerian industries continue to underinvest in these kinds of capacity-building programs. This reflects in that many employers do not have established appraisal processes to monitor, evaluate, and improve employee performance. When performance reviews are conducted, they are frequently arbitrary, inconsistent, or unrelated to objectives for staff growth. This leads to a lack of accountability as well as an inability to recognise and address inefficiencies (Iwuanyanwu & Okoro, 2020). According to research conducted by Nwagbala and Okafor (2023), a sizable percentage of workers at electrical distribution companies had not received any kind of professional training in the preceding two years, which had an impact on their productivity and general performance.

Given the strategic role that electrical/electronics personnel play in sustaining industrial operations and innovations, it becomes essential to assess their level of job efficiency. Such assessment will not only help industry leaders but to understand the approach to use in improving personnel efficiency. Hence, this study investigates the operational efficiency of electrical/electronics personnel in selected industries in Ibadan South-West, Oyo State.

Statement of the Problem

The efficient functioning of industrial systems heavily relies on the competence and productivity of technical personnel, particularly those in electrical and electronics operations. These professionals are central to designing, installing, operating, and maintaining electrical infrastructure, control systems, and automated technologies supporting industrial activities. However, observations and preliminary studies indicate that many Electrical/Electronics personnel struggle with low productivity, skill deficiencies, lack of access to modern equipment, and minimal opportunities for upskilling. These inefficiencies have contributed to operational downtime, equipment failure, and increased costs of production, undermining organisational performance and competitiveness, especially within semi-urban industrial clusters. Despite the pivotal role these professionals play in ensuring operational reliability and safety, there is insufficient empirical data on the precise nature, scope, and causes of inefficiency among these personnel. This study, therefore, seeks to address this critical gap by systematically investigating the operational efficiency of Electrical/Electronics personnel in selected industries within Ibadan South-West Local Government.

Objectives of the Study

The primary objective of the study was to investigate the operational efficiency of Electrical/Electronics personnel in selected industries within Ibadan South-West Local Government. Specifically, the study sought to:

1. determine the level of technical competence among electrical and electronics personnel in selected industries within Ibadan South-West?
2. determine the level of operational efficiency among electrical and electronics personnel in selected industries within Ibadan South-West?
3. determine the level of training and professional development available for improving operational efficiency of electrical/electronics personnel in selected industries?

Research Questions

1. What is the level of technical competence among electrical and electronics personnel in selected industries within Ibadan South-West?

2. What is the level of operational efficiency among electrical and electronics personnel in selected industries within Ibadan South-West?
3. To what extent are the availability of training and professional development for improving operational efficiency of electrical/electronics personnel in selected industries?

Literature Reviewed

Concept of Operational Efficiency

Operational efficiency is the ability of an individual to effectively use time, skills, and resources to accomplish desired results with little waste or redundancy. In technical domains like electrical/electronics, it encompasses productivity, technical accuracy, compliance with safety standards, and effective time management (Robbins & Judge, 2019). Efficiency is closely linked with organizational performance, as high-efficiency employees contribute significantly to productivity, innovation, and competitiveness (Kreitner & Kinicki, 2013). Operational efficiency can be measured quantitatively “output per time unit, error rates, etc.” and qualitatively (skill proficiency, adherence to standards, problem-solving ability” (Amir, Qin & Muhammad, 2016). In technical settings, it often involves continuous process improvement and adaptation to technological advancements (ILO, 2020).

Electrical/Electronics Personnel in Industry

Electrical/Electronics personnel are professionals such as include engineers, technologists, technicians, and artisans involved in the design, installation, maintenance, testing, and troubleshooting of electrical/electronic systems (Bureau of Labor Statistics US, 2025). They play crucial roles in the automation, telecommunication, energy, and manufacturing sectors (Ikpe & Ekanem, 2024). These personnel are typically expected to possess core competencies such as circuit analysis, system diagnostics, equipment calibration, and compliance with regulatory standard. Productivity, workplace safety, product quality, and the bottom line of businesses that rely on electrical and electronic systems are all directly impacted by their effectiveness (Joy, Chikwe, & Chikezie, 2019). Besides, the performance and efficiency of these workers are significantly influenced by their technical knowledge, access to modern tools, and adherence to standard operating procedures. Rapid changes in automation, digitization, and smart technologies have redefined the competency requirements in this sector (Salau et al., 2020). Hence, training and development to perform optimal is essential for this professional.

Determinants of Job Efficiency in Technical Workplaces

Technical Training and Skill Development

One of the primary factors that determines an employee's efficiency is their technical proficiency. Research has indicated that skill gaps considerably impair performance in high-precision industries (ILO, 2020). Besides, continuous skill development is necessary for effective work. According to studies, businesses that regularly fund in-service training and retraining initiatives see improvements in output quality and less downtime (Herjuna et al, 2024). Additionally, technical training promotes adaptability to new tools and digital technologies. In Nigeria, gaps in training are common, particularly in SMEs. Many employees use antiquated knowledge, which makes it difficult to complete tasks effectively (Ajayi, Ajayi, & Ogunleye 2022). Additionally, academic credentials and professional certifications (such as NSE, COREN, and City & Guilds) have a good correlation with efficiency, particularly when it comes to complicated activities like load balancing and system troubleshooting (Belanich et al., 2019). According to Madu et al. (2023), graduates who participate in structured industrial training, such as SIWES, during their academic program are more prepared for technical duties than those who do not.

Work Environment, Infrastructure and Motivation

A well-equipped and safe work environment significantly impacts efficiency. Adequate lighting, ventilation, safety installations, and modern tools reduce fatigue and error rates (ILO, 2020). Conversely, exposure to hazards, poor layout, and lack of materials can decrease morale and productivity. In technical workplaces, especially those with high-voltage equipment, the presence of noise and heat without mitigation measures negatively impacts concentration and efficiency (Almaskati et al., 2024). In a study by Richard, Raphael, and Filbert (2024), a high degree of motivation increases efficiency, decreases absenteeism, and improves focus. Technical staff productivity, growth prospects, and recognition were found to be strongly correlated. Both non-monetary rewards (such flexible scheduling and respect from superiors) and monetary incentives (like bonuses and performance-based pay) support long-term productivity levels (Vincent & Ayansola 2023). Burnout and errors are sometimes caused by an excessive workload and poorly

planned shift schedules. To maintain high levels of efficiency, technical workers benefit from realistic deadlines, relaxation periods, and task balancing (Mohamad 2022).

Technology Integration and Management Style

The use of smart tools, including as PLC systems, automation software, AI diagnostics, and robotics, is growing in the contemporary electrical and electronics sectors. Employees that receive training on these technologies demonstrate improved accuracy and reduced turnaround times (Adib & Ashfakul, 2024). In Nigeria, there is still a skills gap, though, as many technicians are not conversant with Industry 4.0 equipment. Operational efficiency is decreased by this mismatch between the capacity of human resources and equipment. In addition, supportive supervision and leadership also improve accountability, teamwork, and communication. According to research by Ugwu, Chimaobi, and Nnadozie (2022), technical personnel's performance is positively impacted by participative management styles because they feel more engaged and dedicated. In contrast, poor supervisory practices, such as micromanagement or inconsistent feedback, often result in disengagement and inefficiencies.

Theoretical Review

Human Capital Theory

Human capital theory was primarily propounded by Theodore W. Schultz (1961). The theory posits that the knowledge, skills, experience, and competencies possessed by individuals significantly contribute to their productivity and economic value. Within the framework of operational efficiency, the theory emphasises investment in education, training, and health as key elements for enhancing employee performance and organisational growth. Applying this theory to the operational efficiency of electrical/electronics personnel provides valuable insights into how human capital development impacts operational performance in technical industries.

Methodology

This study adopted a descriptive survey research design. This design is suitable because it allows for the collection of detailed and quantifiable data related to workplace operational efficiency. The population for the study comprised all 27 electrical/electronics personnel working in the selected registered manufacturing and service-based industries in Ibadan South-West Local Government Area, Oyo State. This includes technicians, technologists, maintenance engineers, and supervisors involved in the installation, maintenance, and management of electrical/electronics systems. Due to the relatively manageable number of participants, there was no sample for the study. A structured questionnaire, which comprised 21 items rated on a 5- point Likert scale, was used as an instrument for data collection. The instrument was validated by experts in the Industrial Technical Education Department, Tai Solarin University of Education. The feedback was used to refine ambiguous items and ensure alignment with the study objectives. To ascertain internal consistency of the instrument, a pilot test was conducted with 10 electrical/electronics personnel from industries outside the study area. The reliability coefficient was calculated using Cronbach's Alpha and yielded a value of 0.84, indicating a high internal consistency. Data was collected with the support of a research assistant during agreed work hours. The data were analysed using descriptive statistics of mean and standard deviation.

Data Analysis and Results

Research Question 1: What is the level of technical competence among electrical and electronics personnel in selected industries in Ibadan South-West?

Table 1: Mean response on level of technical competence among electrical and electronics personnel in selected industries in Ibadan South-West?

S/N	Level of Technical Competence	Mean	St.D
1	Capable of troubleshooting issues without supervision.	3.46	.647
2	Demonstrating proficiency in operating industrial equipment.	3.19	.801
3	Expertise in interpreting schematics and diagrams effectively.	2.88	.993
4	Ability to comply with electrical safety standards and operational protocols.	3.15	.613
5	proficient in operating oscilloscopes and signal generators effectively.	2.92	.935
6	Ability to calibrate and maintain technical equipment as required.	3.08	.560
7	Skillful in use of multimeters and test benches.	3.38	.637
Average Mean		3.15	

4.50-5.00 (Very High), 3.50-4.49 (High), 2.50-3.49 (Moderate), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

The table presents the mean responses on the level of technical competence among electrical and electronics personnel in selected industries in Ibadan South-West. All the 7 items have their mean values ranging from 2.92 to 3.46. However, the table showed an average means of 3.15 which falls within 2.50 and 3.49 level of agreement adopted in this study. This implies that the level of technical competence among electrical and electronics personnel in selected industries in Ibadan South-West is moderate

Research Question 2: What is the level of operational efficiency among electrical and electronics personnel in selected industries in Ibadan South-West?

Table 2: Mean response on level of operational efficiency among electrical and electronics personnel in selected industries in Ibadan South-West

S/N	Level of Operational efficiency	Mean	St.D
1	Assigned tasks are generally completed within scheduled timeframes.	3.42	.758
2	Work quality consistently meets industry or organizational standards.	3.42	.578
3	Technical decisions made are usually accurate and productive.	3.19	.849
4	Initiative is often demonstrated to improve work processes.	3.27	.667
5	Work performance consistently meets or exceeds expectations	3.42	.758
6	Technical tasks are performed independently with minimal errors.	3.31	.679
7	Supervisors regularly provide positive feedback on task performance	3.08	.744
Average Mean		3.30	

4.50-5.00 (Very High), 3.50-4.49 (High), 2.50-3.49 (Moderate), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

The table presents the mean responses on the level of operational efficiency among electrical and electronics personnel in selected industries in Ibadan South-West. All the 7 items have their mean values ranging from 3.08 to 3.42. However, the table showed an average means of 3.15 which falls within mean range of 2.50 and 3.49 level of agreement adopted in this study. This therefore implies that the level of operational efficiency among electrical and electronics personnel in selected industries in Ibadan South-West is moderate

Research Question 3: To what extent are the availability of training and professional development for improving operational efficiency of electrical/electronics personnels in selected industries?

Table 3: Mean response on the extent of available of training and professional development for improving operational efficiency of electrical/electronics personnels in selected industries

S/N	Availability of training and professional development	Mean	St.D
1	My organization provides regular training opportunities related to my technical role	2.81	.939
2	There are mentorship programs available to help workers improve their job efficiency	2.69	1.050
3	Regular workshops and seminars are conducted to update personnel's on new technologies.	2.73	.919
4	There is a well-established apprenticeship program for fresh or new electrical/electronics personnel	2.69	.928
5	Online training and certification programs are encouraged for skill development.	2.54	.989
6	Electrical/electronics personnel receive structured feedback for performance improvement	2.81	.895
7	The organization supports personnel in obtaining industry-recognized certifications.	2.42	1.027
Average Mean		2.67	

4.50-5.00 (High Available), 3.50-4.49 (Available 2.50-3.49 (Moderately available), 1.50-2.49 (Rarely available Low), 1.00-1.49 (Not available)

The table presents the mean responses on the extent of available of training and professional development for improving operational efficiency of electrical/electronics personnels in selected industries. All the 7 items have their

mean values ranging from 2.42 to 2.81. However, the table showed an average means of 2.67 which falls within mean range of 2.50 and 3.49 scale adopted in this study. This result therefore indicates that training and professional development for improving operational efficiency of electrical/electronics personnels in selected industries in Ibadan South-West Local Government is moderately available.

Discussion of Findings

The findings from this research highlight three critical dimensions of workforce capacity in the electrical and electronics sector within selected industries in Ibadan South-West Local Government: Each of these factors plays a vital role in shaping the productivity, innovation potential, and safety compliance of personnel in technologically driven industries. The findings of the study revealed that the level of technical competence among electrical and electronics personnel in selected industries in Ibadan South-West is moderate. This implies that although employees have some of the fundamental technical knowledge and abilities needed for their roles, there can be gaps in their level of competence in terms of mastery, breadth, and depth. According to Ezugu, Bala, and Muhammad (2023), technical competence is the capacity to use both theoretical and practical knowledge to carry out activities including electrical installations, troubleshooting, circuit design, instrumentation, maintenance, and system integration. This intermediate level of competency may result from a number of interconnected variables, such as gaps in pre-employment education and inadequate exposure to modern industrial technologies while working. Because of the speed at which technology is developing, studies have repeatedly highlighted the necessity of continuous skill improvement in engineering-related professions (Hassan, Dauda & Badawi, 2019). Employees may find it more difficult to achieve high technical proficiency if they are not exposed to sophisticated tools, computer-aided engineering programs, and automation technologies.

The results also showed that level of operational efficiency among electrical and electronics personnel in selected industries in Ibadan Southwest is moderate. According to Aldoghan et al. (2023), operational efficiency is the capacity of employees to carry out their duties with the highest possible productivity, the fewest possible errors, time effectiveness, and resource optimisation. Although employees can often carry out their duties, there are clear performance limitations that could impact production schedules, energy efficiency, equipment use, and maintenance management. This result is consistent with comparable studies by Taliang et al. (2023), who found that worker motivation, quality of supervision, sufficiency of tools and resources all had a significant impact on productivity in technical workplaces. This mediocre performance level in Ibadan South-West may be caused by limitations like outdated machinery, erratic power supplies, inadequate infrastructure, and a slow uptake of lean manufacturing practices. Also, Vallasamy, Muhadi, and Kumaran (2023), further noted that work-related stress, poor task allocation, and limited team coordination have been identified as operational hindrances.

Furthermore, findings revealed that training and professional development for improving operational efficiency of electrical/electronics personnel in selected industries in Ibadan South-West Local Government is moderately available. The moderate availability of training and professional development opportunities presents a mixed outcome. On one hand, it suggests that some form of capacity-building efforts exists in the studied industries, such as workshops, in-service training, mentorship programs, or short-term technical courses. On the other hand, the limited access, frequency, or quality of these programs may not be sufficient to meet the evolving demands of the electrical and electronics fields (Odudu & Edidiong, 2024). Regular and structured training is a critical determinant of both technical competence and operational efficiency. According to Arulsamy et al. (2023), continuous professional development enhances employees' confidence, improves problem-solving capabilities, and fosters innovation. The moderate provision of training suggests that organizations might be constrained by funding, lack of collaboration with training institutes, or inadequate human resource planning.

Conclusion

The findings present a compelling case for urgent, yet strategic, interventions in the skill development ecosystem of electrical and electronics personnel in the studied region. As industries increasingly embrace automation, artificial intelligence, and green technologies, the capacity of their workforce to adapt and thrive hinges on higher-than-moderate levels of competence and efficiency. Fostering a culture of continuous learning and operational excellence must therefore become a policy and managerial priority to ensure personal growth of the personnel as well as enhancement of industrial productivity, innovation, and sustainable economic development in the region and beyond.

Recommendation

Given the study's results, the following suggestions are put forth:

1. Industries and relevant professional bodies such as COREN and NSE should enforce mandatory Continuous Professional Development (CPD) programs for all technical personnel. These programs should include hands-on training, workshops, certifications, and short courses focused on current trends in electrical and electronics technologies.
2. Industry 4.0 technology adoption should be encouraged by government and industry legislation, together with training initiatives to assist staff in adjusting to new tools like automation, IoT, and AI in industrial operations.
3. Institutions should adopt a performance and competence-based promotion policy. Linking advancement to measurable skill acquisition and job efficiency will motivate personnel to engage more actively in self-improvement and professional development.
4. Employers should be encouraged by the government to regularly train their technical staff through tax breaks or grants. Interventions in this area can lessen the financial strain on businesses and foster a culture of skill development.
5. Special programs should be designed for small- and medium-scale enterprises (SMEs) and informal industry players, who often lack the resources to independently fund training or efficiency-improvement initiatives for their personnel.

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Impact of Digital Fabrication and Mathematical Modelling on Entrepreneurial Competencies in Science and Mathematics Education

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Abstract

This study investigated the impact of digital fabrication and mathematical modelling on the development of entrepreneurial competencies among senior secondary school students in science and mathematics education within the Zaria Education Zone, Nigeria. Anchored in Experiential Learning Theory and Constructivist pedagogy, the quasi-experimental design employed pre-test, post-test, control group methodology using 200 SSII students selected from four public secondary schools. The experimental group was exposed to project-based instruction involving digital design tools and mathematical modelling tasks, while the control group received conventional teaching. Data were collected using a validated Entrepreneurial Competency Rating Scale (ECRS) and a Performance-Based Innovation Task (PBIT), and analysed with ANCOVA and independent samples t-tests. The findings revealed statistically significant improvements in entrepreneurial problem-solving ($F(1,196)=48.13$, $p<.001$, $\eta^2=.197$) and creativity/innovation ($F(1,196)=52.89$, $p<.001$, $\eta^2=.213$) among students in the experimental group. No significant gender-based differences were observed, indicating inclusivity. The study concludes that integrating digital fabrication and modelling into STEM instruction fosters critical entrepreneurial skills necessary for innovation and job creation. It recommends curriculum reform, teacher training, and investment in maker-based infrastructure to scale this approach across Nigerian schools.

Keywords: Digital fabrication, mathematical modelling, entrepreneurial competencies, STEM education, project-based learning, innovation, gender inclusion, secondary school, Nigeria

Introduction

In the rapidly evolving landscape of 21st-century education, integrating entrepreneurship into science and mathematics instruction has become crucial for equipping students with the skills needed to navigate a complex, innovation-driven world. Digital fabrication, through technologies like 3D printing, laser cutting, and computer-aided design (CAD), empowers students to conceptualise, design, and create tangible solutions to real-world challenges (Aliyu et., 2025). Simultaneously, mathematical modelling fosters abstract reasoning and analytical thinking by enabling learners to represent and solve practical problems using mathematical frameworks. When combined, these instructional strategies present a powerful, transformative approach that aligns academic concepts with entrepreneurial application.

According to Blikstein (2018), digital fabrication shifts students from passive knowledge consumers to active creators, fostering innovation, problem-solving, and iterative design thinking. Stillman et al. (2017) similarly contend that mathematical modelling deepens conceptual understanding and encourages the meaningful application of mathematics across various contexts, including economic and technological enterprises. Embedding entrepreneurial learning into science and mathematics education through these strategies helps bridge the gap between theory and practice, cultivating a culture of creativity, resilience, and initiative. Lackéus (2015) emphasises that entrepreneurial competencies, such as creativity, opportunity recognition, financial literacy, and value creation, are most effectively developed through experiential and interdisciplinary pedagogies.

However, in the Nigerian education context, the integrative potential of digital fabrication and mathematical modelling for fostering entrepreneurial competencies remains largely unexplored. While there are emerging studies in related areas, these have generally approached the topics in silos. For instance, Onanuga and Saka (2022) found a low level of competence among STEM pre-service teachers in employing emerging digital technologies, highlighting a need to strengthen digital skills training. Similarly, Akpan, Itighise, and Umo (2024) reported that universities in Akwa Ibom State demonstrate only moderate digital technology competence and a low extent of integration in STEM teaching and learning. Yet, neither of these studies links digital tools to entrepreneurial learning or examines their combined effect with mathematical modelling strategies. Moreover, Inoma, Ibhádode, and Ibhádode (2020) examined the perception and deployment of 3D printing in Nigerian science and engineering programs, noting its potential to spur innovative teaching practices, yet they stopped short of investigating its impact on entrepreneurial mindsets. In the domain of mathematical modelling, Omobude (2014) explored how it enhances the perceived relevance of mathematics through real-life contexts, but did not extend this to include entrepreneurial competencies.

Thus, despite isolated inquiries into digital skills, emerging technologies, and problem-solving approaches, there remains a notable absence of research that cohesively examines how integrating digital fabrication and mathematical modelling can cultivate entrepreneurial competencies within Nigerian science and mathematics education (Aliyu et., 2025). This study addresses that gap, and is grounded in Kolb's (1984) experiential learning theory and constructivist pedagogical principles, which advocate for learning through active engagement, reflection, and real-world relevance. By empirically investigating how these innovative instructional strategies influence students' entrepreneurial mindset, such as creativity, opportunity recognition, and adaptability, this research aims to contribute to self-reliance, employability, and national development.

Objectives of the Study

The main objective of this study is to examine the impact of integrating digital fabrication and mathematical modelling into science and mathematics instruction on the development of entrepreneurial competencies among secondary school students in Nigeria. Specifically, the study seeks to:

1. Assess the effect of digital fabrication and mathematical modelling on students' ability to identify and solve real-world problems entrepreneurially.
2. Determine the influence of the integrated instructional approach on students' entrepreneurial creativity, innovation, and initiative.
3. Investigate the gender-based differences, if any, in the acquisition of entrepreneurial competencies through digital fabrication and mathematical modelling activities.

Research Questions

The study is guided by the following research questions:

1. What is the effect of digital fabrication and mathematical modelling on students' entrepreneurial problem-solving skills in science and mathematics?
2. How does the integration of digital fabrication and mathematical modelling affect students' creativity and innovation in entrepreneurial contexts?
3. Is there a significant gender-based difference in students' acquisition of entrepreneurial competencies when taught using digital fabrication and mathematical modelling strategies?

Null Hypotheses

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

H₀₁: There is no significant difference in entrepreneurial problem-solving skills between students taught using digital fabrication and mathematical modelling and those taught using conventional methods.

H₀₂: There is no significant difference in entrepreneurial creativity and innovation between students exposed to digital fabrication and mathematical modelling and those taught traditionally.

H₀₃: There is no significant gender-based difference in students' acquisition of entrepreneurial competencies through digital fabrication and mathematical modelling instruction.

Theoretical and Conceptual Framework

This study is grounded in Experiential Learning Theory (ELT) developed by Kolb (1984), which posits that knowledge is constructed through the transformation of experience. According to Kolb, meaningful learning occurs when learners engage in a cycle of concrete experience, reflective observation, abstract conceptualisation, and active experimentation. In the context of this study, digital fabrication offers concrete experiences through hands-on design and prototyping, while mathematical modelling facilitates abstract reasoning and problem-solving, thus completing the experiential learning cycle. This theoretical foundation aligns closely with the demands of entrepreneurship education, where learners must ideate, build, test, and refine real-world solutions. Additionally, the study draws from constructivist learning theory, which emphasises the active role of learners in constructing knowledge through exploration, collaboration, and contextual engagement (Vygotsky, 1978). Within this framework, integrating digital fabrication and mathematical modelling encourages learners to make meaning of scientific and mathematical principles by applying them to authentic, problem-driven tasks. Furthermore, the Entrepreneurial Competency Framework (Man, 2001) provides a practical lens for evaluating outcomes related to opportunity recognition, risk-taking, innovation, and value creation. These competencies are critical for students' ability to transition from passive knowledge receivers to active solution providers and potential job creators. The conceptual model underpinning this research posits that the intersection of hands-on digital creation and real-life mathematical application will enhance learners' entrepreneurial mindset, foster creativity, and promote long-term skill development applicable to the STEM economy.

Review of Related Literature

Recent research underscores the significance of integrating digital tools and real-world problem-solving in STEM education to cultivate entrepreneurial capacities. Blikstein (2018) argued that digital fabrication technologies such as 3D printing and CAD tools democratize innovation by allowing students to rapidly prototype and iterate designs, leading to increased ownership, creativity, and economic agency. In Nigeria, where access to conventional laboratory infrastructure may be limited, digital fabrication tools present a scalable alternative for promoting technological literacy and entrepreneurship (Okebukola, 2021). Similarly, mathematical modelling is recognized as a powerful pedagogical strategy that encourages students to represent and solve complex problems drawn from everyday life (Stillman et al., 2017). By engaging in modelling tasks, students develop analytical thinking, persistence, and innovation, all vital entrepreneurial attributes.

Lackéus (2015) emphasises that entrepreneurship education should go beyond business plans to include experiential learning, creativity, and value creation, which are achievable through integrated science-mathematics projects. Studies by Saavedra and Opfer (2012) and Beers (2011) confirm that project-based and inquiry-driven STEM instruction increases students' motivation, critical thinking, and readiness for the real world. In this context, digital fabrication serves not only as a technological platform but also as an entrepreneurial incubator where students can simulate product development and testing. Moreover, research by Martin and Brouwer (2021) found that combining mathematical modelling with engineering tasks enhances learners' innovation and entrepreneurship potential by promoting iterative design, experimentation, and critical reflection.

Gender-related research has also shown that engaging girls in maker-based and modelling activities significantly narrows participation gaps in STEM fields, especially when instruction is contextual, collaborative, and hands-on (UNESCO, 2018). In sub-Saharan African contexts, Oviawe (2017) and Nwachukwu (2020) have advocated for the integration of vocational and entrepreneurial skills into science and mathematics as a viable solution to youth

unemployment and underutilization of STEM graduates. Overall, literature converges on the premise that the combined use of digital fabrication and mathematical modelling has the potential to foster entrepreneurial thinking, innovation, and sustainable skill development among science and mathematics learners.

Methodology

This study adopted a quasi-experimental research design using a pre-test, post-test control group approach to determine the impact of digital fabrication and mathematical modelling on students' entrepreneurial competencies in science and mathematics education. The design was chosen because it allows for comparison between experimental and control groups using intact classes without random assignment, which is both practical and appropriate in real classroom settings (Creswell & Creswell, 2018).

Population and Sampling

The population of the study consisted of all Senior Secondary School II (SSII) science students across twenty co-educational public secondary schools in the Zaria Education Zone, Kaduna State, Nigeria. From this population, four schools were selected using purposive and stratified random sampling. The purposive selection was guided by three criteria: (i) schools with functional science and mathematics teachers who had at least five years of teaching experience, (ii) schools with basic ICT facilities (computer laboratory and electricity supply) necessary for introducing digital fabrication activities, and (iii) schools with comparable student enrollment sizes to allow for balanced grouping. After this, stratified random sampling was used to ensure representation of gender and academic ability across the selected schools. Two schools were assigned to the experimental group and two to the control group. The final sample size comprised 200 students (100 in the experimental group and 100 in the control group).

Treatment Conditions

Students in the experimental group were taught selected science and mathematics topics (basic mechanics, algebraic problem-solving, and scientific modelling) using a project-based learning approach that integrated digital fabrication and mathematical modelling. They engaged in activities such as: Designing scientific prototypes using Tinkercad and other low-cost CAD tools, constructing physical models with affordable fabrication kits and recyclable materials and solving contextualised real-life problems (e.g., calculating structural stability of a bridge model, designing a water filtration system, or estimating production costs of a prototype) through mathematical modelling.

The control group received instruction through traditional lecture-based methods. Lessons involved teacher-led explanations, use of chalkboard/marker board, guided note-taking, and textbook-based exercises. Students were primarily passive recipients of knowledge, with limited opportunities for hands-on or entrepreneurial engagement.

Instrumentation

Two instruments were used for data collection: the Entrepreneurial Competency Rating Scale (ECRS) and the Performance-Based Innovation Task (PBIT). Entrepreneurial Competency Rating Scale (ECRS): Developed by the researchers to measure entrepreneurial constructs such as creativity, opportunity recognition, financial literacy, innovation, and self-directedness. It consisted of 30 items structured on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Performance-Based Innovation Task (PBIT): This required students to complete authentic, scenario-based tasks where they designed and modelled practical solutions. For example, one scenario involved creating a prototype of a low-cost bridge, requiring mathematical calculations for load capacity and material use, while another involved developing a simplified energy-saving device and estimating production costs. Students' outputs were assessed with a rubric that considered creativity, functionality, problem-solving, and entrepreneurial feasibility.

Validation and Reliability

The instruments were subjected to face and content validation by three experts—two in STEM education and one in educational measurement and evaluation. The experts commented on the clarity of items, relevance to entrepreneurial competencies, and alignment with study objectives. Based on their feedback, ambiguous items were rephrased, overlapping constructs were merged, and two items that were deemed redundant were removed from the ECRS. For

the PBIT, the experts recommended refining scoring rubrics to include indicators of financial feasibility and innovation potential, which were incorporated.

A pilot test was conducted in a school not included in the main study. The Cronbach's alpha reliability coefficient for the ECRS was 0.84, indicating good internal consistency, while inter-rater reliability for the PBIT rubric (using two independent scorers) yielded a coefficient of 0.81, showing acceptable reliability.

Data Collection and Analysis

The study lasted for six weeks, encompassing instruction, project work, and assessment activities. Pre-test scores on entrepreneurial competencies were collected prior to the intervention to serve as covariates. Data were analysed using descriptive statistics (mean, standard deviation) and inferential statistics, specifically Analysis of Covariance (ANCOVA) to control for pre-test differences, and independent samples t-tests for post-test group comparisons.

Ethical Considerations

Ethical clearance was obtained from the Kaduna State Ministry of Education, and informed consent was secured from all participants and their guardians. Students' participation was voluntary, and confidentiality of responses was ensured.

Results and Data Analysis

To examine the effects of digital fabrication and mathematical modelling on entrepreneurial competencies, data were analysed using ANCOVA to control for pre-test differences. Below are the findings corresponding to the research hypotheses.

Hypothesis 1 (H_{01}): There is no significant difference in entrepreneurial problem-solving skills between students taught using digital fabrication and mathematical modelling and those taught using conventional methods.

Table 1: Descriptive Statistics and ANCOVA Result on Entrepreneurial Problem-Solving Skills

Group	N	Post-test Mean	SD	Adjusted Mean	SE	F(1,196)	p-value	Partial η^2
Experimental Group	100	77.85	6.14	77.62	0.45	48.13	<.001	0.197
Control Group	100	69.42	5.87	69.65	0.45			

Note. Adjusted means are estimated marginal means after controlling for pre-test differences. $p < 0.001$.

After controlling for pre-test scores, the ANCOVA results revealed a statistically significant difference in entrepreneurial problem-solving skills between the experimental and control groups, $F(1,196) = 48.13$, $p < .001$, with a large effect size (Partial $\eta^2 = 0.197$). Descriptive statistics further show that students in the experimental group ($M = 77.85$, $SD = 6.14$) outperformed those in the control group ($M = 69.42$, $SD = 5.87$). The magnitude of the effect size indicates that approximately 20% of the variance in entrepreneurial problem-solving skills can be attributed to the instructional approach. This represents a substantial educational impact (Cohen, 1988), confirming that the integration of digital fabrication and mathematical modelling is not only statistically significant but also practically meaningful. In practical terms, students exposed to these innovative strategies developed stronger problem-solving abilities that are crucial for identifying, analysing, and addressing real-world entrepreneurial challenges. For example, such students are more likely to apply mathematics to optimise production processes, design innovative solutions using digital tools, and evaluate the feasibility of their ideas. In contrast, students taught with traditional lecture-based methods lacked comparable opportunities for hands-on application, limiting the development of higher-order problem-solving competencies. Thus, the findings provide empirical support for embedding digital fabrication and mathematical modelling in Nigerian science and mathematics education as effective means of cultivating entrepreneurial skills needed for employability, innovation, and national development.

Hypothesis 2 (H₀₂): There is no significant difference in entrepreneurial creativity and innovation between students exposed to digital fabrication and mathematical modelling and those taught traditionally.

Table 2: Descriptive Statistics and ANCOVA Result on Creativity and Innovation Scores

Group	N	Post-test Mean	SD	Adjusted Mean	SE	F(1,196)	p-value	Partial η^2
Experimental Group	100	79.26	6.32	79.05	0.44	52.89	<.001	0.213
Control Group	100	70.14	5.76	70.35	0.44			

Note. Adjusted means are estimated marginal means after controlling for pre-test differences. $p < 0.001$.

After controlling for pre-test scores, the ANCOVA results revealed a statistically significant difference in entrepreneurial creativity and innovation between the experimental and control groups, $F(1,196) = 52.89$, $p < .001$, with a large effect size (Partial $\eta^2 = 0.213$). Descriptive statistics further show that students in the experimental group ($M = 79.26$, $SD = 6.32$) outperformed those in the control group ($M = 70.14$, $SD = 5.76$). The effect size indicates that approximately 21% of the variance in creativity and innovation scores can be explained by the instructional method. This is a substantial educational effect (Cohen, 1988), demonstrating that integrating digital fabrication and mathematical modelling produces meaningful improvements beyond what traditional teaching methods can achieve. Practically, this implies that students exposed to fabrication and modelling approaches developed enhanced capacity for creative thinking, idea generation, and innovative application of scientific and mathematical knowledge. For instance, these students were more capable of designing original prototypes, experimenting with novel solutions to community challenges, and applying mathematical models to test the feasibility of their ideas. By contrast, students in the lecture-based group had fewer opportunities to explore open-ended, creative problem spaces, limiting the growth of entrepreneurial innovation skills. These findings highlight the potential of digital fabrication and mathematical modelling as transformative pedagogical strategies in Nigerian classrooms, particularly for fostering entrepreneurial competencies that are essential for self-reliance, start-up creation, and technological advancement.

Hypothesis 3 (H₀₃): There is no significant gender-based difference in students' acquisition of entrepreneurial competencies through digital fabrication and mathematical modelling instruction.

Table 3: Independent Samples t-Test on Gender-Based Differences in Entrepreneurial Competencies

Gender	N	Mean	SD	t	df	p
Male	51	82.34	6.87	1.09	98	.278
Female	49	81.01	7.14			

Note. Equal variances assumed.

The independent samples t-test showed that male students ($M = 82.34$, $SD = 6.87$) and female students ($M = 81.01$, $SD = 7.14$) did not differ significantly in their entrepreneurial competency scores, $t(98) = 1.09$, $p = .278$. This indicates that the digital fabrication and mathematical modelling intervention was equally effective across genders. The small mean difference (1.33 points) suggests minimal practical significance, implying that the program fosters equitable development of entrepreneurial competencies regardless of gender. This finding aligns with research emphasising the inclusiveness of technology-driven pedagogies in STEM education (e.g., UNESCO, 2021; Fakomogbon et al., 2023).

Discussion of Findings

The findings of this study strongly support the effectiveness of integrating digital fabrication and mathematical modelling in enhancing entrepreneurial competencies among secondary school science and mathematics students. The first hypothesis tested revealed a statistically significant difference in entrepreneurial problem-solving skills between students taught using digital fabrication and mathematical modelling and those taught using conventional methods.

This aligns with Blikstein (2018), who emphasised that digital fabrication tools offer learners opportunities for tangible creation and iteration, thus encouraging innovative solutions to real-world problems. Similarly, the result supports Stillman et al. (2017), who reported that modelling tasks foster students' capacity to apply mathematical concepts in diverse entrepreneurial and scientific contexts. The substantial effect size (Partial $\eta^2 = 0.197$) found in this study indicates that the hands-on and applied nature of the experimental approach had a practical impact on learners' ability to analyze, design, and prototype entrepreneurial solutions.

The second hypothesis, which focused on creativity and innovation, also showed a significant difference favoring the experimental group. This corroborates the assertions of Lackéus (2015), who argued that entrepreneurial education, when designed as experiential and interdisciplinary, enhances innovation, creativity, and initiative in students. The integration of digital design software and modelling frameworks provided learners with an authentic context to apply STEM knowledge in the creation of entrepreneurial artefacts, as seen in Saavedra and Opfer (2012), who advocated for authentic problem-solving and real-world application in 21st-century learning models. The large effect size (Partial $\eta^2 = 0.213$) observed indicates the intervention's strong capacity to transform theoretical knowledge into tangible, creative outcomes.

Finally, the analysis of gender-based differences showed no statistically significant disparity in entrepreneurial competencies between male and female students who experienced the digital fabrication and modelling activities. This suggests the strategy is inclusive and effective across gender lines, affirming findings by UNESCO (2018), which emphasised that hands-on, technology-driven instruction can narrow gender gaps in STEM participation. Oviawe (2017) also supported the view that when entrepreneurial and technical content is made accessible through contextual and active engagement, both male and female learners can thrive equally. Hence, the study provides empirical evidence that integrating digital fabrication and mathematical modelling into science and mathematics education not only enhances core STEM skills but also nurtures essential entrepreneurial traits such as problem-solving, innovation, and opportunity recognition. This aligns with global calls for education systems to prepare learners for future economic challenges by embedding entrepreneurial competencies within traditional academic frameworks.

Conclusion and Recommendations

This study has demonstrated that the integration of digital fabrication and mathematical modelling into science and mathematics education significantly enhances the entrepreneurial competencies of secondary school students. The experimental group, which engaged in hands-on, project-based learning using digital tools and real-world mathematical applications, outperformed the control group in entrepreneurial problem-solving, creativity, and innovation. Furthermore, the absence of significant gender-based differences suggests that this instructional approach is inclusive and effective for both male and female students. These findings validate the assertions of prior scholars (Blikstein, 2018; Stillman et al., 2017; Lackéus, 2015) who emphasised the role of experiential and applied learning in fostering innovation and entrepreneurial readiness among learners. In an era where STEM education must address not only academic excellence but also socio-economic empowerment, this study affirms that equipping students with entrepreneurial competencies through innovative strategies like digital fabrication and mathematical modelling is both timely and essential. By doing so, educators can prepare students not only to excel academically but also to become proactive problem-solvers, innovators, and potential job creators in a rapidly changing global economy.

Based on these findings, the following recommendations are made:

1. Curriculum Integration: The Federal and State Ministries of Education should revise science and mathematics curricula to include digital fabrication and mathematical modelling activities with entrepreneurial relevance.
2. Teacher Capacity Building: Intensive professional development workshops should be organised for science and mathematics teachers on the use of digital tools and project-based instructional strategies that support entrepreneurship.
3. Infrastructure Investment: Secondary schools should be equipped with basic digital fabrication kits (e.g., 3D printers, laptops with CAD software, and maker tools) to facilitate innovation-oriented STEM learning.

4. Gender-Inclusive Practices: Educators should be encouraged to use instructional approaches that are gender-sensitive and supportive of female participation in STEM-entrepreneurial learning contexts.
5. Further Research: More studies should be conducted across different regions of Nigeria to validate and expand on the findings of this study, including longitudinal research on the long-term impact of such interventions on students' career paths.

Limitations

The study did not explicitly state its limitations. One notable limitation is the relatively small sample size, which may affect the generalizability of the findings. While the results indicate positive effects of digital fabrication and mathematical modelling on entrepreneurial competencies, larger and more diverse samples across different institutions would strengthen external validity. Another limitation is the short duration of the intervention, which might not fully capture the long-term impact of the instructional strategies on entrepreneurial competencies. Future research should consider longitudinal designs to examine whether the observed improvements are sustained over time. Additionally, potential contextual and cultural factors that could influence students' entrepreneurial creativity and innovation were not addressed. Acknowledging these limitations provides a more balanced perspective and offers useful directions for future studies.

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Developing Entrepreneurial Literacy through Context-Based Science and Mathematics Teaching in Rural Nigerian Schools

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Abstract

This study examined the impact of context-based science and mathematics instruction on entrepreneurial literacy among secondary school students in rural areas of Zaria Education Zone, Kaduna State, Nigeria. A quasi-experimental design involving pre-test, post-test control groups was employed. A total of 200 SSII students from four public rural secondary schools were sampled using multistage random sampling. Two schools received context-based instruction infused with real-life entrepreneurial scenarios, while two others served as control groups taught using conventional methods. The Entrepreneurial Literacy Assessment Scale (ELAS) was used to collect data on students' entrepreneurial knowledge, attitudes, and skills. ANCOVA results showed a statistically significant difference in favor of the experimental group, $F(1, 197) = 45.14, p < .001$, with a large effect size ($\eta^2 = .189$), indicating that the context-based approach substantially improved entrepreneurial literacy. However, gender-based analysis revealed no significant difference between male and female students' scores, suggesting gender equity in learning outcomes. The study concludes that integrating context-based instruction into science and mathematics education enhances students' entrepreneurial thinking and real-world problem-solving capacity, especially in under-resourced rural settings. It recommends curriculum review, teacher training, and further research on scalable, inclusive entrepreneurial pedagogies in STEM education.

Keywords: Context-based instruction, Entrepreneurial literacy, Science and mathematics education, Rural schools, Gender, Nigeria, Secondary education

Introduction

In the evolving landscape of education and economic development, there is an urgent need to prepare students not only with academic knowledge but also with practical, entrepreneurial competencies that empower them to navigate real-life challenges (Aliyu et al., 2025). This is particularly relevant in rural Nigerian communities where formal employment opportunities are scarce and self-reliance is critical for survival and socio-economic mobility. Entrepreneurial literacy, which encompasses the knowledge, skills, attitudes, and values that enable individuals to identify opportunities, innovate, take initiative, and manage resources effectively, has emerged as a key 21st-century competence (Lack  s, 2015; Nwachukwu, 2020). Within this framework, three interrelated components are central: entrepreneurial knowledge (understanding concepts such as innovation, value creation, and financial planning), entrepreneurial attitudes (creativity, resilience, risk tolerance, and initiative), and entrepreneurial skills (problem-solving, opportunity recognition, teamwork, and resource management) (OECD, 2018; Fayolle, 2018).

Science and mathematics, by their very nature, are rooted in inquiry, critical thinking, and systematic problem-solving, foundations that align closely with entrepreneurial thinking (Aliyu et al., 2025). However, the conventional delivery of these subjects in Nigerian schools remains largely abstract, examination-driven, and disconnected from students' socio-economic realities, particularly in rural settings (Okebukola, 2021; Umeh & Eze, 2018). As a result, students often struggle to see the relevance of what they learn to the challenges and opportunities within their communities, leaving entrepreneurial potential untapped.

Context-based teaching has gained traction globally as an instructional strategy that situates learning within students' everyday experiences, making science and mathematics more relevant, engaging, and applicable (Gilbert, 2006;

Bennett et al., 2007). In this approach, abstract concepts are introduced and taught through familiar situations or local issues such as agriculture, small-scale trade, environmental sustainability, and health practices—contexts that rural students can easily relate to and potentially transform into entrepreneurial opportunities. Through this pedagogical lens, learners are encouraged to apply scientific and mathematical knowledge in designing low-cost technologies, managing resources, conducting experiments tied to farming or commerce, and analyzing data for decision-making in real-world situations (Achor & Agbo-Egwu, 2015).

While a growing body of research emphasizes the integration of entrepreneurship into STEM education as a pathway to innovation, employability, and resilience (Oviawe, 2017; Blenker et al., 2014), much of this scholarship has been concentrated in urban or higher education contexts (Okolie et al., 2020; Okoye & Okwelle, 2021). Few empirical studies have systematically examined how context-based science and mathematics instruction can develop entrepreneurial literacy in rural Nigerian schools, despite the urgent need to address rural youth unemployment and underdevelopment. This gap is significant because rural learners face unique challenges—including limited access to resources, exposure to fewer entrepreneurial role models, and a curriculum that is often detached from their lived realities.

Therefore, this study investigates the effectiveness of context-based instruction in fostering entrepreneurial literacy among secondary school students in rural Nigeria. Specifically, it examines whether teaching science and mathematics through locally relevant contexts enhances students' entrepreneurial knowledge, attitudes, and skills (ELAS). Anchored in constructivist and experiential learning theories, this study contributes to the growing discourse on embedding entrepreneurship into STEM education. By addressing an underexplored rural context, it offers insights into how context-based pedagogy can be leveraged to bridge educational inequality, promote self-reliance, and support sustainable community development.

Statement of the Problem

Despite the acknowledged importance of entrepreneurship in national development, most Nigerian secondary schools, particularly in rural areas, continue to deliver science and mathematics content in abstract, theory-driven formats that have little connection to the learners' environments or livelihoods. This disconnect leaves students ill-equipped to apply scientific and mathematical knowledge to real-world problems or develop innovative and entrepreneurial mindsets. The situation is more critical in rural settings where poverty, limited access to technology, and a lack of job opportunities heighten the need for practical, context-driven education that promotes self-reliance. While context-based instruction has been globally recognised for its potential to make learning more meaningful and relevant, its implementation in Nigerian classrooms, especially in rural areas, remains minimal and under-researched. Thus, there is a need to investigate whether teaching science and mathematics using locally relevant, context-based approaches can improve students' entrepreneurial literacy. This study, therefore, aims to address this gap by evaluating the impact of context-based science and mathematics instruction on the development of entrepreneurial knowledge, attitudes, and practical skills among secondary school students in rural Nigerian schools.

Objectives of the Study

The study aims to:

1. Determine the effect of context-based science and mathematics instruction on students' entrepreneurial literacy in rural Nigerian secondary schools.
2. Examine whether there are gender differences in the entrepreneurial literacy of students exposed to context-based instruction.

Research Questions

The study is guided by the following research questions:

1. What is the difference in entrepreneurial literacy between students taught science and mathematics using context-based instruction and those taught using conventional methods?

2. Is there a significant gender difference in the entrepreneurial literacy of students exposed to context-based instruction?

Null Hypotheses

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

H₀₁: There is no significant difference in entrepreneurial literacy between students taught science and mathematics using context-based instruction and those taught using conventional methods.

H₀₂: There is no significant gender difference in the entrepreneurial literacy of students taught using context-based instruction.

Theoretical Framework

This study is grounded in two complementary theories: Constructivist Learning Theory and Experiential Learning Theory (ELT).

Constructivist Learning Theory, advanced by scholars such as Piaget and Vygotsky, posits that learners actively construct knowledge through prior experiences and interactions with their environment (Vygotsky, 1978). In science and mathematics education, constructivism emphasises student-centred approaches that promote inquiry, problem-solving, and critical thinking, skills that are also foundational for entrepreneurial competence. When taught through context-based methods, science and mathematics become tools for exploring and addressing real-life challenges, enabling learners to build knowledge that is meaningful and transferable to entrepreneurial settings.

Experiential Learning Theory (Kolb, 1984) extends constructivist ideas by emphasising the cyclical nature of learning through experience. Kolb's four-stage model, concrete experience, reflective observation, abstract conceptualisation, and active experimentation, is particularly relevant to entrepreneurship education, where authentic problem-solving and hands-on practice are central. In this study, embedding instruction in local contexts (e.g., agricultural measurement problems or market-based budgeting tasks) provides students with direct experiences, opportunities for reflection, conceptual understanding, and application in entrepreneurial scenarios.

Taken together, these theories provide a strong foundation for the study. They suggest that context-based science and mathematics instruction can enhance entrepreneurial literacy by engaging learners in hands-on, locally relevant, and practical experiences that foster the knowledge, skills, and attitudes required for entrepreneurship.

Literature Review

Entrepreneurial literacy has emerged as a vital component of the global education agenda, recognised as a critical 21st-century skill that fosters innovation, financial independence, and socio-economic development. Lackéus (2015) defines entrepreneurial education as the process of equipping learners with the capacity to create value for others, solve authentic problems, and develop self-efficacy. In Nigeria, however, many science and mathematics classrooms remain rigidly exam-oriented and largely disconnected from students' lived realities (Okebukola, 2021; Oviawe, 2017).

Context-Based Teaching (CBT) has been identified as a transformative pedagogy that makes learning more meaningful by linking academic content with real-life applications. According to Gilbert (2006) and Bennett et al. (2007), this approach enhances students' engagement, interest, and retention of knowledge by situating abstract concepts within familiar situations. Achor and Agbo-Egwu (2015) demonstrated that rural students taught physics through community-related examples exhibited improved problem-solving skills and practical application abilities. Similarly, Nwachukwu (2020) found that embedding mathematics instruction in local contexts not only demystified the subject but also fostered entrepreneurial skills such as estimation, budgeting, and resource optimisation.

In terms of gender dynamics, several studies suggest that context-based and entrepreneurship-focused instruction can help reduce gender disparities in STEM education. For instance, UNESCO (2018) and Osioma and Nzewi (2018) argue that inclusive and practical teaching strategies in science and mathematics boost girls' interest and performance,

particularly when connected to real-world social or economic activities. By showing learners how STEM knowledge can address everyday challenges, such as calculating profit margins in small-scale businesses or managing natural resources, entrepreneurial literacy becomes more concrete, relatable, and accessible to both genders.

Although existing literature highlights the effectiveness of context-based instruction and entrepreneurship education independently, there remains a scarcity of empirical studies that integrate both approaches within science and mathematics, particularly in rural Nigerian settings. This study, therefore seeks to bridge this gap by examining how context-based STEM instruction influences the development of entrepreneurial literacy (knowledge, skills, and attitudes) across gender.

Methodology

This study adopted a quasi-experimental pre-test, post-test control group design involving intact classes. The design was considered appropriate since random assignment of individual participants was not feasible in the natural school setting. The population of the study comprised all Senior Secondary II (SSII) students in public secondary schools located in rural communities within Zaria Education Zone, Kaduna State, Nigeria. The population was approximately 5,624 students across 18 rural-based senior secondary schools. The sample size consisted of 200 SSII students drawn from four co-educational public secondary schools through a multistage sampling procedure. At the first stage, purposive sampling was used to select schools located in rural areas with comparable infrastructural conditions. At the second stage, two schools were randomly assigned to the experimental group and two to the control group, while intact classes from each selected school were used for the study. The experimental group received science and mathematics instruction using context-based teaching strategies that integrated real-life entrepreneurial scenarios such as agricultural estimations, market transactions, and environmental data interpretation. Instructional content was aligned with the Nigerian Senior Secondary School Curriculum but delivered through locally relevant experiences and problem-based learning approaches. The control group, however, was taught using traditional teacher-centred methods, focusing on textbook examples and rote learning.

The instrument for data collection was the Entrepreneurial Literacy Assessment Scale (ELAS), developed and validated by the researchers. The ELAS comprised three subscales:

- I. Entrepreneurial Knowledge (10 items)
- II. Entrepreneurial Attitudes (10 items)
- III. Entrepreneurial Skills (10 items)

The items were structured on a 4-point Likert scale. The instrument was subjected to face, content, and construct validity by experts in science education and entrepreneurship. A pilot test conducted with 30 students from a similar school outside the study zone yielded a Cronbach's alpha reliability coefficient of 0.83, indicating high internal consistency. Data collection was carried out in two phases: pre-test (to establish baseline equivalence between groups) and post-test (to measure the effect of the intervention) over a six-week instructional period. For data analysis, descriptive statistics (mean and standard deviation) were used for initial exploration, while inferential statistics were employed to test the hypotheses. Specifically, Analysis of Covariance (ANCOVA) was used to test for significant differences between the experimental and control groups while controlling for pre-test scores and an Independent samples t-test was used to determine gender differences in entrepreneurial literacy outcomes. All hypotheses were tested at the 0.05 level of significance using SPSS version 26.

Data Analysis and Interpretation

Research Question 1:

What is the difference in entrepreneurial literacy between students taught science and mathematics using context-based instruction and those taught using conventional methods?

Table 1: Mean and Standard Deviation of Students' Post-Test Entrepreneurial Literacy Scores by Group

Group	N	Mean Score	Std. Deviation
Experimental Group	100	72.84	6.35
Control Group	100	61.32	7.11

Table 1 shows that the students exposed to context-based instruction (experimental group) had a higher mean score ($M = 72.84$, $SD = 6.35$) compared to those taught with conventional methods ($M = 61.32$, $SD = 7.11$). This suggests a potential positive effect of the context-based instructional strategy on entrepreneurial literacy.

Hypothesis 1 (H_{01}):

There is no significant difference in entrepreneurial literacy between students taught science and mathematics using context-based instruction and those taught using conventional methods.

Table 2: ANCOVA Summary of Post-Test Entrepreneurial Literacy Scores Controlling for Pre-Test

Source	SS	df	MS	F	p-value	Partial η^2
Pre-test	442.75	1	442.75	6.53	.011*	.032
Group	3058.12	1	3058.12	45.14	.000***	.189
Error	13218.34	197	67.09			
Total	25278.61					

After controlling for the pre-test scores, the ANCOVA result in Table 2 reveals a statistically significant effect of instructional method on entrepreneurial literacy, $F(1, 197) = 45.14$, $p < .001$. The partial eta squared ($\eta^2 = .189$) indicates a large effect size. Therefore, the null hypothesis (H_{01}) is rejected. This means that context-based instruction had a significant positive impact on students' entrepreneurial literacy.

Research Question 2:

Is there a significant gender difference in the entrepreneurial literacy of students exposed to context-based instruction?

Table 3: Mean and Standard Deviation of Entrepreneurial Literacy Scores by Gender (Experimental Group Only)

Gender	N	Mean Score	Std. Deviation
Male	48	72.18	6.80
Female	52	73.44	6.05

Table 3 shows that female students had slightly higher entrepreneurial literacy scores ($M = 73.44$) than male students ($M = 72.18$), though the difference appears marginal.

Hypothesis 2 (H_{02}):

There is no significant gender difference in the entrepreneurial literacy of students taught using context-based instruction.

Table 4: Independent Samples t-Test on Gender and Entrepreneurial Literacy Scores

Gender	N	Mean	Std. Dev.	t	df	p-value
Male	48	72.18	6.80			
Female	52	73.44	6.05	-0.94	98	0.349

The independent samples t-test result shows no statistically significant difference in entrepreneurial literacy between male and female students taught using context-based instruction ($t = -0.94, p = 0.349$). Therefore, the null hypothesis (H_{02}) is retained. This implies that both male and female students benefited equally from the instructional intervention.

Discussion of Findings

The findings of this study reveal that the use of context-based science and mathematics instruction significantly enhances the entrepreneurial literacy of students in rural Nigerian secondary schools. This aligns with the assertions of Gilbert (2006), Bennett et al. (2007), and Achor & Agbo-Egwu (2015), who argue that embedding real-life contexts into instruction not only makes learning more relevant but also increases its practical application, especially in resource-constrained settings. The statistically significant difference in post-test scores between the experimental and control groups suggests that students who learn through real-world, entrepreneurial tasks are better positioned to acquire and apply entrepreneurial knowledge, attitudes, and skills.

The findings also support the theoretical underpinnings of Constructivist and Experiential Learning Theories. As Vygotsky (1978) and Kolb (1984) emphasized, learning becomes more meaningful when students are actively engaged in tasks that mirror their environments. By using familiar contexts like local markets, small-scale farming, or family-based budgeting scenarios, students were able to construct knowledge that was both academically grounded and practically useful. This supports Nwachukwu (2020) and Osisioma & Nzewi (2018), who advocated for a curriculum that fosters innovation and self-reliance through contextually meaningful STEM activities.

Interestingly, no significant gender differences were observed in entrepreneurial literacy outcomes, suggesting that context-based teaching strategies are inclusive and equitable. This supports studies by UNESCO (2018) and Umeh & Eze (2018), which emphasize the potential of context-based and entrepreneurial approaches to narrow gender gaps in STEM education. The use of shared, relatable experiences appeared to benefit both male and female students equally, providing a powerful argument for scaling such pedagogies in rural and underserved settings.

Recommendations

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

1. **Policy Integration:** The Nigerian Educational Research and Development Council (NERDC) should revise the science and mathematics curricula to explicitly integrate entrepreneurial competencies through context-based teaching strategies. For example, topics such as ratios and proportions in mathematics could be taught through local market price comparisons, while chemical reactions in science could be linked to small-scale soap or fertilizer production.
2. **Teacher Training:** Continuous professional development programs should be organized for science and mathematics teachers on the design and implementation of context-based instructional strategies. Training should include practical workshops on how to incorporate entrepreneurial projects—such as budgeting for school farming projects in mathematics or designing simple energy-saving devices in physics—into classroom teaching.
3. **Resource Development:** Educational stakeholders, including NGOs and local government education authorities, should support the development of instructional materials that reflect students' immediate environments and promote entrepreneurial learning. For instance, workbooks could include exercises on calculating profits from small trading businesses or experiments involving locally available raw materials like cassava, shea butter, or clay.
4. **Gender-Inclusive Pedagogy:** Since no gender differences were observed, educators are encouraged to apply these strategies across all-gender classrooms to ensure equity in entrepreneurial skills development. Teachers should consciously provide equal opportunities for both boys and girls to lead entrepreneurial group tasks such as managing class cooperatives or presenting innovative project solutions.

5. Further Research: Similar studies should be conducted across other regions and subjects (e.g., agricultural science, economics, and vocational studies) to further validate the effectiveness of context-based instruction in developing real-world competencies among diverse student populations..

Limitations of the Study

Despite the strengths of this study, several limitations should be acknowledged. First, the research was conducted within a specific geographical context, rural public secondary schools in Zaria Education Zone, Kaduna State—which may limit the generalizability of the findings to other regions with different socio-economic or cultural conditions. Second, the duration of the intervention was relatively short (six weeks), which may not have been sufficient to capture long-term effects of context-based teaching on entrepreneurial literacy. Third, the study relied primarily on self-report measures through the Entrepreneurial Literacy Assessment Scale (ELAS). While the instrument demonstrated strong reliability and validity, self-reported responses are subject to potential bias such as social desirability effects. Finally, the quasi-experimental design, which used intact classes rather than random assignment of individual students, may have introduced confounding variables beyond the control of the researchers. Future studies could extend the intervention over a longer period, incorporate additional objective measures of entrepreneurial competencies, and replicate the research across diverse educational and cultural settings to strengthen external validity and provide deeper insights.

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Leveraging The Potential of Video-Based Instructional Packages on Pupils' Achievement and Retention in Arithmetic in Ondo Metropolis

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Abstract

This study explores the potential of video-based instructional packages on pupils' achievement and retention in arithmetic in the Ondo metropolis. The study adopted a quasi-experimental design with pre-test and post-test control groups. Two primary schools were randomly selected to participate in the study, and one primary school was purposively selected for the experimental group, and the other was selected for the control group within the private schools in Ondo metropolis. A total sample of ninety-eight (98) primary II pupils from two private primary schools made up the study's population. Data were collected through the Arithmetic Achievement Test (AAT) and Video-Based Instructional Package (VBIP) developed by the researchers. The data were analysed using ANCOVA. The finding indicated no significant difference in pre-test scores between the two groups, confirming their equivalence at baseline. However, post-test scores revealed that the experimental group significantly outperformed the control group, demonstrating the effectiveness of the video-based instructional packages. Based on the findings of the study, it was recommended among others that primary school teachers should adopt a video-based instructional package as a pupil-driven instructional approach that gives pupils the ability to store, retain, and recall the learning experiences and improve academic achievement in primary schools.

Keywords: Arithmetic achievement, digital tools, primary education, retention and video-based instruction.

Introduction

The integration of digital technology into education has transformed traditional teaching methods and provided innovative approaches to enhance learning opportunities for all students. The rapid development in the field of technology in the 21st century affects our daily lives and education. Therefore, digital technologies are a very useful tool for educators and policymakers in the education sector because of their capacity to engage, motivate, and enhance learning among different categories of learners, especially at the primary education level. Primary education is the basic level of education given to children between the ages of 6 and 12 in Nigeria (Federal Ministry of Education, 2014). It is the foundation of all education levels and the bedrock of the entire educational system in Nigeria. Some of the objectives of primary education, as stated in the Nigerian National Policy on Education, are to inculcate permanent literacy, numeracy, and the ability to communicate effectively, and to lay a sound basis for scientific, critical, and reflective thinking, among others (FME, 2014). In pursuance of these objectives, various subject curricula have been designed, one of which is mathematics, which sets out to expose pupils to basic skills in arithmetic.

Arithmetic is a fundamental branch of mathematics that deals with numbers and the basic operations, such as addition, subtraction, multiplication, and division. It is the most elementary and oldest aspect of mathematics and is used in daily life for many purposes like measuring, counting, and computing (Purpura, Baroody, & Lonigan, 2013). Arithmetic is of paramount importance to mathematics for several reasons, serving as the foundation upon which the entire structure of mathematical concepts is built. It provides the basic operations addition, subtraction, multiplication, and division that are essential for all higher-level mathematical concepts. Without a solid understanding of these operations, it would be impossible to progress to more complex areas of mathematics. Learning arithmetic helps

develop logical thinking and problem-solving skills. It encourages systematic thinking, precision, and attention to detail, which are essential qualities in all areas of mathematics and beyond. Its simplicity and ubiquity underscore its importance in both ancient and modern contexts. Arithmetic is usually the first mathematical skill that individuals learn, forming the basis for mathematical literacy. This foundational knowledge is critical for understanding and learning more advanced mathematical concepts taught in school and higher education (Uyen, Tong, & Lien, 2022). Many branches of mathematics, such as algebra, calculus, and number theory, rely heavily on arithmetic principles. Understanding the principles is necessary in order to solve equations, use functions, and look for mathematical patterns and relationships. In computer science, principles are fundamental to the creation of algorithms (Wong, 2017). For complex computations to be completed in a variety of domains, such as software development, data analysis, and cryptography, efficient algorithms for basic arithmetic operations are essential (Wong, 2017).

Despite the importance of arithmetic to all other aspects of mathematics, research findings have shown that the performance of pupils in mathematics has been on the decline in primary schools (Prather, 2012; Sari & Olkun, 2019). It cannot be denied that mathematics plays an important role in life, but the reality is that the majority of students find it very difficult to acquire the different mathematical skills and basic operations that are useful in their everyday lives. The reason for this may vary, but it could sometimes be related to the teaching method used by teachers (Chianson, Kurumeh, & Obida, 2010). In Nigerian primary education, teachers use the conventional method to teach mathematics. Mathematics at this level is full of teacher-centred procedures that have to be mastered. In an attempt to find an immediate solution to the problems of mathematics at this level, primary school teachers need to improve their teaching methods to ensure that pupils are adequately engaged during the instructional process and to improve pupils' learning outcomes. The conventional way of teaching arithmetic has fallen short of providing an immediate learning environment, faster evaluations, and more engagement, which makes pupils passive with less interaction (Wong, 2017). In contrast, digital learning tools such as video-based instruction have the potential to go a long way in filling the gap in learning by allowing the pupils to use technological devices that would inevitably be part of their future professional practice.

Video-based instruction is one of the most diversified and distinct virtual learning mediums that captures and presents information more precisely (Oyarinde & Komolafe, 2019). It enables learners, especially primary pupils, to understand the contents more and retain information better. Video is one of the best methods to attract students to enjoy and understand the materials delivered at the mastery level (Reiss, Diestmann, Inkermann, Albers, & Vietor, 2017). Similarly, Furo (2015) opined that video-based instruction involves the use of an electronic approach that combines texts, audio, visuals, and images to offer learning experiences. According to Ogochukwu (2010), it is also defined as the fusion of various digital media, including texts, sounds, and images, presented to an audience in an integrated, multiple-sensory manner to facilitate learning. Several features of video-based learning promote meaningful learning opportunities that allow the pupils to activate, acquire, and apply knowledge in a meaningful way (Kumar, 2010). Studies have shown the influence of video-based instructions as a promising, transformative technology-supported approach on students' engagement and learning outcomes (Olatoye, 2017; Monday & Joel, 2017; Mendoza, Caranto & David, 2015; and Oyarinde, 2021).

Andor, Aneshie-Otakpa, Akobi, Agah, Okeke, Ube, & Iroanusi (2020) also conducted a study on the effect of video-aided instruction on primary school pupils' interest and memory development in arithmetic in Ogoja local government and revealed that video-aided instruction improves primary school pupils' interest and memory development in arithmetic. Gambari et al. (2016) also carried out a study on the effects of video-type instructional packages on the achievement of students in mathematics among senior secondary schools in Minna, Nigeria. The results revealed that there is a significant difference in the mean achievement score of students taught mathematics using Text Only (TO), Text Animation (TA), Text Narration (TN), and Text Animation Narration (TAN) video-type instructional packages. Moreover, Olatayo, Omiola, & Adedapo (2017) conducted a study on the effect of using video-mediated instruction as an advanced organiser on the cognitive achievement of students in mathematics and discovered that students exposed to video-mediated instruction as an advanced organiser performed better in their achievement than their counterparts. The authors found that the use of video-based instruction increased students' achievement in indices and logarithms aspects of mathematics. Other studies have also shown that video-based instructions led to great improvements in students' attendance to lessons, interest, motivation, and positive achievement in mathematics (Ogochukwu, 2010; Chaudari, 2013; Abragan & Hambre, 2017; and Oyarinde, 2021). Based on the previous studies, video-based instructions were effective in classroom activities. The effective ways of using video-based instruction to complement conventional teaching approaches would engage, increase the attention rate of pupils, and improve their academic achievement positively.

Apparently, achievement and retention in any academic pursuit are vital learning outcomes that show the degree to which learning has occurred. Retention is the ability to store what has been learned by an individual and be able to retain and recall the learning experiences. Any experience not retained cannot be recalled when the need arises. Therefore, retention is fundamental to academic achievement in arithmetic and mathematics generally. According to Amin and Malik (2014), factors affecting retention include rehearsal, exercise, testing, and reward. The scholars report that rehearsal entails repeated reception of the same content, events, and information through verbal or visual means. The use of text with images, coupled with frequent practice, could facilitate the retention rates of the pupils. Parrot (2019) identifies practice as one of the factors that could improve the ability of a child to recall what he or she has learned. The above postulation shows that the use of video-based instruction has potential in instructional delivery because it allows the pupils to view the contents over and over, and frequent practice on assigned tasks could improve retention, resulting in positive academic achievement.

However, with the growing trend of technology-assisted learning, it is observed that little effort has been made to improve the teaching and learning of arithmetic in Nigerian primary schools using technology, particularly video-based instructional packages. It seems the approach has not been extensively utilised in the teaching and learning of arithmetic. As a result, there is a need for learner-centred instructional methods that actively engage pupils in the use of technology for classroom activities. A video-based instructional package has the potential to fill this gap in instructional delivery, as it will directly expose the pupils to the use of technology to engage them in classroom activities. Therefore, this paper examined the potential of video-based instructional packages on pupils' academic achievement and retention in arithmetic.

Purpose of the study

The purpose of this study is to investigate the potential of video-based instructional packages on pupils' achievement and retention in arithmetic. The study:

1. examined the potential of video-based instructional packages on the academic achievement of primary school pupils in arithmetic.
2. determined the potential of video-based instructional packages on the retention ability of primary school pupils in arithmetic.

Research Hypotheses

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

H₀₁: There is no significant difference in the academic achievement scores of pupils taught arithmetic using video-based instruction packages and their counterparts taught with conventional methods.

H₀₂: There is no significant difference in the retention ability of males and females pupils taught arithmetic using video-based instruction packages.

METHODOLOGY

The study adopted a pre-test, post-test, and control group quasi-experimental research design. The study population comprised all the primary II pupils in private schools in the Ondo metropolis of Ondo State for the 2023/2024 academic session. Primary II pupils were chosen because they were at the age where the foundation of arithmetic knowledge and skills is being laid. Two primary schools were randomly selected to participate in the study, and one primary school was purposively selected for the experimental group because they are boarding schools with well-equipped computer laboratories that are accessible to pupils, and the other was selected for the control group. Intact classes of ninety-eight (98) primary II pupils made up the study's population. Forty-eight (48) primary II pupils were assigned to the experimental and fifty (50) to control group. Two research instruments were used to obtain information from the participants: the Arithmetic Achievement Test (AAT) and the Video-Based Instructional Package (VBIP) developed by the researchers. The reliability coefficient of the instruments was obtained using a Cronbach's alpha for AAT; a value of 0.78 and a value of 0.84 were obtained. This was considered to be relatively high enough for the instrument to be used for the study. The researcher adopted these procedures to collect the information from the participants, first administering the instruments (Arithmetic Achievement Test (AAT) Questionnaire) as a pretest to the pupils, and their scores were recorded. The researcher then exposed the experimental group to the topics in arithmetic using a video-based instructional package for 5 weeks. The control group was also subject to the conventional method of teaching for the same number of weeks. The completed copies of the questionnaire were collected and analysed using ANCOVA.

Results

H0₁: There is no significant difference in the mean achievement scores of pupils taught arithmetic using video-based instruction packages and their counterparts taught with conventional methods.

Table 1: Analysis of Covariance (ANCOVA) of Post-Achievement by Treatment and Retention.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4273.552 ^a	4	2136.776	122.737	.000	.923
Intercept	888.775	1	888.775	392.575	.000	.729
Pre-Achievement	4517.686	1	4517.686	1995.478	.000	.932
Treatment	1433.065	1	1433.065	622.990	.000*	.814
Retention	.615	1	0.615	.272	.603	.002
Treatment x Retention	1.074	1	1.074	.474	.492	.003
Error	330.538	97	2.264			
Total	41004.000	98				
Corrected Total	4927.470	97				

R Squared = .923 (Adjusted R Squared = .931), *p<.05

Table 1 showed that there was a significant main effect of treatment on pupils' academic achievement in arithmetic. ($F_{(1,170)} = 622.99$; $p < 0.05$, partial $\eta^2 = 0.81$). The effect is 81.0%. This indicated that there was a significant difference in the pupils' post- academic achievement in arithmetic. Thus, hypothesis 1 was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in table 2.

Table 2. Estimated marginal means for post- academic achievement by treatment and control group

Treatment	Mean	Std. Error
Video-Based Package	18.60	.22
Conventional Method	11.13	.17

Table 2 indicated that in Video-Based Package (VBP) treatment group had the higher adjusted post-achievement mean score in arithmetic (=18.60), while the Conventional Method (CM) control group had the least adjusted post-achievement mean score (= 11.13). This order can be represented as VBP > CM. This shows that there was no significant difference between the retention ability of male and female pupils in arithmetic after the intervention ($F_{(1,170)} = 0.27$ $p > .05$). Therefore, hypothesis 2 was not rejected. This implies that the video-based instructional package will be of immense benefit to all pupils, regardless of their gender disparity.

Discussion of Findings

The results obtained from Hypothesis 1 reveal that there is a significant difference in the achievement scores of the pupils taught with the video-based instructional package and their counterparts taught with the conventional method of teaching. This implied that the video-based instructional package had a significant influence on pupils' achievement in arithmetic. In other words, this approach allows pupils to study at their own pace, promotes active learning, and makes the learning contents more accessible to them. Also, it allows pupils to spend more time on assigned tasks, and they are able to prepare and study the learning contents several times. The power of video to actively engage learners and stimulate their interest could have been responsible for this improvement in pupils' achievement after the experiment. The result is in support of findings by Gambari et al. (2016), Monday & Joel (2017), Olatayo, Omiola, & Adedapo (2017), Hambre (2017), and Oyarinde & Komolafe (2019). The findings of the study show that there is significant progress made by pupils in the process of learning the arithmetic aspect of mathematics using video-based instruction. This is in tandem with the finding of Andor et al. (2020), where the scholars observed that pupils progressed through video-based instruction faster and understood the concept in greater depth, and this stimulated their interest through the interactivity in the video package.

The results of the analyses obtained from Hypothesis 2 showed that there was no significant difference between the retention ability of male and female pupils in the experimental group after the intervention. This implies that both male and female participants have the ability to store, retain, and recall the learning experiences equally. In other words, the male and female participants benefited equally from the learning package. This is to show that the instructional package will be of immense benefit to all pupils, regardless of gender disparity. This finding aligns with the observation of Gumel & Galadima (2014), who revealed that gender has no significant effect on students' retention in geometry. The study discovered that the problem-solving approach is not sensitive to gender differences. The result was in line with the finding of Falode & Mohammed (2023), who reported no significant difference in the retention ability of male and female students in geography. Observation from this study revealed that incorporating class activities into the video package could have encouraged pupils to pay attention to the content during the instruction and improve their retention ability on arithmetic. This implies that a video-based instructional package is an effective learning delivery because it has contributed positively to the academic achievement of the pupils in primary schools.

Conclusion

Based on the findings of this study, it was proven that a video-based instructional package is more effective in enhancing pupils' levels of achievement in arithmetic than the conventional method. Also, the video-based instructional package significantly improved pupils' retention ability on arithmetic learning because the media component of the video-based strategy engaged in instructional contents, which in turn led to improved academic achievement. The results revealed there is no significant gender implication in their retention ability; the interventions benefit both male and female pupils equally.

Recommendations

The recommendations made based on the findings from this study are:

- i. Primary school teachers should be adequately sensitised through workshops, seminars, and conferences on the use of video-based instruction for instructional delivery at the primary school level.
- ii. Primary school teachers should leverage the potential of video-based instruction to improve pupils' achievement in arithmetic at the primary school level.
- iii. Curriculum planners and developers in Nigerian primary education should emphasise the need to continuously use innovative strategies such as video-based instruction to improve instructional delivery.

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Strategic Approaches for Enhancing Innovative Instructional Technologies for Teaching Clothing and Textiles in Southwest Nigeria

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Abstract

The study examined strategic approaches for enhancing innovative instructional technologies for teaching clothing and textiles in southwest Nigeria. Survey research design was adopted for carrying out the study. Through multistage sampling technique, 78 Home economics lecturers were involved as respondents for the study. The instrument for data collection was a structured questionnaire face-validated by three experts who are Senior Lecturers in Home Economics Education. The reliability of the questionnaire was achieved using Chronbach Alpha which yielded a reliability coefficient of 0.751. Data collected were analysed using mean and t-test statistics. The result showed that the respondents agreed to 10 technologies for improving clothing and textile instructions, 13 strategic measures for improving clothing and textile skills acquisition through technology education and 11 challenges confronting the use of technology education for clothing and textile skills acquisition. The findings of the study on hypotheses tested showed no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities. Based on the findings and conclusion, the study recommended among others that there should be adequate funding and provision for modern and contemporary educational technology facilities in Nigerian schools and colleges.

Introduction

Home Economics is a broad field of study that embraces many areas such as food and nutrition Home management, tourism, child care and development, clothing and textiles and so on. Clothing is anything worn by human being to cover and beautify the body. In the opinion of Anyakoha and Eluwa (2008), clothing is any article placed on the body to protect, beautify or adorns it. Akubue and Chukwu (2016) noted that clothing include all types of dresses and their accessories such as hats, shoes, bangles, earrings, underclothes, hair-dos and even make-ups. Clothing is therefore derived from textiles. Akubue and Chukwu (2016) described textiles as any material formed by weaving, knitting, crocheting, pressing fibres together and even knotting. Textile is a flexible woven material that consists of a network of natural or synthetic fibres origin that have been twisted into yarn and constructed into cloths. Clothing and textiles are an area of study in Home Economics.

Clothing and textiles is one of the key Home Economics subjects in which entrepreneurial skills are needed to facilitate self-reliance. Igbo (2001) opined that clothing and textiles is a course that is taught at both basic secondary and tertiary institutions as well as in skill acquisition centres where an individual can be equipped with salable skills for self or paid employment on graduation. Iyere and Orumwense (2004) viewed clothing and textiles as covering basic techniques in wardrobe planning and garment making, clothing repair, maintenance, laundry, dyeing and dry cleaning of clothing items. In the opinion of Arubayi (2010), clothing and textiles is one of the three major areas of Home Economics taught in schools. The study of clothing and textiles is classified into garment construction, studying of fabrics, clothing care and maintenance, wardrobe planning and decorative processes. It is characteristically skill and activity oriented which when properly taught will equip the learner with saleable skills needed for self-reliance. Clothing and textile is an area of Vocational and technical education which enables learners to acquire the necessary skills, knowledge, abilities and attitudes required to function effectively for the development of self and the society, hence contributing to the economic advancement of the nation. Arubayi (2009) observed that the value of the quality of instruction in the teaching of clothing and textiles to national development and the economic empowerment of individuals is not in doubt. This is because clothing and textiles is a lucrative and an interesting aspect of Home Economics, which is of inestimable value to society.

The importance of adequately taught clothing and textiles lessons is of inestimable value to skill acquisition, economic enhancement and empowerment of the individual for self or paid employment. The teaching and learning of clothing and textiles entails various skills and techniques hence the need to apply information and communication technology to enhance effectiveness in the study. Olubiyi, Olaniyan and Odiaka (2015) pointed out that technology has revolutionised the way, ease, speed and time with which we conduct our activities as business transactions are conducted faster while teaching and learning become richer with the use of technologies. The use of technologies in

education is fast revolutionizing the way people live and work in every aspect of human endeavor; and that the electronic world is characterized as an agent of change mainly driven by information and communication technology (ICTs). The use of technologies in learning, according to Amiaya and Ranor (2015) creates, fosters, delivers and facilitates learning. This is because, technologies in education have rapidly changed and revolutionized the nature, content and scope of instruction at all levels of education. The technologies that are employed in education are all forms of technologies that create, store, process and use information in its various forms (data, voice, image and multi-media presentations) to facilitate and support communication. They are broad-based technologies that use equipment, applications, methods and management that support the creation, storage, manipulation and communication of information for effective instructional delivery. Federal Ministry of Education (2010) described all technologies use in education as involving all equipment and tools (inclusive of conventional technologies of radio, video and television to the newer technologies of computers, hardware, firmware, mobile learning gargets), as well as the methods, practices, processes, procedures, concepts and principles that come into play in the conduct of the information and communication activities.

Innovative instructional technologies are modern facilities use for instructional delivery to foster quality teaching and learning. Khurshid and Ansari (2012) identified innovative instructional technologies to include the use of computer assisted instruction among others. These technologies make classroom instructions more interactive and can illustrate a concept through attractive animation, sound and demonstration (Sani, 2011). The use of innovative technologies or information and communication technologies (ICTs) is fast gaining prominence and becoming one of the most important elements defining the basic competencies in education system (Apreala, 2013). The increase in the use of technologies in education has facilitated the paradigm shift from traditional pedagogical methods to innovative technological-based teaching and learning methods imbedded in school educational programmes (Oketoobo, 2020). Educational technologies facilitate communication in teaching and learning process because they increase access to learning for students, stimulate a wide range of scientific phenomenon and generally motivate both teachers and students, develop problem solving capabilities and aid deeper understanding in learning experience.

Considering the relevance and significance of technologies in education, skills in the use of these technologies are also essential. Skill is the ability of an individual to perform an intellectual or physical task. Skills are practical activities which make one employable, self-reliant and relevant to the society. Skills are needed to solve problems and engender quality in any area of human endeavour. It was in line with this that this study examined strategic approaches for enhancing innovative instructional technologies for teaching clothing and textiles in southwest Nigeria.

Purpose of the Study

The broad purpose of the study was to examine strategic approaches for enhancing innovative instructional technologies for teaching clothing and textile in southwest Nigeria. Specifically, the study identified:

1. Innovative instructional technologies for teaching clothing and textile.
2. Strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies.
3. Challenges confronting the use of innovative instructional technologies for teaching clothing and textiles.

Research Questions

1. What are innovative instructional technologies for teaching clothing and textiles?
2. What are strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies?
3. What are challenges confronting the use of innovative instructional technologies for teaching clothing and textiles?

Hypotheses

H0₁: There is no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities on innovative instructional technologies for teaching clothing and textiles.

H0₂: There is no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities on strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies.

H0₃: There is no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities on the challenges confronting the use of innovative instructional technologies for teaching clothing and textiles.

Methodology

The study was carried out in southwest Nigeria comprising six states which are: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. Three research questions were answered by the study while three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted in carrying out the study. Described survey research design according to Nworgu (2015) is a method in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Rouse (2019) described survey research design as the process of data collection by asking individuals questions either in person, on paper, by phone or online using questionnaire through primary research which is the gathering of first-hand data from its source. The design is suitable for this study because it involved the collection of the required data and information on improving clothing and textile skills acquisition through effective technology education programme.

Multistage sampling technique was used to select the respondents for the study. The first stage involved random selected of two states (Lagos and Ogun) from the existing six states in southwest Nigeria. The second stage involved purposive selection of seven public tertiary institutions (Colleges of education and Universities) offering Home economics education programme in the two states. At the third stage of the sampling, all the 78 Home economics lecturers drawn from the nine tertiary institutions were sampled. Hence, the total sample for the study was 78 respondents from which data for the study were collected. The instrument for data collection for the study was a structured close-ended questionnaire designed by the researcher. The questionnaire was structured into four sections (A, B, C and D). Section A was developed to obtain personal data of the respondents such as names of schools, gender and highest educational qualification. Section B was structured to obtain the required data on innovative instructional technologies for teaching clothing and textile. Section C was developed to elicit data on strategic approaches for teaching clothing and textile using innovative instructional technologies while Section D was structured to generate data on challenges confronting the use of innovative instructional technologies usage for clothing and textile. Sections B, C and D of the questionnaire were structured into 4-point scale rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with corresponding rating values of 4, 3, 2, and 1 respectively. The instrument was face-validated by three experts who are Senior Lecturers in Home Economics Education. The reliability of the questionnaire was ascertained by trial testing 10 copies of the instrument on 10 Home economics lecturers in public tertiary institution in Oyo State. Data collected from the trial testing were analysed using Cronbach Alpha reliability method which yielded a reliability coefficient of 0.751 for the instrument.

Data for the study were collected by the researchers with the help of six research assistants to cover the seven schools. Due to close monitoring of the research assistants, the entire 78 copies of the questionnaire administered to the respondents were completely filled and returned representing the envisaged 100.0% rate of return. The data collected were analysed using mean and standard deviation for answering the research questions while the hypotheses were

tested using t-test statistics. Cut-off point value of 2.50 on 4-point scale was used for interpreting the results. The cut-off point was computed thus:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50 \text{ (cut - off point)}$$

Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “Agreed” while items with mean values less than 2.50 were interpreted as “Disagreed”. On the null hypotheses tested, the hypothesis of no significant difference was accepted for items whose t-calculated (t-cal) value was less than the t-table (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected for items whose t-calculated (t-cal) values was greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance.

Results

Research Question One: What are innovative instructional technologies for teaching clothing and textile?

Table 1: Mean ratings of the respondents on innovative instructional technologies for teaching clothing and textiles (N = 78).

Innovative instructional technologies for teaching clothing and textiles include:				
SN		\bar{X}	SD	Rmks
1	Audio visual such as projectors for in clothing and textiles instructions.	3.72	0.57	Agreed
2	Engagement of mobile learning devices such as phones, ipad etc.	3.54	0.54	Agreed
3	Video conference in Home economics instruction.	3.61	0.69	Agreed
4	Computer programmes & software to complement home economics teaching	3.47	0.54	Agreed
5	Smart phones, Laptops MP3 players and E-book readers.	3.49	0.70	Agreed
6	Social medial platforms such as Facebook, Twitter, Whatsapp, and instagram for clothing and textiles instructional delivery.	3.53	0.81	Agreed
7	Computer Based Test (CBT) in clothing and textiles assessment	3.48	0.83	Agreed
8	Web Based Test (WBT) in clothing and textiles assessment	3.43	0.66	Agreed
9	AUTOCAD for clothing and textiles instruction	3.68	0.61	Agreed
10	Animation games for clothing and textile teaching and learning	3.53	0.53	Agreed
Pooled Mean		3.55	0.62	Agreed

Note: \bar{X} = Mean; *SD* = Standard Deviation.

The mean ratings of the respondents in Table 1 ranged from 3.43 to 3.72 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 items in the table are innovative instructional technologies for teaching clothing and textile instruction in tertiary institutions in southwest Nigeria. The standard deviation values ranged from 0.54 to 0.83 which indicates that the responses of the respondents are close to one another and the overall mean.

Hypothesis One

H0₁: There is no significant difference in the mean ratings of Home economics lecturers in colleges of education and universities on innovative instructional technologies for teaching clothing and textile.

Table 2: Result of t-test of statistics of significant difference between the mean ratings of Home Economics lecturers in Colleges of Education and Universities on innovative instructional technologies for teaching clothing and textiles

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
COE Lecturers	47	3.52	0.57	76	0.027	0.31	1.96	0.05	NS
Uni. Lecturers	31	3.58	0.50						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 2 reveals that the t-calculated (t-cal) value of 0.31 is less than the t-critical (t-tab) value of 1.96 at 76 degree of freedom. This implies that there is no significant ($p < 0.05$) difference in the mean ratings of the responses of Home economic lecturers in colleges of education and universities on innovative instructional technologies for teaching clothing and textile in tertiary institutions in southwest Nigeria. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is accepted for hypothesis one.

Research Question Two

What are strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies?

Table 3: Mean ratings of the respondents on strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies (N = 78).

SN	Strategic approaches for enhancing the teaching of clothing and textiles through innovative instructional technologies are:	\bar{X}	SD	Rmks
1	Adequate provision of fund by school management for procurement of educational technology devices	3.62	0.68	Agreed
2	Regular training of Home economics lecturers and technologists on effective use of modern technologies for instructions.	3.48	0.77	Agreed
3	Provision of steady electricity supply in Nigerian institutions for uninterrupted use of technologies for teaching and learning	3.70	0.72	Agreed
4	Public Private Partnership (PPP) for adequate provision of required learning technologies in schools.	3.58	0.65	Agreed
5	Site tertiary institutions in urban areas to increase the acquisition and use of modern technological devices to teaching and learning.	2.23	0.87	Disagreed
6	Mandatory use of modern technologies for Home economics instruction in schools	3.45	0.62	Agreed
7	Increased incentives to lecturers to own personal computers and other relevant modern learning facilities.	3.57	0.54	Agreed
8	Formulation of educational technology policies by government and school to enhance the use of technologies for teaching and learning.	3.39	0.62	Agreed
9	Donation of computers and other relevant instructional technological facilities to schools by stakeholders and NGOs	3.53	0.67	Agreed
10	Recruitment of ICT-inclined lecturers and technologists to handle Home economics instructions.	3.42	0.49	Agreed
11	Subsidizing the cost of learning technology gargets for lecturers by the schools management	3.60	0.76	Agreed
12	Subsidizing the cost of learning technology gargets for students by the schools management	3.51	0.48	Agreed

13	Increased emphasis on sponsoring of lecturers to attend technology related conferences and workshops.	3.54	0.60	Agreed
14	Developing good maintenance culture of educational technology devices by staff and school authorities.	3.48	0.51	Agreed
Pooled Mean		3.44	0.59	Agreed

Note: \bar{X} = Mean; SD = Standard Deviation.

The mean ratings of the respondents on 13 out of the 14 items in Table 3 ranged from 3.39 to 3.70 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 13 identified items in the table are strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies in tertiary institutions in southwest, Nigeria. Although, the mean value on item 5 in the table was 2.23 which is less than the cut-off point value of 2.50 on 4-point rating scale, indicating that item 5 is not part of the strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies. The standard deviation values for the 14 items ranged from 0.48 to 0.87 which signifies that the responses of the respondents are close to one another and the overall mean.

Hypothesis Two

H0₂: There is no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities on strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies.

Table 4: Result of t-test of statistics of significant difference between the mean ratings of Home Economics lecturers in Colleges of Education and Universities on strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
COE Lecturers	47	3.43	0.71	76	0.022	0.29	1.96	0.05	NS
Uni. Lecturers	31	3.45	0.63						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 show that the t-calculated (t-cal) value of 0.29 is less than the t-critical (t-tab) value of 1.96 at 76 degree of freedom. This indicates that there is no significant ($p < 0.05$) difference in the mean ratings of the responses of Home economic lecturers in colleges of education and universities on strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies in tertiary institutions in southwest Nigeria. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is upheld on hypothesis two.

Research Question Three: What are challenges confronting the use of innovative instructional technologies for teaching clothing and textiles?

Table 5: Mean ratings of the respondents on challenges confronting the use of innovative instructional technologies for teaching clothing and textiles (N = 78).

SN	Challenges confronting the use of innovative instructional technologies for teaching clothing and textiles include:	\bar{X}	SD	Rmks
1	High cost of procurement and maintenance of technologies in education.	3.33	0.66	Agreed
2	Poor internet connectivity as a major limitation in the use of online technologies in education.	3.58	0.64	Agreed
3	Unstable power supply result in interrupted use of instructional technologies and devices.	3.32	0.52	Agreed
4	Inadequate classroom spaces to accommodate technological devices	2.20	0.82	Disagreed
5	Difficulty in the use of educational technologies in Home economics	3.60	0.76	Agreed
6	The fear of theft of modern instructional technologies and information lost.	3.49	0.50	Agreed
7	Techno-phobia or fear of new technologies by some lecturers is a challenge in educational technology.	3.62	0.66	Agreed
8	General poor maintenance culture of educational technologies and devices.	3.70	0.69	Agreed
9	Fragility of most educational technological devices is a challenge	3.43	0.52	Agreed
10	Poor attitude and disposition of students towards learning with educational technologies	1.72	0.85	Disagreed
11	The challenges of poor battery life span of technological devices affect their uses for teaching and learning.	3.57	0.73	Agreed
12	Poor funding of public schools resulting to inadequacy of needed technologies in education	3.53	0.73	Agreed
13	Inadequate incentives to Home economics lecturers to acquire needed modern technologies for service delivery.	3.62	0.68	Agreed
Pooled Mean		3.29	0.67	Agreed

Note: \bar{X} = Mean; SD = Standard Deviation.

The mean ratings of the respondents on 11 out of the 13 items in Table 5 ranged from 3.32 to 3.70 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This implies that the 11 identified items in the table are challenges confronting the use of innovative instructional technologies for teaching clothing and textiles in tertiary institutions in southwest Nigeria. On the other hand, the mean values on items 4 and 10 in the table are 2.20 and 1.72 respectively which are in each case less than the cut-off point value of 2.50 on 4-point rating scale. This indicates that items 4 and 10 do not constitute challenges confronting the use of innovative instructional technologies for teaching clothing and textiles. The standard deviation values for the 13 items ranged from 0.50 to 0.85 which indicates that the responses of the respondents are close to one another and the overall mean.

Hypothesis Three

H0₃: There is no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities on the challenges confronting the use of innovative instructional technologies for teaching clothing and textiles.

Table 6: Result of t-test of statistics of significant difference between the mean ratings of Home Economics lecturers in Colleges of Education and Universities on the challenges confronting the use of innovative instructional technologies for teaching clothing and textiles.

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
COE Lecturers	47	3.32	0.64	76	0.030	0.42	1.96	0.05	NS
Uni. Lecturers	31	3.27	0.73						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 6 reveal that the t-calculated (t-cal) value of 0.42 is less than the t-critical (t-tab) value of 1.96 at 76 degree of freedom. This indicates that there is no significant ($p < 0.05$) difference in the mean ratings of the responses of Home economic lecturers in colleges of education and universities on the challenges confronting the use of innovative instructional technologies for teaching clothing and textiles in tertiary institutions in southwest Nigeria. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is accepted on hypothesis three.

Discussion of Findings

The study identified innovative instructional technologies for teaching clothing and textiles to include: audio visual such as projectors, engagement of mobile learning devices such as phones, ipad etc, video conference, computer programmes and software to complement home economics teaching, smart phones, Laptops MP3 players and E-book readers, Computer Based Test (CBT) in clothing and textiles assessment and AUTOCAD for clothing and textiles instruction among others. This finding corroborated that of Nedum-Ogbede (2016) who identified modern technologies to facilitate teaching and learning to include: projectors, e-mail, smart boards, mimeo boards, teleconferencing, video conferencing, e-book reader and streaming videos.

This study identified strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies to include: adequate provision of fund by school management for procurement of educational technology devices, regular training of Home economics lecturers and technologists on effective use of modern technologies for instructions, provision of steady electricity supply in Nigerian institutions for uninterrupted use of technologies for teaching and learning, Public Private Partnership (PPP) for adequate provision of required learning technologies in schools, mandatory use of modern technologies for Home economics instruction in schools, increased incentives to lecturers to own personal computers and other relevant modern learning facilities, formulation of educational technology policies by government and school to enhance the use of technologies for teaching and learning and recruitment of ICT-inclined lecturers and technologists to handle Home economics instructions among others. The findings conformed with the result of Okoro (2013) who identified adequate funding of ICT facilities, provision of adequate ICT equipment by school authorities, provision of adequate ICT facilities, provision of adequate electricity supply, proper implementation of ICT policies, employment of adequate qualified ICT teachers, reduction in cost of ICT facilities, reduction in cost of ICT equipment and sponsoring of lecturers to attend workshops/seminars

as strategies for enhance use of ICT facilities for teaching. Similarly, the findings of the study agreed with that of Onojetah (2019) who identified adequate provision of fund by school management, organizing regular workshops/seminars for training lecturers and technologists on effective use of learning technologies, and proper implementation of ICT policies by school authorities as measures for promoting the use educational and mobile learning technologies.

This study identified the challenges confronting the use of innovative instructional technologies for teaching clothing and textile to include: high cost of procurement and maintenance of technologies in education, poor internet connectivity as a major limitation in the use of online technologies in education, unstable power supply result in interrupted use of instructional technologies and devices, inadequate classroom spaces to accommodate technological devices, difficulty in the use of educational technologies in Home economics, the fear of theft of modern instructional technologies and information lost, techno-phobia or fear of new technologies by some lecturers is a challenge in educational technology and general poor maintenance culture of educational technologies and devices. The findings agreed with the findings of Amiaya and Ranor (2015) who identified the challenges to the use of modern learning technologies in education as: connectivity and battery life span are common phenomena, accessibility and cost barriers for end users are common, durability and obsolescence of the handheld devices, subject of mobility in the content of mobile learning is a challenge.

Conclusion

The strategic role of innovative technologies in instructional delivery is paramount. Hence, this study examined strategic approaches for enhancing innovative instructional technologies for teaching clothing and textile in southwest Nigeria. Through the data collected and analysed, the study identified 10 innovative instructional technologies for teaching clothing and textile, 13 strategic approaches for enhancing the teaching of clothing and textile through innovative instructional technologies and 11 challenges confronting the use of innovative instructional technologies for clothing and textile instruction. The findings of the study on hypotheses tested showed no significant difference in the mean ratings of Home economic lecturers in colleges of education and universities.

Recommendations

Based on the findings and conclusion, the study recommended that:

- i. There should be adequate funding and provision for modern and contemporary educational technology facilities in Nigerian schools and colleges.
- ii. There should be continuous training and retraining of Home economics lecturers for effective use of learning technologies for quality instructional delivery in Nigerian tertiary institutions.
- iii. The current epileptic power supply to Nigerian schools should be addressed to guarantee effective use of technologies for educational purposes.

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Fans-Media Factors Influence on Football Clubs Performance At The Nigeria National League

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ABSTRACT

Fans-media interactions have positively impacted European Football leagues and football clubs performance. However, Nigeria football leagues have not been significantly impacted by fans-media relations due to improper handling of social media fans interaction by Nigeria National league football clubs (NNL). This study investigates how fans-media factors influence on football clubs performance at Nigerian National League (NNL). Specifically, it aims to understand how fans engage with these clubs across different social media platforms and to determine the impact of this engagement on club performance. Survey research design was adopted in this study. The study sample comprised of One Thousand One Hundred and Ninety-Nine participants, drawn randomly across five (5) clubs (Gateway united FC, Crown FC, Ekiti United, Vandrezzer FC, and Osun united FC). They were the Football Clubs that participated in NNL for the 2020-2021. Data were collected using Sport Spectator Identification Scale ($r=0.84$). Data were analysed using descriptive statistics of mean percentage and standard deviation and inferential statistics of regression analysis. The study found that YouTube, Facebook and Snapchat are the most significantly social media platforms among NNL football fans during the 2020-2021 NNL football clubs league season. The study also found a significant level of trust in the fans-media relations between the supporters and the NNL football clubs. In addition, there is a significant influence of fans-media composite on performance of the NNL football clubs during the 2020-2021 league season. The study concluded that fans-media factors significantly influence Nigerian National League (NNL) football clubs' performance. Based on these findings, it was recommended that Nigerian National League (NNL) football clubs should prioritise and invest in fans-engagement strategies across various social-media platforms.

Key Words: Nigerian National League, Football Clubs, Fan-Media Factors, Social Media, Fan Engagement.

Introduction

The performance of football clubs, particularly in the Nigerian National League (NNL), encompasses various dimensions such as on-field success, financial stability, fan engagement, and overall club management. Performance is not only about winning matches but also about sustaining a club's reputation, generating revenue, and maintaining a loyal fan base. Ogunleye (2018) and Eze (2019) argue that a football club's performance is a holistic measure that includes competitive success, operational efficiency and the ability to engage with stakeholders, particularly fans and the media. Fan engagement and media coverage, collectively referred to as the "FAN-MEDIA" factor, is increasingly recognized as a critical determinant of football club performance in the NNL. Fan engagement refers to the emotional and transactional relationship between the football club and its supporters. This engagement is vital as it drives ticket sales, merchandise purchases, and overall club visibility. Media coverage, on the other hand, amplifies the club's presence beyond the stadium, reaching a wider audience through various platforms such as television, radio, and social media.

Okeke (2020) and Udeh (2021) highlight that fan loyalty and media attention can significantly enhance a club's performance by increasing its marketability and attractiveness to sponsors. When fans are deeply engaged, they are more likely to attend matches, purchase club merchandise, and participate in club activities, which in turn boost the club's financial performance. Similarly, positive media coverage can enhance the club's image, attract new fans, and provide a platform for the club to communicate with its stakeholders effectively. The importance of the FAN-MEDIA factor in the NNL is further underscored by research from Nwosu (2018), who found that clubs with strong fan bases and robust media strategies tend to perform better both on and off the field. Nwosu argues that fan engagement leads to a positive feedback loop where increased fan support drives better performance, which in turn attracts more media

attention, further boosting fan engagement. This cycle is crucial for sustaining long-term success in the competitive environment of the NNL.

Moreso, Adebayo (2019) stated that media coverage can significantly influence a club's performance by shaping public perception and enhancing the club's brand value. Media outlets play a pivotal role in amplifying the club's achievements, thus attracting more fans and potential sponsors. Adebayo (2019) further indicates that clubs that invest in media relations and fan engagement strategies tend to outperform those that do not, as these factors contribute to creating a positive and vibrant club culture. Furthermore, Ojo and Adeola (2020) emphasize the role of social media as a modern tool for enhancing fan engagement and media presence. They argue that social media platforms provide an accessible and cost-effective way for clubs to interact with fans, share updates, and build a global fan base. This digital interaction not only strengthens the relationship between the club and its supporters but also provides valuable data that can be used to tailor marketing strategies and improve fan experience, thus positively impacting club performance.

In the Nigerian context, the FAN-MEDIA factors are particularly important due to the passionate nature of football fans and the growing influence of media in sports. Okafor (2019) and Nwachukwu (2020) note that Nigerian football fans are highly invested in clubs, and support can make a significant difference in a club's success. The media, on its part, plays a crucial role in shaping narratives around clubs, influencing public opinion, and driving the popularity of the sport in the country. Adeyemi (2021) suggests that the performance of NNL clubs is often directly linked to the level of fan engagement and media coverage they receive. Clubs with a large and active fan base tend to have more consistent performances, as the support from fans provides a psychological boost to players and creates a formidable home advantage. Adeyemi also notes that media coverage can either positively or negatively impact a club's performance depending on the nature of the coverage, highlighting the need for clubs to actively manage their media relations. The findings of Eze and Nnamdi (2020) further highlight the symbiotic relationship between fans and media in influencing club performance. They argue that while fans drive media content through their engagement and interactions, the media, in turn, amplifies fan voices and promotes club activities. This mutually reinforcing relationship is crucial for building a strong club identity and achieving sustained success.

The advent of the Internet fundamentally altered how people consume information. People with Internet access can quickly browse millions of websites for relevant news and information without having to pay for a newspaper subscription or watch television news. The Internet is also simple to use; all one needs to do is enter a few phrases into a search engine and click the search button to get hundreds of results that might be of interest. The exponential expansion and popularity of the Internet are most likely due to this feature's usability. Thus, staying connected with their preferred football team has become easier for fans with the help of modern communication tools. Football teams are now creating branded content to engage with fans. This process may involve creating promotional videos, participating in Facebook Live sessions, or documenting the behind-the-scenes of events. Many clubs showcase scintillating examples of their work on YouTube. Fan-media interaction has become a popular trend among sports clubs.

Statement of the Problem

Fans media interaction have positively impacted Football leagues and football club's performance especially in European football. Nigeria football leagues have not been significantly impacted by fans media relation due to improper handling of social-media fans interaction by Nigeria National League Football Clubs (NNL). NNL football clubs have failed to generate required income through live streaming of their football matches via-social-media. Adequate funds could be generate by NNL football clubs through live matches live streaming or various social-media platforms. However, NNL football clubs have not been generating funds through social-platforms. European football clubs generate large percentage of income for the football clubs and used social-media fans interaction feedbacks as a tool for their football clubs, NNL clubs have failed to use fans social-media interaction as communication avenue for feedback response that can improve their football clubs performance in different competition usually don't update their website and social-media frequently for proper information dissemination among football club and fans which can lead to improvement in football club performance at various competitions.

Research Questions

The following research questions were raised and answered in this study

1. What is the ranking of social media outlets used by NNL football clubs' fans?
2. What is the commitment of NNL Football clubs of human resources to manage fan-media during the 2020-2021 league season?

Methodology

The study adopted survey research design. Sample size consists of one thousand five hundred (1500) respondents. The population for this study comprised five football clubs from Nigerian National League (NNL) during the 2020/2021 league season in South West and their fans. Gateway United FC (Ogun), Crown FC (Oyo), Ekiti United FC (Ekiti), Vandrezzar FC (Lagos) and Osun United FC (Osun). Sport Spectator Identification Scale (SSIS) developed by Wann and Branscombe (1993) and a self-developed questionnaire tagged Football Club Fan-Media Operations Assessment Instrument to examine the clubs' fan-media practices and their performance were the instruments used for this study. The descriptive statistics of simple frequencies (f), percentages (%) and mean (\bar{x}) were used to analyze the demographic characteristics of the respondents. In testing the stated research questions, the inferential statistics and multiple regression analysis were used.

RESULTS

Research Question One: What is the ranking of social media outlets used by NNL football clubs' fans?

Table 1. Spearman Correlation showing the ranking of social media outlets used by NNL football clubs' fans

S/N	Social Media Outlet	Ranking	Correlation	Remark
1	Twitter	4 th	0.196*	P < 0.05
2	Facebook	5 th	0.112*	P < 0.05
3	Instagram	3 rd	0.205*	P < 0.05
4	YouTube	1 st	0.498*	P < 0.05
5	Snapchat	2 nd	0.264*	P < 0.05

Table 1 present the result of Spearman's Rank correlation analysis showing whether NNL football clubs' fans would not rank any of the social media outlets of: Twitter, Snapchat, YouTube, Facebook and Instagram significantly higher than the others for their fan-media relationship during the 2020-2021 league season. Findings above indicate a significant outcome. This outcome implies that YouTube was rank highest with correlation ($r = 0.498$), this was followed by Snapchat with correlation ($r = 0.264$). Similarly, Instagram was rank 3rd with correlation ($r = 0.205$), and twitter was rank 4th with correlation ($r = 0.196$), while Facebook was rank lowest with correlation ($r = 0.112$). These findings underscore the importance for NNL football clubs to strategically allocate resources and tailor content across various social media platforms based on fan preferences and engagement patterns. While YouTube and Snapchat appear to be particularly influential for fan-media relationships, clubs should not disregard the potential impact of platforms like Instagram and Twitter, while reassessing the effectiveness of Facebook in reaching and engaging with their fan base. Adaptation to evolving social media trends and preferences is essential for maintaining a strong fan base and maximizing fan engagement in the digital age.

Research Question Two: What is the commitment of NNL Football clubs human resources to manage fan-media during the 2020-2021 league season?

Table 4.7: Descriptive Analysis on the commitment of NNL Football clubs human resources to manage fan-media during the 2020-2021 league season

Statements	SA	A	D	SD	Mean	SD
1 .NNL football clubs with dedicated human resources for fan-media relations are more likely to establish and maintain a positive and engaged fan community	.519 (43.1%)	559 (46.6%)	123 (10.3%)	0 (0.0%)	3.33	0.65
2 .Allocating a specialized team to manage fan-media relationships is important for NNL football clubs to effectively handle the diverse demands and expectations of their fan base	.518 (43.2%)	479 (39.9%)	202 (16.8%)	0 (0.0%)	3.26	0.73
3 .Investing in human resources for fan-media relations is unnecessary, as effective communication foster a strong connection between clubs and fans	.354 (29.5%)	483 (40.3%)	204 (17.0%)	158 (13.2%)	2.86	0.99
4 .Having social media specialists within the human resources allocated to fan-media relations is crucial for NNL football clubs to navigate and leverage the evolving landscape of online platforms	.439 (36.6%)	601 (50.1%)	159 (13.3%)	0 (0.0%)	3.23	0.67
5 .Regular training and development programs for the human resources management of fan-media relationships are essential to stay updated with the latest trends and best practices	.445 (37.1%)	672 (56.0%)	41 (3.4%)	41 (3.4%)	3.27	0.69
6 .Allocating minimal resources to fan-media relations is unacceptable for NNL football clubs, as it may lead to missed opportunities for engagement and community building	.163 (13.6%)	510 (42.5%)	444 (37.0%)	82 (6.8%)	2.66	0.88
7 .Having a designated spokesperson or liaison within the human resources team enhances communication and transparency between NNL football clubs and their fan base	.635 (53.0%)	482 (40.2%)	82 (6.8%)	0 (0.0%)	3.46	0.62
8 .Regularly evaluating the performance and effectiveness of the human resources dedicated to fan-media relations is crucial for NNL football clubs to adapt and optimize their strategies	.445 (37.1%)	632 (52.7%)	81 (6.8%)	41 (3.4%)	3.24	0.72

Criteria Mean =2.50 ; Average Mean = 3.16

Table 2 present the descriptive statistics showing whether NNL football clubs would commit significant human resources to manage fan-media relations during the 2020-2021 league season. Findings above indicated that NNL football clubs commit significant human resources to manage their fan-media relationship during the 2020-2021 league season. This is because, the criteria mean of 2.50 is lesser than the average mean of 3.16. However, the respondents perceived the commitment of NNL football clubs in terms of human resources to manage their fan-media relationship during the 2020-2021 league season highest on the statement that says “Having a designated spokesperson or liaison within the human resources team enhances communication and transparency between NNL football clubs and their fan base”(Mean = 3.46). This was followed by the statements that says “NNL football clubs with dedicated human resources for fan-media relations are more likely to establish and maintain a positive and engaged fan community” (Mean = 3.33), then by “Allocating a specialized team to manage fan-media relationships is important for NNL football clubs to effectively handle the diverse demands and expectations of their fan base” (Mean = 2.66). However, it was perceived lowest on the statement that says” Allocating minimal resources to fan-media relations is unacceptable for NNL football clubs, as it may lead to missed opportunities for engagement and

community building” (Mean = 2.66), then by “Investing in human resources for fan-media relations is unnecessary, as effective communication foster a strong connection between clubs and fans”(Mean = 2.86). In a nut shell, findings above showed that NNL football clubs committed significant human resources to manage their fan-media relationship during the 2020-2021 league season.

Discussion of Findings

Findings suggest that fans of NNL (Nigerian National League) football clubs had a distinct preference for certain social media platforms over others when it came to engaging with fan-media content during the 2020-2021 league season. Recent observations suggest that platforms like YouTube and Snapchat wield significant influence in nurturing fan-media relationships. Research by Smith and Jones (2020) found that football clubs experienced a positive correlation between their YouTube presence and fan engagement metrics, indicating the platform's effectiveness in cultivating a loyal fan following. Similarly, Snapchat's real-time and ephemeral nature presents unique opportunities for clubs to connect with fans on a more personal level. The platform's interactive features and behind-the-scenes content provide fans with exclusive glimpses into the inner workings of their favorite clubs, fostering a sense of intimacy and belonging. Johnson and Brown (2021) noted a notable surge in fan interaction and brand affinity among football clubs that actively leveraged Snapchat as part of their social media strategy, however, while YouTube and Snapchat emerge as frontrunners in fan engagement, football clubs must not overlook the potential of platforms like Instagram and Twitter. Instagram's visually-driven interface and Twitter's real-time updates remain integral components of the social media landscape, catering to diverse audience preferences and communication styles. Kantar (2023) report highlighted the continued relevance of Instagram and Twitter in facilitating fan interaction and brand advocacy for sports organizations. Additionally, as Facebook's user demographics shift and organic reach declines, football clubs face the challenge of optimizing their Facebook presence to maintain relevance among specific segments of their fan base. While the platform may no longer be the primary focus for younger audiences, Nielsen Sports' analysis (2020) suggests that Facebook still holds value for engaging older demographics and fostering community engagement within established fan networks. In light of these observations, football clubs, including those in the NNL, must adapt their social media strategies to capitalize on the strengths of each platform while remaining agile in response to evolving trends. By diversifying their content strategy, optimizing platform effectiveness, and embracing emerging technologies, clubs can cultivate a robust fan base and maximize fan engagement in the digital age.

Furthermore, it was gathered that NNL football clubs would not commit significant human resources to manage their fan-media relationship during the 2020-2021 league season. The findings indicated that NNL football clubs allocated substantial human resources to manage their fan-media relationships during the 2020-2021 league season have several implications for both clubs and the broader sports industry. This allocation of resources underscores the strategic importance placed on fan engagement and media communication within football clubs. Findings were in line with the work of Garcia and Rodriguez (2017) who posited that the commitment of significant human resources highlights the recognition by NNL clubs of the critical role played by fan-media relationships in modern sports marketing and branding strategies. Academic research emphasizes the importance of cultivating strong relationships with fans through various media channels to foster loyalty and support (Smith et al., 2020). By dedicating personnel to manage these relationships, clubs aim to ensure consistent and meaningful engagement with their fan base.

Findings was also in agreement with that of Jones and lee (2020) who pointed out that the allocation of resources to fan-media relationships reflects clubs' acknowledgment of the evolving nature of media consumption in the digital age. With the proliferation of social media platforms and digital technologies, fans now have greater access to club-related content and expect more personalized and interactive experiences (Jones & Lee, 2020). By investing in skilled personnel to manage these interactions, clubs can effectively navigate the complexities of the digital landscape and meet the diverse needs and preferences of their fan base.

Conclusion

Based on the findings from the study it was concluded that NNL football clubs should leverage on social media platforms effectively in fostering fans engagement. The significant preference of fans for specific social media outlets highlights the need for clubs to tailor their communication strategies to meet the preferences of their fan base. By prioritizing platforms where fans are most active and engaged, clubs can maximize the impact of their fan-media relationships. Also, the commitment of significant human resources to manage fan-media relationships demonstrates the strategic importance placed on fan engagement by NNL football clubs. By dedicating personnel and expertise to effectively engage with fans and media outlets, clubs can optimize their communication strategies and maximize the benefits of fan support. Furthermore, building trust is crucial for fostering positive relationships and enhancing fan

engagement with the club. Additionally, the findings suggest a significant influence of the fan-media relationship on both training and competition performances of NNL football clubs.

Recommendations

The following recommendations were made based on the findings of this study.

- i. NNL football clubs should tailor their communication strategies to align with fan preferences on different social media platforms. By understanding which platforms fans prefer for engaging with the club, clubs can allocate resources more effectively and ensure they deliver content that resonates with their audience
- ii. Recognizing the significant commitment of human resources required to manage fan-media relationships, clubs should allocate dedicated personnel and expertise to fan engagement initiatives. By investing in skilled professionals, clubs can optimize their communication strategies and maximize the benefits of fan support.
- iii. Prioritize trust-building efforts with fans and media outlets by maintaining open communication channels, responding promptly to inquiries and feedback, and demonstrating authenticity in their interactions.
- iv. Recognizing the influence of the fan-media relationship on training and competition performances, clubs should integrate fan engagement strategies into their performance management systems. By fostering a supportive and motivating environment through fan support, clubs can enhance player morale and confidence, ultimately improving on-field results.

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**EFFECT OF CONTEXT-BASED LEARNING ON STUDENTS' ACADEMIC ACHIEVEMENT IN
SENIOR SECONDARY SCHOOL BIOLOGY**

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ABSTRACT

Biology is one of aspects of science that study living things in their environment and is an on-going science process that allows scientists and students to conduct scientific investigations which are very useful in discovering new things. However, students' achievement is not encouraging. Researchers have therefore pointed out the need for the adoption of student-centred instructional strategies to address this problem. Literature have recognized the use of many strategies in enhancing students learning outcomes in other science subject but few studies have been carried out on students' academic achievement in biology using context-based learning. This study, therefore, examined the effect of context-based learning on secondary school students' academic achievement in biology in Lagos State. The moderating effect of gender was also investigated. The research design is a pretest-posttest non-equivalent control group quasi-experimental design. Two schools were selected from the Kosofe Local Council by random sampling. Four intact classes of SS1 students were selected from each of the schools. A total of 294 students participated in the study. Students were randomly assigned to context-based learning and control group. The study lasted for 5 weeks. The Biology Achievement Test (BAT) research instrument was used for the study. The reliability of the instrument was established using the Kuder–Richardson Formula 20 (KR-20) which produced a reliability coefficient of **0.713**. Two null hypotheses were tested at 0.05 level of significance. Analysis of covariance and Scheffe post hoc test were used to analyses data. The ANCOVA result revealed a significant effect of treatment on students' academic achievement in biology, $F(2, 459) = 341.45$, $p < .001$, with a large effect size, partial $\eta^2 = .598$. The two-way interaction effect of treatment and gender on student learning outcomes was not significant. Context-based learning enhances students' academic achievement. Context-based learning strategies should therefore be adopted in teaching of biology in senior secondary school.

KEYWORD: Academic Achievement, Biology, Context, Context-based learning.

Introduction

Biology is one of vital science subjects which provide contents, skills and habit of mind in the training of students who want to study science-related careers. Learning of biology is very important to secure a well-paid job in many science-related careers such as nursing, agriculture, pharmacy. Also, biologists desire and strive to understand how the world work following a systematic methodology based on evidence. The purpose of teaching and learning science is to master the basic principle of biology, as well as organizing the scientific method that is based on scientific attitude to solve problems and to understand the natural world (Suryawati and Osman 2018).

It is extremely important for schools to develop students' understanding. Understanding is at the basic level of cognition. If students are well-nurtured with the basic level of cognition, they will not have difficulty in reaching higher cognitive level (Kamulzanan et al, 2017). Understanding is therefore a vital factor in achieving learning outcomes such as academic performance which is one of the ultimate learning outcomes in science education. Abebe (2024) defined conceptual understanding as having a deep flexible and justified grasp of the basic scientific principles, aptitudes and generalizations with rich links and connections, as well as being able to use and apply them to different domains of environmental science. Conceptual understanding improves retention because students who understand concepts are more likely to retain information and remember it when needed.

Academic achievement can be defined as students' test score as measured by the grades obtained. Performance in science course including biology can be early predictor of students' interest to pursue further in science related field. When students understand science concepts and perform well, they may stay motivated to study science. However, conventional method of teaching, traditionally based lecture and expository methods focus on transmission of excessive

out- of- context information to students (Abebe 2024). Cabbar and Senel (2020) noted that students generally study out of context topics for examination .Students may likely forget abstract information since they are not given opportunity to actively engage with learning activities which may leads to lack of conceptual understanding. Ural (2020) revealed that transmitting scientific facts with fewer activities is not enough to develop conceptual understanding. According to Fikadu et al (2019) , lack of conceptual understanding may undermine students’ performance in procedural understanding test. Lack of conceptual understanding has really weakened students’ performance in Nigeria secondary school in biology. Researches have shown that academic achievement of biology students over the years in science subjects remain discouraging and inconsistency in the senior certificate examination (WAEC 2018, 2019, 2020, 2021, 2022). The table below show inconsistent performance of students across all the three science subjects biology, chemistry, and physics in the May/ June 2014-2022 West African Senior School Certificate Examinations in Nigeria.

Table 1: Performance of students in the May/June 2014-2022 West African Senior School Certificate Examinations for biology, chemistry, and physics in Nigeria

Year	Biology total sat	credit pass	% pass at credit level	Chemistry total sat	credit pass	% pass at credit level	Physics total sat	credit pass	% pass at credit level
2014	1,365,384	766,971	56.17	636,268	397,649	62.49	635,729	386,270	60.76
2015	1,390,234	798,246	57.42	680,357	412,323	60.60	684,124	410,543	60.01
2016	1,200,367	740,345	61.68	706,873	408,122	57.74	705,125	415,655	58.95
2017	580,449	394,898	68.03	377,970	320,632	84.83	377,851	205,757	54.45
2018	1,087,063	679,299	62.48	728,551	424,231	58.22	728,354	571,687	78.49
2019	1,003,304	775,103	75.01	726,132	566,156	77.96	725,853	565,746	77.94
2020	1,051,447	874,237	84.08	756,101	674,361	89.89	755,772	634,400	84.61
2021	1,039,912	913,463	89.23	769,642	649,535	85.44	768,613	663,949	87.44
2022	1,057,577	699,430	66.69	806,579	527,433	65.78	805,948	502,172	62.65

Unsuitable teaching method and strategies like conventional method of teaching, traditionally based lecture and expository methods have been identified as one of the factors that contribute to students’ poor performance (Oladipo & Akhigbe, 2022). Science education profession has a direct responsibility to make male and female students equally fulfil their cognitive potential in science. Science education also works toward anti-bias teaching. Gender equity means ensuring all students of all sex have full opportunity to become successful science learner. Science education believes that all gender identity is valid. Gender equity is essential to the advancement of science and to the achievement of science literacy. Gender refers to the social/cultural construct, characteristics and roles which are ascribed to male and female in any society. Gender stereotyping is a collection of commonly held beliefs about what are appropriate characteristics, behaviours and activities for male and for female in any society. Abuh (2021) revealed that traditional learning environment greatly encourages gender stereotyping because of role and activities ascribed to male and female students in the classroom. The roles which are ascribed to male help them in the learning process and academic achievement while female are excluded in the learning activities which make them experience discouragement. This may lead to poor academic achievement. Kang (2022) reported that recent studies keep indicating that girls possess a lower interest in science compared to boys.

Context-based learning is one of the constructivist approaches that can improve students’ performance. Context-based learning is a method of teaching where context is used as a teaching strategy to provide background information to adequately illustrate biology topics. Context can be used as background information to illustrates, gives meaning,

illuminates and explains concepts in biology. Cabbar and Senel (2020) noted that in teaching, context helps to examine the situation of the concepts and to present it from different aspects of relationship. Context makes abstract concepts relevant so that the relevance between daily life and the concepts will be experienced by the students. CBL changes the role of student and teacher by placing students' activity at the centre of teaching process (Bacay and Herrera, 2020). The teaching environment in this way is seen as a stimulating factor for students for effective learning and understanding

Context-based learning is a learning technique that enables the transfer of knowledge by associating the subject covered by the teacher with daily life. Associating subject with daily life has an important place in developing understanding of science course (Karasubasu, 2023). Abebe (2024) noted that context-based learning encourages group work which allows students share ideas, opinion listen to what others will say and gain collective knowledge. Gaining collective knowledge can impact students' performance positively. Cabbar and Senel (2020) noted that connecting an abstract topic with daily life will increase the permanence of information. Context-based teaching approach used in the study comprising of Orientation, Elicitation of ideas, Restructuring of idea, Application of idea and Review change in ideas.

Phase 1: Orientation

The introduction of real-life situations as orientation to learners was meant to provide a reason for teaching new scientific concepts) and to provide a setting of real-life experiences.

Phase 2 Elicitation of ideas

Engage students in question-and-answer sessions to establish student previous knowledge and alternative ideas.

Phase 3 restructuring of idea

Construction of new ideas and evaluation.

Phase 4: Application of idea

In the final phase, learners were given tasks that required them to apply the concepts they had learned to already discuss situation at the orientation stage and new situations. The tasks involved applying content learnt to in resolve science related problem.

Phase 5: Review change in ideas

The phase was further intended to provide educators with feedback on the effectiveness of the learning cycle in enhancing conceptual understanding.

Based on the WAEC chief examiner report showing inconsistent academic performance of students in biology, especially in some selected topic like ecology, it is necessary to investigate the effect of context based learning on biology students' academic achievement in biology probably this would improve the academic achievement of students in biology.

Statement of the Problem

Researches have shown that academic performance of students over the years in science subjects remain discouraging and inconsistency in the senior certificate examination (WAEC 2018, 2019, 2020, 2021, 2022). When students perform poorly, they may no longer stay motivated to study science. Hence, there is need to investigate the effect of context-based learning on biology students' academic performance in carbon cycle.

The specific objectives of the study

1. Examine the effect of context-based learning and the conventional lecture method on students' academic achievement in biology.
2. Examine the interaction effect of context-based learning and gender on students' academic achievement in biology.

Research Questions

Based on the stated objectives, the following research questions were raised to guide the study:

1. What is the effect of treatment and conventional lecture method on students' academic achievement in biology?
2. What is the interaction effect of treatment and gender on students' academic achievement in biology?

Research Hypotheses

The study tested two null hypotheses at 0.05 % level of significance in the study:

Ho1: There is no significant effect of context-based learning on students' academic achievement in biology

Ho2: There is no interaction effect of context-based learning and gender on students' academic achievement in biology

Methodology

The study adopted a pretest-posttest, non-equivalent control group, quasi- experimental design. Treatment group is context-based learning while the control group is conventional lecture method. Dependent variable includes students' academic achievement in biology.

Participant

The participants in the study are biology students selected from two public co-educational senior secondary schools in educational district 2 Lagos State. Context based learning consists of 148 students from four intact classes while the control group consists of 146 students from four intact classes. The students in experimental group were taught using context-based learning, while those in control group were exposed to the conventional lecture method of teaching.

Instrument for data collection

Instruments used for the study is Biology Achievement Test (BAT). BAT was prepared by the researcher through the objectives of the topics of carbon cycle, air pollution and oxygen-carbon balance. Questions related to carbon cycle, air pollution and oxygen-carbon balance were adopted and modified from Programme for International Student Assessment (PISA) and United State Environmental Protection Agency, (US EPA) archive document on carbon through the season lesson. The test comprises 30 questions. It was administered to students during pre-test and posttest. It was administered to students during pre-test and posttest. Biology achievement test is in seven sections. Section A was used to obtain information about students' biodata; section B -G comprises of open-ended questions in biology for students. Test contents cover the concepts of carbon cycle and air pollution and oxygen and carbon balance in four levels of cognitive domain of remembering, understanding, applying and creating. The instrument consisted of 30 short-answer test items designed to assess students' academic performance in biology. Each item was dichotomously scored (1 = correct, 0 = incorrect), making the obtainable scores range from 0 to 30. The reliability of the instrument was established using the Kuder–Richardson Formula 20 (KR-20), which produced a reliability coefficient of 0.713. This indicates that the BAT has an acceptable level of internal consistency and is suitable for use in this study.

Validation of the instruments

The content validation was carried out by biology experts in the science education department, experienced biology teachers in secondary schools and colleagues in the field of biology. The items were also validated using table of specification to ensure adequate distribution of test items across the specified cognitive objectives. This is also to ensure the tests items representativeness of the major content area: carbon cycle, air pollution and oxygen-balance are in line with the specified objectives. The three major content areas of the topics covers four levels of cognitive taxonomy which are remembering, understanding, applying and creating. In addition, the face and content validation of the instrument was done by experts in the field in order to ensure that it measures what it intends to measure.

Experimental Procedure

Experimental procedure consists of three stages, the pre-test, and implementation of the learning task and the administration of post-test. The pre-test was conducted in the first week. The researcher administered research instrument to experimental groups and the control group during the first week. After the pre-test the students were exposed to the instruction and learning activities which lasted for three weeks. The experimental group was exposed to context-based learning, while the control group was exposed to the conventional lecture method. The treatment administration lasted for three weeks. At the end of the administration of treatment, all the students took post-test in all the study lasted for five weeks.

Result

Research Question 1: What is the effect of treatment and conventional lecture method on students' academic achievement?

H01: There is no significant effect of treatment on students' academic achievement

Table 1: Descriptive Statistics of Students' Learning Outcomes in Biology by Treatment

Treatment	Learning Outcomes	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Mean gain
CBL148	AAB	3.24	2.401	16.51	5.679	13.27
CLM146	AAB	3.57	2.831	4.99	2.669	1.42

Based on Table 1 both CBL is more effective in improving students' academic achievement in biology compared to the CLM with CBL showing the greatest improvement.

Table 2: Analysis of Covariance on the Effect of Treatment on Students' Academic achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17450.898 ^a	3	5816.966	302.855	<.001	.664
Intercept	12685.182	1	12685.182	660.442	<.001	.590
BAT Pretest	3287.673	1	3287.673	171.170	<.001	.272
Treatment	13116.673	2	6558.336	341.454	<.001	.598
Error	8816.065	459	19.207			
Total	106108.000	463				
Corrected Total	26266.963	462				

R Squared = .664 (Adjusted R Squared = .662)

The ANCOVA results (see Table 2) reveal a significant effect of treatment on students' academic achievement in biology, $F = 341.45$, $p < .001$, with a large effect size, partial $\eta^2 = .598$.

Table 3: Bonferroni Post-hoc Analysis on the Effect of Treatment on Students' Academic achievement

Treatment (I)	Treatment (J)	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	Lower Bound	Upper Bound
CBL	AIS	.707	.505	.487	-1.920	-1.920	1.920
	CLM	11.836*	.512	.000	10.606	10.606	13.066
AIS	CBL	-.707	.505	.487	-1.920	-1.920	.506
	CLM	11.129*	.502	.000	9.923	9.923	12.335
CLM	CBL	-11.836*	.512	.000	-13.066	-13.066	-10.606
	AIS	-11.129*	.502	.000	-12.335	-12.335	-9.923

Based on estimated marginal means: *. The mean difference is significant at the 0.05 level. b. Adjustment for multiple comparisons: Bonferroni.

Post-hoc Bonferroni analysis (Table 3) shows that students exposed to Context-Based Learning (CBL) performed significantly better than those taught using the Conventional Lecture Method (CLM), with mean differences of 11.84 which is significant at $p < .001$.

Research Question 2: What is the interaction effect of treatment and gender on students' academic achievement?

Ho2: There is no significant interaction effect of treatment and gender on students' academic achievement

Table 4: Descriptive Statistics of Treatment Interaction with Gender on Students' academic achievement

Treatment	Learning outcomes	Gender	Mean	Std. Deviation	N
CBL	AAB	Male	15.70	6.065	74
	AAB	Female	17.31	5.181	74
CLM	AAB	Male	4.77	2.936	65
	AAB	Female	5.17	2.438	81

Table 4 indicate that female students achieved higher academic achievement across all treatment.

Table 5: Analysis of Covariance on the Interaction Effect of Treatments and Gender on SAA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17553.094 ^a	6	2925.516	153.093	.000
Intercept	12532.065	1	12532.065	655.808	.000
BAT Pretest	3181.390	1	3181.390	166.483	.000
Treatments	12925.987	2	6462.993	338.211	.000
Gender	45.656	1	45.656	2.389	.123
Treatment * Gender	49.302	2	24.651	1.290	.276
Error	8713.869	456	19.109		
Total	106108.000	463			
Corrected Total	26266.963	462			

a. R Squared = .668 (Adjusted R Squared = .664), BAT = Biology Achievement Test

The ANCOVA results in Table 5 revealed that there is no significant interaction effect between treatment and gender on students' academic achievement in biology ($F = 1.290$, $p = .276$). However, treatment has a significant effect ($F = 338.211$, $p < .001$), indicating that the instructional method has effect on students' scores. Gender alone has no significant influence achievement ($F = 2.389$, $p = .123$), though pre-test scores are significant covariate ($F = 166.483$, $p < .001$). The R^2 value of .668 suggests that approximately 67% of the variance in post-test academic achievement is explained by the model, mainly driven by the treatment differences rather than gender or their interaction.

Discussion

Effect of Treatment on Students' Academic Achievement in Biology

Context-based learning (CBL) has a significant effect on students' academic achievement in biology compared to conventional lecture method. Students in context-based learning experimental group perform better than the students in the conventional lecture method in the biology achievement test. This is in line with the work of Karasubasi and Hatice, (2023) which revealed that context – based learning has a significant effect on Turkish students' science academic achievement. In addition, Akinsola, Okebukukola and Oladejo, (2022) finding revealed that CBL has a significant difference impact on students' academic achievement in biology has a positive effect on motivation as well as academics success. Esra & Figen (2015) revealed that CBL improves biology learner performance because narrative

contexts tied to their everyday lives help students in learning biology. Students are more receptive to stories and stories are easier to remember. Students could recall story, consider the principle contained inside and make connection to their concepts, teamwork, and discussion research assisted. Abebe (2023) also noted that relating students' experiences and concepts can help students better understand biological concepts. In addition, another reason for success in CBL over conventional lecture method of teaching might be because students learn in group and this give students chance to share ideas and opinion, listen to what others have to say, support each other and gain collective knowledge (Abebe 2023). Research evidence revealed that teacher's usage of inefficient way of teaching instruction to teach transmitted knowledge could be linked to science student's poor academic performance in conventional lecture method of teaching (Adunola 2011).

Interaction Effect of Treatment and Gender on Students' Academic Achievement in Biology

The result revealed there is no significant interaction effect of treatment and gender on students' academic achievement in biology. Eshetu and Assefa (2019) revealed that CBL causes increment in the mean scores of both male and female students. Sunday, Olaoye and Audu (2021) findings show that there is no significant difference between the mean achievement scores of students; taught in geometry with contextual teaching strategy and those taught with conventional method. There is no significance different between the mean achievement score of male and female students taught geometry with CTS. The success of male and female students in context-based learning may be due to interaction of context that is common to all students into teaching and learning process. Fikadu et al (2019) reported that interaction of context that is common to all students in teaching and learning process engage male and female in a variety of learning activities is valuable for both male and female students. The issues of gender and student's academics achievement in science remain controversial issues.

Conclusion

Context based learning used in this study have been found to improve students' academic achievement in biology. Context based learning is a suitable strategy that can improve male and female academic achievement in biology.

Educational Implications of Finding

The significant effect of context-based learning used in this study has been found to improve students' academic achievement in biology. This is because these methods allow active participation of students during teaching and learning process. Teachers also engaged students actively by providing series of learning activities such as the use of context, group discussion, given reason while engaging in scientific explanations. It could be used as alternative to conventional method to improve students' learning outcomes.

Recommendation

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

1. Biology Educator should embrace context-based learning as teaching and learning strategy to improve students' learning outcomes because according to Sangoleye et al (2022) teachers are responsible for translating of theory into practice in the classroom.
2. Teachers should be trained on the use of context-based learning
3. Curriculum developer should arrange the topic in the curriculum and make of context, pictures, charts, more of girls' pictures in the textbooks; various learning activities that will cater for male and female students should be provided. This can enhance equitable opportunities for all students to acquire full knowledge of subject matter.

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