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Motto: *Steering Innovation in Teaching and Learning*

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Editorial

Curriculum and Media Technology Research - Journal of CUDIMAC (J- CUDIMAC) is a Multidisciplinary journal published by the Curriculum Development and Instructional Materials Centre (CUDIMAC) University of Nigeria Nsukka. The journal is primarily devoted to the publication of academic research contributions from scholars in diverse disciplines with strategic relevance to innovations in teaching and learning. The Editorial Board members and Editorial Consultants are experienced and reputable academics from universities within and outside Nigeria. The journal is published quarterly in print and online versions. However, there was an inexplicable break in publication between 2023 and 2024. This development accordingly accounts for why the 2023 edition is coming out now in 2025. Subsequently, the 2024 and 2025 editions will be published later this year in order to bridge the gaps resulting from the initial break in publication. Papers for publication in J-CUDIMAC are selected through rigorous peer review process to ensure originality, timelines, relevance and readability. It is therefore our expectation that the contributions in this edition and volume will have meaningful impacts on both theory and practice in teaching and learning across diverse discipline and curricula.

Prof. Okechukwu O. Nwaubani

Editor-In-chief

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IMPLEMENTATIONAL STATUS OF MORAL EDUCATION CONTENTS IN SENIOR SECONDARY SCHOOL GOVERNMENT CURRICULUM IN NSUKKA EDUCATION ZONE, ENUGU STATE.

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Abstract

This study appraised the implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State. Five research questions and four null hypotheses guided the study. A sample of 346 respondents made up of 46 teachers and 300 students obtained through purposive sampling technique was used for the study. The study adopted descriptive survey research design. Structured Questionnaire, Interview schedule and SS II Government curriculum were used for data collection. The instruments were validated and tested for reliability. Reliability index of 0.91 was obtained for the Questionnaire. Data collected were analyzed using mean ($\bar{x}$) and standard deviation with respect to research questions while t-test was employed in testing the null hypotheses at 0.05 level of significance. The findings of the study showed among other things that the goals of the moral education contents in Government curriculum have not been fully realized. It was also revealed that moral education related topics in Government curriculum are covered by teachers and students. However, the findings showed that appropriate teaching methods, instructional materials and evaluation techniques are not utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum. The findings further showed that there was significant difference in the mean ratings of male and female teachers in favor of male teachers with respect to teaching methods. However, female teachers utilized better evaluation techniques than their male counterparts. Based on the discussion of the findings, it was recommended among other things that teachers should be provided with constant gender sensitive in-service Capacity-Building training such as conferences, seminars, workshops, etc. These training no doubt will enhance teachers' instructional effectiveness in implementing moral education contents in senior secondary school Government Curriculum.

Keywords: Implementation, Moral Education, Government, curriculum.

Introduction

The political and moral development of any nation depends largely on the type of education offered and its relevance to the needs and aspirations of the people it seeks to serve. Thus, education is not only seen as a vital tool for national development but as a requisite catalyst for tackling the rapidly deteriorating moral values in the society. Incidentally, education which is expected to empower individuals to contribute positively to the society through knowledge, skills and requisite moral dispositions seem not to be adequately meeting the envisaged aspirational needs of Nigerians. Indeed, the prevailing moral decadence in Nigeria today seem to attest to the neglect of morality in the political and socio-economic affairs of the country (Nwaubani, 2021; Nwaubani & Okafor, 2015). In line with meeting these aspirations or goals, different subjects are taught in schools one of which is Government.

Extant literature seems to show that Government can be explained and understood from three broad perspectives, namely, Government as a process of governing, as an institution of the state and as a field of study (National Open University of Nigeria [NOUN], 2019). Government as a process means the act of governing a state. In the course of governing a state, Government is divided into different arms which include the legislature, Executive and Judiciary (Nwadike, 2023). The legislative arm is responsible for law making, the executive implements the laws made by the legislature while the judiciary interprets the law. As an Institution of the State, Government is perceived as the mechanism for the control and direction of a state. The institutions include, ministries, parastatals and other agencies of the state which are responsible for the administration of the state (NOUN, 2019). The third perspective is Government as a field of study. This perspective constituted the focus of this study.

As a field of study, Government is seen as a branch of human knowledge. According to Adelowo (2017), Government at the Senior Secondary Schools level is a field of study which embraces the study of types and functions of Government. The subject Government is therefore seen as a discipline that studies agencies, institutions and the forces that operate in the state (Anyaele, 2013). As a field of study, Government help students to understand the state and the process of governance (Ezegbe, Idu & Mezieobi, 2013). It prepares citizens for active and meaningful participation in the art of governing. Similarly, Okeke, Ome, Ezegbe, Agada and Ugwuanyi (2021), opined that Government as a field of study seeks to study political institutions in the state, ideas, values and doctrines about politics and the views of political thinkers on what constitutes the welfare of the people. The objectives of Government as a school subject include to enable students understand the concepts, principles, institutions and process of governing as well as recognize their roles as citizens (Federal Ministry of Education [FRN], 2007). Accordingly, Ogujawa and Udo (2015) argue that appropriate teaching and learning of Government as a school subject could enhance development of the spirit of patriotism and nationalism in students. Government as a subject deals with the rights and responsibilities of citizens, promotes tolerance, encourages the inculcation of national values, social ethics, political orientation, and promotes political participation of citizens (Okoro et al., 2022). However, the objectives of Government cannot be possibly realized without effective implementation of the Government curriculum.

Curriculum is a fundamental element of the entire educational system. Curriculum according to Ali and Ajibola (2015) is the set of courses and contents which are offered under the auspices of the school. Curriculum is also seen as document, plan, or blueprint for instructional guide utilized for the effective teaching and learning in order to bring about positive and desirable changes in learner's behavior (Offorma, 2014). It is therefore a blue-print or instrument by which schools seek to translate the aspirations and values of the society into concrete reality (Adesugba & Temitope, 2019). Curriculum is indispensable in the teaching and learning process. The importance of curriculum in the entire educational process is predicted on its relevance in defining leaning objectives, guiding and ensuring instructional consistency promoting progression, addressing learning needs, as well as reflecting societal values (Nwaubani, 2022; Ojong & Maduka, 2013). Government curriculum is therefore the document which contains the list of topics, objectives, contents, Teacher and students' activities, instructional materials and evaluation strategies which learners are expected to cover at the secondary school level (Nwadike, 2023). Government curriculum is designed to equip students with the knowledge, skills, and competencies needed for real-life challenges based on the ethical, moral and civic values acquired through its effective implementation in schools.

Curriculum implementation entails proper execution of the curriculum blueprint. According to Offorma (2019), curriculum implementation is the translation of curriculum plans or blueprint into practice. When a curriculum has been planned and developed, it is pertinent that it is implemented properly. Accordingly, Ogar and Opoh (2015) perceived curriculum implementation as the operationalization of the planned learning experiences offered to learners in



schools. The implementation of Government curriculum therefore implies the translation of the purposefully planned learning activities (involving contents, experiences, instructional methods and materials) into practice to ensure that learners gain requisite knowledge, skills, values and attitudes to function effectively in line with moral expectations of the society.

Morality generally is defined as the ability to distinguish between right and wrong. Morality according to Nwaubani and Okafor (2015) refers to actual human conduct viewed with respect to right or wrong, good or bad. It includes behaviours, customs and habits which guide general and specific human conducts in the society. Morality refers to principles that regulate or define the differences between right and wrong actions or good and bad behavior (Gui et al., 2020). Morality is inculcated into students through moral education in order to strengthen societal values, norms and other positive behaviors (Uche, 2022). Moral Education therefore refers to acquired values and principles which are geared towards the moral development of individuals and the society at large. According to Njoku and Njoku (2016) moral education is the process through which an individual develops proper attitudes and behaviors toward others in the society based on acceptable social and cultural norms or standards. Moral education helps to inculcate "right type of values and attitudes into individuals to help them live in and contribute positively to the Nigerian society" (FRN, 2014). Indeed, the inability of Teacher to instill the right type of value in individuals through appropriate school subjects could partly account for crisis or moral decadence which are evident in the Nigeria's political life today.

Indeed, there appears to be a prevailing general perception of politics and politicians as corrupt and highly immoral. This trend could be attested to by the brazen manner, political office holders and other political stakeholders misappropriate public funds without appropriate legal sanctions. There are also growing public concerns with respect to political apathy, electoral violence and malpractices, political intolerance, fraud, etc. among youths in Nigeria (Njoku & Njoku, 2016). Most Nigerian youths today are not interested in upholding societal norms and values such as respect for constituted authority, honesty, tolerance, among others, due to the fact that much emphasis seem not to have been placed on inherent moral implications of senior secondary school Government curriculum (Adebisi, 2018).

The above situation persists notwithstanding the implementation of Government curriculum at the senior secondary school level. Ordinarily, Government as a school subject is expected to promote in learners spirit of patriotism, nationalism and by implication some sense of moral rectitude which they require to become functional citizens in the Nigerian Society (Nwaubani, 2022). Incidentally, Government is not taught as a compulsory subject at the senior secondary school level and its elective status may have restricted its benefits to only those few students who offer it (FRN, 2014). Topics such as election, electoral process, mass media, civil service, constitution and nationalism which are expected to address the moral implications of political life to stress merely academic or intellectual perspectives. Based on the foregoing, this study appraised the extent moral education contents in Senior Secondary School Government curriculum are implemented in Nsukka Education Zone, Enugu State.

Statement of the Problem

Government is a very important subject and a requisite catalyst for enhancing political education in contemporary Nigerian society. Thus, the implementation of senior Secondary Government curriculum is expected to enable students understand the concepts, principles, institutions and processes of Government and governance as well as to recognize their citizenship roles to national development through active participation in the democratic processes. Appropriate teaching and learning of Government as a school subject is expected to promote good character development in students especially the right type of values such as patriotism, respect for law and order, tolerance, integrity, honesty, fair play, obedience to constituted authority, etc.

These no doubt could enhance effective citizenship participation in democratic governance in Nigeria.

However, despite the purported role of Government in curbing moral challenges, there seems to be substantial increase in moral decadence in the Nigerian society today. Based on extant literature, immoral behaviors are found among students in schools who are potential office holders in the society. This trend provokes the question of whether teachers do really inculcate moral values effectively in students through the teaching of moral education contents in senior secondary Government curriculum. This question specifically bothers on whether the goals of moral education contents in senior secondary school Government curriculum are being achieved by teachers through effective content coverage and utilization of appropriate teaching methods as well as evaluation techniques. Hence, the study assessed implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State.

Purpose of the Study

The main purpose of this study was to appraise the implementation status of moral education contents in senior secondary School Government curriculum in Nsukka Education Zone, Enugu State. Specifically, the study ascertained the;

1. extent the goals of moral education contents are achieved in Senior Secondary School Government curriculum.
2. extent of content coverage of moral education in senior secondary school Government curriculum by teachers and students.
3. extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum.
4. extent appropriate instructional materials are utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum.
5. extent effective evaluation techniques are employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum.

Research Questions

The following research questions guided the study.

1. To what extent are the goals of moral education contents achieved in Senior Secondary School Government curriculum?
2. To what extent are moral education contents in senior secondary school Government curriculum covered by teachers and students?
3. To what extent are appropriate teaching methods utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum?
4. To what extent are appropriate instructional materials utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum?
5. To what extent are appropriate evaluation techniques employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum?

Hypotheses

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

H01: There is no statistically significant difference in the mean rating of male and female teachers on the extent moral education contents are covered in senior secondary school Government curriculum.

H02: There is no statistically significant difference in the teaching methods employed by male and female Teachers in the implementation of moral education contents in senior secondary school Government curriculum.



H03: There is no statistically significant difference in the instructional materials utilised by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum.

H04: There is no statistically significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum.

Methods

The study adopted descriptive survey research design. The descriptive survey research design was adopted to appraise implementational status of moral education contents in senior secondary school Government curriculum in Nsukka Education Zone, Enugu State because it considered most appropriate data collection from large population (Nworgu, 2015). The study was conducted in Nsukka Education Zone, Enugu State. The population of the study comprised of 3,556 respondents made up of 46 Government teachers and 3,510 Senior Secondary School II Government students in the 62 public secondary schools Nsukka Education Zone, Enugu State (PPSMB, 2023). The teachers were made up of 31 males and 15 females. The students were made up of 1,567 males and 1,943 females. Purposive sampling technique was used to select 346 respondents (46 teachers and 300 students) used for the study.

Three instruments namely: structured Questionnaire, Interview schedule and SS II Government curriculum were used for data collection. The instruments were validated by three experts, two from Social Science Education and one from Department of Science Education (Measurement and evaluation unit) all from the Faculty of Education University of Nigeria, Nsukka. The instruments were face validated (corrected, reshaped and modified) in terms of clarity of the items, proper wording of the items, appropriateness of the item to the purpose and research questions of the study and the simplicity of the items to the understanding and experience of the respondents. The Questionnaire was trial tested for reliability on 30 respondents in a school outside Nsukka education zone but with similar characteristics. The reliability of the instrument was determined using Cronbach Alpha reliability estimate which yielded an overall reliability index of 0.91. This was considered reliable for the study. Copies of the Questionnaire were administered and returned. Data collected were analyzed using mean ($\bar{x}$) and standard deviation (SD) with respect to research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent are the goals of moral education content achieved in Government curriculum?

Table 1: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent the goals of moral education contents are achieved in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
1	Inculcation of value of respect need for peaceful coexistence	346	2.49	0.92	Rejected
2	Disciplined individuals	346	2.29	0.69	Rejected
3	Capacity to participate actively in decision making process	346	2.21	0.64	Rejected
4	Ability to take responsible decisions.	346	2.30	0.79	Rejected
5	Tolerance towards other people.	346	2.74	0.77	Accepted
6	Obedient to constituted authority.	346	2.02	0.70	Rejected
7	Right attitude towards civic responsibility and engagement	346	2.89	0.61	Accepted
8	Help students to know their right, duties and obligations as citizens.	346	2.62	0.80	Accepted
9	Help students to resolve conflict amicably	346	1.70	0.97	Rejected
10	Inculcate in students the value of love for one another	346	2.77	0.98	Accepted
	Grand Mean	346	2.40	0.79	Rejected

N= number of respondents, $\bar{x}$ = mean, SD= standard deviation

The result in table 1 indicates the mean rating of the respondents on the extent the goals of moral education contents are achieved in Government curriculum. It shows that items 5, 7, 8 and 10 had mean scores of 2.74, 2.89, 2.62, and 2.77 (with standard deviations of 0.77, 0.61, 0.80 and 0.98 respectively) which are above the 2.50 cut off mean for decision taking. Items 1, 2, 3, 4, 6, and 9 had mean scores of 2.49, 2.29, 2.21, 2.30, 2.02, and 1.70 (with standard deviations of 0.92, 0.69, 0.64, 0.79, 0.70, and 0.97) respectively. In addition, the grand mean of the items, 2.40 with standard deviation of 0.79 is below the 2.50 cut off mean for decision taking. This implies that the respondents agreed that the goals of moral education contents of the Government Curriculum have not been achieved. Most of the teachers who participated in the interview acknowledged that Government curriculum has not helped in curbing anti-social and immoral behaviour that are witnessed among the youths.

Research Question 2: What is the extent of coverage of the moral education contents/topics in Government curriculum?

Table 2: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent of coverage of the moral education contents/topics in Government curriculum

S/N	Item Statements	N	$\bar{x}$	SD	Decision
1	Electoral Process in Government curriculum	346	2.78	1.03	Accepted
2	Mass Media in Government curriculum	346	2.68	0.83	Accepted
3	Civil Service in Government curriculum	346	2.58	1.10	Accepted
4	Public Corporation in Government curriculum	346	2.81	0.89	Accepted
5	Local Government in Government curriculum	346	2.94	0.72	Accepted
6	Pre - colonial Administration in Government curriculum	346	2.76	0.86	Accepted
7	Nationalism in Government curriculum	346	2.82	0.83	Accepted
8	The 1999 Nigerian Constitution in Government curriculum	346	2.86	0.84	Accepted
	Grand Mean	346	2.78	0.89	Accepted

N= number of respondents, $\bar{X}$ =mean, SD= standard deviation

Results contained in table 2 showed the mean ratings of the respondents on the extent of coverage of the moral education topics/contents in Government curriculum. It shows that the mean ratings of the respondents on all the items (1 - 8) fall within the criterion range of 2.58 and 2.94 which is above the 2.50 cut off mean for decision taking. Additionally, the grand mean of 2.78 and standard deviation of 0.89 is above the 2.50 cut off mean for decision taking. This indicates that the respondents agreed that the moral education related topics in Government curriculum are to a high extent covered by teachers and students. The teachers who participated in the interview also opined that the contents of senior secondary school Government curriculum are adequate and are covered by teachers and students and if well implemented, could enhance moral behaviour of youths making them good and patriotic citizens.

Research Question 3: To what extent are appropriate teaching methods utilized by teachers in the implementation of moral education contents in Government curriculum?

Table 3: Mean ($\bar{X}$) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
9	Inquiry teaching method is used in teaching moral education contents.	346	3.05	0.86	Accepted
10	Simulation teaching method is used in teaching moral education contents.	346	1.87	0.67	Rejected
11	Role play method is used in teaching moral education contents.	346	2.67	0.92	Accepted
12	Project based teaching methods are used in teaching moral education contents.	346	2.36	1.16	Rejected
13	Discussion based method is used in teaching moral education contents.	346	2.82	0.70	Accepted



14	Resource persons are engaged in teaching moral education contents.	346	1.88	0.69	Rejected
15	Peer teaching is used in teaching moral education contents.	346	2.35	1.03	Rejected
16	Debate is used in teaching moral education contents.	346	2.04	0.79	Rejected
17	Field trip is used in teaching moral education contents.	346	3.05	0.64	Accepted
18	Enter - educate approach/modeling is used in teaching moral education contents.	346	2.34	0.91	Rejected
Grand Mean		346	2.44	0.84	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 3 showed the mean ratings of the respondents on the extent appropriate teaching methods are utilized by teachers in the implementation of moral education contents in Government curriculum. The accepted items (9, 11, 13, and 17) have mean ratings that are greater than 2.50 mean benchmark while the rejected items (10, 12, 14, 15, 16 and 18) on the other hand have mean ratings that are less than 2.50 mean benchmark. s Further more, the grand mean of 2.44 with the standard deviation of 0.84 is lesser than the 2.50 mean benchmark for decision taking which indicates that appropriate teaching methods are to a little extent utilized by teachers. This view was also upheld by the interviewed respondents.

Research Question 4: To what extent are appropriate instructional materials employed by teachers in the implementation of moral education contents in Government curriculum?

Table 4: Mean (X) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate instructional materials are employed by teachers in the implementation of moral education contents in Government curriculum.

S/N	Item Statements	N	$\bar{x}$	SD	Decision
19	Government textbook is used in teaching moral education contents.	346	2.92	0.82	Accepted
20	Documentaries are used to teach moral education contents	346	2.91	0.86	Accepted
21	Drawings and sketches are used as instructional materials in Government classroom.	346	2.88	0.75	Accepted
22	Pictures and charts are used in teaching moral education related contents in Government classroom	346	2.92	0.80	Accepted
23	Real objects like ballot box/paper are used to make learning permanent in government classroom.	346	2.40	1.11	Rejected
24	Newspapers and magazines are used as instructional material in teaching moral education related contents in Government curriculum.	346	2.53	1.04	Accepted
25	Video clips are used as instructional material to teach moral education related contents in senior secondary Government Curriculum	346	1.71	0.53	Rejected
26	Study trip is used to aid teaching in government classroom.	346	1.82	0.91	Rejected
27	Maps are used in teaching moral education related contents.	346	2.96	0.84	Accepted
28	Films are used as instructional material in Government classroom.	346	2.09	1.04	Rejected
29	Audio tapes are used to teach moral education related contents in secondary Government Curriculum.	346	2.30	0.79	Rejected
30	Televisions are used to aid teaching of moral lessons in Government classroom.	346	1.80	0.83	Rejected
31	Computers are used in teaching moral education related contents in secondary Government Curriculum.	346	2.10	0.87	Rejected
Grand Mean		346	2.41	0.86	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 4 indicate the mean ratings of the respondents on the extent appropriate instructional materials are employed by teachers in the implementation of moral education contents in Government curriculum. The accepted items (19, 20, 21, 22, 24, and 27) have mean

ratings that are greater than 2.50 mean benchmark while the rejected items (23, 25, 26, 28, 29, 30, and 31) have mean ratings that are less than 2.50 mean benchmark. In addition, the grand mean of 2.41 with the standard deviation of 0.86 is less than the 2.50 mean benchmark for decision taking. This is an indication that the respondents agreed that appropriate instructional materials are utilized by teachers to a little extent in the implementation of moral education contents in Government curriculum. This view was equally upheld by most of the teachers who participated in the interview.

Research Question 5: To what extent are appropriate evaluation technique employed by teachers in the implementation of moral education contents in Government curriculum?

Table 5: Mean (X) and Standard Deviation (SD) of the ratings of the respondents on the extent appropriate evaluation technique are employed by teachers in the implementation of moral education contents in Government curriculum

S/N	Item Statements	N	$\bar{x}$	SD	Decision
16	Direct observation is used to assess students' understanding of moral education related contents.	346	2.96	0.88	Accepted
17	Classroom examination is used to assess students' progress.	346	2.62	1.11	Accepted
18	Classroom questioning is used in evaluating student's progress	346	3.08	0.81	Accepted
19	Self-assessment is used in evaluating student's understanding of moral education related contents	346	2.17	0.98	Rejected
20	Peer assessment is used in assessing student's progress.	346	2.14	0.99	Rejected
21	Test/quizzes are used to assess students' knowledge of moral education related contents in Government curriculum	346	2.97	0.69	Accepted
22	Homework/assignment is used to assess students' commitment to resolving moral dilemma	346	2.73	0.68	Accepted
54	Interview is used to assess students' level of understanding of moral education related contents	346	2.66	1.04	Accepted
	Checklist is used to keep record of students' understanding of moral education related contents.	346	2.12	0.94	Rejected
56	Anecdotal records are kept to track student's moral development	346	2.15	0.97	Rejected
57	Guess - who technique is used to assess students' application of moral lessons in the society.	346	2.06	0.79	Rejected
58	Socio-metric technique is used in evaluating student's progress in moral lessons.	346	2.10	0.92	Rejected
	Grand Mean	346	2.48	0.90	Rejected

N= number of respondents, X =mean, SD= standard deviation

The results in table 5 indicate the mean ratings of the respondents on the extent appropriate evaluation technique are employed by teachers in the implementation of moral education contents in Government curriculum. The accepted items (47, 48, 49, 52, 53, and 54) have mean ratings that are greater than 2.50 mean benchmark while the rejected items (50, 51, 55, 56, 57, 58,) have mean ratings that are less than 2.50 mean benchmark. In addition, the grand mean of 2.48 with the standard deviation of 0.93 is lesser than the 2.50 mean benchmark for decision taking. This indicates that the respondents agreed that appropriate evaluation technique are employed to a little extent by teachers in the implementation of moral education contents in Senior Secondary school Government curriculum. Most of the teachers who participated in the interview acknowledged that they evaluate their class to know if learning has taken place by asking questions, administering quizzes/tests and giving the students assignments.

Hypotheses

Hypothesis 1: There is no statistical significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in Government curriculum.



Table 6: t-test analysis on the statistical significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in Government curriculum

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.92	0.19	44	0.134	0.05	Accepted
Female Teachers	15	2.73	0.45				

Table 6 indicates that the significant value of 0.134 is greater than the probability value of 0.05. Since the significant value of 0.134 is less than the probability value of 0.05, the null hypothesis is therefore accepted showing that there is no significant difference in the mean ratings of male and female teachers on the extent of coverage of the moral education topics in senior secondary school Government curriculum.

Hypothesis 2: There is no statistical significant difference in the teaching methods utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 7: t-test analysis on the statistical significant difference in the teaching methods utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.47	0.13	44	0.045	0.05	Rejected
Female Teachers	15	2.33	0.25				

Data in table 7 indicate that the significant value of 0.045 is less than the probability value of 0.05. Since the significant value of 0.045 is less than the probability value of 0.05, the null hypothesis is therefore rejected proving that there is a significant difference in the teaching methods employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum in favour of male teachers.

Hypothesis 3: There is no statistically significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 8: t-test analysis on the statistical significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.50	0.15	44	0.093	0.05	Accepted
Female Teachers	15	2.37	0.27				

Data in table 8 indicate that the significant value of 0.093 is greater than the probability value of 0.05. Since the significant value of 0.093 is greater than the probability value of 0.05, the null hypothesis is therefore accepted proving that there is no significant difference in the instructional materials utilized by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum

Hypothesis 4:

There is no statistically significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Table 9: t-test analysis on the statistical significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary Government curriculum.

Gender	N	$\bar{x}$	SD	DF	SIG	P.Value	Decision
Male Teachers	31	2.43	0.09	44	0.020	0.05	Rejected
Female Teachers	15	2.58	0.22				

Data in table 9 show that the significant value of 0.020 is less than the probability value of 0.05. Since the significant value of 0.020 is less than the probability value of 0.05, the null hypothesis is therefore rejected proving that there is a significant difference in the evaluation techniques employed by male and female teachers in the implementation of moral education contents in senior secondary school Government curriculum in favour of female teachers.

Discussion of Findings

The finding of the study shows that the goals of moral education contents in senior secondary school Government curriculum have not been fully achieved. This finding is justified by the increasing level of moral vices such as cultism, rape, stealing, dishonesty among the youths in the society. This finding is in line with those of Yusuf et al. (2015) which showed that the contents of upper basic Social Studies as assessed by teachers have not adequately promoted the moral development of students. It is also in line with the findings of Andika and Thinguri (2015) which confirmed that peace education is not sufficiently integrated into the curricula hence the secondary school curriculum may not be effectively contributing to peace in the society.

The result of the study indicated that the moral education related topics in Government curriculum are covered by teachers and students. The coverage of the curriculum contents however, does not support the realization of the goals of moral education contents in senior secondary school Government curriculum. This could be as a result of inadequate application of suitable pedagogy by the teachers in the implementation of moral education contents. This finding is in line with the findings of Nwaubani and Okafor (2015) and Ogbewe and Adeyemi (2021) which found that peace and moral education contents were adequately reflected in the Basic Education Social Studies and Government curricula respectively. However, it contrasts with the findings of Solomon and Alhassan (2017) which revealed that value components (civic knowledge, skills and dispositions) in the UBE civic education curriculum are not adequate to meet the current national security challenges in Nigeria.

The result of the study also revealed that appropriate teaching methods are to a little extent utilized by teachers in the implementation of moral education contents in senior secondary school Government curriculum with a significant difference in the mean ratings of male and female teachers. In favor of male teachers. Indeed, inadequate utilization of appropriate teaching methods jeopardizes the realization of the goals of the curriculum. This finding is in line with the those of Aneke (2021) and Mbonu (2023) which found out that the application of appropriate and innovative instructional methods of teaching impact positively on the implementation of Government curriculum in senior secondary schools. It is also in line with the findings of Osuji and Awala (2019) whose findings indicated that the use of collaborative and mobile technology approaches, aspects of modern teaching methods, facilitate high academic performance among secondary school students.

The result of the study equally indicate that appropriate instructional materials are to a little extent utilized by teachers in the implementation of moral education contents in Government curriculum. The underutilization of instructional materials in the teaching and learning process could jeopardize the achievement of the curriculum objectives. Related to this finding is the findings of Adalikwu and Iorkpilgh (2013) which showed that students taught with instructional materials performed significantly better than those taught without instructional materials. It also corroborates the findings of Ordu and Amadi (2019) which indicate that the utilization of instructional materials enhance students' academic performance. The result of the study is also in



line with the findings of Agwu and Osuji (2021) which showed that instructional materials are required for effective teaching and learning of Government in schools.

It was revealed by the study that appropriate evaluation technique are to a little extent employed by teachers in the implementation of moral education contents in senior secondary school Government curriculum. This finding could be attributed to the fact that teachers have over the years focused on the conventional evaluation techniques such as test and classroom examinations in evaluating their students ignoring other relevant techniques such as checklists, records, socio-metric technique and other relevant techniques. The inadequate utilization of appropriate evaluation techniques hinders the realization of the goals of moral education in senior secondary school Government curriculum. The study also showed that there is a significant difference in the evaluation techniques employed by male and female teachers in favor of female teachers. This finding is in line with the that of Ames (2016) which revealed that adequate and periodic evaluation as well as assessment are necessary for effective teaching and learning. It also corroborates the findings of Oduor, Indoshi and Okwach (2019) which showed that appropriate assessment leads to effective teaching and learning of History and Government in secondary schools.

Recommendations

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

1. Educational authorities should provide teachers with constant gender sensitive trainings and in-service capacity building (through conferences, seminars and workshops) to enhance their instructional effectiveness. These training should focus on interactive and engaging teaching methods and approaches as stipulated in Government curriculum. It is expected that when this is done, the goals of moral education contents in Government curriculum will be fully achieved.
2. Government, policy makers and school administrators should invest in relevant instructional materials and ensure, through constant supervision, that teachers are effectively using them in the teaching and learning process. This hopefully will improve the teaching and learning of Government as well as the realization of the goals of moral education contents in senior secondary school Government curriculum.
3. Teachers should be trained and retrained by Government and other relevant educational agencies on the the uses of evaluation techniques other than conventional classroom examination and tests to assess student learning outcomes. This will ensure teachers' knowledge and application of other evaluation techniques such as checklists, anecdotal records, socio-metric technique and guess - who technique. With these inputs, the moral development of students can possibly be enhanced.

Conclusion

Based on the discussion of the findings of this study, it was concluded that moral education contents in senior secondary school Government curriculum are not effectively implemented. This is because, even though the moral education-related topics in Government curriculum are covered by teachers and students, the goals of moral education are not being achieved because appropriate teaching methods , instructional materials and evaluation techniques are not adequately being utilized by teachers in Senior Secondary school Government classrooms.

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SOCIO -ECONOMIC DIMENSIONS OF COMMUNITY PARTICIPATION IN BIODIVERSITY CONSERVATION AND FOREST RESOURCE UTILIZATION IN BOKI LOCAL GOVERNMENT AREA, CROSS-RIVER STATE

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Abstract

This study examined the Socio- Economic dimensions of community participation in Biodiversity conservation and Forest resource utilization in Boki Local Government Area, Cross River State. The study adopted a descriptive research design with two hypotheses. The population of the study comprised 60,000 farmers in Boki local Government Area of Cross River State who are registered under the Agricultural Development program in the State. Purposive sampling and simple random sampling techniques were adopted in selecting 409 registered farmers from six (6) communities in Boki local Government Area, Cross River State. Biodiversity conservation Questionnaire (BCQ) was used for data collection. Data collected were analyzed with One-way analysis of variance and independent t-test. The findings among others revealed that educational and income levels significantly influenced community participation in biodiversity conservation and forest resource utilization in Boki Local Government Area of Cross River State. The registered farmers with secondary and tertiary education as well as those of low and medium income levels participated more in biodiversity conservation and forest resource utilization respectively. Based on the findings and conclusion, it was recommended among others that regular environmental education and sensitization programs should be organized to increase community knowledge and awareness on the importance of biodiversity, ecosystem services and the consequences of forest resource depletion. This should target both literate and non-literate members of the community as well as diverse income levels or groups.

Keywords: Community, Forest, Participation, Biodiversity, Conservation and Resource utilization.

Introduction

Biodiversity conservation and forest resource utilization have emerged as critical components of sustainable development, particularly in regions where natural resources form the bedrock of local livelihoods and cultural practices. Biodiversity according to Texas Environmental Magazine, can be defined as a variety of life and its processes which include all life forms such as fungi, protozoa, bacteria and organisms consisting of plants, insects, fishes and mammals. Therefore, because of the obvious importance of biodiversity and biological resources and their usefulness to man, conservation has been a subject of great concern for many nations. The African biodiversity group has identical even major uses that need to be addressed in order to conserve biodiversity in Africa. There are people who value biological resources in different ways for different purposes, -spiritually, economically, culturally and scientifically. Forest ecosystems provide a wide array of ecological services including carbon sequestration, water regulation, soil fertility enhancement, and habitat for diverse flora and fauna (FAO, 2020). However, global biodiversity is under increasing threat from deforestation, habitat fragmentation, illegal logging, and unsustainable exploitation of forest resources, especially in developing countries where dependency on forest products is high.

In response to the above challenges, community participation has gained prominence as an effective strategy in biodiversity conservation and forest management. The concept of participatory forest management emphasizes the active involvement of local people in decision-making, implementation, and monitoring of conservation initiatives. It is based on the premise that communities who depend on forest resources are more likely to sustainably manage them

when given the right incentives, rights, and responsibilities (Pretty & Smith, 2024). Biodiversity has a wide array of benefits to human existence and could be seen as a source of life. Biodiversity refers to the variety of life forms found on the planet earth. Biological diversity refers to millions of plants, animals and microorganisms that live on our planet. According to Enuoh and Bisong (2014), Cross River State had 17 forest reserves as at when Nigeria attained independence from her colonial masters and most of these are situated within the geographical location of the present study area which is Boki Local Government Area in Cross- River state, Nigeria. The forest reserves (FR), where they are located and their sizes in terms of landmass are stated as follows; Afi River Forest Reserves (Boki; - 383.32km²); some parts of agro-forest reserve (Akamkpa, Biase, and Yakurr - 46.62km²), Boshi FR (Boki - 4144km²), Boshi extension forest reserves (Boki - 67.34km²) Cross River North forest reserve (Etung - 129.50km²), Cross River South forest reserves (Etung and Ikom - 349.65km²), Ikom fuel-wood plantation (Ikom - 1.06km²), Ikrijon forest reserve (Ikom - 5.29km²), Okwangwo forest reserves (Boki - 468.79km²), and the Ukpou River forest reserves (Obubra and Yakurr - 313.39km²). In principle, local people own the forest but the management and control of forest reserves which cover around three quarters of forest area is vested on the State Government (Tropical Forest Management, 2015). Before the colonial era, the former Eastern Nigeria had successfully managed forest resources with little or no threat to the environment. This was checked by using traditional institutions such as the family (kingship) religious, town unions, Club, Clan and Kindred meetings among others.

Participatory resources management is often seen as an appropriate solution to reducing resource degradation and it is generally assumed that it would ensure the equitable and sustainable use of environmental resources through local participation, whereby communities would be engaged as stakeholders in managing the resources, thus ensuring commitment to long term management goals (Chukwuone, 2017). A study was carried out by the United States Forest Service (USES, 2010), to assess community participation in biodiversity conservation and forest resource management in Cross River State. This provided a report of great significance. The main objective of the study was to assess the current situation of forest management and wildlife conservation in Cross River State, and to investigate areas of possible technical support. for the state Forestry Commission. Instrument used were series of introductory meetings, technical exchange sessions and field visits. According to the final report, the mission found that, the Cross River State Government have banned logging activities and have put in place a task force to enforce the ban among others. However, anecdotal accounts to date suggests that the ban has prevented logging within the state. The ban and the task force were also apparently successful in slowing down the flow of illegal harvesting of timber. To strengthen the protection of biodiversity, communities in which resources are located were involved in the protection and conservation of their resources which they would benefit from. Stakeholders at the community level have been constituted and given boosters to enable them work. This synergy must be strengthened and encouraged wherever resources are located to reduce if not eliminate depletion.

Community participation and government policies have been ineffective in preventing illegal harvesting of forest resources (Ezenwaka, 2010). This is attributed to the lack of involvement of local people in the decision-making process, leading to the establishment of reservation areas that do not address their conservation needs. The above position could be attributed to the fact that most conservation policies in Nigeria have colonial undertones and do not consider the livelihood needs of local communities. These policies are often designed and imposed without regard for the importance of sustaining local livelihoods or the potential consequences of restricting access to resources.

Educational attainment improves individuals' understanding of environmental issues and the ecological importance of biodiversity. Educated individuals are more likely to comprehend the long-term implications of deforestation, species extinction, and ecosystem imbalance, which in turn fosters a stronger commitment to conservation efforts (Tilbury, 2021). Environmental



education equips community members with the knowledge to recognize the value of biodiversity and the consequences of its loss (UNESCO, 2020). Higher educational levels often translate into better engagement in community governance and resource management. Educated individuals tend to be more vocal in community meetings, capable of analyzing policies, and assertive in advocating for sustainable practices. This leads to more inclusive and democratic decision-making processes in conservation planning (Adams & Hulme, 2021). Communities with higher educational levels are more likely to adopt environmentally friendly practices such as agroforestry, selective logging, and wildlife protection. They are also more likely to accept and implement scientific innovations or policy recommendations introduced by conservation agencies or NGOs (Mehta & Heinen, 2021). Education facilitates the understanding of new technologies and management systems that aid conservation.

Over the past decades, biodiversity conservation in Nigeria has increasingly emphasized community participation, based on the understanding that conservation success depends on the involvement of local people whose livelihoods are closely tied to forest ecosystems (Adewumi & Ajayi, 2018). Among the key socio-economic determinants of community participation, income level stands out as a crucial factor. Income shapes people's dependence on forest resources, their willingness to adopt conservation-friendly practices, and their ability to bear the opportunity costs of conservation (Ayuk, Fonta & Ichoku, 2021). Low-income households in rural Nigeria often rely heavily on forest resources for survival. Forest products such as firewood, bushmeat, medicinal plants, fruits, and poles provide both subsistence goods and cash income (Popoola, 2019). In a study conducted around the Falgore Game Reserve by Aminu, Usman and Garba (2017), forest-derived income accounted for 20–60% of total household income, with poorer households being the most dependent. Similarly, Ayuk et al. (2021) found that forest income contributed significantly to the livelihoods of rural Nigerians, helping to reduce income inequality, yet reinforcing dependence on natural resource extraction. The degree of dependence on forests is inversely related to household income. Poorer households tend to exploit forests more intensively because they lack alternative income sources and face limited access to formal employment or markets (Chukwuone, Okeke & Osondu 2020). Conversely, wealthier households often have diversified income portfolios and can afford alternative energy sources such as kerosene or liquefied petroleum gas, reducing pressure on forests (Olabisi & Adesina, 2021). There is therefore the need to assess the influence of educational and income levels on community participation in biodiversity conservation and forest resource utilization in Boki Local Government Area, Cross River State, Nigeria.

Theoretical background

Socio-cultural theory of sustainability (Munasinghe 1993) guided this study

This theory holds a view that, any location of a group of people (village, hamlet, town or city etc) is a social system, with interrelated sub-sets or social components such as human beings, forest, water bodies with all their faunal compositions. It argues that ethical values, beliefs and institutions develop needs. This, developing sustainable social and cultural practices could help manage renewable resources as well as other major challenges confronting socio-cultural systems. This is why most national socio-cultural systems with renewable forest resources have come to realize that they can no longer neglect the issues of intra-generational and inter-generational equity as a tool to promoting the sustainability of resources.

The implication of this theory to the present study is that the socio-cultural approach to forest management recognizes the centrality of social actions and institutions in sustainable use of renewable resources of the forest. Sustainability must be socially constructed to take cognizance of the fact that, the environment is at risk, not from extra-terrestrial enemies but from mankind .

The theory encourages the formation of policies *modus operandi* which could point the way to attaining the much-desired sustainable use of resources particularly forest resources. Therefore, by applying this theory, Community Participation in biodiversity conservation should prioritize stakeholders' interest and needs, in promoting human-biodiversity coexistence. Ultimately, this theory informs the need for effective conservation strategies that balance human needs with environmental conservation, resolving conflicts through mutually beneficial solutions.

Statement of Problem

The rural areas are replete with abundance of forest resources that host most of the biodiversity in Boki Local Government Area in Cross River State. Therefore, the effectiveness of biodiversity conservation in Cross River State is being compromised by inadequate consideration of human activities, particularly farming, timber businesses, hunting and poaching, chewing stick business among others, which are pivotal to the livelihoods of local communities. Despite their significance, the impact of these practices on biodiversity conservation and to attain sustainable development remains poorly understood, therefore leading to potential conflict between human needs and environmental preservation. The lack of clarity on the contribution of forest resource utilization to biodiversity conservation hinders the development of inclusive and sustainable strategies, ultimately threatening the long-term viability of conservation initiatives.

Despite government interventions and efforts of other non-state actors in the conservation sectors, there are still pressing gaps. These gaps resonate with the likely challenges of the educational and income levels of community dwellers who participate in Biodiversity conservation and forest resource utilization particularly in Boki local Government Area, Cross River State. This study therefore examined the influence of educational and income levels of community dwellers on biodiversity conservation and forest resource utilization in Boki local Government Area, Cross River State.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Educational level has no statistical significant influence on community participation in biodiversity conservation and forest resource utilization.
2. There is no statistical significant influence of income level on community participation in biodiversity conservation and forest resource utilization.

Methodology

Descriptive survey research design was adopted for the study. This research design was considered appropriate because it describes the existing representative population and situation necessary for proper generalization of the findings. The purposive sampling and simple random sampling technique were used to select a total of 409 farmers who registered with the agricultural development Programme in Boki Local Government Area of Cross River State. Biodiversity conservation and Forest resource utilization Questionnaire was used for data collection. Data collected were analyzed with one way analysis of variance and independent t-test statistic.



Results

Hypotheses one: There is no statistical significant influence of educational level on community participation in biodiversity conservation and forest resource utilization.

Table 1: One-way analysis of variance of the influence of educational level on registered farmers with the agricultural development programme in Boki LGA of Cross River State.

Educational level	N	X	SD
No formal education	21	25.7143	3.80976
Primary level	104	26.6923	3.93411
Secondary level	180	25.3167	3.95855
Tertiary level	101	28.0099	3.35409
Total	406	26.3596	3.94577

Source of variance	SS	Df	MS	F	p-value
Between groups	491.118	3	163.706	11.318	.000
Within groups	5814.380	402	14.464		
Total	6305.498	405			

*Significant at .05; $df = 405$

The result obtained from analysis of data with respect to hypothesis one reveals that the calculated F.value of 11.318 is higher than the p.value of 0.000 at 0.05 significance level with 3 and 402 degree of freedom. These showed that the hypothesis was rejected. Therefore, there is a significant influence of educational level on community participation in biodiversity conservation and forest resource utilization in Boki L. G. A, Cross River State. Since the result of this analysis is significant, a Fisher Least Significant Difference was carried out to identify where the significance level was highest in terms of mean difference.

Table 2: Fisher's Least significant difference of the influence of educational level on registered farmers with the agricultural development programme in Boki LGA of Cross River State.

Educational level	(J)	Mean Difference	Std. Error	Sig.
N No formal education	Primary level	-.97802	.90984	.283
	Secondary level	.39762	.87698	.651
	T Tertiary level	-2.29562*	.91211	.012
Primary level	No education	.97802	.90984	.283
	Secondary level	1.37564*	.46843	.004
	T tertiary level	-1.31759*	.53130	.014
Secondary level	No education	-.39762	.87698	.651
	P Primary level	-1.37564*	.46843	.004
	Tertiary level	-2.69323*	.47282	.000
Tertiary level	No education	2.29562*	.91211	.012
	Primary level	1.31759*	.53130	.014
	Secondary level	2.69323*	.47282	.000

*The mean difference is significant at .05 level

The mean difference between registered farmers with the agricultural development programme with primary education and those with secondary education was 1.37564. The mean difference between registered farmers with the agricultural development programme with primary education and those with tertiary education was 1.31759. The mean difference between registered farmers with the agricultural development programme with secondary education and those with tertiary education was 2.69323.

From the result presented in Table 2, the mean difference is highest between registered farmers with the agricultural development programme with secondary education and those with tertiary education (2.69323). The least mean difference is between registered farmers with the agricultural development programme with no formal education and those with secondary education (-.39762) respectively.

Hypothesis two

There is no. statistical significant influence of income level on community participation in biodiversity conservation and forest resource utilization.

Table 3: One-way analysis of variance of the influence of income level on registered farmers with the agricultural development programme in Boki LGA of Cross River State.

Table 1: Descriptive statistics and ANOVA results for the agricultural development programme in Bokri EGA of Cross River State.					
Income level		N	$\bar{X}$	SD	
Low		165	27.6364	4.11732	
Medium		121	23.9835	2.31655	
High		120	27.0000	3.97471	
Total		406	26.3596	3.94577	
Source of variance	SS	Df	MS	F	p-value
Between groups	1001.349	2	500.674	38.040	.000
Within groups	5304.149	403	13.162		
Total	6305.498	405			

*Significant at .05

Table 3 revealed that the null hypothesis was rejected while the alternate hypothesis was retained. The result obtained from analysis of data reveals that, the calculated r-value of 0.194 is greater than the critical r-value of 0.138 when tested at 0.05 level of significance with 198 degree of freedom. This implies that, there is a significant influence of income level on community participation in biodiversity conservation and forest resource utilization in the area of study

Table 4: Fisher's protected t-test of the influence of income level on registered farmers with the agricultural development programme in Boki LGA of Cross River State.

Income level	(J)	Mean Difference	Std. Error	Sig.
L Low	Medium	3.65289*	.43421	.000
	High	.63636	.43526	.145
Medium	Low	-3.65289*	.43421	.000
	High	-3.01653*	.46739	.000
High	L Low	-.63636	.43526	.145
	Medium	3.01653*	.46739	.000

*The mean difference is significant at .05 level

Fisher's Least Significant Difference (LSD) was used to further identify where significant difference among the various income level groups was highest in terms of mean difference. The



result shows that the mean difference between registered farmers with low and medium income was 3.65289. The mean difference between registered farmers low and high income was .63636. The mean difference between registered farmers with medium and high income was 3.01653. From the result presented in Table 4, the mean difference is highest between registered farmers with low- and medium-income level (3.65289) while the least mean difference was between registered farmers with low- and high-income level (.63636) respectively.

Discussion of findings

The finding with respect to hypothesis 1, showed that the hypothesis was rejected. The implication of this finding is that there was a significant influence of educational level on community participation in biodiversity conservation and forest resource utilization in Boki Local Government Area of Cross River State. The reason for this finding could be that education empowers an individual to make informed decisions. The finding is in line with that of Mehta and Heinen (2021) which asserted that communities with higher educational level are more likely to adopt environmentally friendly practices such as agroforestry, selective logging, and wildlife protection. They are also more likely to accept and implement scientific innovations or policy recommendations introduced by conservation agencies or NGOs. Naturally, education facilitates the understanding of new technologies and management systems that aid conservation. Similarly, UNESCO (2020) asserted that environmental education equips community members with the knowledge to recognize the values of biodiversity and the consequences of its loss.

The finding of the Study with respect to hypothesis two showed that the null hypothesis was rejected. The implication of this finding is that there was a significant influence of income level on community participation in biodiversity conservation and forest resource utilization in Boki Local Government Area of Cross River State. The reason for this finding could be because income level not only affects forest dependence but also determines the capacity and motivation to participate in conservation initiatives. The finding of this study agrees with that of Okwang and Effiom (2019) which reported that household income significantly influenced participation in forest conservation programs, with higher-income households showing greater engagement. They attributed this to better access to information, education, and mobility among wealthier individuals. In addition, Arifalo (2024) found that in Ondo State, households with higher income levels demonstrated a stronger willingness to engage in conservation activities, particularly when financial or livelihood incentives were attached. The study emphasized that economic stability enhances conservation participation, as households with secure livelihoods are better positioned to commit time and resources to long-term environmental initiatives.

Conclusion

This study established that, educational and income levels have significant influence on community participation in biodiversity conservation and forest resource utilization in the study area. Therefore, for biodiversity conservation and forest resource utilization efforts to be successful and sustainable, there is the need to strengthen community engagement across educational and income levels through inclusive policies, capacity-building programs, benefit-sharing mechanisms, and participatory governance structures. The study therefore concludes that a people-centered, participatory approach is vital for achieving long-term biodiversity conservation and sustainable forest resource utilization.

Recommendations

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

1. Regular environmental education and sensitization programs should be organized to increase community knowledge on the importance of biodiversity, ecosystem services, and the consequences of resource depletion. This should target both literate and non-literate members of the community.
2. Government and conservation agencies should introduce benefit-sharing schemes and reward systems (e.g., payment for ecosystem services, community development projects) to motivate local communities to engage in sustainable forest management practices.
3. Conservation programs in Nigeria should include transparent and equitable benefit-sharing mechanisms that ensure poor and marginalized households receive tangible rewards for participating in biodiversity protection.

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SELF-SUSTAINING LIVELIHOOD SKILLS OF ADULT LEARNERS IN INTERNALLY DISPLACED PERSONS (IDP) CAMPS IN BORNO STATE, NIGERIA

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Abstract

Persistent insurgency in Borno State has led to large-scale displacement, creating an urgent need to equip adult learners in Internally Displaced Persons (IDP) camps with sustainable livelihood skills. This study surveyed 400 adult learners across four IDP camps (Maiduguri, Bama, Dikwa, and Jere) using a descriptive survey design and a validated Likert five-point scale Questionnaire structured around demographics, educational background, and vocational training perceptions. Findings show that 30% Adult learners in the four (4) IDP camps had no formal education, 55% lacked vocational skills, while 80% were eager to acquire new skills. Significantly, Entrepreneurship (87.5%), Financial literacy (85%), Agriculture, and Digital skills were highly preferred livelihood skills. Analysis of Variance (ANOVA) revealed significant age-based differences in skill preferences among the adult learners in the IDP camps. Based on the discussion of the findings and conclusion, the study recommended age-sensitive, inclusive vocational programs for adult learners in IDP camps to enhance self-sustainability and social reintegration.

Keywords: Vocational Training, Internally Displaced Persons (IDPs), Skill Acquisition, Sustainable Livelihoods,

Introduction

Nigeria is currently grappling with significant social, economic, and environmental crises that could profoundly hinder national development efforts. Insecurity as defined by the United Nations is not only the absence of conflict but also access to basic human rights and social justice. These security challenges often stem from unrealistic and inappropriate methods of agitation for rights and privileges, manifesting in both violent and non-violent forms across the country.

Prominently, the Boko Haram insurgency in North- East Nigeria exemplifies the devastating consequences of violent extremism. Boko Haram, officially known as Jama'atu Ahlis Sunna Lidda'awati wal-Jihad, emerged in the early 2000s under the leadership of Mohammed Yusuf. The group initially propagated a strict interpretation of Islamic law and criticized the Nigerian government for corruption and socioeconomic neglect. However, it soon escalated into violent extremism, engaging in bombings, targeted killings, and mass abductions, which have devastated civilian populations (Campbell, 2020; Onuoha, 2014)

The violent campaign by Boko Haram has resulted in one of the largest internal displacement crises in the world. According to the United Nations High Commissioner for Refugees over 2.5 million people have been displaced due to conflict in North -East Nigeria, with Borno State being the most affected (UNHCR, 2020). The insurgency has led to the deaths of more than 35,000 individuals, destroyed entire communities, and left millions in precarious living conditions, including overcrowded camps characterized by food insecurity, inadequate healthcare, and limited educational opportunities (International Crisis Group, 2016). In contrast, Southern regions of Nigeria witness relatively peaceful forms of agitation. Movements such as the Movement for the Actualization of the Sovereign State of Biafra (MASSOB) often rely on civil protest to express grievances. However, other regions face their own forms of violence and

insecurity ranging from cult-related violence and kidnappings in the South-East, to political thuggery and gang activity in the South -West, and militancy and armed robbery in the South-South regions. This multifaceted insecurity complicates the prospects for national cohesion and sustainable development (Adebayo, 2019; Iroegbu, 2017)

The plight of internally displaced persons (IDPs), especially adult learners in Borno State, requires focused and immediate intervention. Displaced adults often face not only the trauma of conflict but also the erosion of their socioeconomic identities. Many have lost family members, homes, and means of livelihood. Like IDPs in conflict zones such as Syria, Iraq, and Afghanistan, displaced Nigerians encounter barriers to reintegration, including lack of education, employment, and social inclusion (Betts & Collier, 2017). Adult learners in IDP camps are particularly vulnerable due to lack of access to essential services, including vocational and educational training. This vulnerability is compounded by poverty, illiteracy, and limited mobility, leaving many economically marginalized and dependent on humanitarian aid. Without effective reintegration strategies, these demographic risks becoming a reservoir of discontent, further exacerbating national insecurity (Adewale, 2020).

Addressing this crisis demands a comprehensive strategy centered on empowerment through skills acquisition. Vocational, technical, and entrepreneurial training tailored to the needs of displaced adults can provide a pathway to economic independence and societal reintegration. Programs that offer training in agriculture, carpentry, tailoring, and other trades have been shown to reduce dependency on aid, promote dignity, and enhance community resilience (World Bank, 2021; UNHCR, 2020). Beyond economic recovery, such interventions can play a transformative role in promoting peace and stability. Empowered individuals are better positioned to contribute to the development of their communities and resist the lure of extremist ideologies. Education and skills training serve not only as tools for personal empowerment but also as vital mechanisms for national reconstruction and cohesion (Uwadileke:2023; UNESCO 2021).

To this end, the persistent insecurity in Nigeria, particularly in Borno State, underscores the urgent need for targeted interventions among internally displaced adults. The Boko Haram insurgency has decimated communities and created a humanitarian crisis that threatens the socio-economic fabric of the nation. By investing in vocational and entrepreneurial education for adult learners in IDP camps, Nigeria can create pathways for recovery, reduce vulnerability, and lay the groundwork for lasting peace and development. As affirmed by the World Bank and other global institutions, human capital development is indispensable to post-conflict reconstruction and national stability (World Bank, 2021).

Statement of Problem

The ongoing insecurity in Nigeria, particularly due to the Boko Haram insurgency and other violent conflicts, has led to the displacement of millions of individuals, particularly in Borno State. This displacement has severely affected the education and economic opportunities of many adult learners in Internally Displaced Persons (IDP) camps. As these adults face significant barriers to accessing vocational training and employment, their ability to achieve self-sustainability is compromised, leading to increased economic marginalization and social instability. Thus, there is a critical need to identify the specific skills required by these learners to facilitate their reintegration into society and promote self-reliance.

Research Questions

The following research questions guided the study.

1. What is the educational background and skill level of adult learners currently residing in IDP camps in Borno State?
2. What vocational and technical skills do adult learners in IDP camps in Borno State perceive as necessary for achieving self-sustainability?



3. How effective are the existing vocational training programs in meeting the skill needs of adult learners in IDP camps?
4. What strategies can be implemented to improve skill development and self-sustainability among adult learners in Borno State's IDP camps?

Research Hypothesis

Null Hypothesis (H₀): There is no significant difference in skills needs among internally displaced persons (IDPs) based on their age groups.

Method

The study adopted a descriptive survey research design. The population consisted of all the registered adults in the IDP camps. The sample of the study consisted of 400 Adults. Participants were categorized into three age groups: young adults (18-25 years), who constituted 30% of the sample; Adults (26-40 years), making up 50%; and older adults (41 years and above), representing 20%. The study encompassed four IDP camps located in major local government areas: Maiduguri, Bama, Dikwa, and Jere. These camps were selected based on their population size and the diversity of challenges experienced by the IDPs. Data collection involved multiple methods to ensure a robust analysis. A structured Questionnaire, titled "IDP Demographic and Skills Assessment Questionnaire", was administered to 400 IDPs across different camps. This Questionnaire consisted of several sections: section A: which consisted of demographic Information of the respondents. Captured basic details such as age, gender, marital status, and local government area.

1. Educational Background: Assessed the highest level of education attained and any interruptions in formal schooling due to displacement.
2. Employment History: Gathered information on previous employment, vocations, and any skills acquired before displacement.
3. Skill Assessment: Explored vocational skills and training needs relevant to the local economy.

To establish content validity, the questionnaire items were developed through a rigorous process that involved a literature review and consultations with local stakeholders, including NGOs and educational experts. These experts reviewed the questionnaire to ensure that the items were relevant and appropriate for the target population. A pilot test was conducted with a small group of IDPs prior to the main data collection, allowing for further refinement of the questionnaire based on feedback regarding clarity and relevance.

Reliability of the questionnaire was done using a test-retest method. A subset of participants completed the questionnaire twice, with a two-week interval between administrations. The results were analyzed using Pearsons correlation coefficient, yielding a high correlation ($r = 0.85$), indicating that the instrument produced consistent results over time. Additionally, Cronbach's alpha was calculated for each section of the questionnaire, achieving values greater than 0.75, confirming good internal consistency across the items.

Quantitative data analysis was carried out using SPSS software. Descriptive statistics, including means and standard deviations, were employed to answer the research questions, while hypothesis testing were performed at a 0.05 level of significance. This analytical framework provided a solid foundation for understanding the needs and conditions of IDPs in Borno State, guiding future interventions and support initiatives.

Results

Research Question 1: What is the educational background and skill level of adult learners currently residing in IDP camps in Borno State?

Table 1: Educational Background and Skill Levels of Adult Learners in IDP Camps

Variable	Category	Frequency (n)	Percentage (%)
Educational Background	No formal education	120	30.0
	Incomplete primary education	100	25.0
	Completed primary education	80	20.0
	Completed secondary education	60	15.0
	Higher education	40	10.0
Vocational Skills	Tailoring	60	15.0
	Agriculture	50	12.5
	Carpentry	40	10.0
	Plumbing	30	7.5
	No vocational skills	220	55.0
Desire for Further Training	Yes	320	80.0
	No	80	20.0

Table 1 shows significant information on the educational backgrounds of adult learners in IDP camps, with 30% lacking formal education and 25% reporting incomplete primary education. This situation emphasizes the long-term impact of conflict on education and highlights the necessity for targeted educational support. Additionally, 55% of participants possess no vocational skills, limiting their employment opportunities and economic self-sufficiency. However, 80% of individuals expressed a desire for further training, indicating a strong motivation to improve their circumstances. This interest underscores the need for accessible, relevant vocational programs to help IDPs rebuild their lives and enhance their resilience.

Research Question 2: What vocational and technical skills do adult learners in IDP camps perceive as necessary for achieving self-sustainability?

Table 2: Perceived Vocational and Technical Skills for Self-Sustainability Among Adult Learners in IDP Camps.

SN	Item statement	Number of Respondents	Percentage (%)
1	Basic computer skills improve job opportunities for individuals.	300	75
2	Tailoring skills allow for making and selling clothes.	250	62.5
3	Cooking skills help in feeding families economically.	280	70
4	Agricultural techniques support sustainable food production efforts.	320	80
5	Carpentry skills enable individuals to repair furniture.	220	55
6	Entrepreneurship training encourages starting small businesses successfully.	350	87.5
7	Financial literacy aids in managing personal finances wisely.	340	85
8	Healthcare knowledge is essential for community well-being.	300	75



Table 2 shows results indicating that adult learners in IDP camps prioritize skills necessary for self-sustainability. A notable 87.5% of respondents identified entrepreneurship training as crucial, reflecting a strong desire for independence through small business ventures. Similarly, financial literacy (85%) is recognized for its role in effective personal finance management. The emphasis on agricultural techniques (80%) and cooking skills (70%) underscores their importance in ensuring food security, while basic computer skills (75%) are deemed essential for improving job opportunities. Though tailoring (62.5%) and carpentry skills (55%) are acknowledged, they appear to hold moderate importance, indicating varying priorities among individuals based on their circumstances. Overall, these insights highlight critical areas for targeted vocational training programs.

Research Question 3: How effective are the existing vocational training programs in meeting the skill needs of adult learners in IDP camps?

SN	Item Statements	Number of Respondents	Percentage (%)
1	Vocational training programs meet my skill needs effectively.	250	62.5
2	Training sessions provide relevant skills for employment.	300	75
3	Instructors are knowledgeable and support my learning process.	270	67.5
4	Training duration is sufficient for mastering skills learned.	220	55
5	Support services are available during training programs.	260	65
6	Course materials are accessible and easy to understand.	280	70
7	Training programs adequately prepare me for self-employment.	310	77.5
8	Participants are encouraged to ask questions during training.	240	60

Table 3 shows that adult learners in IDP camps have mixed perceptions about the effectiveness of existing vocational training programs. A staggering 77.5% of respondents feel that training programs adequately prepare them for self-employment, indicating a positive impact on their economic independence. However, vocational training programs meeting skill needs (62.5%) and sufficient training duration (55%) received lower ratings, suggesting potential areas for improvement. While training sessions provide relevant skills (75%) and course materials (70%) are regarded as accessible, the perceived support from instructors (67.5%) and encouragement for questions (60%) reveal opportunities for enhancing the learning experience. Overall, these findings highlight critical areas for program development.

Research Question 4: What strategies can be implemented to improve skill development and self-sustainability among adult learners in Borno State's IDP camps?

Table 4: Implementable Strategies for Skill Development and Self-Sustainability Among Adult Learners in Borno State's IDP camps?

SN	Item Statements	Number of Respondents	Percentage (%)
1	Vocational training requires strong support from instructors.	340	85
2	Learning outcomes depend on the relevance of training content.	320	80
3	Peer collaboration enhances understanding during training sessions.	300	75
4	Sufficient practice time builds confidence in new skills.	310	77.5
5	Access to resources is critical for successful learning outcomes.	350	87.5
6	Constructive feedback from instructors improves skill mastery.	330	82.5
7	Engaging activities increase motivation to learn new skills.	270	67.5
8	Continuous assessment helps track learner progress effectively.	260	65

Table 4 shows that Adult learners identify several interdependent factors that significantly impact the effectiveness of vocational training programs. A substantial 87.5% emphasized the necessity of access to resources, which is crucial for achieving successful learning outcomes. Additionally, strong support from instructors (85%) is deemed essential, indicating that effective teaching relationships foster a positive learning environment. The relevance of training content (80%) alongside peer collaboration (75%) suggests that cooperative learning aids comprehension and retention. Moreover, sufficient practice time (77.5%) is recognized for building confidence, while constructive feedback (82.5%) is vital for mastering new skills. The need for engaging activities (67.5%) highlights the importance of motivation, and continuous assessment (65%) provides learners with valuable insights into their progress. Overall, these insights underline the importance of a holistic approach to enhance vocational training effectiveness by addressing these interconnected factors.

Null Hypothesis (H₀): There is no significant difference in skills needs among internally displaced persons (IDPs) based on their age groups.

One-Way ANOVA Table: Skills Needs by Age Group

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F	p-value
Between Groups	200.45	2	100.23	6.58	0.002
Within Groups	609.25	397	1.53		
Total	809.70	399			

Table 5 presents the results of a one-way ANOVA that examines differences in skills needs across three age groups: 18-25 years, 26-40 years, and 41 years and older. The analysis yields an F statistic of 6.58 and a p-value of 0.002, indicating statistically significant differences in skills needs among these groups. Since the p-value is below the conventional alpha level of



0.05, we reject the null hypothesis and conclude that age is a significant factor influencing the skills needs of IDPs. To pinpoint the specific age groups responsible for these differences, a post-hoc analysis was conducted.

Tukey's HSD Post-Hoc Analysis Table

Comparison	Difference in Means	Standard Error (SE)	p-value	Significance
18-25 vs. 26-40	0.85	0.20	0.032	Significant
18-25 vs. 41+	1.30	0.22	0.004	Significant
26-40 vs. 41+	0.45	0.21	0.186	Not Significant

Table 6 details the post-hoc analysis, revealing significant differences in skills needs among the IDP age groups. The comparison between the 18-25 and 26-40 age groups shows a mean difference of 0.85 ($p = 0.032$), indicating that younger individuals (18-25 years) have a greater need for specific skills tailored to emerging job markets, such as technology and entrepreneurship. A more substantial mean difference of 1.30 ($p = 0.004$) is noted between the 18-25 and 41+ age groups, underscoring that older adults face markedly different skill requirements, likely due to reduced opportunities for skill enhancement. In contrast, the comparison between the 26-40 and 41+ age groups yields a mean difference of 0.45 ($p = 0.186$), which is not statistically significant, suggesting that the skill needs of these groups are relatively aligned. Therefore, training programs for older adults can remain applicable across these age ranges without requiring substantial modifications. (use for discussion Overall, these findings underscore the critical need for diverse training programs that cater to the unique skills requirements of different age demographics within the IDP population. By addressing the distinct needs of younger and older participants, training initiatives can significantly enhance their chances of successful reintegration into the workforce, thereby promoting economic stability and individual empowerment in the face of displacement.)

Discussion.

The finding of the study with respect to research question revealed significant educational disruption among Adults in IDP's. This finding supports Adewale (2020) who asserts that conflict-induced displacement severely hamper long-term educational development. Furthermore, it was shown that majority of the respondents lack vocational skills, which further limits their employment opportunities This finding underscores the pressing need for accessible and inclusive vocational programs that simultaneously address educational gaps and economic aspirations. These programs will offer viable pathway to self-reliance and long-term recovery for Adults in IDP' camps.

Finding of the study with respect to research question 2 shows that the type of vocational and technical skills possessed by adult learners in IDP camps are necessary for achieving self-sustainability. The finding shows that IDPs highly prioritize entrepreneurship and financial literacy as crucial for achieving economic independence. This aligns with Betts and Collier (2017) who emphasized on entrepreneurship as a key driver of self-sufficiency among displaced populations. In addition, practical skills such as agriculture and cooking were considered vital for both food security and income generation. (Campbel, 2020). This finding gives insights to the necessity of diverse vocational offerings that are both skill and demand-driven.

Finding of the study with respect to Research Question 3 revealed that majority of participants felt that vocational training would adequately prepare them for self-employment. This lends support to Adebayo (2019) who claimed that well-structured programs contribute to socio-

economic stability This finding is in response to the identified gaps in program delivery, which need to be improved through skill development and self-sustainability among adult learners in Borno State's IDP camps. This is reinforced by Adewale (2020) who asserts that resource availability significantly impact programs.

Finally, on the influence of age on vocational preferences, the study provides valuable insights for tailoring programs more effectively. Finding with respect to the null hypothesis revealed a statistically significant age-based difference in the vocational skill preferences of IDPs. This suggests that age is an important factor in determining training needs. Younger IDPs (aged 18–25) favored modern skills such as digital literacy and entrepreneurship, while older adults (41+) showed a stronger preference for traditional, hands-on trades. Interestingly, no significant difference was observed between the 26–40 and 41+ age groups, indicating similar vocational interests among these older cohorts. This finding underscores the need for age-sensitive training designs that reflect the developmental stages and experiences of learners. Given the overlap in preferences between the 26–40 and 41+ groups, program developers can streamline training modules for these demographics with minimal customization, thereby improving efficiency without compromising relevance.

Conclusion

The study highlights the critical need for tailored vocational programs in IDP camps in Borno State, addressing the significant educational and skill gaps among adult learners. With 30% lacking formal education and 55% without vocational skills, the findings underscore the long-term socio-economic risks of current disruptions. Despite obstacles, a strong desire for skill acquisition among 80% of respondents offers hope for rebuilding. Prioritizing entrepreneurship, financial literacy, and practical skills, the data advocates for a responsive, holistic training model that emphasizes instructor support, resource access, and peer collaboration. Age-sensitive program designs are essential to meet diverse learner needs effectively.

Recommendations

Based on the findings of the study the following recommendations were made;

1. Training organizations should develop age-sensitive vocational programs addressing learners' realities.
2. IDP camps should incorporate entrepreneurship and financial literacy trainings into the rehabilitation programs of displaced persons.
3. Governments should ensure consistent access to resources and qualified instructors for displaced persons in IDP camps.
4. Community - based NGOs should encourage peer collaborations and mentorship for motivation of Adult learners and other displaced persons in IDP camps.
5. Program coordinators should engage relevant stakeholders in the planning and evaluation of life sustaining programs for displaced persons in IDP camps.



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SOCIAL STUDIES TEACHERS' PERCEPTION OF THE PSYCHOLOGICAL DETERMINANTS OF DIVORCE AMONG COUPLES IN TARABA STATE, NIGERIA

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Abstract

The study investigated social studies teachers' perception of the psychological determinants of divorce among couples in Gassol, Takum and Wukari education zones of Taraba State. The study adopted descriptive survey research design. The study was guided by a research question and hypothesis respectively. A multi-stage sampling technique was adopted in selecting a sample of 316 for the study. The instrument for data collection was Social Studies teachers' Perception of Psychological Determinants of Divorce among Couples Questionnaire. The instrument was validated by experts and tested for both validity and reliability. The validity and reliability of the instrument were determined through trial testing and Cronbach Alpha statistic procedures. A reliability index of 0.92 was obtained which was considered appropriate for the study. Data collected were analysed using percentages to answer the research question and Mann Whitney U-test at 0.05 level of significance to test the hypothesis. The findings showed among other things that, the most prevailing psychological determinants of divorce among couples were inadequate or excessive request for sexual intimacy, extra marital affairs, childlessness, emotional depression and domestic violence. It was also found that there was no statistically significant difference ($p > 0.05$) between the mean ratings of male and female social studies teachers with respect to psychological determinants of divorce among couples in Taraba State. Based on the findings and discussions, it was recommended among others that increased commitment among couples, trust, reduced parental hostility, improved mutual understanding and sense of responsibility should be encouraged by couples and other stakeholders to mitigate rising cases of divorce among couples in Taraba State, Nigeria.

Keywords: Divorce, Couples, Psychological determinants, Social Studies Teachers, Perception

Introduction

Marriage is generally acknowledged as one of the oldest social institutions globally. Marriage leads to the establishment of a home or family where two or more people come to live together through mutual agreement and commitment to each other, leading ultimately to sharing of intimacy, resources, decision making and values, (Fura, 2018). In Nigeria, the marriage institution is conceived as a basic socio-cultural institution where a man and a woman could assume a sense of responsibility or form of contract for reciprocal obligations as husband and wife (Uddin, 2015). In view of this position, marriage is explained by Omoro (2018) as a social institution of matrimony legally defined with rights and duties that are regulated by the state and sanctioned in many religions and traditions through rites and ceremonies.

The above implies that marriage is a cultural and socially recognized institution. In other words, marriage is a legal union of a man and a woman as husband and wife with the underlying purposes of procreation, sexual and emotional gratification or companionship, economic dependence and social stratification within and across cultures for survival (Reynoso, 2018). This suggests that, it is in marriage that the purpose of existence as husband and wife was defined and expressed. Thus, Cherlin (2019) describes marriage as a social institution that entails the joining of two people into a recognized union by law, culture or traditional ceremonial means. This implies that marriage is a social practice and interactions that occur between man, woman and

their relatives within an immediate environment or sometimes across regions, tribes, religions, etc (Cherlin, 2019).

In Nigeria marriage is regarded as a major cultural and social institution that varies from one custom to the other and from one ethnic group to another. In Taraba State, North - East Nigeria, marriage rituals are frequently influenced by cultural and traditional norms that cut across different communities (Ogofotha & Elugah, 2020). In Taraba State, the practice of polygamous marriage (a man having numerous wives) is very predominant (National Population Commission, 2014). Marriage institution in Taraba state is therefore, a basic structure upon which the family relationship is based with the purpose of meeting the needs and necessities of life (Reynoso, 2018; Uddin, 2015). Taraba State is a multicultural state with about twenty-three tribes living together and mainly dominated by Christians, Traditionalists and an average number of Muslims (Ogwumu et al., 2020). In Taraba State, marriage is culturally cherished among the indigenous people while divorce is conceived abominable to them, especially within the extended family system (Ogwumu, et al., 2020). However, there are numerous factors or aspects of marriage in Taraba State that could affect marital stability. These factors range from religious, cultural to psychological issues (Cinzia & Claudio, 2019). Indeed, some of these issues such as religious, cultural and traditional beliefs have been investigated (Amato & James, 2018; Omoro, 2018). However, the impacts of social, economic and psychological background of couples seem not have been given adequate scholarly attention in Taraba State. Similarly, in the context of Nigeria's experience, divorce cases are not yet receiving proper documentation (Cinzia & Claudio, 2019). Invariably, other incidents of conflicts among couples such as violence, mistrust, constant bickering, neglect, emotional disturbances and distress, etc require extensive investigation because of their serious psychological implications Balestrino (2020). Indeed, these factors if not genuinely handled can increase divorce among couples (Amato & James, 2018).

Divorce is described as the dissolution of an existing marriage through legal means (Kendall, 2015). It implies that, divorce is the only legally acceptable means of dissolving any properly instituted marital union. To Stent (2014), divorce is a legal procedure that dissolves a marriage or ends couples' legal obligations and responsibilities to each other. Divorce seems to have social, emotional, and financial effects on the well-being of both partners, their children and even relations and society at large.

In recent times, incidents of divorce and related marital conflicts are becoming more rampant among couples (Lawpadi, 2018). Indeed, while some of the divorce matters are officially reported, most cases of divorce remain either under reported or unreported (Mustapha & Odediran, 2019). Available evidence show that most divorce problems are based on cultural, religious and psychological factors (Idris, 2020).

The psychological perspective on divorce whether due to emotional trauma, constant quarrels, bickering, temper, nagging, infidelity, revengefulness, lack of love, still need further investigation (Fura, 2018; Mojtabai et al., 2017). Indeed, it is not yet very clear whether these psychological issues are the distinct determinants of divorce among couples in Taraba State. Against this backdrop this study investigated the psychological determinants of divorce among couples in Taraba State.

Marriage and related marital conflicts and issues constitute important topics in Social studies contents at the Basic Education level in Nigeria. At this

level, Social studies teachers are expected to teach unique contents, skills and values on the benefits of stable families and marriages to students (Federal Republic of Nigeria [FRN], 2008). Indeed, the teaching and learning of Social studies at the basic education level can help to foster balanced information on reciprocity of interactions and relationships in the society. Social Studies is described as a subject of instruction at the elementary or junior secondary school level that teaches about human relationships and the way society works with a view to instilling in pupils or students the knowledge, skills, attitudes, values and actions they require to become



functional citizens in the society (Nwaubani& Okafor, 2015). It is issue-focused, inquiry-based inter-disciplinary in nature and value-laden. It is a subject that draws contents from the Social Sciences and humanities such as History, Geography, civics Education, Ecology, Economics, law, Philosophy , Political science, etc. (Nwaubani, 2022).

Social Studies based on the foregoing, contribute significantly to content areas such as marriage, family life and other issues that border largely on mutual relationship. Thus, Social studies education provides practical survival skills needed by citizens to function effectively in their environment as well as manage conflictual issues that could affect marriages in order to prevent divorce among couples (Idris, 2020). This position makes it imperative that the way and manner teachers of Social Studies perceive psychological determinants of divorce should be of immense research concern. This study was therefore conceived to investigate Social studies teachers' perception of the psychological determinant of divorce in Taraba State.

The issue of gender was considered as an intervening variable in this study. Indeed, UNDP (2018) affirms, that gender of teachers could influence knowledge and perception on marital issues and challenges. However, in contrast Tahseldar (2018) reported that gender had no statistical significance difference with respect to beliefs, practices, and awareness of teachers on possible causes of divorce among couples. This seeming contradiction, justified why this study explored the influence of gender as a possible moderating variable on social studies teachers' perception of psychological determinant of divorce among couples in Taraba State, Nigeria.

Research Question

- 1 What are Social studies teachers' perception of the psychological determinants of divorce among couples in Taraba State?

Hypothesis

H₀₁: There is no significant difference in the perception of male and female social studies teachers on the psychological determinants of divorce among couples in Taraba State.

Method

The study adopted a descriptive survey research design. The study was carried out in three education zones namely; Gassol, Takum and Wukari respectively. The population of the study consist of 1,608 Social studies teachers (1,058 males and 550 females) with public secondary schools in Taraba state (Department of Planning, Research and Statistics, Taraba State Post Primary Schools Management Board, 2023). The sample size for this study was 502 Social studies teachers made up of 293 male and 209 female teachers from selected from Gassol, Takum and Wukari Education Zones of Taraba State using multi-stage sampling technique. The sample size for this study was equivalent to 69% of the entire population of social studies teachers in Taraba State. Instrument for data collection was a structured Questionnaire titled "Social Studies Teachers' Perceptions of the Psychological Determinant of Divorce among Couples Questionnaire" (SSTPPDDCQ). The instrument was validated by three experts from University of Nigeria, Nsukka whose opinions and corrections helped to improve the final version of the instrument for the purpose of data collection. The reliability of the instrument was done through trial testing and administered on 20 social studies teachers outside the study area. Cronbach Alpha statistic was used in estimating the reliability of the instrument and a reliability index of 0.92 was obtained which was considered appropriate for the study. Data collected were analyzed using percentages to answer the research questions while the null hypothesis was tested using Mann Whitney U-test at 0.05 level of significance.

Results

Research Question: What are Social studies teachers' perceptions of the psychological determinants of divorce among couples in Taraba State?

Table 1: Percentage ratings of Social studies teachers' perceptions on psychological determinants of divorce among couples in Taraba State

S/N	Items	Frequency		Percentage %		Decision
		SD+D	SA+A	SD+D	SA+A	
1	Barrenness/infertility	20	351	5.4	94.6	Agree
2	Infidelity/flirting/cheating in marriage	20	351	5.4	94.6	Agree
3	Suspiciousness of one's own spouse	75	296	20.2	79.8	Agree
4	Emotionally depressed and traumatized	87	284	23.5	76.5	Agree
5	Marital dissatisfaction	76	295	20.5	79.5	Agree
6	Failure in marital expectations after marriage	71	300	19.1	80.9	Agree
7	Loss of interest in the marriage/basic unhappiness at home	59	312	15.9	84.1	Agree
8	Personality characteristics such as excessive aggressiveness	67	304	18.1	81.9	Agree
9	Constant nagging and quarrelling	54	317	14.6	85.4	Agree
10	Anger and hot temper	15	356	4.0	96.0	Agree
11	Shifting of blame among couples	103	268	27.8	72.2	Agree
12	Bickering /backbiting	117	254	31.5	68.5	Agree
13	Compulsive/pathological liar	28	343	7.5	92.5	Agree
14	Un-forgiving mind-set	50	319	14.0	86.0	Agree
15	Revengeful heart to get back at other partner	53	318	14.3	85.7	Agree
16	Verbal abuse/full of poisonous words	3	368	0.8	99.2	Agree
17	Domestic violence (physical assault)	39	332	10.5	89.5	Agree
18	No division of house cores/team spirit	125	246	33.7	66.3	Agree
19	No sense of family love and affection	60	311	16.2	83.8	Agree
20	Lack of courtesy/value conflict	102	269	27.5	72.5	Agree
21	Feeling of un-save with him/her	84	287	22.6	77.4	Agree
22	Partner's prolonged illness	157	214	42.3	57.7	Agree

Note: N = 371, SD = Strongly Disagree, D=Disagree, SA = Strongly Agree & A=Agree; Any item with rating point < 50% = Disagree & item with rating point >50% = Agree.

Table 1 shows the percentage level at which Social studies teachers perceived the following items as psychological determinants of divorce among couples in Taraba State; barrenness or infertility (94.6%), infidelity or cheating in marriage (94.6%), suspicion of one's spouse (79.8%), depression (76.5%), marital dissatisfaction (79.5%), failure in marital expectations (80.9%), loss of interest in the marriage or unhappiness at home (84.1%), excessive aggression (81.9%), constant nagging and quarrelling (85.4%), anger and hot temper (96.0%), intolerance (72.2%), bickering or backbiting (68.5%), pathological lying (92.5%), unforgiveness (86.0%), revengeful (85.7%), verbal abuse (99.2%), domestic violence (89.5%), loss of team spirit (66.3%), no sense of family love and affection (83.8%), lack of courtesy (72.5%), feeling of unsafe (77.4%) and partner's prolonged illness (57.7%). Thus, Table 1 shows that all the items scored above 50%. This implies that social studies teachers perceive psychological issues as being responsible for divorce among couples in Taraba State

Hypothesis: There is no significant difference in the mean ratings of male and female social studies teachers on psychological determinants of divorce among couples in Taraba state.



Table 2: Mann-Whitney U-test between the perception of male and female social studies teachers on psychological determinants of divorce among couples in Taraba State

S/N	Item	Gender		Mean Rank	Mann Whitney U	Z	p-value	Decision
		M	F					
1	Barrenness/infertility	201	170	186.55	26974.00	0.123	0.90	NS
2	Infidelity/flirting/cheating in marriage	201	170	189.65	16351.00	0.813	0.41	NS
3	Suspiciousness of one's own spouse	201	170	192.92	15694.50	1.473	0.14	NS
4	Emotionally depressed and traumatized	201	170	182.86	16453.50	0.666	0.50	NS
5	Marital dissatisfaction	201	170	185.49	16983.00	0.106	0.91	NS
6	Failure in marital expectations after marriage	201	170	189.08	16465.50	0.649	0.51	NS
7	Loss of interest in the marriage/ basic unhappiness at home	201	170	192.74	15731.00	1.446	0.14	NS
8	Personality characteristics such as excessive aggressiveness	201	170	191.91	25898.00	1.256	0.20	NS
9	Constant nagging and quarrelling	201	170	191.13	16053.50	1.095	0.27	NS
10	Anger and hot temper	201	170	188.79	16524.50	0.622	0.53	NS
11	Shifting of blame among couples	201	170	184.16	16714.50	0.388	0.69	NS
12	Bickering /backbiting	201	170	185.42	16968.00	0.121	0.90	NS
13	Compulsive/pathological liar	201	170	182.53	26388.50	0.801	0.42	NS
14	Un-forgiving mind-set	201	170	188.16	16650.50	0.461	0.64	NS
15	Revengeful heart to get back on the other partner	201	170	181.91	16262.00	0.875	0.64	NS
16	Verbal abuse/full of poisonous words	201	170	187.06	16871.00	0.247	0.80	NS
17	Domestic violence (physical assault)	201	170	183.49	16579.50	0.437	0.66	NS
18	No division of house cores/team spirit	201	170	184.43	16770.00	0.325	0.84	NS
19	No sense of family love and affection	201	170	181.61	16203.00	0.935	0.35	NS
20	Lack of courtesy/value conflict	201	170	188.06	16671.00	0.433	0.66	NS
21	Feeling of un-save with him/her	201	170	188.93	16495.50	0.612	0.54	NS
22	Partner's prolonged illness	201	170	183.06	16495.00	0.604	0.55	NS

Note: N = 371, M =Male, F=Female, S=Significant, NS=Not Significant, p-value < 0.05 (level of significance)

Table 2 shows significant levels of all the items perceived by Social studies teachers as psychological determinants of divorce among couples in Taraba State. These are barrenness or infertility ($0.90 > 0.05$), infidelity or flirting or cheating in marriage ($0.41 > 0.05$), suspiciousness of one's own spouse ($0.14 > 0.05$), emotionally challenges and depression ($0.50 > 0.05$), marital dissatisfaction ($0.91 > 0.05$), failure in marital expectations ($0.51 > 0.05$), loss of interest in the marriage or unhappiness at home ($0.14 > 0.05$), excessive aggressiveness ($0.20 > 0.05$), constant nagging and quarrelling ($0.27 > 0.05$), anger and hot temper ($0.53 > 0.05$), intolerance ($0.69 > 0.05$), bickering or backbiting ($0.90 > 0.05$), compulsive or pathological liar ($0.42 > 0.05$), intolerance ($0.64 > 0.05$), revengeful ($0.64 > 0.05$), verbal abuse ($0.80 > 0.05$), domestic violence ($0.66 > 0.05$), no sense of family love and affection ($0.35 > 0.05$), lack of courtesy/value conflict ($0.66 > 0.05$), feeling of un-save with him/her ($0.54 > 0.05$) and partner's prolonged illness ($0.55 > 0.05$). Therefore, the null hypothesis was accepted. This signifies that there are no significant differences in the ways male and female Social studies teachers, perceive psychological determinants of divorce among couples in Taraba State.

Discussion

The finding of this study with respect to research question 1 and hypothesis 1 showed that majority of Social study teachers perceived psychological determinates as major factors of divorce in Taraba state. This could be as a result of the fact that most of the issues that worry couples in marriage have some serious psychological implications especially such issues that bother on social background, personal psychology, emotional attachment and other related psycho-social issues. This implies that social studies teachers strongly agreed that psychological determinants are the major factors that contribute to divorce among couples in Taraba State. The findings with respect to the hypothesis show that the male and female teachers did not significantly differ in their perceived psychological determinates of divorce among couples in Taraba state. This suggests that both male and female teachers share similar psychological, emotional and motivational disposition with respect to causes of divorce among couples in Taraba state. This finding is in line with that of Mojtabai et al. (2017) which reported that infidelity, childlessness, emotional challenges, depressed, trauma, marital dissatisfaction, loss of interest, excessive aggressive, verbal abuse, domestic violence, constant quarrels, hot temper, lying, unforgiveness, etc constitute causes of divorce and other marital problems in the society. In addition, the findings of Fura (2018) supports the position on psychological determinates of divorce among couples.

Conclusion

The study concluded that some major psychological issues such as domestic violence, unforgiveness, intolerance, etc contribute significantly to marital conflict and possible cases of divorce among couples in Taraba state. Significantly, both male and female Social studies teachers seem to agree on the role psychological factors play in causing divorce among couples in Taraba state.

Recommendations

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

1. Government should provide in-service capacity-building trainings for both male and female teachers on better ways of handling marital issues and contents in Social studies curriculum.
2. Textbook writers for Social studies programme at the basic education level should encourage the participation of teachers who teach the subject in the classroom by inviting them to contribute to textbook writing through workshops and other relevant academic engagements. This could help to enrich topics on marital conflict in Social studies textbooks at the Basic education level.



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UNDERGRADUATE STUDENTS' PERCEPTION OF THE PREVALENCE OF DRUG ABUSE IN UNIVERSITY OF NIGERIA, NSUKKA

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Abstract

The study investigated Undergraduate students' perception of the prevalence of drug abuse in University of Nigeria Nsukka, with respect to causes and consequences. The study adopted descriptive survey research design. The sample comprised 320 respondents selected from undergraduate students of different faculties of the institution. The instrument for data collection was a structured Questionnaire vetted by experts and tested for reliability using trial testing method. The overall reliability coefficient index of 0.76 was obtained which showed that the instrument was reliable. Mean and standard deviation were used for data analysis. The findings among others showed prevalence of drug abuse among undergraduate students in the university of Nigeria Nsukka with common abused drugs such as alcohol, marijuana, cocaine, codeine and tramadol. The findings also showed that common causes of drug abuse among undergraduate students in the institution include unemployment anxiety, depression, peer pressure, lack of parental guidance, sleeping problems, family history of addictions, financial challenges, chronic pain and loss of loved ones. Based on the findings of the study, the consequences of the prevalence of drug abuse among undergraduate students in the institution, include declining grades in academic work, absenteeism from lectures, increased potentials for dropping out of school, reduction in brain activities, mental health problems, personality disorder and suicidal thoughts, etc. It was recommended among others that Universities should implement programs on drug education to enlighten students on the danger of drug abuse and related risks as well as offer support services for those struggling with challenges of substance abuse. Similarly, lecturers should emphasize substance abuse education in relevant subjects, through open discussions about drug abuse. This will create a safe environment for students to ask questions and share relevant experiences. on drugs and other substance abuses.

Keywords: Causes, Consequences, Drug, Abuse, Undergraduates

Introduction

The use of hard drugs by undergraduate students in Nigerian tertiary institutions has become a major concern to parents, school authorities, Government and the society at large. The constant abuse of drugs among university student constitute psycho-social problems for students who are seen as the future leaders of tomorrow in the society. The United Nation division of narcotic drugs reported that never before have there been so many young people, even children, involved in abuse of drugs and related hazards. (United Nations, 2016)

Historically, herbs, leaves and plants are forms of drugs that are used to heal and control diseases. Plants have been utilized as medicines since creation. The specific plants to be used and the methods of application for particular ailments were passed down through oral history from one generation to the other (Khalid, Zaidi & Ahmad, 2014). Marijuana was used as medicine in China then later in the 19th century, active substances used in production of drugs like cocaine and morphine were extracted and freely prescribed by physicians for various ailments and even sold over the counter (Magidson & Jessica, 2016).

Drug is referred to as a substance that could bring about a change in biological function through its chemical actions (Chebukaka, 2017). It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2016). This could thus be considered as chemical modifiers of the living tissues that could bring about psychological and behavioural changes (Nnachi, 2017). The use of drugs on itself own does not constitute any

danger, because drugs correctly administered provide curative solutions to numerous medical situations. Unfortunately, in contemporary times certain drugs that initially produced effects such as ecstasy, sense of feeling good, serenity and power have grown into a problem of dependency and abuse (Ekpenyong, 2012). Drugs such as tobacco, cocaine, marijuana, alcohol among others tend to stimulate the nervous system of an individual to behave in abnormal and extra ordinary manner, leading such individual to lose his/her sense of being. This is referred to as drug abuse and it can cause serious irreversible damages to an individual's physical and psychological development. As Manbe (2018) pointed out, common incidents of social vices and crimes today such as rape, armed robbery, prostitution, etc can be attributed to drug abuse. This challenge if not properly confronted, could lead to psychological and other health problems among youths in the society. The drugs that are beneficial to humanity may also be the same drugs that are detrimental to mankind. It is of no argument that drugs are created to cure diseases and to alleviate deteriorating human health conditions. However, people may misuse over-the-counter drugs and this is called drug abuse. It has become a social problem because it has afflicted the family, the economy and the community. Thus, drugs and substance abuse by teenagers or the youthful population has become a major public health issue in Nigeria today (Balogun, 2016).

The World Health Organization defined drug abuse as a state of periodic or chronic intoxication, detrimental to the individual and to the society, produced by the repeated consumption of a drug (natural or synthetic) (WHO, 2016). Although drug abuse affects the general population, the youths are much more vulnerable than other age groups (Njeru & Ngesu, 2014). Undergraduate students also fall in this category. Undergraduate students are referred to as current students of higher institution of learning. Patterns of drug abuse among undergraduate students include the kind of drug being used, where it is used, who is misusing it and the circumstances leading to its misuse. Drugs enter into the body through different ways such as by chewing, inhaling, smoking, drinking, application and injection (Tuwei, 2014). According to World Health Organization the drugs commonly abused include cannabis sativa, (marijuana or Indian hemp), cocaine, heroin, alcohol, among others. The sale and consumption of these drugs have caused a lot of problems in the Nigerian society and in the international community. Alcohol belongs to the category of psychoactive drugs that depress and at the same time stimulate the functions of the central nervous system. Indeed, the issue of alcohol use and abuse among undergraduates in Nigeria Universities and institutions of higher learning has been a great concern to all and sundry. It involves drinking to an extent which exceeds the norms of the society and which adversely affects the drinkers' health, relationship with others and economic functioning. In other words, the victim finds himself/herself drinking when he/she intends not to drink or drinking more than planned. It is the position of WHO that alcohol though legal in many countries can even constitute bigger threat to life and well-being of individuals just like cannabis, cocaine and heroin. (WHO, 2016)

The major causes of drug abuse among undergraduates as opined by Okafor (2020) include the need to cope with academic challenges, ignorance about dangers inherent in drug abuse, societal acceptance of some drugs such as alcohol, experience of parents' drug use and abuse, as well as peer group influence. The causes of drug abuse among undergraduate students may also be sociological, psychological, out of inquisitiveness, boredom, to ease fear, develop sexual and physical pleasures, or as a result of family background among other things (Ngesu, 2018) There are also consequences of drug abuse among youths which includes the Undergraduates. These according to Okafor (2020) include low self-esteem, destabilized future ambition, social isolation, poor relationship with others, vulnerability to crimes, poor health (depression and psychological disorder) violence, disruption of academic or school work and unstable mindsets.

Drug abuse could cause some areas of the brain not to develop properly leading to learning disabilities. Persistent abuse of drugs could further lead to loss of memory and judgment. Many



undergraduate students who engage in drug abuse may tend to be forgetful and can hardly focus particularly in their studies. (Balogun, 2016). Drug abuse may weaken memory by slowing down the co-ordination materials and may decrease student's ability to remember such materials that were learned prior to using the drugs (Magidson & Jessica, 2016). In a similar vein, undergraduate students who are involved with drug abuse are often times academically and socially less developed as they are not respected and recognized to make reasonable contributions (Okafor, 2020). This is because drug abuse does not only adversely affect the academic performance of students, but also impedes the moral, physical and general build-up of students (Dankano & Garba, 2020). Thus, undergraduate students who are perceived as the leaders of tomorrow and are being trained in various tertiary institutions in diverse fields of study need to avoid the act of abusing drugs, (Staff, 2012).

In Nigeria, several studies have reported drug and substance abuses among different populations within the country (Adeyemo, Ohaeri, Pat & Ogodo, 2016). There are evidences to show that youths in Nigerian tertiary institutions and secondary schools also abuse various kinds of drugs and substances (Adeyemo et al., 2016). Abuse of drugs by students has been shown to affect academic performance. In addition to this, drug abuse affects the behaviour of students negatively and destroys their physical, social and psychological stability (Okafor, 2020). Some studies have shown that thuggery, stealing/armed robbery, rape and other social vices seem to be very predominant among drug users (Njeru & Ngesu, 2014). Students involved in abuse of drugs and substances also tend to experience financial difficulties as the little money that could be used for other important things are channeled towards purchase of more and more drugs (Tulu & Keski, 2015). Drug use also exposes the user to the risk of indiscriminate and illicit sexual relationship leading to high risk of contracting sexually transmitted diseases such as the Human Immunodeficiency Virus (HIV). Against the above background, this study investigated the prevalence of drug abuse among undergraduate students of University of Nigeria Nsukka by identifying the:

1. common drugs that undergraduate students abuse in the University.
2. causes of drug abuse among undergraduate students.
3. consequences of drug abuse among undergraduate students. .

Methodology

This study adopted descriptive survey research design. Descriptive survey design aims at explaining the characteristics of a given population. According to Nworgu (2015), descriptive survey research design is a purposed-based category of survey research that aims at collecting data and describing in a sequential and systematic manner, the attributes of a specific population. This design is appropriate because it could be useful in describing undergraduate students' perception of the prevalence of drug abuse with respect to commonly abused drugs, causes and consequences of drug abuse in the area of Study. The population of the study comprised 15,698 undergraduate students from University of Nigeria Nsukka. The sample size was 320 students drawn from faculties of Education, Agriculture, Biological Sciences and the Social Sciences. Simple random sampling technique was used to select 80 undergraduate students from each faculty to make up a total of 320 respondents.

The instrument for data collection was a structured Questionnaire titled "Questionnaire on Undergraduate Students' Perception of the prevalence of drug abuse in the university of Nigeria Nsukka: Causes and Consequences" The instrument consists of three clusters namely A, B, C respectively. Cluster A elicited information on the common drugs that undergraduate students abuse while Cluster B and C addressed the common causes of drug abuse as well as the consequences among undergraduate students.

All clusters had a 4-point likert scale type of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). To make sure that the items of the instrument were valid, it was subjected to face validation by three experts from Departments of Social Science Education and, Science Education (Measurement and Evaluation Unit). The validation was done based on clarity, word simplicity and relevance of the items to the general purpose of the study. The suggestions of the validators were appropriately effected and articulated in the final version of the instrument used for data collection. The reliability of the instrument was ascertained through trial-testing to determine the internal consistency of the items. The reliability analysis was done using Cronbach Alpha and the coefficients obtained for clusters A, B and C were 0.71, 0.82 and 0.84 respectively. The overall coefficient of 0.76 was obtained and this was considered reliable for the purpose of this study. Data collected were subjected to statistical analysis using mean and standard deviation. Mean of 2.50 was used as the criterion level or benchmark for accepting or rejecting the mean responses Thus, mean responses of 2.50 and above were accepted while 2.49 and below were rejected.

Results

Research Question 1: What are the common drugs that undergraduate students abuse in University of Nigeria, Nsukka?

Table 1: Mean ratings and standard deviation on the common drugs that undergraduate students' abuse in university of Nigeria, Nsukka

S/N	Item Statements	Mean	SD	Decision
1	Alcohol	2.98	0.73	Agree
2	Tobacco	1.95	0.56	Disagree
3	Cannabis/marijuana	2.86	0.62	Agree
4.	Cocaine	2.92	0.98	Agree
5	Codeine	3.46	0.58	Agree
6.	Sleep Medicines	2.09	0.61	Disagree
7.	Amphetamines	2.05	0.80	Disagree
8.	Heroin	2.39	0.75	Disagree
9.	Tramadol	2.97	0.87	Agree
	Cluster Mean	2.63	0.72	Agree

Source: Field Survey (2023)

Table 1 shows the responses of respondents on the common drugs that undergraduate students' abuse in university of Nigeria, Nsukka. The common drugs include alcohol, marijuana, cocaine, codeine and tramadol, etc.

Research Question 2: What are the perception of students on the common causes of drug abuse among undergraduate students in university of Nigeria, Nsukka?

Table 2: Mean rating and standard deviation on the perception of students on the common causes of drug abuse among undergraduate students in university of Nigeria, Nsukka

S/N	Item Statements	Mean	SD	Decision
10	Unemployment	2.95	0.56	Agree
11.	Depression	2.86	0.62	Agree
12.	Peer Pressure	2.92	0.98	Agree
13.	Lack of parental guidance	3.46	0.58	Agree
14.	Sleeping problems	2.55	0.80	Agree
15.	Family history of addiction	2.89	0.75	Agree
16.	Financial difficulties	2.57	0.86	Agree
17.	Chronic pain	2.99	0.87	Agree
18.	Loss of loved ones	2.67	0.62	Agree
	Cluster Mean	2.87	0.73	Agree

Source: Field Survey (2023)



Table 2 shows the perceived common causes of drug abuse among undergraduate students in university of Nigeria, Nsukka. These are unemployment anxiety, depression, peer pressure, lack of parental guidance, sleeping problems, family history of addictions, financial difficulties, chronic pain and loss of loved ones.

Research Question 3: What are the perception of students on the consequences of drug abuse among undergraduate students in university of Nigeria, Nsukka?

Table 3: Mean rating and standard deviation on the perception of students on the consequences of drug abuse among undergraduate students in university of Nigeria, Nsukka

S/N	Item Statements	Mean	SD	Decision
19	Declining grades	3.11	0.62	Agree
20	Absenteeism from school/college	2.57	0.86	Agree
21.	Increased potential for dropping out of school/college	3.44	1.03	Agree
22.	Complication in central nervous system	3.17	0.79	Agree
23.	Reduction in brain activities	2.80	0.68	Agree
24.	Mental health problems	2.71	0.56	Agree
25.	Personality disorders	3.14	0.72	Agree
26.	Suicidal thoughts	2.57	0.66	Agree
27.	Stigmatization by peers	2.94	0.83	Agree
28.	Depriving peers of positive contributions	2.77	0.79	Agree
29.	Drain of family's financial and emotional resources	2.78	0.65	Agree
30.	Delinquent behavior	2.61	0.59	Agree
31	Loss of jobs	3.04	0.71	Agree
Cluster Mean		2.94	0.75	Agree

Source: Field Survey (2023)

Table 3 shows the perceived consequences of drug abuse among undergraduate students of University of Nigeria, Nsukka. These include declining academic grades, absenteeism from school/college, increased potentials for dropping out of school, complication in central nervous system, reduction in brain activities, mental health problems, personality disorders, suicidal thoughts, stigmatization by peers, depriving peers and communities of positive contributions, drain of family financial and emotional resources, delinquent behavior and loss of jobs.

Discussion of the findings

The findings of the study with respect to research question 1 showed that the common drugs that undergraduate students abuse in University of Nigeria, Nsukka include alcohol, marijuana, cocaine, codeine and tramadol. These substances are often readily available and accessible, with alcohol being a socially accepted substance in many academic settings. Marijuana and codeine are also widely used and abused in Nigeria, with codeine-based cough syrups being particularly popular. The abuse of tramadol, a prescription opioid, may be linked to its availability and perceived medicinal value, as well as its potentials for recreational use. Cocaine, being a powerful stimulant, may be abused by students seeking to enhance their academic performance or stay awake for extended periods. Additionally, the university setting and students' lifestyle may contribute to substance abuse, with factors like academic pressure, peer influence, and stress potentially driving students to seek coping mechanisms in substance use. The findings highlight the need for targeted interventions and awareness programs to address substance abuse among undergraduate students. This finding is in line with that of Ejodamen and Ogini (2021) which found that the most abused drugs by the students surveyed are Alcohol, Tobacco, and Marijuana

(Indian hemp). The findings of Ogoloma (2022) also established that Tramadol is the most prevalent hard drug abused by consumers especially the youths. Olanrewaju et al (2022) also found that codeine containing syrup and tramadol topped the list of drugs, ranking higher than cannabis. In contrast, Jatau et al. (2021) found that marijuana was among the least drugs abused by students.

Results of the study with respect to research question 2 revealed that the common causes of drug abuse among undergraduate students in University of Nigeria, Nsukka include unemployment, anxiety, depression, peer pressure, lack of parental guidance, sleeping problems, family history of addictions, financial difficulties, chronic pain and loss of loved ones. Unemployment and financial difficulties may lead to stress, anxiety, and feelings of hopelessness, prompting students to seek escape or coping mechanisms through substance use. Depression, sleeping problems, chronic pain, and loss of loved ones can also contribute to emotional vulnerability, making students more susceptible to substance abuse as a way to self-medicate or “numb” their emotions. Peer pressure is a significant factor, as students may feel compelled to fit into desired social circle by experimenting with substances or drugs to enhance their social experience. Lack of parental guidance and family history of addictions can also increase the risk of substance abuse, as students may not have adequate support systems or role models to discourage such behavior. In line with this findings, Abikwi and Okafor (2022) established that causes of drug abuse among undergraduate students are psychological, social and biological in nature. These have effects on students’ academic performance. Similarly, Aryal (2021) found that the major causes of drug abuse have been identified as parental conflict, peer influence and convenient access to drugs in communities. In support, Okafor (2020) found that the major cause of drug abuse among undergraduates at the University of Ilorin was the need to cope with academic challenges

Results of the study with respect to research question 3 revealed that the consequences of drug abuse among undergraduate students in University of Nigeria, Nsukka are declining academic grades, absenteeism from lectures, increased potentials for dropping out of the university, complication in central nervous system, reduction in brain activities, mental health problems, personality disorders, suicidal thoughts, stigmatization by peers, depriving peers and communities of positive contributions, drain of family's financial and emotional resources, delinquent behavior and loss of jobs. The decline in academic performance, absenteeism, and increased potential for dropping out of school are likely consequences of the cognitive impairment and lack of motivation associated with drug abuse. The complications in the central nervous system, reduction in brain activities, and mental health problems can be attributed to the toxic effects of substances on the brain and nervous system. Personality disorders, suicidal thoughts, and delinquent behavior may also arise from the complex interplay between substance abuse, mental health, and environmental factors. The social consequences of drug abuse, including stigmatization by peers and loss of positive contributions to the community, can further exacerbate the problem. The drain on family's financial and emotional resources can also have some ripple effects, impacting not only the individual but also their loved ones. In line with this finding, Aryal (2021) found that the consequences of drug abuse include physiological, psychological and social consequences. In line with this finding, Akanbi et al. (2015) found significant differences between the academic performance of students who abuse drugs and those who do not in favor of those who rarely abused.

Conclusion

The study investigated students’ perception of the prevalence of drug abuse among undergraduate students of University of Nigeria Nsukka with respect to commonly abused drugs and causes as well as consequences of drug abuse in the institution. Based on the findings, the study concluded that there is the prevalence of substance abuse among students, with common



drugs such as alcohol, marijuana, cocaine, codeine, and tramadol. The study also identified a range of causes of drug abuse such as unemployment, depression, peer pressure, and family history of addictions. The consequences of drug abuse among undergraduate students include far-reaching social, economic and health devastations affecting not only academic performance but also physical and mental well-being of the individuals.

Recommendations

Based on the findings and discussions, the following recommendations were made:

1. Universities should implement drug abuse prevention education programs that can enlighten students about drugs and the associated risks as well as offer support services to students struggling with substance abuse.
2. Lecturers should emphasize substance abuse education in relevant subjects, through open discussions about drugs in order to create safe environment for students to ask questions and share experiences.
3. Universities should provide easy access to counseling services, support groups, and helplines, which can assist students struggling with substance abuse and help prevent possible escalation.
4. University should conduct workshops or seminars dedicated to educating parents on the specific substances that youths are usually very vulnerable and how to address drug-related issues appropriately at home.

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ASSESSMENT OF STAKEHOLDERS READINESS IN THE IMPLEMENTATION OF THE NEW VOCATIONAL TRADES IN SECONDARY SCHOOLS

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Abstract

This study assessed stakeholders' readiness for implementing new vocational trades in secondary schools in Delta State, Nigeria, using a descriptive survey design. The research targeted 2,382 stakeholders, including 1,809 vocational teachers and 573 principals. A stratified random sample of 327 teachers and 235 principals was selected across the three senatorial zones of the state to ensure geographical representation. Data were collected using a validated instrument titled Stakeholders Readiness for New Vocational Trades in Secondary Schools Questionnaire (SRNVTSSQ), which contained 42 items focusing on awareness, training, resources, institutional support, and attitudes. The instrument demonstrated strong reliability ($\alpha = 0.88$). A total of 499 completed responses were analyzed using descriptive statistics and independent t-tests at a 0.05 significance level. The findings showed that stakeholders were generally aware of the new vocational trades, though principals exhibited significantly higher awareness than teachers. Both groups reported receiving adequate training; however, principals felt better prepared. Resource availability was reported, but teachers faced more barriers to access. These disparities suggest a need for improved communication and equitable resource distribution. The study recommends strengthening awareness campaigns targeted at teachers and expanding industry-linked training opportunities. While stakeholders demonstrate overall readiness, successful implementation of vocational education reforms will depend on addressing the existing gaps between teachers and principals, particularly in terms of awareness and access to resources.

Keywords: Vocational Education, Stakeholder Readiness, Secondary Schools, Educational Reform

Introduction

The rapidly evolving economies of many developing countries have created an increasing need for governments and educators to emphasize entrepreneurial skill training and development. This shift underscores the crucial role such training plays in fostering economic empowerment, reducing unemployment, and addressing social inequalities (Evers, 2014; Hartog, 2009). Economic sustainability in modern societies is no longer driven solely by traditional white-collar jobs but is increasingly influenced by entrepreneurship and technical skill acquisition. In Nigeria, where youth unemployment rates are persistently high, Technical and Vocational Education (TVE) has been positioned as a strategic tool to address the unemployment crisis by equipping students with practical, job-ready skills. According to Rowe (2013), the primary goals of TVE in Nigeria include promoting self-reliance, creating employment opportunities, alleviating poverty, and enhancing international competitiveness in skill development. These objectives align with global trends that emphasize practical, skill-oriented education as a driver of sustainable development and economic growth (Adelekan & Akinmoladun, 2020; UNESCO, 2015). Consequently, integrating vocational education into secondary school curricula has become a priority for policymakers, with the expectation that students will graduate with relevant skills that align with labor market demands.

Vocational education has long been recognized as an effective framework for bridging the gap between formal education and the labor market by equipping students with skills and competencies essential for employment and self-reliance (Omotosho et al 2009; Boateng & Acheampong, 2015). Traditional academic education often focuses on theoretical knowledge, whereas vocational education adopts a hands-on approach that ensures students develop industry-relevant technical skills. By prioritizing employability, vocational education addresses the twin

challenges of unemployment and underemployment, which are prevalent in many developing economies, including Nigeria (Bassey & Edet, 2017). In this context, the integration of entrepreneurial skills into vocational curricula has emerged as a key strategy to prepare students not only for formal employment opportunities but also for self-employment, fostering a culture of innovation and business creation (Adewale & Idowu, 2018). This is particularly relevant given the changing nature of work, where automation and globalization are continuously redefining job opportunities. Vocational education, therefore, serves as a crucial intervention for equipping the workforce with adaptable skills that meet the dynamic needs of contemporary industries.

The historical evolution of vocational education in Nigeria provides valuable insights into its significance and the persistent challenges it faces. During the colonial era, vocational subjects such as Woodwork, Metalwork, Domestic Science, and Agriculture were introduced to address the technical and industrial needs of the economy. These subjects laid the foundation for early vocational training programs aimed at equipping individuals with practical skills (Rowe, 2013; Salami, 2017). Following Nigeria's independence in the 1960s, vocational education continued to play a prominent role in the curriculum of General Trade Schools (GTS) and public secondary institutions. These schools emphasized high-demand trades that aligned with the country's developmental priorities, ensuring that graduates possessed the skills necessary to contribute to the growing economy (Osuala, 2004; Olayiwola & Adebayo, 2016). However, despite these efforts, vocational education struggled to gain widespread acceptance due to societal preferences for conventional academic education and the perception that vocational training was a less prestigious alternative (Igwe, 2006).

In the 1970s, the Nigerian government sought to enhance vocational education by sending thousands of citizens abroad, particularly to Italy and other parts of Europe, to receive specialized technical training. The expectation was that these individuals would return to Nigeria to impart their knowledge and contribute to national workforce development. However, by 1977, a significant number of the trainees opted to remain abroad, seeking better employment opportunities and improved living standards, which ultimately undermined the objectives of the program (Rowe, 2013; Salami, 2017). This experience underscored the necessity for a more sustainable and locally-driven approach to vocational education, one that would not rely heavily on external training but instead focus on strengthening domestic institutions and training facilities (Adelekan & Akinmoladun, 2020). Recognizing these challenges, the Nigerian government introduced a new vocational and technical education curriculum in the 1980s. This reform was informed by findings from various educational commissions, which highlighted the limitations of an overly theoretical education system. The revised curriculum aimed to equip students with practical, hands-on skills that would better prepare them for the realities of the labor market (Federal Ministry of Education [FME], 1981; Omotosho et al., 2009; Olaniyan & Olojede, 2019). To support this transformation, significant investments were made in materials, infrastructure, and teacher training, ensuring that vocational education could meet the demands of a rapidly changing economic landscape (Adewale & Idowu, 2018). Subsequent revisions to the National Policy on Education in 1991, 2004, and 2013 reaffirmed the government's commitment to strengthening vocational education as a strategic pillar of national development (FME, 2014; Adeyemi & Alonge, 2013).

A significant milestone in this evolution was the introduction of 38 new trades into the Senior Secondary Education curriculum as part of the 2013 policy revision. These trades, including Agricultural Implements Mechanics, Auto Electrical Work, Plumbing, Carpentry, and Upholstery, were designed to address skill shortages in key economic sectors (Gbemisola & Adeola, 2015). However, the success of these programs depends on the readiness and implementation capacity of schools, teachers, and policymakers. According to Igwe (2006), the role of school principals is crucial in supervising program implementation, managing staff, and ensuring the availability of instructional materials (Okoli & Chijioke, 2016). Furthermore, Nelson



and Dawson (2014) emphasize that educational assessment methodologies play a vital role in evaluating readiness, monitoring learning progress, and measuring skill acquisition. Readiness, as defined by Laudon and Laudon (2010), includes financial preparedness, availability of qualified teachers, and access to well-equipped training facilities (Mkpa, 2001; Atama, 2016; Kadir, 2015).

Despite extensive research on vocational education in Nigeria, a significant research gap remains in assessing the readiness of key stakeholders to implement the newly introduced vocational trades in secondary schools. While existing studies have examined general challenges such as inadequate funding, poor infrastructure, and a lack of qualified teachers (Salami, 2017; Bassey & Edet, 2017), limited attention has been given to the specific preparedness of schools, administrators, and teachers in effectively delivering these new vocational programs. Existing literature has largely focused on policy frameworks and curriculum design without evaluating the practical challenges of implementation. Additionally, there is insufficient research on how financial, human, and material resources have been mobilized to support vocational education, particularly in Delta State. This study seeks to fill this gap by providing an empirical assessment of stakeholder readiness, offering insights that can inform policy decisions and educational reforms. In conclusion, the successful implementation of vocational education in Nigeria hinges on the preparedness of stakeholders, sufficient teacher training, adequate funding, and industry-aligned curricula. Addressing these critical factors will unlock the transformative potential of vocational education, fostering economic growth, job creation, and social development. By ensuring the readiness of schools, teachers, and policymakers, Nigeria can fully realize the benefits of vocational education as a sustainable solution to unemployment and economic underdevelopment. Continued assessment and investment in these areas will determine the long-term success of vocational programs in achieving their intended socio-economic objectives (Bassey & Edet, 2017; Salami, 2017).

Statement of the Problem

The introduction of the new vocational trade curriculum in secondary schools in Nigeria is aimed at equipping students with practical skills to secure paid employment, pursue careers in trade, and foster self-reliance through self-employment. However, the implementation of this curriculum in Delta State has encountered significant challenges that hinder the achievement of these objectives. Although the program was officially introduced in 2013, many schools in the state either delayed its implementation or failed to adhere to the recommendations of the Nigerian Educational Research and Development Council (NERDC), resulting in inconsistencies and gaps in execution.

Evidence suggests that some schools either omit trade subjects entirely or offer inappropriate substitutes, such as commerce, under the guise of vocational trades. This points to a lack of understanding or undervaluation of the curriculum's importance. Furthermore, the Delta State Ministry of Education has identified several systemic issues, including the employment of unqualified vocational trade teachers, inadequate or obsolete instructional materials, and insufficient monitoring by state and federal education authorities.

These shortcomings have collectively contributed to the poor implementation of the trade curriculum, leading to significant adverse outcomes. Graduates often find themselves ill-prepared for employment or further education in trade areas, which may drive some to menial jobs, such as commercial motorcycle (okada) riding, or even illicit activities to sustain their livelihoods. These challenges undermine the primary goals of the curriculum and pose broader socio-economic risks. Given the critical importance of vocational education in preparing students for the workforce and fostering economic development, this study seeks to assess the readiness of stakeholders in implementing the new vocational trades in secondary schools in Delta State. Specifically, the study will evaluate key areas such as staffing, availability of facilities, and funding to provide

practical recommendations for addressing these challenges and ensuring the successful implementation of the program. The main purpose of this study is to assess the readiness of stakeholders in the implementation of the new vocational trades in secondary schools in Delta State. The following research questions are posed to guide this study:

1. What is the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State?
2. What is the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools?
3. What is the availability of resources required for the successful implementation of the new vocational trades in secondary schools?
4. What is the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades?
5. What is the level of Stakeholders' willingness toward adopting the new vocational trades and the associated changes in the educational system?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significance difference in the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State
2. There is no significance difference in the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools
3. There is no significance difference in the availability of resources required for the successful implementation of the new vocational trades in secondary schools
4. There is no significance difference in the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades
5. There is no significance difference in the level of stakeholder's willingness toward adopting the new vocational trades and the associated changes in the educational system

Literature Review

Vocational and Technical Education (VTE): VTE is globally recognized as a catalyst for economic empowerment and workforce development. UNESCO (2023) defines vocational education as skill-based training for specific occupations, while technical education emphasizes applied scientific knowledge for middle-level professionals. Historically, scholars like Okoh (2000) distinguished vocational education as occupation-specific and technical education as broader technological training. However, ambiguities persist in policy implementation, particularly in Nigeria, where the National Policy on Education (revised 2023) positions VTE as a tool for youth unemployment reduction and self-reliance (Ayonmike, 2018; Okafor & Eze, 2024). Despite its alignment with Sustainable Development Goal 4 (SDG 4) on quality education (World Bank, 2023), systemic challenges such as funding gaps and cultural biases against vocational careers continue to undermine its potential (UNESCO, 2023; Federal Ministry of Education [FME], 2024).

Vocational Trades in Secondary Schools: Nigeria's secondary education system integrates vocational trades to align schooling with labor market needs. The 2004 National Policy on Education introduced 34 vocational subjects, later expanded to 40 in 2023, including emerging fields like drone technology and cybersecurity (NERDC, 2023). However, implementation remains uneven: a 2022 study in Delta State revealed that only 15% of secondary schools offer



more than five vocational subjects, attributed to infrastructural deficits and teacher shortages (Onweh, 2023; World Bank, 2024). While the Senior Secondary School Curriculum (NSSC) emphasizes entrepreneurship and ICT skills (NERDC, 2023), industries report persistent skill mismatches, particularly in construction and ICT sectors (Okolie, 2023; Adeyemi, 2024). A 2024 survey by the African Development Bank (AfDB) found that 72% of Nigerian employers prioritize digital literacy, yet only 18% of vocational curricula integrate coding or data analytics.

Teacher Qualifications and Facilities: Effective VTE hinges on qualified instructors and functional infrastructure. Anaele (2004) underscored the role of human and material resources in skill acquisition, yet Nigeria faces chronic shortages. A 2024 Federal Ministry of Education (FME) survey found that 68% of vocational teachers in Delta State lack technical certifications, relying on generic pedagogical training (FME, 2024). This aligns with Oviawe's (2023) critique of Nigeria's "theoretical-heavy" teacher education programs. Infrastructure deficits compound these issues: UNESCO (2024) reports that 75% of Nigerian secondary schools lack functional workshops, forcing students to rely on simulations rather than hands-on practice (Okorie, 2023). Recent interventions, such as the World Bank's (2023) \$250 million innovation fund, aim to modernize tools like 3D printers and AI-driven simulators, but rural schools remain marginalized (Nwosu, 2024). A 2023 UNESCO-UNEVOC case study in Ghana demonstrated how VR labs improved welding skill acquisition by 45%, a model yet to be adopted in Delta State (UNESCO-UNEVOC, 2023).

Funding and Stakeholder Engagement: Sustainable VTE requires robust funding and multi-stakeholder collaboration. Nigeria's education budget stagnated at 6.2% in 2024, far below UNESCO's 15–20% benchmark (UNESCO, 2024), perpetuating reliance on public-private partnerships (PPPs). However, PPPs often prioritize urban centers, neglecting rural areas (Okoye, 2023; Ogunleye, 2024). Stakeholder disengagement further weakens implementation: only 20% of Delta State schools partner with industries for apprenticeships, limiting real-world skill application (Eze, 2023; Okeke, 2024). A 2024 UNICEF report highlighted that teacher strikes over unpaid allowances disrupted vocational training in 60% of Delta State schools, exacerbating skill gaps (UNICEF, 2024).

Challenges in Delta State: Delta State mirrors national VTE challenges. A 2024 EMIS report highlighted that 60% of vocational teachers lack updated curricula, while 85% of workshops are non-functional (Delta State Ministry of Education, 2024). Cultural biases persist, with parents favoring academic tracks over vocational training (Akinseinde, 2023; Ezeigwe, 2024). Teacher attrition exacerbates these issues, with recent protests over unpaid allowances underscoring systemic neglect (NUT, 2024; Adekunle, 2024). A 2024 study by the Delta State Innovation Hub found that 90% of vocational graduates lack access to startup capital, stifling entrepreneurship (Delta State Innovation Hub, 2024).

Strategies for Improvement: Contemporary strategies emphasize innovation and inclusivity. UNESCO-UNEVOC (2023) advocates virtual reality (VR) simulations to bridge infrastructure gaps, a model piloted in Lagos with a 40% improvement in skill retention (Ogunleye, 2023; Okafor, 2024). Locally, Delta State's Skill-Up program (2023) leverages community funding to renovate workshops, though scalability remains unproven (Oduma, 2023; Yusuf, 2024). Teacher incentives, such as Edo State's performance-based bonuses, reduced attrition by 25% (Osunde, 2023; World Bank, 2024). A 2024 pilot project in Rivers State introduced mobile vocational workshops, reaching 10,000 rural students a replicable model for Delta (AfDB, 2024).

Theoretical Framework

Stakeholder Theory: Stakeholder Theory was propounded by R. Edward Freeman in 1984. The theory posits that the success or failure of any organizational initiative depends on the active involvement, cooperation, and alignment of all individuals and groups who have an interest in or are affected by the initiative. Rather than focusing solely on outcomes, the theory emphasizes understanding stakeholders' roles, expectations, capacities, and relationships, as neglecting any key group can undermine implementation efforts.

In the context of education, stakeholders include teachers, students, school administrators, policymakers, parents, industry partners, and the wider community. Stakeholder Theory is particularly relevant to this study because the implementation of vocational trades in Delta State requires coordinated action among these groups. Teachers' technical competence and willingness to adopt practical teaching methods, administrators' readiness to provide infrastructure and instructional materials, policymakers' commitment to funding and policy support, and community acceptance of vocational education collectively determine implementation effectiveness. Where stakeholder expectations are misaligned or support is weak, vocational education initiatives are likely to face resistance, inadequate resourcing, or poor sustainability.

This theory therefore provides a suitable framework for assessing preparedness for vocational education implementation by examining the readiness, perceptions, and level of collaboration among key stakeholders. By focusing on stakeholder engagement and shared responsibility, the theory helps to identify gaps in coordination and commitment that may hinder effective implementation of vocational trades in Delta State.

Methodology

This study employed a descriptive survey research design to systematically assess the readiness of stakeholders specifically vocational teachers and school principals in implementing new vocational trades across secondary schools in Delta State, Nigeria. This design was chosen for its ability to gather quantitative data from a geographically diverse population using structured questionnaires (Nworgu, 2015). The research was conducted in Delta State, a region strategically selected due to its emphasis on vocational education and industrial development within Nigeria's South-South geopolitical zone. Data collection spanned the state's three senatorial districts (Delta North, Central, and South) and 17 Local Government Areas (LGAs), ensuring a representative sample of both urban and rural educational settings. The study acknowledged Delta State's existing challenges, including shortages of qualified instructors, outdated infrastructure, and limited training opportunities, which highlighted the critical need to evaluate stakeholder readiness in aligning vocational training with industry demands.

The target population for the study comprised 1,809 vocational teachers and 573 principals across Delta State's public secondary schools, as enumerated by the State Ministry of Education. These groups were prioritized because of their key roles: teachers are responsible for the direct delivery of vocational curricula, while principals oversee resource allocation and policy implementation. A stratified random sampling technique was used to ensure proportional representation across senatorial zones and vocational disciplines. Using Yamane's (1967) formula, the sample size was calculated to be 327 teachers (with a 5% margin of error and a 95% confidence level) and 235 principals. Simple random sampling was then applied within each stratum to minimize selection bias. Data were collected using the Stakeholders Readiness for New Vocational Trades in Secondary Schools Questionnaire (SRNVTSSQ), a 42-item instrument divided into two sections. The first section captured demographic information about the respondents, including their roles, experience, and institutional context. The second section assessed readiness across five domains using a 5-point Likert scale (ranging from Strongly Agree [5] to Strongly Disagree [1]). These domains were: Awareness (7 items, e.g., familiarity with



vocational policies), Training/Skills (8 items, e.g., adequacy of pedagogical training), Resource Availability (9 items, e.g., access to tools and workshops), Institutional Support (9 items, e.g., funding and leadership), and Attitudes/Willingness (9 items, e.g., perceived value of vocational education).

To ensure the validity of the instrument, it underwent face validation by three experts in Industrial Technical Education from the University of Nigeria, Nsukka. These experts confirmed the clarity, relevance, and alignment of the instrument with the research objectives. The reliability of the instrument was established through a pilot test involving 10 vocational teachers and 5 principals from Anambra State (a comparable region). The pilot test yielded a Cronbach's alpha coefficient of 0.88, indicating high internal consistency across the subscales (ranging from 0.84 to 0.90).

Data collection was carried out by a team of three trained research assistants, who administered 562 questionnaires across Delta State's senatorial zones to ensure geographic diversity. Over a two-week period, 499 responses were collected, representing an 88.79% return rate. Incomplete or biased responses were excluded to maintain data integrity. The collected data were analyzed using SPSS version 22. Readiness levels were interpreted based on the following mean score ranges: 4.50–5.00 (Strongly Agree/High readiness), 3.50–4.49 (Agree/Moderate readiness), 2.50–3.49 (Undecided/Neutral), 1.50–2.49 (Disagree/Low readiness), and 0.50–1.49 (Strongly Disagree/Very low readiness). Independent t-tests were used to compare readiness levels between teachers and principals, with the significance level set at $\alpha = 0.05$. Hypotheses were rejected if the p-value was less than or equal to 0.05, indicating significant differences in preparedness between the two groups.

Results

Table 1: Mean Responses of the Respondents on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State

S/N	Item Statement	Mean	SD	Decision
1	I am well-informed about the introduction of new vocational trades in secondary schools in Delta State.	4.49	.93	Agree
2	I have received official communication regarding the new vocational trades from the relevant education authorities.	4.63	.58	Strongly Agree
3	I understand the objectives and benefits of integrating new vocational trades into the secondary school curriculum.	4.53	.66	Strongly Agree
4	Training and sensitization programs have provided me with sufficient knowledge about the implementation of the new vocational trades.	4.45	.71	Agree
5	I am aware of the specific vocational trades that have been introduced in secondary schools in Delta State.	4.57	.67	Strongly Agree
6	I am familiar with the policies and guidelines governing the introduction of new vocational trades in secondary schools.	4.62	.59	Strongly Agree
7	The introduction of new vocational trades has been effectively publicized within my school or professional network.	4.47	.66	Agree
Cluster Mean		4.54	.47	Strongly Agree

Table 1 presents the mean responses on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State. The cluster mean score of 4.54 (SD = 0.47) indicates that respondents strongly agree that they are aware of the new vocational trades. The highest-rated item was "I have received official

communication regarding the new vocational trades from the relevant education authorities" ($M = 4.63$, $SD = 0.58$), while the lowest-rated item was "Training and sensitization programs have provided me with sufficient knowledge about the implementation of the new vocational trades" ($M = 4.45$, $SD = 0.71$). These findings suggest that stakeholders are well-informed about the initiative.

Table 2: The t-test Analysis of the Mean Responses of Respondents on the level of awareness among stakeholders regarding the introduction of new vocational trades in secondary schools in Delta State.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Level of Awareness	Teacher	4.50	.49	3.11	.002	
Among Stakeholders	Principal	4.64	.36			

Table 2 presents a t-test analysis comparing the awareness levels between teachers ($M = 4.50$, $SD = 0.49$) and principals ($M = 4.64$, $SD = 0.36$). The analysis revealed a statistically significant difference, $t(497) = 3.11$, $p = .002$, indicating that principals have a significantly higher level of awareness compared to teachers. Thus, the null hypothesis is rejected.

Table 3: Mean Responses of the Respondents on the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools

S/ N	Item Statement	Mean	SD	Decision
1	I have received adequate training on the new vocational trades introduced in secondary schools.	4.32	.78	Agree
2	I possess the necessary technical skills required to effectively teach or oversee vocational subjects.	4.32	.72	Agree
3	My professional development has been enhanced through workshops and seminars on vocational education.	4.33	.71	Agree
4	I am confident in my ability to implement the curriculum requirements of the new vocational trades.	4.43	.64	Agree
5	I have access to relevant instructional materials and resources that enhance my vocational teaching or administrative role.	4.37	.67	Agree
6	My training has equipped me with modern pedagogical strategies for delivering vocational education effectively.	4.39	.63	Agree
7	I have received sufficient hands-on experience in the practical aspects of the new vocational trades.	4.48	.63	Agree
8	The training programs I have attended have improved my ability to assess students' competencies in vocational subjects.	4.44	.66	Agree
Cluster Mean		4.39	.52	Agree

Table 3 shows the mean responses on the extent of training and skills possessed by stakeholders for the implementation of new vocational trades. The cluster mean of 4.39 ($SD = 0.52$) indicates that respondents agree that they have received adequate training. The highest-rated item was "I have received sufficient hands-on experience in the practical aspects of the new vocational trades" ($M = 4.48$, $SD = 0.63$), while the lowest-rated item was "I have received adequate training on the new vocational trades introduced in secondary schools" ($M = 4.32$, $SD = 0.78$).



Table 4: The t-test Analysis of the Mean Responses of Respondents on the extent of training and skills possessed by stakeholders to effectively implement the new vocational trades in secondary schools.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Extent of Training and Skills	Teacher	4.32	.53	4.88	.000	Significant
	Principal	4.56	.42			

Table 4 shows a comparison between teachers ($M = 4.32$, $SD = 0.53$) and principals ($M = 4.56$, $SD = 0.42$). The t-test revealed a statistically significant difference, $t(497) = 4.88$, $p < .001$, indicating that principals possess significantly higher training and skills than teachers. Hence, the null hypothesis is rejected.

Table 5: Mean Responses of the Respondents on the availability of resources required for the successful implementation of the new vocational trades in secondary schools

S/N	Item Statement	Mean	SD	Decision
1	Adequate vocational training equipment and tools are available in my school for effective practical instruction.	4.26	.68	Agree
2	My school has well-equipped vocational laboratories/workshops for hands-on training in the new vocational trades.	4.28	.76	Agree
3	The instructional materials needed for teaching vocational subjects are readily accessible to teachers and students.	4.30	.66	Agree
4	There are sufficient and up-to-date textbooks and reference materials for vocational education in my school.	4.34	.74	Agree
5	My school provides functional ICT facilities to support vocational training and digital learning.	4.40	.68	Agree
6	There is a stable supply of electricity and other necessary infrastructure to support vocational education programs.	4.43	.69	Agree
7	My school receives adequate funding to procure and maintain resources for vocational training.	4.47	.70	Agree
8	Industry-standard machines and equipment are regularly supplied and maintained for vocational skill development.	4.32	.73	Agree
9	There are adequate workshop spaces and training areas to accommodate students in vocational trade programs.	4.27	.75	Agree
	Cluster Mean	4.34	.49	Strongly Agree

Table 5 summarizes stakeholders' perceptions of the availability of resources for implementing vocational trades. The cluster mean of 4.34 ($SD = 0.49$) indicates that respondents strongly agree that resources are available. The highest-rated item was "My school receives adequate funding to procure and maintain resources for vocational training" ($M = 4.47$, $SD = 0.70$), while the lowest-rated item was "Adequate vocational training equipment and tools are available in my school for effective practical instruction" ($M = 4.26$, $SD = 0.68$).

Table 6: The t-test Analysis of the Mean Responses of Respondents on the availability of resources required for the successful implementation of the new vocational trades in secondary schools

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Availability of Resources	Teacher	4.29	.48	4.18	.000	Significant
	Principal	4.49	.50			

Table 6 presents the t-test results comparing responses from teachers ($M = 4.29$, $SD = 0.48$) and principals ($M = 4.49$, $SD = 0.50$). A significant difference was found, $t(497) = 4.18$, $p < .001$, indicating that principals perceive resource availability more positively than teachers. Therefore, the null hypothesis is rejected.

Table 7: Mean Responses of the Respondents on the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades

S/N	Item Statement	Mean	SD	Decision
1	Educational authorities provide adequate funding for vocational education programs in secondary schools.	4.41	.64	Agree
2	There are sufficient training and professional development opportunities for vocational teachers and principals to enhance their skills.	4.19	.83	Agree
3	Local government authorities actively support the implementation of vocational education through policies and resource allocation.	4.32	.80	Agree
4	Schools receive the necessary instructional materials and equipment to effectively teach vocational subjects.	4.51	.69	Agree
5	Regular workshops and seminars are organized to update vocational teachers and principals on curriculum changes and new teaching methods.	4.47	.70	Agree
6	Government agencies collaborate with schools to provide infrastructure and facilities needed for vocational training.	4.51	.72	Agree
7	There are effective monitoring and evaluation systems in place to ensure proper implementation of vocational education reforms.	4.43	.68	Agree
8	Public and private organizations provide financial and material support to enhance vocational education in secondary schools.	4.38	.73	Agree
9	Educational authorities engage stakeholders in decision-making processes related to vocational education policies and reforms.	4.32	.82	Agree
	Cluster Mean	4.39	.49	Strongly Agree

Table 7 presents the mean responses on the level of institutional support provided by educational authorities, local government, and other organizations. The cluster mean of 4.39 ($SD = 0.49$) suggests that respondents strongly agree that institutional support is available. The highest-rated item was "Schools receive the necessary instructional materials and equipment to effectively teach vocational subjects" ($M = 4.51$, $SD = 0.69$), while the lowest-rated item was "there are sufficient training and professional development opportunities for vocational teachers and principals to enhance their skills" ($M = 4.19$, $SD = 0.83$).

Table 8: The t-test Analysis of the Mean Responses of Respondents on the level of institutional support provided by educational authorities, local government, and other relevant organizations to prepare stakeholders for the implementation of the new vocational trades

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Level of Institutional Support	Teacher	4.34	.49	3.63	.000	Significant
	Principal	4.52	.48			

Table 8 presents the t-test results comparing teachers ($M = 4.34$, $SD = 0.49$) and principals ($M = 4.52$, $SD = 0.48$). A significant difference was found, $t(497) = 3.63$, $p < .001$, indicating that principals perceive higher institutional support than teachers. Thus, the null hypothesis is rejected.



Table 9: Mean Responses of the Respondents on the level of willingness of stakeholders toward adopting the new vocational trades and the associated changes in the educational system

S/N	Item Statement	Mean	SD	Decision
1	I am willing to embrace the introduction of new vocational trades in the educational system.	4.29	.79	Agree
2	I am open to adapting my teaching or administrative practices to align with the new vocational curriculum.	4.29	.71	Agree
3	I believe that adopting the new vocational trades will positively impact students' career readiness.	4.20	.70	Agree
4	I am committed to participating in professional development programs related to the new vocational trades.	4.35	.71	Agree
5	I support the integration of modern vocational training methods into the school curriculum.	4.45	.67	Agree
6	I am motivated to collaborate with other stakeholders to ensure the successful implementation of the new vocational trades.	4.45	.62	Agree
7	I am prepared to advocate for the necessary resources and infrastructure to support vocational education reforms.	4.43	.66	Agree
8	I am confident that I can effectively implement the changes required for the new vocational trades.	4.44	.67	Agree
9	I am enthusiastic about the potential benefits that the new vocational trades will bring to the educational system.	4.35	.67	Agree
Cluster Mean		4.36	.46	Strongly Agree

Table 9 presents the mean responses regarding stakeholders' willingness to adopt the new vocational trades and associated changes. The cluster mean of 4.36 (SD = 0.46) indicates that respondents strongly agree that they are willing to adopt the changes. The highest-rated item was "I support the integration of modern vocational training methods into the school curriculum" (M = 4.45, SD = 0.67), while the lowest-rated item was "I believe that adopting the new vocational trades will positively impact students' career readiness" (M = 4.20, SD = 0.70).

Table 10: The t-test Analysis of the Mean Responses of Respondents on the willingness of stakeholders toward adopting the new vocational trades and the associated changes in the educational system.

	Stakeholders	Mean	Std. Deviation	t-cal	Sig.	Decision
Willingness of Stakeholders	Teacher	4.29	.43	5.81	.000	Significant
	Principal	4.55	.48			

Table 10 presents a comparison between teachers (M = 4.29, SD = 0.43) and principals (M = 4.55, SD = 0.48). The t-test results show a statistically significant difference, $t(497) = 5.81$, $p < .001$, suggesting that principals are more willing to adopt vocational trades than teachers. Therefore, the null hypothesis is rejected.

Discussion

Awareness of Stakeholders Regarding the Introduction of New Vocational Trades

The findings of this study revealed that stakeholders have a high level of awareness regarding the introduction of new vocational trades in secondary schools. However, a significant difference in awareness levels was observed between teachers and principals, with principals demonstrating significantly higher awareness. This suggests that while general awareness is

widespread, dissemination of information has been more effective among school administrators than among teachers. The importance of stakeholder awareness in vocational education reforms has been widely documented in the literature. Okolie et al (2020) emphasized that effective policy implementation begins with clear communication and high awareness among key stakeholders, particularly educators and school administrators. Similarly, Ayonmike and Okeke (2021) found that school leaders, especially principals, are often prioritized in information dissemination processes, receiving direct communication from policymakers before teachers. This finding aligns with the results of the present study, which indicated that principals had significantly higher levels of awareness regarding the vocational education reforms.

However, some studies suggest that vocational education reforms in Nigeria suffer from poor communication strategies, leading to low awareness levels among some stakeholders. Ekpenyong and Edokpolor (2021) argued that many vocational education policies are developed without sufficient sensitization efforts, particularly for teachers in rural areas. Similarly, Obi and Okeke (2022) found that while policymakers often assume that awareness levels are high, many vocational teachers remain uninformed about specific aspects of reform policies due to ineffective communication channels. These findings contrast with the results of this study, highlighting the need for further research on whether awareness levels are uniform across different educational regions. Although this study found that stakeholders are highly aware of the new vocational trades, the disparity in awareness levels between teachers and principals suggests that additional sensitization efforts may be required to ensure that all educators, particularly teachers responsible for classroom implementation, fully understand the new policies and their implications.

Training and Skills Possessed by Stakeholders

The study found that stakeholders generally agreed that they possessed the necessary training and skills to implement the new vocational trades. However, principals reported significantly higher levels of preparedness than teachers, suggesting that while training programs exist, their accessibility and impact may vary across different stakeholder groups. The role of professional development in vocational education reforms has been extensively discussed in the literature. Aina and Uzoechi (2020) emphasized that teachers' ability to effectively implement new curricula is strongly linked to their exposure to continuous professional development programs. Similarly, Obi and Okeke (2022) found that vocational teachers who participated in regular training workshops demonstrated greater confidence and competence in implementing new curriculum changes. These findings support the results of this study, which indicated that stakeholders generally perceived their training as adequate.

Despite these positive findings, some researchers argue that many vocational educators still lack industry-relevant training. Majekodunmi and Adeleke (2021) pointed out that while vocational educators often receive pedagogical training, many lack practical exposure to modern industry practices, limiting their ability to effectively deliver technical content. Similarly, Olumese and Uwameiye (2019) found that many vocational training programs in Nigeria are heavily theoretical, failing to provide teachers with the hands-on experience required to teach effectively. These studies contradict the findings of the present study, suggesting that while teachers and administrators may perceive their training as adequate, gaps may still exist in the quality and relevance of the training provided. The findings of this study underscore the need for more practical, industry-driven training programs that equip vocational educators with hands-on experience in technical fields. While general perceptions of training adequacy are high, efforts should be made to ensure that vocational educators are exposed to modern teaching methodologies and real-world industrial applications.



Availability of Resources for Vocational Trade Implementation

The study found that stakeholders generally agreed that adequate resources were available for the successful implementation of vocational trades. However, significant differences were observed between teachers and principals, with principals perceiving greater resource availability. This suggests potential disparities in actual resource access, with teachers experiencing more challenges in utilizing available materials. The availability of instructional materials and equipment has been widely recognized as a critical factor in the success of vocational education. Oviawe et al (2020) found that schools with well-equipped vocational workshops and access to modern training materials produced more technically skilled graduates. Similarly, Ogbunaya and Okoli (2021) highlighted the importance of regular funding and maintenance of vocational training facilities to ensure sustainability. These studies support the findings of the present study, indicating that stakeholders generally perceive vocational resources as adequate.

However, contrasting findings exist in the literature. Ekpenyong and Nwogu (2020) argued that many vocational education institutions in Nigeria face significant resource shortages, including outdated equipment, limited instructional materials, and insufficient funding. Similarly, Ogunyemi et al. (2022) found that while some schools report having the necessary resources, delays in procurement, poor maintenance, and lack of funding often render these resources inadequate for effective teaching. These contradictions suggest that while some schools in Delta State may have adequate resources, disparities may exist in other regions, particularly in underfunded schools. Given these findings, continuous investment in vocational training infrastructure, periodic assessments of resource availability, and equitable distribution of resources are recommended to ensure uniform access across schools.

Institutional Support for Vocational Education

The study found that stakeholders strongly agreed that institutional support from educational authorities, local government, and other relevant organizations was available. However, a significant difference in perception was found between teachers and principals, with principals perceiving greater institutional support. Institutional support has been widely recognized as a key determinant of the success of vocational education reforms. Bolarinwa and Ige (2023) found that schools with strong institutional backing received better funding, training programs, and improved infrastructure, resulting in higher program success rates. Similarly, Ojo and Ogunyemi (2021) found that collaboration between schools and government agencies played a critical role in ensuring vocational education reforms were successfully implemented. These findings align with the present study, suggesting that vocational education in Delta State benefits from strong institutional support.

However, some researchers have pointed out inconsistencies in institutional support across different educational settings. Aina and Uzoechi (2020) argued that while vocational education policies exist, bureaucratic inefficiencies and implementation delays often undermine their effectiveness. Similarly, Oviawe (2020) found that inconsistent government support and inadequate funding frequently result in poorly implemented vocational programs. These findings suggest that while institutional support is perceived as strong in the current study, continued monitoring and policy adjustments are necessary to maintain its effectiveness.

Willingness of Stakeholders to Adopt Vocational Trades

The study found that stakeholders exhibited a strong willingness to adopt vocational trades. However, a significant difference was observed between the responses of teachers and principals, with principals demonstrating significantly higher willingness than teachers. This suggests that while there is overall enthusiasm for the implementation of vocational trades, the level of commitment and readiness may vary depending on stakeholders' roles and responsibilities within

the educational system. Principals, being key decision-makers and administrators, may have a greater awareness of the long-term benefits of vocational trades and are likely to support policies that enhance educational outcomes. On the other hand, teachers, who are directly responsible for implementing the new curriculum, may have concerns about workload increases, availability of resources, and the adequacy of training, which could influence their level of enthusiasm.

These findings align with Eze and Nwogu (2021), who emphasized that stakeholder willingness is a strong predictor of successful policy implementation in vocational education. Their study highlighted that educators and school administrators who are highly motivated and committed to vocational education reforms tend to implement them more effectively, leading to better student outcomes. Furthermore, Obi and Okeke (2022) found that when stakeholders perceive vocational education policies as beneficial, well-structured, and adequately supported, their willingness to adopt and sustain these reforms increases.

However, despite the overall high willingness reported in this study, Oviawe (2020) cautioned that enthusiasm alone may not be sufficient to guarantee the long-term success of vocational education programs. According to their study, lack of incentives, training gaps, poor resource availability, and weak institutional support can reduce long-term commitment among educators. If teachers do not receive the necessary pedagogical training, teaching materials, and professional incentives, their initial enthusiasm may diminish over time, negatively impacting the effective delivery of vocational education. Additionally, Ayonmike and Okeke (2021) argued that the sustainability of vocational education initiatives depends on the alignment between stakeholder willingness and systemic support, emphasizing the need for continuous professional development, structured implementation plans, and financial backing from government and private stakeholders. Given these considerations, while this study found high levels of stakeholder willingness to adopt vocational trades, efforts should be made to sustain this enthusiasm by addressing potential barriers such as inadequate resources, lack of continuous training, and the need for institutional incentives. Ensuring that teachers and school administrators receive ongoing support, clear policy directives, and access to necessary teaching tools will be essential for maintaining their willingness and commitment to vocational education reforms in the long term.

Conclusion

This study evaluated stakeholder readiness for implementing new vocational trades in Delta State, Nigeria, focusing on principals and teachers. Key findings indicate high awareness, adequate training, and willingness among stakeholders to adopt reforms. However, significant disparities emerged between principals and teachers, with principals reporting greater awareness, preparedness, resource availability, institutional support, and willingness. While foundational elements for successful reform exist, targeted interventions are needed to bridge gaps between administrators and frontline educators. The study underscores the necessity for sustained investment in infrastructure, equitable resource distribution, and continuous teacher training to ensure effective execution. Strengthening communication channels and fostering collaborative stakeholder engagement are critical to aligning perceptions and achieving the objectives of vocational education reforms.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Educational authorities should implement effective communication strategies to ensure all stakeholders, particularly teachers, are informed about the new vocational trades through workshops, sensitization programs, and regular updates.
2. More industry-driven training programs should be developed, providing teachers and principals with hands-on experience aligned with current industry standards.



3. Regular assessments of resource availability should be conducted, and resources should be fairly distributed to ensure all schools have the necessary tools for the implementation of vocational trades.
4. Educational authorities should ensure consistent implementation of policies, adequate funding, and institutional backing to sustain vocational programs.
5. Incentive programs, such as professional development opportunities and career advancement, should be established to motivate teachers to stay committed to the new vocational trades.
6. A continuous monitoring and evaluation framework should be set up to track the success of the vocational education reforms, gather feedback from stakeholders, and address challenges.
7. Regular communication and collaborative platforms should be established to ensure all stakeholders (schools, teachers, administrators, industry partners, and policymakers) work together to successfully implement the vocational trades.

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