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## CONTRASTIVE ANALYSIS OF ENGLISH AND KORO ASHE PLOSIVES IMPLICATION FOR ESL LEARNING

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### Abstract

The study examines the Contrastive Analysis of English and Koro Ashe plosives; Implication for ESL Learning. The paper aimed at contrasting the English and Koro Ashe plosives in order to asserting the areas of their divergence and convergence for improved pedagogy. The study was guided by two (2) research objectives and two (2) research questions. The research design employed in carrying out this investigation was descriptive survey. The population of this study consisted of Koro Ashe primary 4 ESL learners in Karu Local Government Areas Nasarawa State. The sampling technique used in the study was multistage random sampling in which 20 Koro Ashe primary 4 ESL learners were randomly selected for the study. The researcher used Test of phonology production (TPP) as an instrument to carry out this investigation. Contrastive Analysis (CA) theory was used to conduct the study. Simple frequency count and percentage were the methods employed to analyse the data for this research. The findings of the study showed that, the dental consonant sounds /θ/ & /ð/, posed pronunciation difficulty to most Koro Ashe ESL learners due to the absence of the sounds in the phonemic inventory of Koro Ashe. The dental fricatives /θ/ was substitute for /t/ in the word 'through' /θru:/ to pronounce as /tru:/, while the consonant /ð/ in the word 'then' /ðen/ was pronounced [den]. The errors made by the subjects were stemmed from L1 interference to L2, the complex nature of English language spelling system and developmental errors arose from incomplete learning. It was recommended that oral aspect of this spoken English should be taught earlier to our children in nursery and primary schools, to minimize the pronunciation problem that affects the speech of adult L2 speakers of English.

**Keywords:** *Contrastive Analysis, plosives consonants, English language, Koro Ashe language & ESL Learning.*

### Introduction

Language is a main tool for communicating with people around the world. It is an indispensable part of human beings. Every language is unique and needs to be adequately described, documented, and used by its speakers. The communicative role of language all over the world is achieved through the use of sounds often referred to as phonemes (Ashesla & Dada, 2021). Koro Ashe is one of Nigeria's middle belt languages of the Benue - Congo sub linguistic group, whose origin is traced to the then great defunct Kwararafa Kingdom. Due to chieftaincy dispute between 'Koro' and his brother 'Jukun', the Koro people migrated across the River Benue to settle in states such as Nasarawa, Kaduna, Niger, Kogi, Kano and Federal Capital Territory (Abuja). It is worth mentioning that some Koro that migrated to the core north have virtually lost their identities, having



adopted Hausa as their language and Islam as their religion. To put it simply, the Koro people are conspicuously located in the North central parts of Nigeria (Jatau, 2026).

English language has its affiliation to the West Germanic branch of the Indo European family and is regarded as lingua franca i.e., a language which is spoken in many places of the world. In Nigeria, English is spoken as a second language and the official language used in government, media, business, law, education and so on. Resultantly, English language is a compulsory subject, studied as a second language and used as the medium of instruction and communication in all educational institutions in Nigeria (Opeyemi, (2021).

Contrastive Analysis Hypothesis (CAH) is a linguistic theory and methodology used to compare and contrast two or more languages in order to identify similarities and differences between them. The main goal of Contrastive Analysis Hypothesis is to predict potential difficulties that learners of a foreign or second language may encounter based on the differences between their native language and the target language. Hamzeh and Chen, (2018) note that Contrastive Analysis (CA) has been extensively used in linguistics and language. In particular, it is applied in the comparative synchronic investigation of two or more languages or language varieties. Though the primary focus of CA is on differences, it usually concerns both differences and similarities of the languages under consideration. The focus on differences is characteristic for the study of linguistic interference that is the impact of one language on another. As Khalifa (2018) notes, such impact can be positive or negative; in the latter case, it is called negative transfer, which is defined as bringing a wrong linguistic feature from the mother tongue to the second, or target, language.

Pronunciation is a vital aspect of language learning, however, poor pronunciation distorts communication process and intelligibility of what it is being communicated (Opeyemi, 2021). There are certain English language consonants that pose pronunciation challenges to Koro Ashe learners of English. Among them, we have the dental fricative /θ/ in ‘think’ /θɪŋk/ which is realized as /tɪŋk/, while the dental stop /ð/ in ‘then’ is often realized /den/. This sometimes renders their pronunciations unintelligible. It is in consonance with these challenges, that the researchers adopt the Contrastive Analysis approach to the study of English and Koro Ashe and plosives in order to identify the pronunciation difficulties of L<sub>2</sub> speakers of the English language in sound articulation, distinguishing between phonemes and allophones of the mother tongue and the target language (L<sub>2</sub>) for improved pedagogy (Niazi, Farhat & Ghula, 2023). It is based on this premise that the researcher undertakes a contrastive analysis of English and Koro Asahe plosives in order to identify the areas of their differences and similarities for improved teaching and learning.

### **Research Objectives**

The following are some the objectives that guided the study:

1. To examine the distributions of plosive consonant sounds in English and Koro Ashe languages
2. To identify the pronunciation constraints Koro Ashe ESL learners have with regard to the production of English plosive consonant sounds.

### **Research Questions**

The following are some the research questions that guided the study:

1. To what extent do the distributions of plosive consonant sounds in English and Koro Ashe languages differ or similar?
2. What are the pronunciation constraints Koro Ashe ESL learners have with regard to the production of English plosive consonant sounds?

### **Consonant Sounds**

Consonants are sounds that are produced by an obstruction of an air-stream either in the pharynx or in the vocal tract; these sounds involving closure of vocal tract partially or completely. Whereas, vowel sounds are entirely divergent from consonants because vowels do not involve



closure of vocal tract. Plosive consonant (/p, b, t, d, k, g,/) are speech sound produced by fully destructing airflow from the vocal tract, building pressure, and releasing it suddenly, creating a small ‘explosion’ or ‘burst’. They occur in voiced and voiceless pairs based on tongue/lip placement (Niazi, Farhat & Ghula, 2023). Risky (2021) states that consonants are produced by the air flow through the vocal tract and disrupt them by particular place of articulation. According to him, English consonant sounds consist of 24 number of phonemes. We can identify and classify them in three ways: according to (1) their places of articulation, (2) their manner of articulation, (3) the state of the voice. Below is a chart showing the description of consonant sounds according to the state of the voice. Firdayanti (2017) sees consonant as a unit of speech sound which differs from a vowel in that there is some obstruction of the breath in its production.

**Plosive Consonant Sounds**

Plosive consonant sounds are sounds produced with a complete closure in the vocal tract, the air pressure builds up and can be released explosively (Firdayanti, 2017). He maintains that, there are six (6) plosive consonants sounds in English, they are: [b, p, d, t, g, k].

(Firdayanti, (2017) describes the following characteristics of articulation plosive consonant to include:

1. One articulator is moved against another, or two articulators are moved against each other, so as to form a stricture that allows no air to escape from the vocal tract. The stricture is, then, total.
2. After this stricture has been formed and air has been compressed behind it, it is released; that is, air is allowed to escape.
3. If the air behind the stricture is still under pressure when the plosive is released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called ‘plosion’.
4. There may be voicing during part or all of the plosive articulation.

Firdayanti, (2017) asserts that the production of a plosive is completed in three stages:

1. The closing stage, during which the articulatory organs come together and make a firm contact with each other.
2. The hold or compression stage, during which as a result of lung action, the air behind the closure is compressed.
3. The release or explosive stage, during which the articulatory organs part rapidly, resulting in the escape of the compressed air with explosion.
4. The English Plosive Consonants has six plosive consonants. They are: - Bilabial [b, p] - Alveolar [d, t] and Velar [g, k]. The [p, t, k] are voiceless, and [b, d, g] are voiced.

**Table 1: English Consonant Chart Showing the Place and Manner of Articulation of plosives**

	Bilabial	Labio Dentals	Dental	Alveolar	Post Alveolar	Palatal	Velar	Glottal
Plosives	p	b		t	d		k	g

Source: Jatau (2026)



**Table 2: Koro Ashe Consonant Chart Showing the Place and Manner of Articulation plosives**

	Bilabia l	Labio denta l	Alveola r	Palato Alveola r	Palata l	Vela r	Labi o velar	Glotta l
<b>Plosive</b>	p b		t d			k g	kp gb kw gw	

Source: Jatau (2026)

**Table 3: Distribution of English plosive Consonant Sounds (R.P)**

English plosives		Place/manner of Articulation	Plosives at the initial position	Plosives at the medial position	Plosives at the final position
/p/	voiceless	bilabial plosive	pot /pɒt/,	sport /spɔ:t/	pip /pip/
/b/	voiced	bilabial plosive	boy /bɔi/,	symbol /simbəl/	barb /ba:b/
/t/	voiceless	alveolar plosive	took /tuk/	tortoise /tɔtəs/	pot /pot/
/d/	voiced	alveolar plosive	dig /dig/	kindom /kiŋdəm/	pad /pæd/
/k/	voiceless	velar plosive	kind /kain/	kicking	/kikiŋ/
/g/	voice	velar plosive	game /geim/	giggle /gigl/	gig /gig/

**Table 4: Distribution of Koro Ashe plosive Consonant Sounds**

English plosives		Place/manner of Articulation	Plosives at the initial position	Plosives at the medial position	Plosives at the final position
/p/	voiceless	bilabial plosive	[pam] 'hold'	[pupa] 'remove'	-
/b/	Voiced	bilabial plosive	[ba ] 'come'	[iban] 'enjoyment'	-
/t/	voiceless	alveolar plosive	[tā] 'eat'	[ata:r] 'three'	-
/d/	Voiced	alveolar plosive	[dē:] 'stand'	[idā:] 'tomorrow'	-
/k/	voiceless	velar plosive	[kau] 'farm'	[ekon] 'knife'	[itān] 'spider'
/g/	Voice	velar plosive	[gokpo] 'shift'	[ugam] 'sugar cane'	[ko gig] 'tight'



/kp/	voiceless	labio plosive	velar	[kpam] 'hold'	[ekpea] 'do'	[kpakpa] 'catch'
/kw/	voiceless	labio plosive	velar	[kwer] 'slap'	[ukwakwa] 'cocoanut'	[ankwai] 'fresh corn'
/gb/	Voice	labio plosive	velar	[gber] 'cut'	[agbetenji] 'lie'	-
/gw/	Voice	labio plosive	velar	[gwe] 'tight'	[igwer] 'lizard'	-

### The English and Koro Ashe Plosive Consonant Sounds Compared

Plosive consonant (/p, b, t, d, k, g,/) are speech sound produced by fully destructing airflow from the vocal tract, building pressure, and releasing it suddenly, creating a small 'explosion' or 'burst'. They occur in voiced and voiceless pairs based on tongue/lip placement. From the table above, English has six stops or the plosives while Koro Ashe has ten stops or plosives. Both English and Koro Ashe languages have the plosives /b/, /p/, /t/, /d/, /k/, /g/, in their phonemic inventories (Jatau, 2026).

### The English and Koro Ashe Plosive Consonant Sounds Contrasted

English plosive consonants consist of six characters such as /b, p, d, t, g, and k/; while Koro Ashe plosive consonants consist of ten characters such as /b/, /p/, /t/, /d/, /k/, /g/, /kp/, /gb/, /kw/, and /gw/.

All of English plosive consonant sounds can be found in the final position; while some of Koro Ashe plosive consonant sounds cannot be found in the final position.

English /p/, /t/, and /k/ phonemes have two realisations (allophones) [p<sup>h</sup>], [t<sup>h</sup>] and [k<sup>h</sup>] while the Koro Ashe has one allophone [p], [t], and [k]. thus, there is aspiration in the realization of English plosive consonant sounds [p<sup>h</sup>], [t<sup>h</sup>] and [k<sup>h</sup>], while Koro Ashe, there is no aspiration.

The English language /p,t,k/ in final position is constantly pronounced, while in Koro Ashe, only the [k] is pronounced in the final position (Jatau, 2026).

### Previous Studies

Tungkup, Ambarita, Purba and Sitanggang (2023) made contrastive analysis of the consonant sounds of the English language and an anti-heroic song in Indonesian language. The researchers took fifteen consonants of the English language and fifteen from Indonesian consonants selected from a heroic lyric song and made a comparison of these sounds by using contrastive analysis approach. The findings of the research revealed that there are various similarities in the consonant sounds of both languages. The findings showed that consonants /s/ and /r/ are used in initial, while consonant /t/ is used in the middle and final positions in the English language. Moreover, /h/w/r/l/ sounds did not appear in the middle position and sounds of /b/d/f/g/k/r/t/v/w/ did not appear in the final position. Research findings revealed that in Indonesian language /b/ and /k/ are found in the initial /r/ in the middle and /m/ in the final position.

Simbolon, Hutahaeon and Sitanggang (2022) in his research study compared the consonants between English and Batak Toba languages; he made comparison of the consonants of these two languages in educational setting. Findings of the research suggested that there is smaller number of consonants in the English language as compared to the Batak language. Findings of the research suggested that there is smaller number of consonants in the English language as compared to the Batak language.

### Theoretical Framework

The study is anchored on Contrastive Analysis Hypothesis (CAH) by Fries while Lado (1957) devised the theoretical foundations for contrastive analysis hypothesis claiming that when a



learner learns a new language, the similar notion of the target language with native one, would be easy to capture for the learner while dissimilar concepts of target language would become complicated due to non-availability of the same elements in mother tongue. The Contrastive Analysis Hypothesis (CAH) is a linguistic theory and methodology used to compare and contrast two or more languages in order to identify similarities and differences between them. The main goal of Contrastive Analysis Hypothesis is to predict potential difficulties that learners of a foreign or second language may encounter based on the differences between their native language and the target language. Hamzeh and Chen, (2018) note that the primary focus of CA is on differences, it usually concerns both differences and similarities of the languages under consideration. The focus on differences is characteristic for the study of linguistic interference that is the impact of one language on another.

Considering the topic of this paper; “Contrastive Analysis (CA) of the Koro Ashe and English languages back vowels...” CA is the suitable theoretical framework for this study, because it involves comparing the phonological features of Koro Ashe and English which have practical objectives of showing the convergence and the divergence for improved pedagogy.

### Methodology

The study examines the Contrastive Analysis of English and Koro Ashe Plosive consonant sounds; Implication for ESL Learning. The aim is to find differences and similarities between the two languages to improved pedagogy. The study was guided by two (2) research objectives and two (2) research Questions. The research design employed in carrying out this investigation was descriptive survey. The population of this study consists of primary 4 Koro Ashe ESL learners in Karu Local Government Areas, Nasarawa State who are native speakers of Koro Ashe. The sampling technique used in the study was multistage random sampling in which 20 Koro ESL students were randomly selected for the study. The researcher used Test of phonology production (TPP) as an instrument to carry out this investigation. Cronbach coefficient alpha method of estimating reliability was employed and reliability index was 0.8, which shows that the instrument was highly reliable. Contrastive analysis approach and Simple frequency count and percentage were the methods employed to analyse the data for this research. The formula adopted for the Simple frequency count and percentage was as follow:

$$\text{Percentage} = \frac{F \times 100}{N}$$

Where: F = Total of the Responses.

### Data Analysis

Research Question 1: Distributions of Consonant Sounds of English and Koro Ashe Languages

**Table 5: Distribution of plosive consonant sounds /p/ and /b/ in Koro Ashe and English Languages**

English Language		Koro Ashe				
Consonant Sounds	Initial	Medial	Final	Initial	Medial	Final
/p/	/pæt/ ‘pat’	/pɜ:pə/ ‘paper’	/pip/ ‘pip’	/per/ ‘beat’	/ipā:mā/ ‘pipe’	[pop] ‘come suddenly’
/b/	/bin/ ‘bin’	/ba:bə/ ‘barber’	/tæb/ ‘tab’	/ber/ ‘fetch’	/eber/ ‘grass’	-



/t/	/tin/ 'tin'	/sist ə 'sister'	/pɒt/ 'pot'	/tɛtɛ/ 'elder'	/utɛtɛ/ 'try'	-
/d/	/dɔg/ 'dog'	/digiŋ/ 'digging'	/did/ 'did'	/dē/ (stay)	/uda/ 'cutlass'	-
/k/	/kain/ 'kind'	/kikiŋ/ 'kicking'	/kik/ 'kick'	/ka:/ 'stir'	/kaka/ 'cover'	/okak/ 'roof'
/g/	/gud/ ;good'	/gugəl/ 'goggle'	/gig/ 'gig'	/golo/ 'roll'	/ugou/ 'medicine'	[kigbag] 'far'

The distribution of the consonant sounds /p/ and /b/ in the table above indicates that, the sound /p/ and /b/ occurred in all positions in the English language, however, the /p/ occurred in all positions in Koro Ashe while the /b/ only occurred at the initial and medial positions in Koro Ashe. The implication of this is that, there is the tendency for Koro Ashe ESL learners to have difficulty in realising the /b/ in the final position in the English words /tæb/. There is a possibility of the ESL Koro Ashe learners to silent the final /b/ in 'tab' /tæb/ to be rendered as /tæ/ which might affect the intelligibility of what it is communicated.

The distribution of the consonant sounds in the table above shows that, the two sounds /t/ and /d/ are present in English and Koro Ashe languages. The /t/ and /d/ consonants occurred in all positions in the English language. However, the /t/ in the Koro Ashe language is found only at the initial and final positions and /d/ occurred only at the medial position. The implication of this is that, there is the possibility of Koro Ashe ESL to have difficulty in realising English words that have the sound /t/ at the final position in word like /pit/ 'pit'.

The distribution of the consonant sound /k/ in the words initial, medial and final positions in English and Koro Ashe languages revealed that, the consonant sounds /k/ occurred in all positions in the English language and so also in the Koro Ashe language, There is the possibility of Koro Ashe ESL not to have difficulty in realising /k/ in all positions of words in English. The distribution of the consonant sound /g/ in the words initial, medial and final positions in English and Koro Ashe languages revealed that, the consonant sound /g/ is present in English and Koro Ashe languages and it occurs in all positions. The implication of the presence of the consonant /g/ in Koro Ashe is that, ESL learners might not have difficulty in realising the English words that have the /g/ sound in words like 'dig' /dig/ and /gig/ 'gig'.

**Research Question 2:** What are the constraints Koro Ashe ESL learners have with regard to production of English plosives?

**Table 6: Showing the Realization of Plosive Consonants /p/, /b/, /k/ & /g/ by Koro Ashe ESL Learners**

S/N	Plosive Consonants	Words	IPA	Participants' Deviations	Sound substituted	Pass (%)	Fail (%)
21	/p/	pack	/pæk/	[pæk]	-	20(100%)	0 (0%)
		purpose	/pɜ:pəs/	[popos]	-	20 (100%)	0 (0%)
		cup	/kʌp/	[kop]	-	20 (100%)	0 (0%)
22	/b/	bin	/bin/	[bin]	-	20 (100%)	0 (0%)
		barber	/ba:bə/	[ba:bæ]	-	20 (100%)	0 (0%)



		tab	/tæb/	[tap]	/b/ for /p/	5 (5%)	95 (5%)
23	/k/	king	/kiŋ/	-	-	20 (100%)	0 (0%)
		account	/əkaunt/	-	-	20 (100%)	0 (0%)
		sick	/sik/	[sik]	-	20 (100%)	0 (0%)
24	/g/	good	/gud/	[gud]	-	20 (100%)	0 (0%)
		bigger	/bigə/	-	-	20 (100%)	0 (0%)
		big	/big/	[big]	-	20 (100%)	0 (0%)
	/t/	tin	/tin/	[tin]	-	20 (100%)	0 (0%)
		potter	/pɒtə/	[pɒtæ]	-	20 (100%)	0 (0%)
		cat	/kæt/	/kæ/	/t/ is silent	6 (30%)	14 (70%)
	/d/	dog	/dɒg/	[dɒg]	-	100 (100%)	0 (0%)
		daddy	/dædi/	-	-	100 (100%)	0 (0%)
		dad	/dæd	/dæ/	/d/ is silent	8 (40%)	12 (60%)

Analysis on table above indicates that, 100% of the respondents were able to pronounce the consonant /p/ at the initial position in word ‘pack’/pæk/ correctly due to the presence of the consonant /p/ in Koro Ashe. For the production of the consonant /p/ at the medial position in word ‘purpose’ /pɜ:pəs/, 100% of the respondents were able to pronounce the /p/ due to its presence in Koro Ashe. For the production of the consonant /p/ at the final position in word ‘cup’ /kʌp/, almost 100% of the respondents were able to pronounce the sound /p/ correctly, due to the presence of the consonant /p/ in both languages.

For the pronunciation of the consonant /b/ at the initial position in word ‘bin’/bin/, 100% of the respondents were able to pronounce it correctly due to the presence of the consonant /b/ in Koro Ashe. In realising the consonant /b/ at the medial position in word ‘barber’/ba:bə/, almost 100% of the respondents were able to pronounce the /b/ correctly due to its presence in Koro Ashe. For the production of the consonant /b/ at the final position in word ‘tab’ /tæb/, almost 95% of the respondents failed to pronounce the sound /b/ correctly due to the absence of the sounds at the final position in Koro Ashe language.

In pronouncing the consonant /k/ at the initial position in word ‘king’/kiŋ/, almost 100% of the respondents were able to pronounce it correctly. In realising the consonant /k/ at the medial position in word ‘account’ /əkaunt/, almost 100% of the respondents were able to pronounce the /k/ correctly. For the production of the consonant /k/ at the final position in word ‘sick’ /sik/, almost 100% of the respondents were able to pronounce the consonant /k/ correctly due to its presence in the phonemic inventory of Koro Ashe.

In pronouncing the consonant /g/ at the initial position in word ‘good’/gud/, almost 100% of the respondents were able to pronounce it correctly due to the presence of the sound in Koro Ashe language. In realising the consonant /g/ at the medial position in word ‘bigger’ /bigə/, almost 100% of the respondents were able to pronounce the /g/ correctly. For the production of the consonant /g/ at the final position in word ‘big’ /big/, 100% of the respondents were able to pronounce the consonant /g/ correctly due to its presence in the sound in the phonemic inventory of Koro Ashe language.

For the production of the consonant /t/ at the initial position in word ‘tin’/tin/ 100% of the respondents were able to pronounce the /t/ correctly. For the production of the consonant /t/ at the medial position in word ‘potter’ /pɒtə/, almost 100% of the respondents were able to pronounce the



/t/ correctly. For the production of the consonant /t/ at the final position in word 'cat' /kæt/, 70% of the respondents failed to pronounce the consonant /t/ correctly due to the absence of the sound /t/ at final position in Koro Ashe. For the pronunciation of the consonant /d/ at the initial position in the word 'dog' /dɔg/, almost 100% of the respondents were able to pronounce it correctly due to the presence the sound /d/ in both languages. For the production of the consonant /d/ at the medial position in word 'daddy' /dædi/, almost 100% of the respondents were able to pronounce the /d/ correctly. For the production of the consonant /d/ at the final position in word 'dad' /dæd/, 60% of the respondents failed to pronounce the consonant /d/ correctly due to the absence of the sound /d/ at the final position in Koro Ashe.

### Discussion of the Findings

The findings on table above regarding the challenges Koro Ashe ESL learners had with regard to realization English plosives /p/, /b/, /k/ /g/, /t/ & /d/ revealed that, for the production of the consonant /p/ at the initial, medial and final positions in the words 'pack' /pæk/, 'purpose' /pɜ:pəs/ and 'cup' /kʌp/ 100%, 100% and 100%, of the respondents pronounced the consonant /p/ correctly due to the present of the consonant /p/ in Koro Ashe. The findings regarding pronunciation consonant /b/ at the initial and medial positions in word 'bin' /bin/, 'barber' / bɑ:bə/ showed that, 100% of the respondents were able to pronounce the consonant sound /b/ correctly at the initial and medial positions correctly due to the presence in these in Koro Ashe. For production of /b/ at the final position in the word 'tab' /tæb/, 95% of the respondents failed to pronounce correctly due to the absence in the final position in Koro Ashe.

The findings regarding the pronunciation of the plosive /k/ at the initial, medial and final positions in the words 'king' /kiŋ/, 'account' /əkəunt/ and 'sick' /sik/ showed that, all the respondents were able to pronounce the vowel /k/ correctly due to the present of the consonant /k/ in Koro Ashe. Where two languages shared similar sounds, there tend to be positive transfer from L1 to L2. The findings regarding the production of the consonant /g/ at the initial, medial and final positions in the words 'good' /gud/, 'bigger' /bigə/ and 'big' /big/, showed that, almost all the respondents pronounced the consonant /g/ correctly due to its presence at the consonant /g/ in Koro Ashe.

The findings on table above on the difficulty Koro Ashe ESL have with regard to the realization of the English alveolar plosives /t/ and /d/ showed that, for the production of the consonant /t/ at the initial and medial positions in the words 'tin' /tin/, 'potter' /pɒtə/ showed that, almost all the respondents pronounced the consonant /t/ correctly due to its presence in Koro Ashe. However, in realising /t/ at the final position in word 'tab' /tæb/, 70% of the respondents failed to pronounce the sound /t/ correctly due to its absence at the final position in Koro Ashe. For the realisation of the consonant /g/ at the initial, medial and final position in Koro Ashe, almost 100% of the respondents pronounced the word correctly in Koro Ashe. For the production of the plosive /d/ at the initial and medial positions in the words 'dog' /dɔg/ and 'daddy' /dædi/ almost all the respondents were able to pronounce the /d/ correctly due to its presence of the sound in Koro Ashe. However, in realizing the plosive /d/ at the final position in the word 'dad' /dæd/, 60% of the respondents failed to pronounce the sound correctly due to the absence of the plosive /d/ at the final position in Koro Ashe.

### Conclusion

The findings on "contrastive analysis of English and Koro Ashe back vowels; Implication for ESL learning" demonstrated that, the distribution of the back vowel s in English and Koro Ashe languages differ significantly. The plosives consonant sounds /b/, /t/ and /d/ do not occur at the final position as it was in the English language. This divergence resulted to the transfer from L1 (Koro Ashe) to L2 (English language). Also, the errors made by the respondents consist of both inter-lingual and intra-lingual due to the L1 interference coupled with the complex nature of English spelling system. The plosives consonant sounds /b/, /t/ and /d/ at the final position posed pronunciation challenge most respondents due to the absence of these plosives at the final position



in Koro Ashe. Some of these errors made by the respondents resulted to confusion, misinterpretations and affected the intelligibility of the message communicated.

### Recommendations

1. Teachers teaching English phonology to primary 4 Koro Ashe ESL learners should focus on the pronunciation of words that have the plosive /t/, /b/, and /d/ at the final position in English.
2. Teachers of the English language in primary and nursery schools should introduce the teaching of oral aspect of the English language at the nursery and primary schools so as to enable the pupils to be familiar with the basis of the spoken language.

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**EFFECTS OF SEMANTIC MAPPING INSTRUCTION ON READING COMPREHENSION  
OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN KEFFI LOCAL  
GOVERNMENT OF NASARAWA STATE**

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**Abstract**

*Reading comprehension is a vital aspect of the examination conducted by West African Examination Council (WAEC) and National Examination Council (NECO) for final year students in secondary schools in Nigeria. Reports from the bodies revealed that many students performed poorly in the aspect of reading comprehension. Reading comprehension contributes to a reader's overall language development because the more an individual reads, the more words they acquire and are able to communicate using most appropriate words. The semantic mapping strategy is a visual learning tool that helps readers organize and connect ideas using maps. The study investigated the effect of semantic mapping strategy on reading comprehension of senior secondary school students in Keffi Local Government Area of Nasarawa state, Nigeria. All the senior secondary schools students 2 (SS II) in Keffi Local Government Area made up the population of the study while 100 (one hundred) students, 50 (fifty) each from two schools, out of the seven senior secondary schools in the Local Government Area, made up the sample for the study. The two schools used as sample were randomly selected as the experimental and the control groups. While the experimental group was exposed to the treatment, the control group was treated to an alternative method. The quasi experimental research design was adopted in this study since scheduling and implementation of experimental treatment conditions or randomization and grouping of subjects were not possible. The data for the study were collected using the English Reading Comprehension Achievement Test (ERCAT) which was based on one reading passage. The comprehension passage was adapted from WAEC/SSCE (2023) because it is a standardized examinations. The instrument consisted of three sections which were required to answer the three research questions of the study. The same instrument was used and administered as pre-test and post-test. The achievement test required students to use semantic mapping to answer literal, inferential and critical comprehension questions. The statistical tools used to analyze data included t-test and Analysis of Covariance (ANCOVA). The findings showed better performance of students' achievement in the posttest than that of the pretest. Following the intervention, the Experimental group, which was taught using the Semantic Mapping Strategy, saw its average score move up to 9.94, while the Control group, which continued with conventional methods, experienced only a modest increase to 0.80. It also revealed that the students' performance in reading comprehension after instruction in semantic mapping is improved. Following the findings, these recommendations*



*among others were made by the researcher: that teachers of English Language should use semantic mapping during reading sessions. The researcher is of the view that a student's success in reading comprehension will adversely bring about success in other subjects thereby causing an all-round academic success. Furthermore, deliberate efforts backed with the necessary action by the government at all levels need to be made to provide teaching and learning materials especially on reading comprehension and strategies to teach it.*

**Keywords: Effects, Reading Comprehension, Instruction, Semantic Mapping, Strategy**

## **Introduction**

The place of English language in global activities cannot be overemphasized. In Nigeria, English is an essential linguistic tool for any pedagogical engagement which are the teaching and learning process. Hence, the National Policy on Education (2014), clearly stipulates that English should be taught as a subject in primary schools while the medium of instruction at this level remains the language of the environment for the first three years. It further avers that from the fourth year, English should predominantly be used as the medium of instruction and the language of immediate environment should be taught as a subject. The importance of English is x-rayed by the requisite credit pass in English for an applicant to secure admission to any tertiary institution in Nigeria. Subsequently, upon entry into any tertiary institution in Nigeria, a course tagged 'Use of English' has to be taken and passed by an undergraduate before graduation. Considering the vital role assumed by English, in Nigerian education, instruction in both productive and receptive language skills (which include the reading skill) must be effective.

Reading is one of the essential skills in learning English language. However, numerous English learners still find it difficult to comprehend texts in English language. Reading contributes to the overall language development because the more an individual reads, the more words he/she acquires and the more he/she is able to communicate using most appropriate words. Reading skill was taught for instructional purpose and learners were only exposed to narrative, expository and descriptive genres. These days however, students are expected to read a variety of texts which differ in content, context and readability thereby making the learners have much more difficulty in reading and comprehending the texts.

Reading is an indispensable language skill for learners especially for the purpose of receiving information. Ofuani and Gbenedio (2016) maintain that reading encompasses the active participation of the reader who makes connections between existing knowledge and the construction of meaning from the texts read. Students' successful understanding of a text will require an awareness of print which can be obtained through multiple channels to facilitate word recognition. Generally, information is received and acted upon when there is understanding - that is comprehension. According to Abeleh, Al-Ghazo and Al-Sobh (2021) and Birsch (2011), reading comprehension is concerned with the capacity of the reader to obtain meaning from what is read and it involves the sub-skills of word recognition, fluency, lexical knowledge as well as pre-existing knowledge which are necessary for the reader to get information from text. Therefore, Gilakjani and Sabouri (2016) assert that reading is essential to learning and the ultimate goal of teaching reading is reading comprehension.

From the researcher's personal experience, what constitutes a reading comprehension lesson is where the teachers of English call on students to do a loud or silent reading of a given passage. Then, the teacher reads the passage while students listen. This is mostly done without the teacher giving due attention to difficult concepts in the passage. Comprehension lessons usually consist of students answering teachers' questions and/or writing responses to questions on their own. Reading comprehension constitutes a vital aspect of final examinations such as WAEC (West African Examinations Council) and NECO (National Examinations Council) and WASSCE (West African Senior Secondary Certificate Examinations) taken by final year students in Nigeria. It is therefore required that students carefully read the comprehension passages and answer the questions that follow. It is expected that students who have been taught English language especially reading which



is one of the four language skills, should be able to answer literal, inferential and critical comprehension questions correctly in both internal and external examinations.

In students' attempting to demystify new words in a passage for the purpose of understanding, they can use semantic mapping strategy to help them decipher the meaning of given word(s). Semantic mapping is a strategy for graphically representing concepts. The strategy portrays the schematic relations that compose a concept which helps students, especially struggling students, to identify, understand and recall the meaning of words they read in the text. It visually displays the meaning-based connections between a word or phrase and a set of related words or concepts (Zorfass, Gray & Powerup WHATWORKS, 2014). Neneng (2015) opines that semantic mapping can be applied by the teacher in the classroom to improve students' reading comprehension.

### **Statement of the Problem**

Reading comprehension constitutes a vital aspect of final examinations taken by final year students such as WAEC (West African Examinations Council) and NECO (National Examinations Council) WASSCE (West African Senior Secondary Certificate Examinations) in Nigeria. The section on reading comprehension requires students to carefully read comprehension passages and answer questions on them. However, in recent years, the Chief Examiner's Report on the West African Senior School Certificate Examination (WAEC) (2023) highlighted candidates' weaknesses in the aspects of comprehension and summary in Paper 2. Failure was partly attributed to candidates' inability to correctly answer comprehension questions in the aspects of vocabulary of replacement, and this according to Okeke (2013) is partly because of the methods and strategies of teaching reading skill which is the core of the school curriculum. Poor pedagogical methods and strategies of teaching reading comprehension have therefore been assumed to be responsible for mass failure in English language in external examinations in Nigeria.

WAEC Chief Examiners' Report specifically stated that students were unable to correctly answer questions at the literal, inferential and critical levels in comprehension passages. Consequently, this research attempted to examine the effectiveness of instruction in semantic mapping to ascertain if it will possibly improve achievement in reading comprehension of senior secondary school students.

### **Objectives of the Study**

The aim of this study is to ascertain the effects of semantic mapping strategy on reading comprehension achievement in Public Senior Secondary Schools in Keffi Local Government of Nasarawa State, Nigeria. The specific objectives of this study are to:

1. ascertain the extent to which semantic mapping strategy will enhance senior secondary II (SS 2) students' ability to accurately answer literal comprehension questions in given passages,
2. ascertain how semantic mapping strategy will enhance senior secondary II (SS 2) students' ability to accurately answer inferential comprehension questions in given passages,
3. determine the extent to which semantic mapping strategy will enhance senior secondary II (SS 2) students' ability in answering critical comprehension questions correctly in given passages.

### **Research Questions**

The following research questions guided the study:

1. To what extent are SS 2 students who are taught reading comprehension using semantic mapping strategy able to correctly answer literal questions on the given passage?
2. To what extent are SS 2 students taught reading comprehension using semantic mapping strategy able to answer inferential comprehension questions in given passages?



3. What is the extent to which SS 2 students taught reading comprehension using semantic mapping strategy are able to correctly answer critical comprehension questions in given passages?

## Literature Review

### The Nature of the Reading Process

Reading is the process of understanding the meaning of written symbols, typically letters and words, to extract information or enjoyment from print. It involves recognizing individual letters and words, and then constructing a mental representation of a text's meaning. For educators and researchers, reading is a multifaceted process involving such areas as word recognition, orthography (spelling), alphabeticity, phonics, phonemic awareness, vocabulary, comprehension, fluency, and motivation. Reading is generally an individual activity done silently, although on occasions, a person reads out loud for other listeners; or reads aloud for one's own use, for better comprehension. According to Surasawadee in Sawitri (2021), reading is a complex process and requires communication between the writer and the reader by interpreting the symbolic characters using various skills in sound, linguistics, and mechanics. The way to solve the problem comes out into an idea based on the reader's original experience to create reading comprehension.

From the researcher's experience, students without the solid foundation of the reading skill struggle with comprehension of texts. Ofuani and Gbenedio (2016) maintain that reading encompasses the active participation of the reader who makes connections between existing knowledge and the construction of meaning from materials read. Luana, Abdul and Nasmilah (2018) note that reading is one of the essential skills in learning a language. Thus, it is inevitable that reading is a complicated activity not only to teach but also to learn. The process of reading can therefore be summarized as a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and the language community.

### Types of Reading

There are several types of reading and corresponding types of activities to develop the corresponding reading skills. McDonald (2012) outlines types of reading as skimming, scanning and close reading. These are however not exhaustive. Other reading types include intensive, extensive, critical, literal, inferential and analytical reading.

**Skimming** is the type of reading that involves quickly glancing over a text to grasp its overall idea or gist. Furthermore, Spratt et al (2011) describe skimming as reading for global understanding while **Scanning** or General reading is reading to extract specific information; reading for general understanding. **Close reading or searching reading or Intensive reading** is reading for complete understanding; reading for detailed comprehension (information; function and discourse). It is the most important skill needed for any form of literary studies. It means paying especially close attention to what is printed on the page. It is useful for analyzing and understanding complex texts (Hatami & Asl, 2017) and **Extensive reading** is the application of comprehension skills, understanding literal meaning, reading between the lines and evaluating meaning and method, in a much wider context of communication. It is a reading for wider information and details such as newspapers, magazines, and fiction-biography. For this type of reading to be effective, the reader has to be carefully organized and have adequate material on what is to be read. Yamashita (2015) describes extensive reading as reading large amounts of material, often for pleasure, to improve reading fluency and comprehension.

### Stages of Reading

Reading is a complex and dynamic process that involves multiple stages, each playing a crucial role in comprehension and understanding. The stages of reading can be broadly categorized into three stages: pre-reading, reading or contact stage and post-reading. **Pre-Reading Stage** involves previewing the text by glancing over the text to get an idea of its content, structure and relevance (Grabe & Stroller, 2013). The teacher, at this point needs to ask purpose-setting questions which should be literal (factual), inferential (interpretive) and critical (evaluative or applicative); the



second stage is **During Reading or Contact Stage** which deals with decoding by recognizing and pronouncing words, and understanding their meanings (Kilpatrick, 2015). At this stage, reading is done silently because reading is a sustained silent activity. During this reading stage, the teacher monitors the comprehension by checking understanding and adjusting reading strategies as needed; and the third stage is **Post-Reading Stage** where the reader summarizes, analyzes, evaluates and reflects on what has been read by recapitulating the main ideas and key points; breaking down the text into its component parts by examining relationships and drawing conclusions; assessing the text's credibility, relevance and usefulness; and thinking critically about the text by making connections to personal experiences and considering implications.

### Reading Comprehension

Comprehension is an important aspect to develop students' ability to read with understanding. It is the primary objective of the reading process. Understanding is the ability to infer meaning that is desired from reading as efficiently as possible. Mirqodirova (2024) describes reading comprehension as a crucial skill that underpins academic success, cognitive development, and lifelong learning. Proficient reading comprehension is essential for academic achievement, information processing, and critical thinking. Comprehension is the major purpose of reading, for without comprehension, reading is a meaningless activity regardless of age or ability of the reader.

According to Duffy and Roehler in Ruan (2023), reading comprehension means being able to correctly interpret the meaning of the readings as well as being able to understand that meaning. Based on the reader's original knowledge base, reading comprehension can be achieved when the reader relates his previous experience with the written text. In addition, there are three levels of understanding: reading **'the lines'**, reading **'between the lines'**, and reading **'beyond the lines'**. The first refers to the literal meaning of a text, the second to inferred meanings, and the third to readers' critical evaluations of a text (Ruan, 2023).

It should be noted that the way teachers teach reading comprehension has an important influence on whether or not learners view reading as a meaningful activity. Students who read aloud are likely to concentrate on the way they call words rather than on getting meaning from what they are reading. Reading comprehension lessons should be made an enjoyable activity.

### Methods of Teaching Reading

There are a number of important instructional methods and activities that can be employed in teaching reading, although it largely depends on the teacher and the course book being used. It should be noted that the way teachers teach reading comprehension has an important influence on whether or not learners view reading as a meaningful activity. Ramsa and Rawian, (2021) opine that teachers need to be attentive and value the systematic, guided reading strategies that act as the sustenance for their students' reading comprehension. The following are some methods of teaching reading: **Literacy Awareness Programme (LAP)** promoted by UNESCO (n.d) and Reading is Fundamental (RIF) is termed so as it is a method where a child 'sits on the lap of someone and hears a story read to him/her as the child follows the text with the eyes'. The important thing about this method is that it is a method where a child learns to read at home thereby making it very useful to the child. Suffice it to say that parents can encourage their children to reading by reading aloud. This is partly because it stimulates a love for books at an early age. It also makes children aware of the connection between print and spoken language. Reading to a group of students creates a conducive atmosphere for LAP. The teacher then reads from a story as they (the students) listen; **News on the Board (NOB)** is a general teaching strategy that can be used to get children started out in learning to read. It particularly helps children to see the relationship between speech and print. It involves having children share their experiences in class. The teacher then records these experiences on the board in the form of news items. What has been written on the board then becomes the students' reading materials. The teacher may give a news item of anything that may take place in the school that day before inviting the children to give theirs; **Language Experience Approach (LEA)** is an approach which ideas are related to Graves, (2016). It uses the language and personal



experience of the child to create materials for reading. The child learns to read his own experience in print as the thought or speech of the child is put into print. A child is taught reading through his/her own dictated story. This approach is characterized by learning activities involving close relationship between thinking, talking, writing and reading. The teacher stimulates the children by presenting items or events to draw their attention through the use of animals, puzzles, problems, personal concern, etc. where children are encouraged to express their thinking about the situation orally. Those things that are said are written down by the teacher. Children therefore read with the meaning what they have thought, spoken and written; **The Phonic Approach and alphabetic approaches** belong to the synthetic method, influenced by Bowers and Bowers (2017) which focus on teaching students the individual sounds of letters and then blending these sounds together to form words. The learner starts the alphabetic approach by learning to recite and recognize all the letters of the alphabet both capital and small letters. These letters are combined to form words before sentences are formed or introduced though they have little or no meaning to the learner since it is the letters that the learner recognizes. The learner can spell the words formed by the alphabets but still have problem in the reading. The phonic approach on the other hand is the use of speech sounds represented by letters and groups of letters such as an aid toward word recognition during reading. The phonic method is equally used at the teaching to read stage but has a major disadvantage which is phonetic-orthographical divergences where the word is pronounced differently from the letters that make up the word; **The Analytic Method** involves breaking down words into smaller parts like phonemes or syllables to help readers understand texts. The method focuses on analyzing the sound and structure of words to improve reading skills. This includes the whole word, phrase and sentence methods; Moats, (2020) greatly contributes to the development of **the whole-language approach**. Here, meaningful words are the first unit presented to the learner. In this method, children do more of memorization without knowing the letters that make up the word; **The Sentence Method** encourages reading for meaning and memorization though in some cases, the learner may not recognize the words when they stand alone or are embedded in new sentences. The children are exposed to the entire sentence. The initial reading is in form of sentences after which they will be analyzed. The method helps children to see reading as a meaningful activity, and they also learn that reading is done from left to right (Oyetunde, 2013). Here, the belief is that a story is likely to interest the learner if the learner gets the idea of the story or the information in the text; and **The Eclectic Method** is as important as the others mentioned. It is a method that is a mixture of methods for their reading programme. There is no evidence that any one pure approach or method was in practice more successful than the others as such, this method teaches reading using multi-sensory approach.

### Semantic Mapping

Having strong vocabulary knowledge is positive for comprehension, while on the other hand, not having sufficient vocabulary can easily limit a student's comprehension. In order for students to increase their vocabulary knowledge, they may need to know word learning strategies that will help them learn words independently. The use of semantic mapping is one strategy students can use to independently learn words on their own without interrupting the comprehension process.

Semantic mapping can be described as a web-like graphic display. It is a graphic arrangement of words and it shows how new words and ideas relate to each other within a text. Semantic mapping, which is also known as graphic organizer, is a process for constructing visual displays of categories and their relationships (Luana, Abdul & Nasmilah, 2018). Plotnik in Luana, Abdul and Nasmilah (2018), states that attempts of semantic mapping enhancing reading skill is the use of visual symbols rendering benefits in learning reading on a concept map, so they are easy to recognize, to scan for a specific word or general idea, and it also allows for more holistic understanding of the concept. Semantic mapping can be described as a vocabulary technique for graphically displaying words and concepts, which allows learners to learn new words by mapping it with other related words similar in meaning to the new word.



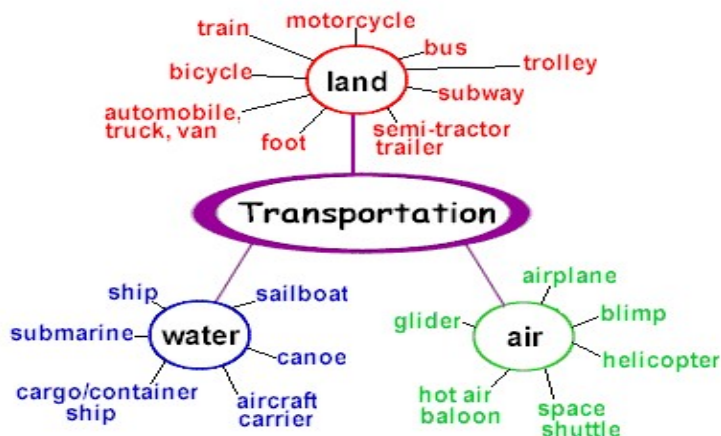
Wikipedia (2024) defines semantic mapping as a technique in which graphical models are used to help learners learn vocabulary. The semantic mapping strategy help readers especially struggling readers to identify, understand and recall the meaning of words they read in the text. It visually displays the meaning-based connections between a word or phrase and a set of related words or concepts (Zorfass, Gray & PowerupWHATWORKS, 2014). Semantic mapping can be applied by the teacher in the classroom to improve students' reading comprehension (Neneng, 2015). Semantic mapping is where meaning is derived from the surrounding environment of a word as they seek for association or relationship with other words. Semantic mapping seeks for relationship with other words that are similar to them. Reading comprehension challenges persist among senior secondary school students in Nigeria, affecting academic performance. Semantic mapping, a strategy connecting concepts visually, shows potential for boosting comprehension.

### Types of Semantic Maps

There are different types of semantic maps to help understand new words. The following are some types of semantic maps as described by Georgakopoulos and Polis (2018):

A **descriptive or thematic map** which works well for mapping generic information, but particularly well for mapping hierarchical relationships; **Network map** like a network tree aims to organize a hierarchical set of information, reflecting super ordinate or subordinate elements; **A Spider map** can help with organization when the information relating to a main idea or theme does not fit into a hierarchy; **A problem-solution outline** helps students to compare different solutions to a problem; **A fishbone map** may be particularly useful when cause-effect relationships are complex and non-redundant; **A compare-contrast matrix** can help students to compare concepts' attributes, **A series of events chain** can help students organize information according to various steps or stages.

These maps have a tree structure with one trunk with many branches. As explained by Novak in Rosario (2021), the creation of semantic mapping can be enhanced when learners are able to see and then organize all information they bring to the task of learning in order to build their knowledge actively by adding new lexical items to their maps. Consequently, semantic mapping technique allows the productive and creative use of words. Semantic mapping can be used to pave the way for content contextualization, brainstorming, eliciting, recapping, organizing words and phrases visually, as well as categorizing the information produced and may be considered a useful learning resource due to the fact that it assists learners to visualize, classify and notice how concepts and words are semantically associated to one another because of their interrelating networks or relations between them.



### Methodology

#### Research Design

A quasi-experimental research design was adopted in the study. Two groups were used for the study: the experimental and control groups. While the experimental group was exposed to the treatment, the control group was not. Quasi experimental research design was adopted in this study since scheduling and implementation of experimental treatment conditions or randomizations and



grouping of subjects were not possible (Saxena, Ramesh, Durdella & Carpenter, 2021). There was no randomization of students into the treatment and control groups. This design has been chosen because intact classes was used to avoid disruption of normal classes. Moreover, strict experimental design was not acceptable to secondary school administrators (because of classroom groupings, strict time tabling and school locations).

**Area of the Study**

The area of the study is Keffi Local Government Area of Nasarawa State, Nigeria. The study was restricted to all the public senior secondary schools in this local government.

**Population of the Study**

The population of the study comprised all Senior Secondary II (SS2) students in all the seven (7) public secondary schools in Keffi Local Government Area of Nasarawa State. SS2 students were used because students in this category have spent three years in the Junior Secondary School and have been introduced to deeper English language topics and lessons. Moreover, it is important for students to continue with the mastery of the concept of reading comprehension to enable them do very well in their final examinations.

**Sample and Sampling Technique**

The sample size for the study consisted one hundred (100) SS 2 students from the two schools randomly selected out of the population of seven (7) public secondary schools through the simple random technique using ballot papers. The two schools are Government Secondary School, Kofar Hausa as the experimental group consisting of six hundred and fourteen (614) SS 2 students and Government Secondary School Keffi South as the control group consisting of five hundred and ninety one (591) SS2 students.

**Method of Data Collection**

**Description of Instrument for Data Collection**

The data for the study were collected using the English Reading Comprehension Achievement Test (ERCAT) which was based on one reading passage. The comprehension passage was adopted from WAEC/SSCE (2023) since this is a standardized examination. The same comprehension passage was used for pretest and posttest. The achievement of the students was based on their ability to use semantic mapping to accurately answer literal, inferential and critical comprehension questions in a given passage.

**Data Presentation**

**Table 1: Descriptive Statistics for Pre-test and Post-test Sub-skills**

Sub-skill	Group	Pre-test M (SD)	Post-test M (SD)	Mean Gain
Literal Comprehension	Experimental	1.34 (0.73)	4.98 (1.18)	3.64
	Control	2.42 (0.93)	2.48 (1.17)	0.06
Inferential Comprehension	Experimental	1.26 (0.67)	4.78 (1.02)	3.52
	Control	1.30 (0.72)	2.10 (0.97)	0.80
Critical Comprehension	Experimental	0.66 (0.76)	3.44 (1.18)	2.78
	Control	0.94 (0.86)	1.60 (0.89)	0.66

The Semantic Mapping Strategy enhanced all sub-skills significantly among the Experimental group:

1. Literal comprehension: +3.64
2. Inferential comprehension: +3.52
3. Critical comprehension: +2.78

The control group’s gains were minimal across all areas as indicated:

1. Literal comprehension: +0.06



- 2. Inferential comprehension: +0.08
- 3. Critical comprehension: +0.66

**Data Analysis and Results**

**Research Question 1:**

To what extent will SS II students taught reading comprehension using the semantic mapping strategy be able to answer literal comprehension questions?

**Table 2: Literal Comprehension**

Group	Pre-test Mean (/10)	Post-test Mean (/10)	Mean Gain	% Improvement
Experimental	1.34	4.98	+3.64	271.6%
Control	2.42	2.48	+0.06	2.5%

Table 2 shows that literal comprehension improved very substantially with semantic mapping. The experimental group’s 3.64-point gain (272%) contrasts sharply with the control group’s almost static result (2.5% improvement).

**Research Question 2:**

To what extent will SS II students taught reading comprehension using semantic mapping strategy be able to answer inferential comprehension questions?

**Table 3: Inferential Comprehension**

Group	Pre-test Mean (/10)	Post-test Mean (/10)	Mean Gain	% Improvement
Experimental	1.26	4.78	+3.52	279.4%
Control	1.30	2.10	+0.80	61.5%

Table 3 shows that semantic mapping significantly boosted inferential comprehension. Experimental students’ scores rose by 3.52 points (279%), while the control group improved only slightly (0.80 points; 61.5%).

**Research Question 4:**

To what extent will SS II students taught reading comprehension using the semantic mapping strategy be able to correctly answer critical comprehension questions?

**Table 4: Critical Comprehension**

Group	Pre-test Mean (/10)	Post-test Mean (/10)	Mean Gain	% Improvement
Experimental	0.66	3.44	+2.78	421.2%
Control	0.94	1.60	+0.66	70.2%

Table 4 shows that semantic mapping enhanced critical comprehension. Although starting from the lowest base, the experimental group recorded the highest percentage improvement (421%), far exceeding the control group’s 70%.



**Summary of findings** in response to the Research Questions (1–3).

The Semantic Mapping Strategy improved students' reading comprehension to a very large extent across all sub-skills of accurately answering literal, inferential and critical comprehension questions in a given passage.

### **Discussion**

In discussing the results of this study, it is imperative to consider the purpose of the study which is to find out the effects of semantic mapping strategy on reading comprehension ability of SS II students. It is also important to acknowledge certain limitations regarding the size of the sample, the duration of the treatment or instruction and the number of test items selected which calls for caution at generalizing. Nevertheless, it is important to compare the results of the two groups to ascertain the claim of Neneng (2015) that semantic mapping can be applied by the teacher in the classroom to improve students' reading comprehension. In view of this, the experimental group was taught by the researcher using the semantic mapping strategy and this in turn has caused a change in result of the post-test from the pre-test given while the results of the control group remained poor as they were not exposed to the teaching using the semantic mapping strategy.

Following the intervention, the Experimental group, which received instruction using the Semantic Mapping Strategy, saw its average score move up to 9.94, while the Control group, which continued with conventional methods, experienced only a modest increase to 0.80. The most critical observation from this table is the mean gain; the Experimental group improved by an average of 13.20 points, a figure that largely exceeds the Control group's gain of 6.18 points. This substantial difference in improvement strongly suggests that the Semantic Mapping Strategy was far more effective in boosting overall reading comprehension achievement. This proves Brown's (2015) assertion that the semantic mapping strategy is hugely important to students' reading comprehension because its usage, to a large extent, leads to academic success. The semantic mapping strategy can increase the learners' vocabulary, reading comprehension, and make them better readers.

### **Conclusion**

Based on the findings of the study, it can be concluded that when reading comprehension using semantic mapping strategy is taught well, it will enhance understanding of reading materials. Although, semantic mapping is one strategy out of many in helping students during reading comprehension lessons, teachers of the English language are encouraged to use the strategy because it is straight forward and it makes it easier for students to comprehend unknown words or concepts. Teachers of English are also encouraged to be more attentive and interested at following how much their students are able to comprehend texts during reading comprehension lessons.

The study has also revealed that it is possible for students to comprehend a reading text if they are given explicit teaching in semantic mapping. And in the researcher's opinion, students should be given enough time during reading comprehension lessons to learn how to use semantic maps to understand meanings of difficult words and be able to also answer other aspects of the reading comprehension like literal, inferential and critical comprehension aspects.

### **Recommendations**

From the outcome of the study, it is evident that reading comprehension is an important and integral aspect of English Language teaching and learning that when properly handled can lead to students' success in their academics. Since semantic mapping has been proven by this study to be one strategy that can be used to improve students' ability in reading comprehension, the following recommendations are made:

Rather than teach contents only, it might appear advantageous for teachers of the English language wishing to enhance their students' reading comprehension, devote part of their instructional time to teach ways on how students can identify and demystify difficult words and or concepts during reading lessons. Furthermore, it is pertinent then for teachers handling reading



comprehension to be knowledgeable in the use of strategies of teaching reading comprehension, especially, using the semantic mapping strategy. However, explicit teaching in such strategy as semantic mapping should be provided by teachers before students embark on reading comprehension exercises. This will make the students build interest in reading rather than getting frustrated because they come in contact with difficult words and concepts in texts and therefore find it difficult to understand reading texts. This in view will also reduce the high rate of failure in reading comprehension aspects of English Language in public examinations since general poor performance is attributed to poor comprehension of concepts in reading texts. Furthermore, an inclusion of strategies for teaching reading, one of which is semantic mapping, in the curriculum of the English language teaching will go a long way in enhancing both teaching and learning, especially in the area of reading comprehension. Deliberate actions should be taken by the English language curriculum planners to improve the teaching and learning during reading comprehension lessons by doing this. In addition, school administrators should make reading a subject thereby giving it a space on the time table. This is in the bid to make students achieve all round success academically. The researchers are of the view that a student's success in reading comprehension will adversely bring about success in other subjects thereby causing an all-round academic success. Moreover, deliberate efforts backed with the necessary action by the government at all levels need to be made to provide teaching and learning materials especially on reading comprehension and strategies to teach it. Finally, the government and private schools owners should design intermittent refreshers training of teachers of the English language on the strategies like semantic mapping and other methods of teaching reading comprehension.

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# ELECTORATES' PERCEPTION OF ELECTORAL CAMPAIGN MANIFESTOS AND POST-ELECTION PERFORMANCES OF GOVERNORS IN EKITI STATE FROM 2010-2024

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## Abstract

This study examined electorates' perception of electoral campaign manifestos and the post-election performances of governors in Ekiti State from 2010 to 2024. As electoral manifestos serve as key tools for candidates to communicate policy intentions, there is often a gap between campaign promises and actual governance, raising questions about accountability. The study addressed the limited research on how electorates assess the alignment between pre-election pledges and post-election performance across multiple election cycles. Using a mixed-methods approach, data were collected from 400 respondents in Ado-Ekiti, the state capital, through structured questionnaires and focus group discussions. Findings reveal a significant relationship between electorates' perceptions of campaign manifestos and their assessment of governors' fulfillment of promises. Post-election performance was largely influenced by the extent of alignment with campaign pledges, while governance effectiveness, transparency, political communication, and socioeconomic conditions emerged as key determinants of voter perceptions. Furthermore, evaluations of manifesto fulfillment significantly influenced future voting behaviour and political participation. The study concludes that bridging the gap between campaign promises and actual governance is critical for enhancing public trust, accountability, and democratic engagement. It recommends that candidates develop realistic, well-structured manifestos and maintain transparent, effective governance to strengthen electorates' confidence and participation in the political process.

**Keywords:** *Electorates, Perception, Electoral Campaign Manifestos, Post-Election Performances, Governors, Ekiti State*

## Introduction

Ekiti State, created on October 1, 1996, carved out of the old Ondo State, has witnessed significant political developments shaped by its historical, socio-political, and economic contexts. The governance landscape in Ekiti State, Nigeria, between 2010 and 2024, is characterized by various political transitions, policy developments, and challenges that reflect broader national trends. The period saw fluctuating public trust in government, shaped by political rhetoric, perceived performance, and the prevailing economic climate. Electoral campaign manifestos of all these governors vis a vis their administrations are crucial statements that outline the policy proposals, promises, and goals of political parties and candidates during elections. These manifestoes serve as a communication tool between political parties and electorates, presenting a comprehensive vision for governance and policy implementation (Netswera, 1995).



Manifestos often cover a wide range of areas, including economic development, social welfare, education, healthcare, infrastructure, and governance reforms (Okolie, Enyiazu & Nnamani, 2021). Electoral campaign manifestos play significant role in informing electorates about the intended actions and initiatives that candidates and parties plan to undertake if elected (Kedar & Soroka, 2015). Therefore, manifestos are not only important for electorates, but they also serve as a platform for political parties and candidates to articulate their policy agenda and differentiate themselves from their opponents.

However, it is important to note that the relationship between electoral manifestoes and subsequent government actions can be complex. While manifestos provide a blueprint for governance, the actual implementation of policies can be influenced by various factors such as political constraints, resource availability, changing circumstances, and coalition dynamics. For instance, Bowler and Farrel (2016) analyzed the relationship between electoral manifestos and policy outcomes and suggested that while governments make an effort to fulfill their manifesto promises, external factors and political constraints often lead to deviations from the original commitments. Electorates form their expectations based on the information provide by political parties and candidates as well as their own values, beliefs and evaluate the performance of elected officials based on the extent to which they fulfilled their campaign promises (Van Aelst & colleagues, 2012).

Ekiti State, a politically active and influential state in Nigeria, has witnessed several gubernatorial elections within the specified timeframe. Electorates in this state often rely on the campaign manifestos of the various candidates to make informed decisions about who to support. However, there are concerns that the post-election performances of the elected governors may not always align with the promises made during the campaign period.

These potential discrepancies between campaign promises and post-election realities raises important questions about the transparency, accountability, and overall integrity of the electoral process in Ekiti State. It is crucial to understand how electorates perceive the significance and reliability of electoral campaign manifestos, as well as their assessment of the governors' performances in fulfilling these promises.

It is also pertinent to address the problem of the factors that shape electorates' perceptions, the extent to which campaign manifestos influence their voting decisions, and the degree to which the elected governors have been able to translate their promises into tangible outcomes for the people of Ekiti State. The findings of this study can inform policy discussions, enhance voter education, and contribute to the improvement of the electoral process in Ekiti State and in extension to other States of Nigeria.

### **Specific objectives**

The specific objectives include to:

1. Discover how electorates perceive the electoral campaign manifestos presented by governors in Ekiti State from 2010-2024,
2. Analyze the extent to which the post-election performances of governors align with the promises made in their campaign manifestos,
3. Examine the factors that contribute to the Electorates' perception of the fulfillment of campaign promises by governors, and
4. Ascertain how the electorates' perceptions of campaign manifestos and post-election performances influence their voting behavior and future political participation.

### **Literature Review**

Electoral campaign manifestos are official documents outlining the policy proposals, promises, and goals of political parties and candidates. These manifestos serve as essential communication tools between political aspirants and electorates, setting expectations for governance (Okolie, Enyiazu & Nnamani, 2021). They play a crucial role in democratic elections by providing electorates with insights into the policy directions and commitments of candidates, thereby shaping electoral decisions and governance expectations (Kedar & Soroka, 2015).



Campaign manifestos serve several critical functions in democratic governance. Firstly, they provide electorates with a clear understanding of what candidates and parties intend to achieve if elected. This transparency fosters an informed electorate, enabling citizens to make rational choices based on policy preferences rather than personal affiliations or populist rhetoric (Bowler & Farrell, 2016). Secondly, manifestos contribute to political accountability by establishing benchmarks against which elected officials can be assessed. When politicians make explicit promises, citizens and civil society organizations can hold them accountable for fulfilling these commitments.

Another significant function of campaign manifestos is their role in political marketing and branding. Most campaign manifestos are structured around key policy areas such as economic development, education, healthcare, security, and foreign policy. A well-crafted manifesto should be evidence-based, realistic, and aligned with the socio-economic needs of the electorates. Overly ambitious or vague promises can lead to disillusionment and a decline in public trust in political institutions.

Research indicates that campaign manifestos significantly influence voters' behaviour. Electorates often use manifestos as heuristic tools to evaluate party policies and determine which candidate aligns best with their interests (Kedar & Soroka, 2015). In proportional representation systems, where coalition governments are common, manifestos can serve as negotiation frameworks for forming government policies. However, voters' reliance on manifestos varies across different political contexts. In some cases, electorates prioritize candidate personality, historical performance, or party loyalty over policy proposals.

Besides, one of the major criticisms of campaign manifestos is the discrepancy between promises made during campaigns and actual policy implementation. Many elected officials fail to deliver on their manifestos commitments due to political, economic, or institutional constraints (Bowler & Farrell, 2016). For example, in Nigeria, successive governments have pledged to eradicate corruption and improve infrastructures, yet progress in these areas has been inconsistent (Okolie et al., 2021).

Also, the failure of politicians to adhere to manifestos promises can erode public trust in the democratic process. When electorates perceive a pattern of broken promises, political cynicism and voters' apathy may increase. This phenomenon is particularly evident in countries with a history of governance failures, where repeated unfulfilled promises contribute to disillusionment with the electoral process. Therefore, campaign manifestos are integral to democratic elections, serving as blueprints for governance and tools for voters' engagement. They influence electoral choices, shape political discourse, and contribute to democratic accountability.

However, the extent to which manifestos translate into actual policy depends on various factors, including economic constraints, political dynamics, and institutional capacity. Enhancing transparency, strengthening policy monitoring mechanisms, and fostering political accountability are essential for bridging the gap between manifesto promises and governance realities.

## **Empirical Review**

Onuoha and Ochulor (2025) carried a pragma-discourse analytical approach in their study of APC 2023 presidential manifestos. Their analysis focused on how language and rhetorical devices were employed to construct favorable images of candidates while strategically framing policy issues. Their study revealed that manifestos often serve not just as policy documents but as tools for political persuasion, which can obscure vague or unrealistic commitments beneath sophisticated language structures. The study established that the APC candidate employed covert and subtle means to brandish his political opponents' limitations and inefficiency. The scholars primarily used a pragma-discourse analytical approach in their study of APC 2023 presidential manifestos but this study is centered on electorates in Ekiti State perceive electoral campaign manifestoes and post-election performances of governors in the state from 2010 to 2024

Kolawole (2023) conducted a more recent analysis of the 2023 presidential election manifestos of major Nigerian political parties, including the All Progressives Congress (APC), People's



Democratic Party (PDP), and Labour Party (LP). This study underscored the persistent challenge of translating political rhetoric into effective governance. While the study focused on analyzing the presidential election manifestoes of major Nigerian political parties, the current study offers an empirical based analysis of the Electorates perception of electoral campaign manifestoes and post-election performances of governors in Ekiti State from 2010 to 2024.

Further enriching the empirical literature, Moghalu and Ude (2023) evaluated the 2023 presidential manifestos of key candidates through a qualitative lens. Their analysis critiqued the manifestos for lacking coherent philosophical underpinnings and concrete economic frameworks. They also pointed out the absence of detailed anti-corruption strategies, which they identified as a critical shortfall in Nigeria's political development discourse. Their work reinforced previous findings by demonstrating that political parties often prioritize appealing slogans over substantive, actionable policy frameworks. A general weakness observed in most of the candidates' policy documents was the omission of a clear philosophical statement or vision on which their plans are anchored. The failure to anchor economic policy in Nigeria on a philosophical foundation is a major reason for inconsistency of policy and thus the inability to achieve, let alone sustain, long-term success in economic growth that lifts millions out of poverty. Economies that are clearly philosophically anchored, while retaining an element of pragmatism, tend to achieve structural economic transformation better and faster. Rising Asia and the economically advanced western countries offer helpful examples. Economics alone is inadequate to develop any society. Other factors such as values, belief systems (worldviews) matter, and influence the societies and their governments' broader approach to governance that includes how the economy is managed. This study explored the 2023 presidential manifestos of key candidates through a qualitative lens, this current work addressed the Electorates perception of electoral campaign manifestoes and post-election performances of governors in Ekiti State from 2010 to 2024

Solt and Johnson (2018) investigated the relationship between government performance and citizen satisfaction with democracy across various countries. Their cross-national analysis aims to elucidate how perceptions of government effectiveness influence public satisfaction with democratic systems. Utilizing a wide-ranging dataset, the study compares satisfaction levels across different political and cultural contexts. This comparative approach allows for insights into how varying governance structures impact public perceptions globally. The findings suggest a strong correlation between positive evaluations of government performance and higher levels of satisfaction with democracy. The authors argue that effective governance is crucial for maintaining democratic legitimacy and public trust. The authors employed rigorous statistical methods to analyze the data, ensuring the reliability of their findings. By examining a diverse range of countries, the study provides a comprehensive view of the factors affecting citizen satisfaction with democracy. While the quantitative analysis is strong, the paper could benefit from a deeper qualitative exploration of the specific factors that influence perceptions of government performance in different cultural contexts. The study largely emphasizes correlation, which may overlook the complexities of causation between government performance and citizen satisfaction. Solt and Johnson's article makes a valuable contribution to the literature on public administration and democratic satisfaction. By highlighting the critical link between government performance and citizen perceptions, the authors underscore the importance of effective governance in fostering democratic legitimacy. However, the current study focuses on how Electorates perceive the campaign manifestoes and post-election performances of governors in Ekiti State.

World Bank (2017) report explored the intricate relationship between governance frameworks and legal systems across various countries. The document emphasized the essential role that sound governance plays in fostering economic development, reducing poverty, and enhancing social equity. The report outlined how the rule of law is fundamental to effective governance and discussed the importance of legal frameworks in ensuring accountability, transparency, and justice. The authors analyzed how governance quality influences development outcomes, highlighting that weak governance and legal systems can hinder economic growth and exacerbate inequality. The report includes multiple case studies that illustrate successful governance reforms and their positive



impacts on development, and these examples provide practical insights into effective strategies for enhancing governance. The World Bank offers recommendations for policymakers to strengthen governance and legal institutions, emphasizing the need for inclusive participation, capacity building, and the integration of local contexts. The report provides a thorough examination of the connections between governance and law, making it a valuable resource for policymakers and scholars. The inclusion of case studies offers real-world examples of governance challenges and solutions, enhancing the report's applicability. While the report presents valuable insights, some findings may be context-specific and not universally applicable across different countries or regions. This report focused on the intricate relationship between governance frameworks and legal systems across various countries, while the current study is centered on Electorates' perception of campaign manifestoes and post-election performances of Governors in Ekiti State.

## **Theoretical Framework**

### **Correspondence Theory of Truth**

The Correspondence Theory of Truth is one of the earliest and most influential theories of truth, rooted in classical philosophy and later developed within modern analytic philosophy. The central claim of the theory is that a statement is true if it corresponds to objective reality—that is, if what is asserted matches the actual state of affairs in the world (David, 2023).

Gottlob Frege's contributions to logic and the philosophy of language, particularly his distinction between sense (Sinn) and reference (Bedeutung), provided an important conceptual foundation for correspondence-based accounts of truth. In his seminal essay "On Sense and Reference", Frege (1892) argues that linguistic expressions convey meaning at two levels: the sense, which represents the mode of presentation or conceptual content of an expression, and the reference, which denotes the actual object or state of affairs in the world. For Frege, the truth value of a statement depends on its reference; a statement is true if it successfully refers to a fact in objective reality and false if it does not (Frege, 1892).

This conception of truth emphasizes the relationship between language and reality, suggesting that truth is not merely a matter of belief or coherence but is grounded in factual correspondence. Frege's analysis influenced later philosophers such as Russell (1912), who further defended the idea that truth consists in a correspondence between propositions and facts, and Tarski (1944), who formalized the correspondence conception within a semantic framework. Together, these contributions strengthened the theoretical basis of the Correspondence Theory of Truth and clarified its relevance to empirical and evaluative inquiries.

The Correspondence Theory of Truth provides a useful analytical framework for examining the relationship between electorates' perceptions of electoral campaign manifestos and the post-election performances of governors in Ekiti State, Nigeria. In the context of electoral politics, campaign manifestos represent statements of intent, policy commitments, and governance promises made by political candidates to the electorate. According to the Correspondence Theory, such statements can be regarded as true only if they correspond to the objective reality of governance outcomes after the election.

Electorates' perceptions of campaign manifestos play a critical role in shaping voting behavior, as voters generally expect that promises made during campaigns will be reflected in actual policy actions and performance once candidates assume office. When a governor's post-election performance aligns with the commitments outlined in the campaign manifesto—such as the implementation of promised policies or completion of pledged projects—there is correspondence between political representation and objective reality. In such cases, the governor's governance can be considered a truthful representation of the electoral promises made to the electorate.

Conversely, when post-election performance fails to reflect campaign promises, a disconnect emerges between political claims and governance reality. This lack of correspondence undermines the truth value of campaign statements and reinforces public perceptions of deception or insincerity in political communication. Applying the Correspondence Theory of Truth to the



study of electoral manifestos and governance performance in Ekiti State therefore enables a systematic assessment of the extent to which political promises translate into concrete outcomes. By examining the degree of alignment between campaign manifestos and post-election performance, this study contributes to broader discussions on democratic accountability, electoral integrity, and the credibility of political representation. The Correspondence Theory of Truth thus offers a relevant theoretical lens for evaluating whether political actors fulfill their obligations to the electorate in a manner consistent with the realities of governance.

**Methodology**

The study adopted a mixed-methods approach involving both quantitative and qualitative research techniques. The survey method (quantitative research technique) involved the selection of a sample of respondents from a population, administering a standardized questionnaire to them, and thereafter generalizing the result to the whole population. The area of the study is Ado-Ekiti, the capital city of Ekiti State, Nigeria. Ado-Ekiti was selected because it serves as the administrative and political centre of the state and hosts the highest concentration of electorates, particularly civil servants working in various ministries, departments, and agencies. These individuals represent electorates drawn from all sixteen (16) local government areas of the state. The research adopted a statistical model initiated by Taro Yamane to determine the sample size of this study which gave a calculation stated below: sample size of 392 with the calculation state below;

$$\begin{aligned}
n &= \frac{N}{(1+N [e]^2)} \\
&= \frac{20,212}{(1+20,212 (0.05)^2)} \\
&= \frac{20,212}{1+20212 (0.0025)} \\
&= \frac{20,212}{1+ (20212 \times 0.0025)} \\
&= \frac{20,212}{1+50.53} \\
&= 51.53 \\
&= \frac{20,212}{51.53} \\
&= 392.237532 \approx 392
\end{aligned}$$

When sample size,  
N= population;  
E=sampling Error, while  
I=constant

This figure was rounded off to 400. Proportionate sampling was adopted in this. This means that the sample of Civil servants from each ministry were drawn according their population. At the Ministry level, the researcher selected three major departments purposive sampling technique, as these three departments are represented in all the ministries and they are all headed by Directors or Heads of departments. They include: Administration Department, Accounts Department, And Planning, Research and Statistics Department (PRS). At this level, accidental sampling technique was used to sampling only the civil servants who were on duty and met on the spot.

In addition to Survey, Focus Group Discussion was also employed and the Focus Group Guide served as the research instrument. Focus group sessions were held in Ado-Ekiti, among the few civil servants in the selected Ministries such that both male and female staff who were knowledgeable about electoral campaign manifestoes participated. The groups comprise of twelve (12) civil servants employed in the Ekiti State civil service and fall within the age bracket of 25-55. The participants shared the following characteristics in common: communication background and



average exposure to electoral campaign manifestoes. The discussion was recorded with an audio midget and later transcribed into written text. The data gotten were thematically analyzed.

**Results**

**Table 1: Perception of Electorates on Campaign Manifestos**

S/N	How Electorates Perceive Electoral Campaign Manifestos	SA (%)	A (%)	D (%)	SD (%)	Mean	Interpretation
1	The party's policy proposals are clearly outlined in the manifesto.	150 (37.5%)	120 (30%)	80 (20%)	50 (12.5%)	2.96	Agreed
2	The manifesto provides a detailed breakdown of the party's spending plans and budget proposals.	130 (32.5%)	140 (35%)	75 (18.75%)	55 (13.75%)	2.84	Agreed
3	The language used in the manifesto is accessible and understandable.	160 (40%)	120 (30%)	70 (17.5%)	50 (12.5%)	3.00	Agreed
4	The party's key campaign promises are prominently featured.	145 (36.25%)	130 (32.5%)	75 (18.75%)	50 (12.5%)	2.97	Agreed
5	The manifesto clearly articulates how the party plans to fund its programs.	155 (38.75%)	125 (31.25%)	70 (17.5%)	50 (12.5%)	2.96	Agreed
Grand Mean					2.95	Agreed	

Source: Researcher’s Field Survey, 2025

The table provides an insightful examination of how Electorates perceive electoral campaign manifestos based on five key indicators. The mean scores were calculated to interpret the general perception of each statement, with a grand mean of 2.95, indicating that the majority of respondents agree with the statements provided.

The first item assesses whether political parties clearly outline their policy proposals in their manifestos. With 37.5% strongly agreeing and 30% agreeing, the majority of electorates believe that parties present their policies in a structured manner. However, 32.5% (D + SD) of the respondents express skepticism, suggesting that a significant portion of the electorates finds the proposals vague or inadequate. The mean score of 2.96 reflects a generally positive but not overwhelming agreement.

The second indicator evaluates whether the manifesto includes a detailed financial plan. 32.5% of respondents strongly agree, while 35% agree, suggesting that most electorates acknowledge the presence of budget-related information. However, a combined 32.5% disagree or strongly disagree, indicating that many electorates remain unconvinced about the depth or transparency of these financial breakdowns. The mean score of 2.84, the lowest among the five indicators, highlights concerns about the sufficiency of budgetary details in campaign manifestos.

A crucial aspect of an effective manifesto is the simplicity and clarity of its language. This statement received the highest level of agreement, with 40% strongly agreeing and 30% agreeing, leading to the highest mean score of 3.00. This suggests that most electorates find campaign manifestos linguistically accessible, which is essential for engaging a broad electorates. However, 30% of respondents disagree or strongly disagree, indicating that some electorates still struggle with the technicalities or complexity of political language.



Political parties must highlight their core promises to attract voter confidence. Here, 36.25% strongly agree and 32.5% agree, while 31.25% disagree or strongly disagree. The mean score of 2.97 suggests that Electorates generally recognize key campaign promises in manifestos. However, the notable percentage of dissenters raises questions about whether these promises are vague, inconsistent, or overshadowed by less relevant content.

The fifth statement assesses whether political parties explain how they intend to finance their proposed programs. A mean score of 2.96 suggests that electorates acknowledge some level of financial transparency, with 38.75% strongly agreeing and 31.25% agreeing. However, 30% (D + SD) of electorates remain unconvinced, which could indicate skepticism regarding the feasibility or realism of proposed funding strategies.

The grand mean of 2.95 suggests an overall agreement among respondents that electoral campaign manifestos present policy proposals, key promises, and financial details in a somewhat clear and accessible manner. However, the scores are not overwhelmingly high, signaling that while electorates perceive campaign manifestos as informative, they also recognize certain deficiencies particularly in budgetary transparency and the prominence of key promises.

The relatively high agreement levels indicate that most electorates find manifestos to be structured and readable. However, the disagreement levels (averaging around 30%) suggest that a considerable segment of the Electorates struggles with clarity, accessibility, or credibility of the content. The lowest mean score (2.84) for budget breakdowns suggests that electorates are particularly skeptical about financial details in manifestos. This reflects a broader concern about the feasibility and accountability of campaign promises.

The highest mean score (3.00) for language accessibility implies that political parties are making efforts to use simplified, voter-friendly language. However, some electorates still find certain terminologies too complex or ambiguous. The fact that none of the mean scores exceed 3.00 suggests a cautious agreement rather than full confidence in campaign manifestos. This could be attributed to previous experiences with unfulfilled promises, generic language, or a lack of specific, actionable plans.

**Table 2: Fulfillment of Promises**

S/N	Fulfillment of Promises	SA (%)	A (%)	D (%)	SD (%)	Mean	Interpretation
6	The party has delivered on key promises.	140 (35%)	130 (32.5%)	75 (18.75%)	55 (13.75%)	3.03	Agreed
7	The party has been transparent about progress.	170 (42.5%)	140 (35%)	60 (15%)	30 (7.5%)	3.44	Agreed
8	The party has explained unfulfilled promises.	160 (40%)	135 (33.75%)	65 (16.25%)	40 (10%)	3.29	Agreed
9	The party has shown genuine commitment.	100 (25%)	110 (27.5%)	90 (22.5%)	100 (25%)	2.16	Disagreed
10	The party's performance aligns with its manifesto.	130 (32.5%)	140 (35%)	80 (20%)	50 (12.5%)	2.87	Agreed



Grand  
Mean

2.96

Agreed

Source: Researcher's Field Survey, 2025

The table presents an analysis of electorates' perceptions regarding the fulfillment of electoral promises by political parties.

The first indicator examines whether political parties have delivered on key promises. 35% of respondents strongly agree, while 32.5% agree, leading to a mean score of 3.03. This suggests that a majority of electorates believe some campaign promises have been met. However, a notable 32.5% (D + SD) disagree, indicating skepticism among a significant portion of the electorates regarding the extent to which promises have been honored.

Transparency in political governance is crucial for maintaining voter trust. The second indicator, which assesses whether political parties have been transparent about their progress, received the highest level of agreement, with 42.5% strongly agreeing and 35% agreeing. With a mean score of 3.44, this is the highest-rated statement, suggesting that electorates generally perceive parties as providing updates on their performance. However, 22.5% of respondents still disagree or strongly disagree, implying that some believe transparency efforts are insufficient or selective.

A key issue in electoral politics is whether parties provide explanations for unfulfilled promises. This statement garnered 40% strong agreement and 33.75% agreement, resulting in a mean score of 3.29. The relatively high agreement suggests that electorates acknowledge efforts made by political parties to justify unaccomplished promises. However, 26.25% of respondents remain dissatisfied, which could indicate that explanations are either inadequate, insincere, or do not justify the perceived failures.

Commitment to electoral promises is a fundamental expectation from political leaders. The fourth statement, assessing whether political parties have shown genuine commitment, stands out with a mean score of 2.16, which falls into the "Disagreed" category. This indicates that electorates largely believe that political parties lack true dedication to fulfilling their promises. The relatively high percentage of disagreement (47.5% D + SD) highlights a serious concern regarding political accountability and consistency.

The final statement evaluates whether the party's performance aligns with its manifesto. With 32.5% strongly agreeing and 35% agreeing, the mean score of 2.87 suggests that while many electorates perceive a correlation between manifestos and actual performance, a significant 32.5% (D + SD) believe there is a disconnect between campaign promises and governance. This discrepancy underscores the persistent issue of political parties making ambitious commitments that may not be fully realized in practice.

The grand mean of 2.96 suggests that, overall, electorates acknowledge some degree of fulfillment of electoral promises. However, the variations in mean scores reveal important nuances. While political parties are perceived as being relatively transparent (3.44) and providing explanations for unfulfilled promises (3.29), their actual commitment to promises (2.16) is widely questioned. This gap suggests that while communication efforts may be effective, substantive action remains a major issue.

The relatively positive perception of transparency and explanation efforts could indicate that political parties are becoming more aware of the importance of public accountability. However, the low score on commitment suggests that these efforts may be more rhetorical than practical. Electorates appear to appreciate updates and justifications but remain skeptical about whether these translate into tangible outcomes.

While electorates generally agree that political parties have delivered on some promises and maintained transparency, the perception of genuine commitment remains low. This suggests a need for political parties to not only communicate their progress effectively but also take concrete steps to fulfill promises in ways that electorates can clearly recognize and validate. Addressing this gap between rhetoric and action could enhance public trust and improve the credibility of political leadership.



**Table 3: Post-Election Performance**

S/N	Post-Election Performance	SA (%)	A (%)	D (%)	SD (%)	Mean	Interpretation
11	The party has demonstrated effective leadership.	155 (38.75%)	130 (32.5%)	70 (17.5%)	45 (11.25%)	3.32	Agreed
12	The party has made progress on key policies.	150 (37.5%)	135 (33.75%)	75 (18.75%)	40 (10%)	3.25	Agreed
13	The party collaborates with opposition & stakeholders.	180 (45%)	140 (35%)	50 (12.5%)	30 (7.5%)	3.53	Agreed
14	The party has shown sound financial management.	145 (36.25%)	130 (32.5%)	75 (18.75%)	50 (12.5%)	3.15	Agreed
15	The party's decisions align with its manifesto.	100 (25%)	110 (27.5%)	90 (22.5%)	100 (25%)	2.34	Disagreed
Grand Mean					3.12	Agreed	

Source: Researcher's Field Survey, 2025

The table presents an analysis of electorates' perceptions regarding the post-election performance of political parties. The mean scores were calculated to interpret general perceptions, and the grand mean of 3.12 suggests an overall agreement that political parties have performed reasonably well after elections.

The first indicator evaluates whether the party has demonstrated effective leadership. With 38.75% of respondents strongly agreeing and 32.5% agreeing, the mean score of 3.32 indicates that a majority of electorates perceive the party's leadership as competent and decisive. However, 28.75% of respondents (D + SD) express disagreement, suggesting that while many approve of the leadership, a significant minority remain dissatisfied with its effectiveness.

The second statement assesses whether the party has made progress on key policies. A combined 71.25% (SA + A) of respondents agree, leading to a mean score of 3.25. This suggests that electorates generally acknowledge some advancements in policy implementation. However, 28.75% disagree, which implies that some citizens either do not see tangible progress or believe the pace of implementation is insufficient.

Collaboration with opposition parties and key stakeholders is crucial for effective governance. The third statement received the highest level of agreement, with 45% strongly agreeing and 35% agreeing, resulting in a mean score of 3.53. This suggests that electorates perceive the ruling party as engaging in dialogue and cooperation with various political actors. The relatively low 20% disagreement (D + SD) further reinforces this positive perception, indicating that political inclusiveness is relatively well-practised.

Financial management is a critical aspect of governance, and the fourth statement evaluates whether the party has demonstrated sound fiscal responsibility. With 36.25% strongly agreeing and 32.5% agreeing, the mean score of 3.15 suggests that electorates generally perceive the party as managing resources responsibly. However, 31.25% (D + SD) of respondents express doubts, indicating that concerns about financial accountability still exist. This suggests that while financial



management may be perceived as adequate, improvements are necessary to increase public confidence.

The final statement assesses whether the party’s decisions align with its manifesto. This received the lowest level of agreement, with a mean score of 2.34, falling into the “Disagreed” category. 25% of respondents strongly agree and 27.5% agree, but an equal 47.5% (D + SD) disagree, highlighting a major concern regarding political consistency. This suggests that while the party has made some progress in leadership and policy, there is a widespread perception that its governance does not fully reflect the commitments made during the campaign.

The grand mean of 3.12 suggests that, overall, electorates have a positive perception of post-election performance. However, key insights emerge from the variations in mean scores. While leadership effectiveness (3.32), policy progress (3.25), stakeholder collaboration (3.53), and financial management (3.15) are generally well-rated, the lack of alignment between decisions and campaign manifestos (2.34) raises concerns about political accountability and trustworthiness. This discrepancy suggests that while electorates acknowledge governance efforts, they remain skeptical about whether campaign promises translate into real policy actions. Political parties may need to enhance their commitment to campaign promises and improve communication on policy alignment to bridge this gap.

While post-election performance is generally viewed positively, the significant concern regarding manifesto alignment suggests that political parties must work harder to ensure that their governance reflects their electoral commitments. Strengthening policy transparency and ensuring tangible implementation of campaign pledges could help improve public trust and long-term electoral credibility.

**Table 4: Factors that Contribute to the Electorates' Perception of the Fulfillment of Campaign Promises by Governors**

S/N	Factors	SA (%)	A (%)	D (%)	SD (%)	Mean	Interpretation
16	Governance effectiveness significantly contributes to the Electorates' assessment of the fulfillment of campaign promises.	140 (35%)	130 (32.5%)	80 (20%)	50 (12.5%)	2.84	Agreed
17	Transparency significantly contributes to the Electorates' assessment of the fulfillment of campaign promises.	130 (32.5%)	125 (31.25%)	85 (21.25%)	60 (15%)	2.70	Agreed
18	Communication significantly contributes to the Electorates' assessment of the fulfillment of campaign promises.	140 (35%)	135 (33.75%)	75 (18.75%)	50 (12.5%)	2.83	Agreed
19	Socioeconomic conditions significantly contribute to the	120 (30%)	110 (27.5%)	90 (22.5%)	80 (20%)	2.52	Agreed



20	Electoralates' assessment of the fulfillment of campaign promises. Empathy with the masses significantly contributes to the Electoralates' assessment of the fulfillment of campaign promises.	160 (40%)	130 (32.5%)	70 (17.5%)	40 (10%)	3.18	Agreed
Grand Mean					2.81	Agreed	

Source: Researcher’s Field Survey, 2025

The table presents an analysis of factors that influence electoralates’ perception of the fulfillment of campaign promises by governors. The mean scores were calculated to interpret general perceptions, and the grand mean of 2.81 suggests that electoralates generally agree that multiple factors shape their assessment of governors’ fulfillment of campaign promises. However, differences in individual mean scores reveal the relative significance of each factor.

The first factor, governance effectiveness, received 35% strong agreement and 32.5% agreement, resulting in a mean score of 2.84. This suggests that electoralates consider the overall performance of a governor’s administration a key determinant in evaluating whether campaign promises have been fulfilled. However, 32.5% (D + SD) of respondents express disagreement, indicating that while governance effectiveness is crucial, other factors may also shape public perception.

Transparency, as the second factor, received a mean score of 2.70, with 32.5% strongly agreeing and 31.25% agreeing. This suggests that Electoralates value openness in governance and see it as a significant determinant in assessing a leader’s commitment to campaign promises. However, 36.25% (D + SD) of respondents express doubts about the extent to which transparency influences their perceptions, indicating that while it is important, other contextual factors may also play a role.

The role of communication in shaping voter perception scored 2.83, with 35% strong agreement and 33.75% agreement. This indicates that electoralates believe that effective communication from governors about policy progress and challenges significantly influences their judgment. However, 31.25% (D + SD) of respondents disagree, suggesting that communication alone may not be sufficient to convince the electoralates that promises have been fulfilled.

The fourth factor, socioeconomic conditions, received the lowest mean score of 2.52, with 30% strong agreement and 27.5% agreement. This suggests that while electoralates acknowledge that economic and social realities influence their perception of government performance, this factor may not be as influential as governance effectiveness, transparency, or communication. The relatively high 42.5% (D + SD) disagreement indicates that many electoralates may evaluate campaign promise fulfillment independently of broader socioeconomic challenges.

Empathy with the masses, the final factor, received the highest mean score of 3.18, with 40% strong agreement and 32.5% agreement. This suggests that electoralates highly value leaders who demonstrate concern for the struggles of ordinary citizens. The relatively lower 27.5% (D + SD) disagreement further reinforces the notion that emotional connection and responsiveness to public concerns play a crucial role in shaping voter perceptions.

The grand mean of 2.81 indicates that, on average, electoralates agree that governance effectiveness, transparency, communication, socioeconomic conditions, and empathy all contribute to their perception of campaign promise fulfillment. However, the variations in individual mean



scores suggest that some factors such as empathy (3.18) and communication (2.83) are perceived as more influential than others, such as socioeconomic conditions (2.52).

The findings highlight that while governance effectiveness and policy outcomes are important, electorates also place significant emphasis on how leaders engage with the public, communicate progress, and demonstrate empathy. Political leaders aiming to strengthen public trust should prioritize transparency, maintain open communication channels, and ensure that their actions reflect genuine concern for the well-being of the electorates.

**Table 5: Influence of Campaign Manifestos and Post-Election Performance on Voting Behavior and Future Political Participation**

S/N	Influence on Voting Behavior and Participation	SA (%)	A (%)	D (%)	SD (%)	Mean	Interpretation
21	The party's performance in office has influenced my likelihood of voting for them in future elections.	170 (42.5%)	140 (35%)	60 (15%)	30 (7.5%)	3.64	Agreed
22	The party's manifesto and campaign promises have had a significant impact on my voting decisions.	160 (40%)	145 (36.25%)	65 (16.25%)	30 (7.5%)	3.59	Agreed
23	I feel more engaged and motivated to participate in the political process as a result of the party's actions in office.	155 (38.75%)	140 (35%)	75 (18.75%)	30 (7.5%)	3.56	Agreed
24	The party's transparency and accountability have influenced my trust in the political system.	165 (41.25%)	140 (35%)	65 (16.25%)	30 (7.5%)	3.61	Agreed
25	I am more likely to	150 (37.5%)	135 (33.75%)	70 (17.5%)	45 (11.25%)	3.36	Agreed



actively participate in future elections (e.g., volunteering, campaigning, voting) due to the party's performance.

Grand Mean	3.55	Agreed
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Source: Researcher’s Field Survey, 2025

Table 5 examines the influence of campaign manifestos and post-election performance on voting behavior and future political participation. The grand mean of 3.55 suggests a general agreement among respondents that both campaign promises and post-election performance significantly impact their voting behavior and political engagement.

The first statement, assessing whether a party’s performance in office influences the likelihood of electorates supporting them in future elections, received 42.5% strong agreement and 35% agreement, resulting in a mean score of 3.64. This indicates that a party’s governance record plays a major role in shaping voter preferences for subsequent elections. Only 22.5% (D + SD) of respondents expressed disagreement, suggesting that most electorates make future electoral choices based on a party’s ability to fulfill its promises.

The second statement focuses on the impact of campaign manifestos and promises on voting decisions, with 40% strongly agreeing and 36.25% agreeing, leading to a mean score of 3.59. This suggests that electorates consider pre-election commitments when making electoral decisions, emphasizing the importance of well-crafted and credible manifestos. The 23.75% (D + SD) disagreement suggests that while manifestos are influential, some electorates prioritize other factors, such as candidate appeal or party reputation.

The third statement examines whether the party’s actions in office have led to greater political engagement and motivation among electorates. With 38.75% strong agreement and 35% agreement, this factor has a mean score of 3.56, indicating that governance outcomes significantly influence political participation. However, 26.25% (D + SD) of respondents do not feel more engaged, suggesting that for some electorates, political apathy persists despite government performance.

The fourth statement assesses whether the party’s transparency and accountability have influenced trust in the political system, with 41.25% strong agreement and 35% agreement, leading to a mean score of 3.61. This suggests that openness and honesty in governance positively impact public trust. However, 23.75% (D + SD) disagreement highlights that a segment of the electorates remains skeptical of political transparency efforts.

The final statement explores whether the party’s performance has made electorates more likely to actively participate in future elections, including volunteering, campaigning, and voting. With 37.5% strong agreement and 33.75% agreement, the mean score of 3.36 suggests that governance outcomes influence political activism. However, 28.75% (D + SD) of respondents remain indifferent or disengaged, indicating that performance alone may not be sufficient to drive higher electoral participation.

The grand mean of 3.55 confirms that electorates generally agree that campaign manifestos and post-election governance significantly shape their political behavior and participation. However, differences in individual mean scores suggest that performance in office (3.64) and transparency/accountability (3.61) have a slightly stronger impact on voter engagement than campaign manifestos (3.59) or general political participation (3.36).



The findings highlight that political parties must not only make compelling campaign promises but also deliver on them transparently to maintain voter support. Effective governance, trust-building, and accountability remain crucial in shaping future voting behavior and enhancing political participation.

### **Analysis of Findings from Focus Group Discussion**

Focus Group Discussion was conducted among twelve (12) civil servants. In addition to the survey findings, the focus group discussion provided diversified perspectives as follows:

#### **1. Widespread Skepticism toward Campaign Promises**

One of the most prominent findings is the deep-rooted skepticism among electorates regarding campaign promises. Participants consistently viewed campaign manifestos as rhetorical instruments aimed primarily at winning elections rather than as sincere policy commitments.

#### **2. Repetition of Unfulfilled Promises across Electoral Cycles**

The FGD revealed that many campaign promises are recycled from one election cycle to another with little evidence of progress or completion. Participants emphasized that core development issues such as employment creation, infrastructure development, improved healthcare, education, and economic empowerment remain persistent campaign themes without corresponding long-term outcomes.

#### **3. Manifestos Perceived as Unrealistic and Economically Unviable**

Another major finding is the perception that many campaign promises are economically unrealistic. Participants questioned the feasibility of pledges such as free education, free healthcare, and mass employment without clearly articulated funding strategies.

#### **4. Weak Accountability and Absence of Consequences for Non-Performance**

The FGD strongly indicates that the lack of accountability mechanisms is a central factor undermining trust in campaign promises. Participants consistently noted that politicians face no meaningful consequences for failing to fulfill their pledges.

#### **5. Mixed Record of Post-Election Performance**

The data reveal a nuanced assessment of post-election performance. Participants acknowledged that some governors fulfilled certain campaign promises, particularly in areas such as infrastructure development and social welfare policies in education. These achievements were seen as tangible, visible, and impactful, demonstrating that manifesto-driven governance is possible.

#### **6. Persistence of Unfulfilled Commitments in Critical Sectors**

Despite isolated achievements, participants identified several key areas where campaign promises remained unfulfilled. These include irregular salary payments to civil servants, abandonment of projects initiated by previous administrations, inadequate job creation, and weak youth empowerment initiatives.

#### **7. Lack of Policy Continuity across Administrations**

A major structural finding from the FGD is the tendency for successive administrations to abandon projects initiated by their predecessors. Participants viewed this practice as wasteful and politically motivated, prioritizing personal or party recognition over long-term development.

#### **8. Economic Conditions as the Primary Measure of Governance Performance**

The findings show that economic realities strongly shape how electorates assess promise fulfillment. Participants consistently evaluated government performance based on their ability to meet basic needs, secure stable income, and cope with rising living costs.

#### **9. Media Influence and Distorted Perceptions of Performance**

The FGD highlights the influential role of the media in shaping perceptions of campaign promise fulfillment. Participants noted that media coverage is often polarized, with outlets emphasizing either successes or failures depending on political alignment.

#### **10. Transparency Deficits and Poor Government Communication**



Another key finding is that limited transparency in governance fuels public suspicion. Participants argued that when government actions, budgets, and project progress are not openly communicated, electorates assume non-performance.

#### 11. Decline in Trust in the Political System

The cumulative effect of broken promises, weak accountability, and economic hardship is a significant decline in trust in political institutions. Participants expressed a growing belief that politicians prioritize personal interests over public welfare.

#### 12. Shift in Voting Behavior toward Performance-Based Evaluation

Despite declining trust, the findings indicate an emerging shift toward more pragmatic voting behaviour. Participants reported increased reliance on candidates' past performance, credibility, and integrity rather than campaign rhetoric or party loyalty.

#### 13. Rising Voter Apathy and Political Disengagement

One of the most concerning findings is the rise in voter apathy. Many participants reported disengagement from voting due to the belief that elections do not lead to meaningful change.

#### 14. Strong Demand for Institutional and Structural Reforms

The FGD data reveal strong public demand for reforms aimed at restoring trust and accountability. Participants emphasized the need for mechanisms to track campaign promises, strengthen electoral regulations, enhance civic education, and introduce legal consequences for deliberate misinformation.

### **Discussion of Findings**

The study revealed persistent skepticism among electorates regarding the feasibility and implementability of campaign promises, particularly in relation to budgetary clarity and project timelines. This aligns with research showing that political manifestos in emerging democracies frequently suffer from issue ambiguity and personality-driven campaigning rather than clear policy platforms, a pattern that weakens post-election accountability mechanisms (Okolie, Enyiaz, & Nnamani, 2021).

With respect to the alignment between manifesto promises and post-election performance, respondents expressed mixed perceptions. While some governors were acknowledged for fulfilling specific commitments, particularly in infrastructural development—significant shortcomings persisted, including irregular salary payments and abandoned projects. These findings resonate with broader analyses of Nigerian electoral politics that highlight the dominance of vote-seeking over issue-based campaigning and the failure of elected officials to translate party manifestos into concrete governance outcomes (Okolie et al., 2021).

Several factors were found to shape voter perceptions of promise fulfillment. Empathy and perceived responsiveness emerged as important influences, suggesting that electorates value leaders who demonstrate attentiveness to citizen welfare. This finding is consistent with studies indicating that political communication and campaign messaging significantly shape voter expectations and retrospective evaluations of governance performance in Nigerian elections (Bratton, 2008).

Economic conditions also emerged as a critical determinant of voter perception, with financial hardship frequently overshadowing developmental achievements and leading to negative evaluations of governance performance. Empirical studies have shown that in contexts of economic strain, voters are more likely to base political judgments on material conditions and immediate welfare outcomes rather than abstract policy commitments (Lewis & Bratton, 2000; Bratton, Mattes, & Gyimah-Boadi, 2005).

Media influence played a significant role in shaping public perceptions of governance performance. Politically aligned media coverage contributed to polarized interpretations of political outcomes, while misinformation complicated voters' assessments of political promises and delivery. Research on media framing and political communication in Nigerian electoral contexts supports the conclusion that media representations significantly influence public perceptions of political actors and governance credibility (Oso, 2012).



Transparency and accountability were identified as essential for fostering trust between political leaders and the electorate. Participants emphasized that open communication regarding governance challenges enhances public confidence, whereas opacity reinforces suspicion and perceptions of unfulfilled pledges. Related literature on democratic accountability in Nigeria similarly underscores the centrality of transparency and institutional accountability in building public trust in governance and electoral processes (Okibe, 2020).

An emerging pattern identified in the study is the growing prioritization of performance outcomes over manifesto content in voter decision-making. Repeated unmet expectations were found to contribute to voter cynicism and political disengagement. Empirical work on accountability and governance suggests that when electorates perceive a persistent gap between political rhetoric and tangible outcomes, trust in democratic institutions declines and citizen participation diminishes (Schedler, 1999).

Despite widespread skepticism, manifesto documents were found to retain some relevance, particularly among voters seeking policy clarity or political change. However, electoral decisions were increasingly shaped by candidate credibility, past performance, and party identity rather than detailed manifesto provisions. This finding aligns with existing scholarship indicating that Nigerian voting behaviour often reflects personalistic, ethnic, and identity-based considerations over issue-based voting (Lewis, 2007; Bratton, Bhavnani, & Chen, 2012).

The cumulative effect of unfulfilled promises and weak accountability mechanisms has adversely affected citizen engagement, contributing to voter apathy and posing challenges to democratic legitimacy. Consistent with recommendations in political science literature on democratic governance in Nigeria, strengthened accountability frameworks, such as transparent tracking of political promises and enhanced civic education are necessary to restore public trust and reinforce democratic participation (Diamond, 2008; Norris, 2011).

## **Conclusion**

The study concludes that there is a significant positive relationship between electorates' assessment of gubernatorial campaign manifestos and the fulfillment of the promises therein. Post-election performance of governors in Ekiti State is strongly linked to the fulfillment of their campaign promises. Additionally, governance effectiveness, transparency, communication, and socioeconomic conditions significantly influence electorates' evaluation of promise fulfillment. Strengthening accountability mechanisms, promoting transparency, and enhancing civic education are essential for restoring public trust and improving the credibility of electoral manifestos.

## **Recommendations**

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

- i. Political candidates should develop manifestos that are realistic, achievable, and grounded in clear policy frameworks. Manifestos should align with the state's economic and governance realities to ensure that campaign promises are practical and can be effectively implemented.
- ii. Politicians and policymakers should regularly update citizens on the progress of campaign promises through public engagements, media briefings, and digital platforms. Consistent communication helps manage public expectations and facilitates constructive feedback from electorates.
- iii. Civil society organizations and electoral bodies should intensify voter education programs to enable citizens to critically evaluate campaign manifestos and make informed electoral choices.
- iv. Electorates should place greater emphasis on policy proposals, governance track records, and candidates' demonstrated performance rather than relying solely on party affiliations or short-term material incentives.
- v. Civil society groups should collaborate with the media to fact-check campaign promises, monitor government performance, and report findings to the public.



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## EFFECT OF BLENDED TEACHING APPROACH ON GENDER ACHIEVEMENT IN COMPOSITION WRITING IN STATE COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

By

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### Abstract

The importance of effective writing in academics, professional and daily interactions cannot be over emphasised. Thus, the need to ensure that composition writing skills are appropriately and comprehensively taught to teacher trainees, especially as the teaching and learning method had remained traditional. This study investigates the effect of blended teaching approach on gender achievement in composition writing in state Colleges of Education in North Central, Nigeria. It is guided by five research questions and five hypotheses. Using a quasi-experimental design, 75 teacher trainees (38 male and 37 female) who took part in the blended teaching intervention were assessed through pre-tests and post-tests composition writing Assessment Test (WAT, with a validated rubric ( $\alpha = 0.85$ )). Data collection involved scripts from experimental group only. Data analysis used ANOVA and t-tests to compare mean scores. Results reveal significant improvement in writing skills of male taught via blended approach compared to their female classmate. The findings suggest adopting blended teaching to enhance composition writing outcomes for both gender.

**Keywords: blended teaching, composition writing, achievement, gender**

### Background to the Study

Writing is the most complex of all the language skills as it involves translating thoughts, ideas, and feelings effectively into written language with acceptable signs, symbols and images. It remains fundamental medium to acquiring education and the gateway to human development across the world as knowledge is constructed, communicated, and evaluated in formal learning environments. Globally, composition writing achievement is commonly evaluated through four specific indices that capture the multidimensional nature of writing. These indices include content development, organization of ideas, expression, and mechanical accuracy. Content development reflects the depth, relevance, and adequacy of ideas presented in a composition, while organization of ideas refers to logical sequencing, coherence, and paragraph unity. Expression encompass vocabulary choice, sentence variety, tone, and fluency, whereas mechanical accuracy relates to



correctness in grammar, spelling, punctuation, and capitalization. These indices are widely adopted in international assessment frameworks and writing and scoring rubrics because together they provide a holistic measure of writing quality (Hyland, 2019).

Composition writing is a complex cognitive activity that require higher-order thinking skills such as planning, analyzing, evaluating, and synthesizing information encouraging critical thinking, creativity, and metacognitive control. To ensure this skill is appropriately and effectively acquired and enable trainees develop the ability to generate ideas, develop arguments, reflect critically on diverse topics, and support claims with evidence in higher education and graduate students who are able to produce coherent, meaningful, and accurate written texts as evidence of learning and intellectual maturity.

According to Hyland (2019), instead of the traditional teaching methods, the blended teaching has emerged as a dominant pedagogical response to the limitations of purely face-to-face or fully online instruction. This digital transformation reshapes educational delivery worldwide and is broadly defined as the purposeful integration of traditional classroom interaction with digital and online learning experiences, is rooted in constructivist and multimedial theories of learning.

Global research has revealed that blended teaching environments promote deeper learning, interactions and engagement, improves learners' writing performance, extended practice, and individualized feedback, these are all contributory to the development of writing skills (Graham, 2021). Students of college of education need blended teaching method to enable them overcome some significant weaknesses noticed in their writing skills. Some of which include: poor punctuation and expression, misuse of tenses, inability to logically organize ideas and outline a story plot sequentially. Many empirical review has revealed that the use of blended teaching approaches improves achievement across all indices of composition writing.

Gender differences in academic achievement have also attracted scholarly attention in language education. Some studies suggest that female students tend to outperform male students in writing tasks, particularly in expression and mechanical accuracy, while others report negligible differences when instructional conditions are optimized. Blended teaching, with its emphasis on learner autonomy and flexible pacing, has been argued to reduce gender-based disparities by providing equal access to learning resources and feedback (Graham & Harris, 2021). Examining how blended teaching influences composition writing achievement across gender therefore remains a relevant concern.

### **Objectives of the study**

- i. To determine the difference in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria,
- ii. To compare the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria,
- iii. To examine the difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria,
- iv. To determine the difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.
- v. To compare the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.



### Research questions:

- i. What difference exists in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria?
- ii. What is the difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- iii. What is the difference in the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- iv. What is the difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- v. What is the difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria?

### Research Hypotheses

**Ho1:** There is no significant difference in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria.

**Ho2:** There is no significant difference in the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Ho3:** There is no significant difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Ho4:** There is no significant difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Ho5:** There is no significant difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

### Literature review

In order to further reduce the existing distance of females with regard to ICT and learning, there is need to facilitate the application of technology and related tools to bridge the gap in instruction. Gender-sensitive instructional methods should enable exchange of experiences and the formation of information networks (Wiepcke, 2007). E-learning is a significant advancement in the field of education that leverages digital technology. This blended learning approach aims to introduce innovation and shift the prevailing learning paradigm (Nurpianti, et al., 2018). As a combination of different media and methods is realised, blended learning is no longer characterised by mere technology. The integration of group work and in-class phases as well as teletutoring facilitates the "de-technization" of computer application. The identification of female abilities (creativity, ability to communicate, and teamwork) is enhanced by the combination of the learning scenarios, fears of contact are reduced by group dynamics and teletutoring. Thus, the acceptance of this teaching method increases women's difficulties with regard to technology can be better coped with, which results in an increase of motivation (Liening et al., 2007).

The integration of in-class phases facilitates an introduction and an overview of the topic, they motivate to learn, provide the opportunity to get to know each other as well as to form a group.



Thus, the feeling of social isolation can be minimised. The advantages of in-class phases can be enriched with the help of blogs, discussion forums and wikis. The community of learners develops into a community of practice, so that the desired communication and informal exchange are encouraged. Kaismini, et al (2024) investigate the impact of a gender mainstreaming-based blended learning flipped classroom model on the solidarity values and problem-solving abilities of students. This research aims to develop a model for developing a blended learning flipped class based on gender mainstreaming to increase students' solidarity values and problem-solving abilities. The results showed that the developed learning model created more meaningful learning experiences. Solidarity values and problem-solving abilities of students increased when taught with the learning model.

## **Methodology**

This study adopted a quasi-experimental research design, specifically the pre-test, post-test control group design. The population comprised of all NCE II students in state Colleges of Education in North-Central Nigeria. This population was considered appropriate because NCE II students had progressed beyond foundational composition and were being assessed on extended essay writing in General English, making them suitable for evaluating gains in composition. A multi-stage sampling method was used for the study. First, a lucky-dip procedure was applied to select two state Colleges of Education in North-Central Nigeria: College of Education, Akwanga (Nasarawa State) and FCT College of Education, Zuba (Abuja). Within each college, the Department of English was purposively chosen because it directly teaches and assesses composition writing. From the NCE II English classes, 158 students were randomly selected and assigned into two groups: 75 in the experimental group and 83 in the control group. However, only the 75 participants in the experimental group were used for this investigation (38 female and 37 male) Data for the study were collected in three systematic phases to ensure that the impact of the intervention was properly evaluated. In the pre-test phase, the experimental group wrote a Writing Achievement Test (WAT). The purpose of this phase was to establish a baseline measure of the students' writing performance before any instructional treatment was administered. The pre-test essays provided insight into the participants' initial competence in areas such as expression, mechanical accuracy, organization, and content development. This stage was essential for comparing progress and determining the extent of improvement after the intervention. The intervention phase was carried out over a period of six weeks. During this period, the experimental group received instruction through a blended learning approach that combined online modules, digital writing tools, and face-to-face classroom guidance. The students' scripts from the post-test were evaluated using the Writing Skills Assessment Rubric (WSAR), which measured writing competence across the four key components: content, organisation, expression and mechanical accuracy to marking rubrics:20:20: 40: 20 respectively. This comparison of pre-test and post-test scores provided empirical evidence on the effectiveness of the blended learning strategy in enhancing writing performance. The data collected for this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, such as the mean and standard deviation, were employed to summarize and describe the distribution of students' scores between the male and female in the experimental group at the pre-test and post-test stages. Inferential statistics (ANCOVA) were also used to test the hypotheses and determine the significance of observed differences. Specifically, a paired sample t-test was used to examine differences between pre-test and post-test scores.



### Presentation of findings

Objective 1 — Differential effects by gender (experimental group)

**Research question 1:** Is there a significant difference in composition achievement of male and female students taught using blended learning?

Hypothesis H01: No significant difference between male and female students (Post\_Total).

Results — descriptive & tests

Experimental group (Zuba) post-test totals:

- female: M = 43.892, n = 37
- male: M = 41.763, n = 38

Levene's  $p = 0.173 \rightarrow$  variances not significantly different.

Independent-samples t-test (Post\_Total: Male and Female)

$t = 1.016, p = 0.313$  (two-tailed)

Cohen's  $d$  (pooled) = 0.235 (small effect, female > male)

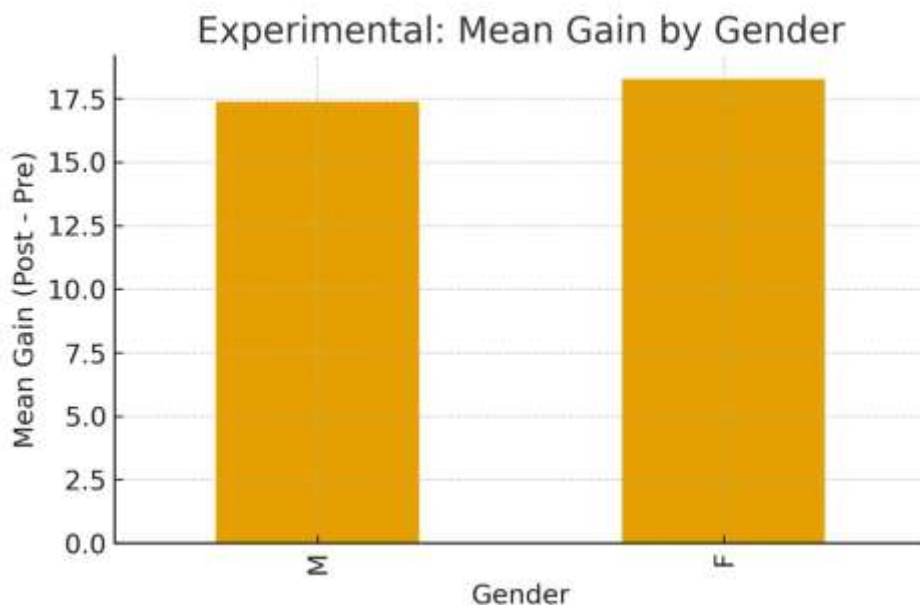
**Table 1 : ANCOVA (Experimental group): Post\_Total ~ Pre\_Total + Gender**

Source	F	p	Partial $\eta^2$ (approx.)
Gender	1.0936	0.2992	0.015
Pre_Total (covariate)	4.8578	0.0307	0.063

Table 1 focuses on gender differences within the experimental (blended) group for overall post-test totals, showing means for males and females, the t-test and the ANCOVA controlling for pre-test totals. The t-test shows no significant difference between males and females on the post-test ( $p = 0.313$ ) and the ANCOVA likewise finds no significant Gender effect while Pre\_Total remains a significant covariate. This implies that male and female students improved similarly under blended learning and that any small difference in post scores can largely be explained by their pre-test scores.

#### (Objective 1 / H01)

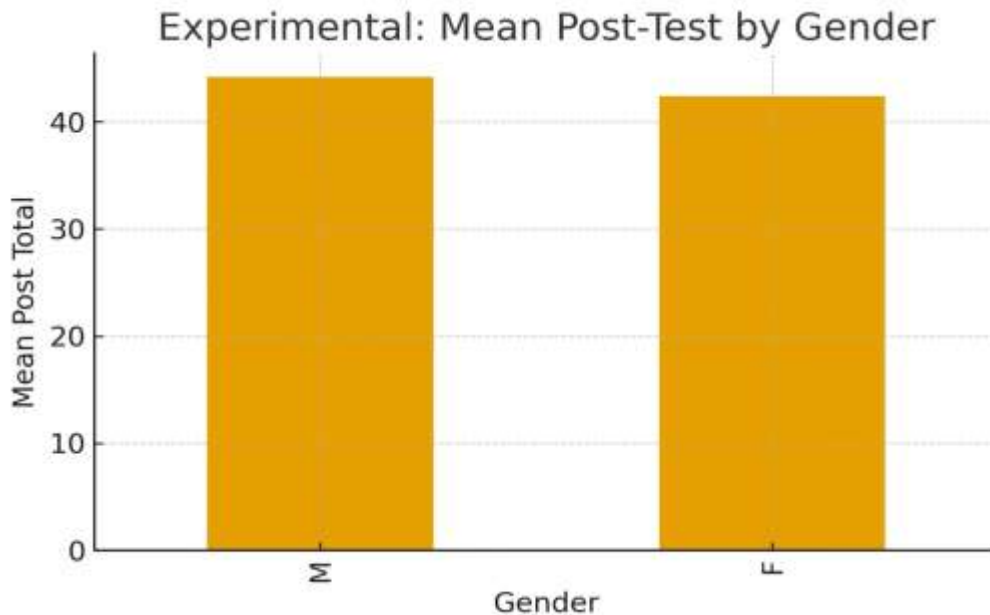
- There is no statistically significant difference between male and female students in their post-test composition totals after the blended learning intervention (both t-test and ANCOVA agree). H01 cannot be rejected.
- The observed effect size is small ( $d \approx 0.24$ ). Pre-test performance explains part of post-test differences (Pre\_Total significant in ANCOVA).





**Figure 1**

Figure 1 shows the mean gain scores by gender in the experimental group. Again the two bars are similar in height, reflecting small differences in gain between males and females. The visual message is that both genders benefited from blended learning to a similar extent, which directly addresses Objective 1 and supports the decision to fail to reject HO1.



**Figure 2**

Figure 2 compares post-test totals by gender within the experimental group. The bars or markers for males and females are close to each other, indicating there is no meaningful difference between genders in post-test outcome under blended learning. This picture supports the findings in Table 1 and helps to quickly see that gender did not drive the outcome of the intervention.

**Research Question 2:** What is the difference in the effect of blended learning on Expression between male and female students?

**Table 2.1: Descriptive Statistics for Expression Gain Scores by Gender**

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	9.35	4.23	0.69	7.96	10.75
Male	37	9.22	4.45	0.73	7.73	10.70

Table 2.1 summarizes the mean performance of students in a blended learning classroom based on gender. The result shows that the mean gain for females is 9.35 as against 9.22 for males. This shows a negligible increase for females. Thus, females seem to perform better in expression when exposed to blended learning.

**Table 2.2: Independent Samples t- Test for Expression Gain Score by Gender**

Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.19	0.67	—	—	—	—	—	—	—
t-test	—	—	0.14	73	0.89	0.14	0.98	-1.82	2.09

No significant gender difference was observed.

Table 2.2 presents the summary of the Levene’s test as well as the t-test. The result shows that the probability value(p-value) is .89. Since  $p > .05$ , the result is statistically not significant. Hence, there is no significant difference in the effect of blended teaching approach on expression in



composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Research Question 3:** What is the difference in the effect of blended learning on the Organisation of Ideas between male and female students?

**Table 3.1: Descriptive Statistics for Organisation Gain Scores by Gender**

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	4.42	2.45	0.40	3.62	5.23
Male	37	4.32	2.38	0.39	3.53	5.12

Table 3.1 summarizes the effect of blended intervention on organizational ideas by gender. The result reveals a mean gain of 4.42 for females and 4.32 for males. This indicates a marginal performance of females over male students.

**Table 3.2: Independent Samples t- Test for Organisation Gain Score by Gender**

Test	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.03	0.86	—	—	—	—	—	—	—
t-test	—	—	0.19	73	0.85	0.10	0.52	-0.94	1.13

No significant gender difference was found.

Table 3.2 presents the summary of the t-test for effect of blended learning on the organisation of Ideas between male and female students. The result shows that the p-value is .86. Since the  $p > .05$ , the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Research Question 4:** What is the difference in the effect of blended learning on Mechanical Accuracy between male and female students?

**Table 4.1: Descriptive Statistics for Mechanical Accuracy Gain Scores by Gender**

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	0.97	1.23	0.20	0.57	1.38
Male	37	0.95	1.18	0.19	0.55	1.34

Table 4.1 summarizes the performance of students in a blended classroom teaching mechanical accuracy based on gender. The result reveals a mean gain of 0.97 for females and 0.95 for males. This indicates a marginal performance of females over male students. The difference is almost negligible.

**Table 4.2: Independent Samples t- Test for Mechanical Accuracy Gain Score by Gender**

Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.09	0.76	—	—	—	—	—	—	—
t-test	—	—	0.15	73	0.88	0.03	0.18	-0.34	0.39

No significant gender difference was observed.

Table 4.2 presents the summary of the t-test for effect of blended learning on the mechanical accuracy between male and female students. The result shows that the p-value is .76. Since the  $p > .05$ , the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

**Research Question 5:** What is the difference in the effect of blended learning on Content Development between male and female students?



**Table 5.1: Descriptive Statistics for Content Gain Scores by Gender**

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	4.84	2.12	0.34	4.14	5.54
Male	37	4.70	2.23	0.37	3.96	5.45

Table 5.1 summarizes the effect of blended on Content Development by gender. The result reveals a mean gain of 4.84 for females and 4.70 for males. This indicates a marginal performance of females over male students in Content Development when taught using blended learning.

**Table 5.2: Independent Samples t- Test for Content Gain Score by Gender**

Test	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.22	0.64	—	—	—	—	—	—	—
t-test	—	—	0.29	73	0.77	0.14	0.48	-0.81	1.09

No significant gender difference was found.

Table 5.2 presents the summary of the t-test for effect of blended learning on the mechanical accuracy between male and female students. The result shows that the p-value is .64. Since the  $p > .05$ , the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

### Discussion of Findings

The finding of the study reveals that students’ performance was enhanced when taught using blended learning. It was also established that there was no significant difference in the performance of students in composition writing based on gender. This implies that male and female students’ performance were not different, but were actually enhanced with positive mean gains and similar increase. This buttresses the point that a good and effective instructional strategy should not segregate students’ performance based on personal characteristics especially gender. This finding is in tandem with Kaismini, *et al* (2024) whose findings revealed that the use of blended learning created more meaningful learning experiences. Blended learning was also found to support the acquisition of problem-solving abilities of students.

### Conclusion

The study empirically investigated how blended learning impacts on performance of students based on gender in an English language composition class. The outcome of the study concludes that blended learning has a positive effect on students’ performance, while helping students develop key soft skills such as problem-solving and initiative taking skills. Blended learning also has a positive effect on students’ performance based on gender, with both male and female students performing well in blended learning environment, with no significant difference in their performance.

### Recommendations

Based on the findings of the study, it is recommended that:

1. Teachers should apply blended learning instructional strategy for teaching English language in tertiary institutions.
2. Teachers should consider the use of flipped classrooms in instruction in classrooms.
3. The school administration should provide support in the form of equipment, machine and learning spaces that support digital enabled classrooms.
4. Periodic training should be provided for the teaching staff on emerging digital applications for instruction and professional development.



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## ỤMUỌKPỤ IGBO: O DOZI KA Ọ BỤ Ọ DỌGHA OBODO?

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### Abstract

There is no gainsaying the fact that issues concerning the culture, tradition and values of the Igbo are male-centered. Meanwhile, women are inevitable factor in discussing peace, unity and progress of any people. Some comments against the daughters of Igbo (ụmuọkpụ Igbo) show that there are some level of disconnect and misunderstanding about the position of these daughters and their duties, for the good of the families and the communities in general. This research is part of the ongoing efforts to redeem the good image of Igbo daughters by exposing and bringing to limelight the duties of ụmuọkpụ to the Igbo communities. This research which took a survey approach, got its authority from structural functionalism theory, to look into the position and activities of Igbo daughters in the five Igbo states, and through a critical analytical discuss, the research stands bold to say that the duties of ụmuọkpụ as builders cannot be rivaled nor contested in all facets of life. This research which will benefit those who ab-initio misunderstood the position of ụmuọkpụ, researchers, and the entire Igbo, gave recommendations for progressive future.

**Keywords:** Ụmuọkpụ, Family, Community, Peace, Progress.

### ỤMỊ EDEMEDE

Ọ bụ eziokwu na okwu banyere omenala na ọdịbendị ndị Igbo kacha metụta ndị nwoke mana ụmụnwanyị bụ e jewe a ghaghị n'okwu ndị banyere udo, ịdịnotu na ọganiihu obodo ọ bụla. Ụfọdu okwu ndị a na-ekwu megide ụmuọkpụ na-egosi na e nwere ọtụtụ nghọtahie banyere ọnođu ha nakwa ọrụ ndị ha na-arụ maka ọdịmma ezinụlọ nakwa obodo n'ozuzu oke. Nchọcha a so na mbọ na-aga n'ihu iji kwụsị aha ọjọọ a na-akpọ ụmuọkpụ site n'igba n'anwu, uru ndị ahụ ụmuọkpụ na-abara obodo. Nchọcha a, nke gbasooro usoro sovee gbagidekwara ụkwụ n'atụtụ nchọcha structural Functionalism Theory, wee leba anya n'ọnođu ụmuọkpụ n'ime steeti ise dị n'ala Igbo, wee sitekwa



na ntucha na ntuchazi ihe ndi a huru wee kwusie ya ike na oru umuokpu dika ndi odozi obodo, e nweghi atu na ngalaba niile nke ndu. Nchocha a nke bu maka odimma ndi naara enwe nghotahie banyere onodu umuokpu n'ala Igbo, ndi na-eme nchocha nakwa umuafu Igbo niile, nyekwara ezi ntuziaka ndi a ga-agbaso maka odiniihu.

### **Okpurukpu okwu: Umuokpu, Ezinulo, Obodo, Udo, Oganiihu**

#### **Ndubata**

Umuokpu putara mbiakota onu nke nwa nwaanyi o bua a muru n'ezinulo ndi Igbo. E nwere ike kpo ha Umumgboto ma o bukwanu umuada. Ihe o putara bu na nwaanyi o bua bu onye Igbo bu nwanji okpu ma o bu nwa ada n'obodo n'ezinulo nakwa n'obodo ahụ a muru ya. Mgbe umunwanyị ndi a sitere n'otu onumara, otu ogbe, otu ime obodo, ma o bukwana otu steeti biakotara onu n'okpuru otu otu, o bu ha ka a na-akpo umuokpu nke ebe ndi ahụ a kporo aha.

N'okwu Ene, (2007:20)

“O bu oke ruuru umunwanyị niile a muru n'otu onumara ma o bu obodo isonye n'otu umuokpu. O bu otu siri ezigbo ike n'okwu ochichi na mmekorita mmadu na ibe ya, n'obodo. O burugodu na nwanji a luru di na mba ozo o ka bukwana Ada/Nwanji okpu n'obodo nna ya. Nke a mere, nwanji o bua na-esoghi n'otu a ga-aburiji, elemanya onye sitere na mba ozo ma o bukwanu onye a mapuru n'iwu maka itinye aka n'aru.

Nwanji anaghi echefu ebe a muru ya n'agbanyeghi ebe o lupuru di.

Ubesie, (1978:84) kwuru,

E mewe nwanji ihe ojoo n'ebe o luru di o na-agbara oso lokwute nna ya. O bu ihe doro nwanji obula anya na n'ulo nna ha ka ha nwere ike igbalata mgbe oso na-achu ha. Mgbe ha sitere ebe di iche iche a na-alu ha lota, ha na-ehiwe otu umuokpu a, were ya na-emezi ala nna ha nke o ga-abu ha gaa ebe a luru ha, ha ewere ebe a muru ha na-eme onu na –anarakwa ugwu na nsopuru ndi so ya.

O naghị adichara umunwanyị Igbo mfe n'iputa na-amanye onu n'okwu banyere ihe ndi na-eme n'obodo dika otu mmadu n'ihia onodu ha hutara onwe ha n'omenala Igbo, mana o buru na ha jikoo onwe ha onu n'okpuru otu umuokpu a na-enye ha ohere ikwu uche ha banyere onodu obodo a muru ha, ma tunyekwa oke nke ha maka odimma nke obodo ahụ. Nke a mekwara umunwanyị ndi lutara di ji asopuru umuokpu otu ahụ ha si asopuru ndi di ha.

N'okwu nke ya n'isiokwu a, Ubesie, (1978:84) siri,

O naghị adi mfe nwanji iru nwoke uka n'ihu n'omenala Igbo, mana o buru na umuokpu ekwuo okwu, o dighi nwoke ma o bu nwanji ga-esi agugo n'ihia na o nweghi onye ga-achọ ka ha goọ ya ofo, n'ihia na ha kwenyere na ofo umuokpu na-ere ire, ebe o bu na ha kwenyekwara na ndi otu ha ndi nke nwuru anwu na-enye ha nkwado.

A na-agbanarikari onodu o bua nwere ike ime ka iwe wee umuokpu n'ihia na o buru na ha ewere iwe na ikwa akwa turu onwe ha n'ala ma o bu kwaa ngwongwo ahijia ma o bu were agalaba osisi kwuchiere mmadu n'onu uzọ ulọ ya, ezigbo nsogbu adila n'ihia na ndi Igbo kwere na nke a ga-ebutere onye nwe ulo ahụ abumonu nakwa mkpochu ihu di iche iche. Ha nwekwara ike ikagbu onu o bua ha buru mmadu ma zachasiakwa unyi ndi ha kpokoro n'ulo mmadu ma o buru na e meedaa ha obi ma meekwa ihe ndi ha na-achọ.

Udi omume ndi a Umuokpu na-eme kpatara otutu mmadu ji na-eze ha eze ma na asokwara ha nsọ ha, mana otutu ndi mmadu na-aghotahie omume ndi a wee na-ahuta ya dika mmegbu, iwa anya, anya ukwu, iyi ndu egwu nakwa idogha obodo kama idozi ya edozi. Ndi di otu a elerughi anya nke oma iji choputa na omume ndi a bu usoro nakwa ngwa oru nke ha ji enweta ihe ha na-achọ nke hiwere isi n'udo, oganiihu na ikpe ziri ezi.

N'uche Ajaeree, (2002:98)



“A na-enye ụmuokpu ugwu ka a ga-asị na ha bu egbe a ga-eji agbagbu mmadu. Umuokpu nwere ike igbasa alumdị na nwunye. Imerime ndi ma chi ha na-efe na-agbara ibanye n’otu umuokpu oso. Ha na-eze nnoko ha eze, n’ihi oke ogu na mgba, omume ojoo ha gasi nakwa eriwe afo eju eju na weta ka e rie, di ha n’ahu.

Onye dere ihe a n’elu nwekwara ike soro n’otu n’ime ndi a na-aghotahie oru umuada na-arụ n’obodo, wee na-akpozi ha odogha obodo.

Ogbalu, (1974:89) haziri okwu nke ya n’udi o dabara wee si

Okwu umuokpu anaghi ekwe ikwu ekwu, ha na-edozi edozi, na-emeghasakwa emeghasa. Ihe okwu a na-akowa bu na umuokpu na-akwalite ma na-emekwa udo n’ebe ndi choroo udo di mana ha nwekwara ike itughari ukwu egwu ha n’ebe onye na-achoghi udo di n’ihi na ha nwere evu nweekwa mfu, a naghi eji olu reberebe achu ajo mmuo”.

### **Atutu Nchocha (Structural Functionalism Theory)**

Atutu nchocha a bu maka onodu mmadu na ibe ya. O na-ahu obodo dika usoro sara mbara ma waakwa otutu ngalaba nke akuku na-ejikota aka n’oru iji kwalite idinotu na nkwugidesike. O na-arupagide aka na njikorita nke di n’etiti otu ewumewu di iche iche nke oha mmadu nakwa otu ha si na-atunye oke nke ha n’ihu na obodo n’ozuzu ya na-aga n’ihu ma kwurukwa chim.

Ndi aha ha kacha puta ihe n’ituputa atutu nchocha a gunyere Emile Durkheim, Talcott Parsons na Robert Merton.

Okpurukpu Isiokwu Nchocha ha

i. Usoro nhazi onodu mmadu na ibe ya

Atutu a lekwasara anya n’usoro onodu mmekorita nke ngalaba di iche iche n’obodo, dika otu ewumewu di iche iche dika ezinulo, mmuta okpukperechi nakwa okwu aku na uba.

ii. Oru Obodo

O kwenyere na ngalaba niile mejuputara obodo nwere oru ha di iche iche, bukwa ndi na-enye aka na nkwudosike nke obodo.

iii. Ndaberikota nke otu ewumewu obodo

A hutara otu ewumewu ndi no n’ime obodo dika ndi dabeere n’ibe ha iji ruo oru otu o kwesiri.

iv. Atutu nchocha a na-akowa na obodo na-aka eguzosiike ma na-arukwa oru nke oma mgbe ngalaba ya niile jikotara aka n’oru iji nwetazuo ochicho ndi mmadu n’otu n’otu nakwa n’ozuzu ha (Memahon, 2024)

### **Uzo di Iche Iche Atutu Nchocha a (Structural Functionalism Theory) Siri kwado Oru Umuokpu**

Atutu nchocha a na-eleba anya n’uzo ngalaba otu ewumewu di iche iche n’obodo si aru oru iji kwagide nkwusike na ezi mmekorita n’obodo.

E nwere ike iji atutu a tlee ma leba anya n’oru ndi ahu di iche iche Umuokpu na-aru n’ime obodo di iche iche n’ala Igbo dika ihu na ihe gara n’usoro kwesiri ekwesiri n’etiti ndi obodo.

Oru ha n’idozi esemokwu na ikpe ikpe ziri ezi na-eme ka udo na idinotu di n’obodo.

Umuokpu na-akwalite mmekorita n’okwu aku na uba; site n’isonye n’atumatu oru mmepe di iche iche, ma na-agbakwa onya ego, nke na-eme ka okwu aku na uba na odimma ndi obodo gbasie ike.

Ha na-echekwa omenala, wee na-enyefe ya site na ndudugandu wee ruo na ndudugandu. Oru ha n’ikwalite odinala, igba nke ma hukwa na ndi mmadu kpara agwa oma n’oha, ikuziri nakwa inye umuagboghho ndumodu, bucha oru di mkpa n’inyefe ihe ndi ahu ndi Igbo kporo ihe baara ya uru, site n’otu ogbo wee ruo n’ogbo ndi nke n’abia n’ihu.



### Ụmụọkpụ Na Ọrụ Ha Dị Iche Ichi N'ala Igbo

Ụmụmgboto Igbo dīcha ka ụmụnwanyị ndị ozo, kama ha nwere odidi puru iche nke mere ha jiri buru ọpuruiche. Otutu n'ime ha mara mma nwanyị a na-alu alu. O na-adiri ụmụọkpụ Igbo mfe inukwata n'ebe o bula ha luru di n'ihu umeala ha, ikwu ezi okwu nakwa mgbasike n'oru ha. A na-ahwakari ụmụọkpụ Igbo ama ma ha luo di na mba n'ihu mgbasike n'oru ha. Ụmụọkpụ Igbo so n'ụmụnwanyị ndi ahụ na-agba mbo soro na-ebu ibu di n'ezinulo, na-azu ụmụaka ha muru n'eleghi di ha anya n'ihu. Ha esoghi n'ụmụnwanyị ndi ahụ na-afanye aka n'ukwu na-aza "weta ka e rie". O di mkpa ka a rutu aka n'ebe a na umeala ụmụọkpụ Igbo nwere e gbochighi ha ikwuputa uche obi ha n'oge niile.

Mgbe Ogbalu (1974:89) kwuru, "okwu ụmụọkpụ adighi ekwe okwukwu, ha na-edozi edozi, o kariha ha na-ekposakwa ekposa', ihe o na-achọ ikowa bu na ụmụọkpụ Igbo bu ndi umeala, mana ihe e ji ike na nchakasi anya eme putu, ha nokwa kwusie ike, n'ihu na eze ndi ahụ ha ji achi ochi ka ha jikwa na-ata aru. Ezinulo ụmụọkpụ Igbo bi n'ime ya na-aga nke oma makana ha na-enweta ezigbo ozuzu banyere nlekota ezinulo. A na-amu ha ka nwa na-ele ha anya n'ihu n'ihu na ha na-ere ure, o kachasi ma ha gaa n'obodo ha, ebe ụmuna ha di. Ndi ogo choro ibia luru nwaokpu o bula ga-enye umuokpu oke nke ha, iji nweta nkwardo ha n'alumalu ahụ.

Ụmụafọ Igbo n'onwe ha na-eji ụmụọkpụ ha eme onu n'ihu mbo ha nakwa igba ha na-eti.

### Ọrụ Ụmụọkpụ N'Okwu Akụ na Ụba

Ụmụọkpụ na-arụ ọrụ di mkpa n'okwu nkwalite akụ na ụba nke ezinulo ha di iche iche, nakwa n'obodo ha n'ozuzu oke. O buru na anyi eleba anya n'oru ugbo, o doro anyi anya na nkume ji isi ulo akụ na ụba ndi Igbo bu ọrụ ugbo, na o bukwana ụmụnwanyị bu ya n'isi. N'okwu Afigbo, (2010:190)

O noghi na mgbagha bu okwu a na-ekwu na ụmụnwanyị bu isi ehi nke a naghị achọ achọ n'ite n'okwu akụ na ụba mba Afirika tupu obibia ndi ocha. Na ngalaba niile bu e jewe aghaghị n'okwu akụ na ụba, ọrụ ugbo, azumahia na mmeputa ihe, ụmụnwanyị ruru ọrụ puru iche. N'oru ugbo, ha weere ubara onuogu ha ruo ihe a huru anya.

Ụmụọkpụ Igbo ketara oke na nkowa a e nyere n'elu ebe a. Ha maara na ọrụ ndi dika ibo ahijia, iko ihe akuku ndi dika ede, oka, akwukwo nri dgz dara ha n'ukwu, ha na-eke onwe ha n'otu n'otu iji hu na ha nyeere ụmuna ha aka n'oru, n'otu aka ahụ kwa ka ha ji enye aka n'oru n'ebe ndi a luru ha. Otu a kwa ka ha si agba mbo iji hu na ụmuna ha nwetara ezigbo aburu ihe akuku ndi na-eru ihe n'ubi ha.

### Ụmụọkpụ Na Azumahia

Site n'ilupu di na mba, ụmụọkpụ na-eweta njiko na ezi mmekorita n'etiti ụmuna ha na ebe ndi di ha. Nke a ga-eme ka azumahia n'etiti obodo abuo ndi a na-aga were were.

N'okwu Afigbo (2010:10)

"N'udi obodo ndi di otu a ndi na-azu ahia na ndi na-aga njem uzọ di anya na-echekwa onwe ha site n'aka ndi na-ana ha utu aghara aghara n'uzo nakwa ndi omekome, site n'iluru nwanji n'ezinulo ndi nwere agba ndi bi n'okporo uzọ ahu ha na-esi aga ahia. Ulo ogo ha nwoke na-aburu ha ebe nlaba nakwa ebe nchekwa ngwa ahia na ngwongwo ha, ndi ahia ha na-abiakwa na-akwu ugwo ndi ha ji ma burukwa ngwa ahia ndi ohuu.

Ihe a e deputara n'elu bu ihe mere eme, n'ebe ụmụọkpụ Igbo di. O bu site n'alumdi ha ka e si waa okpo nzurita ahia nakwa itu mgbere di iche iche. Tupu obibia ndi ocha o buladi mgbe ha biara, ụmụnwanyị buru isi a huru kwawa okpu na ngalaba ufodu nke ndu nke ime obodo, ma norokwa n'isi ufodu arusi. Ụmụnwanyị na-ana ugwu n'obodo site n'ibu onye tiri igba n'azumahia, ọrụ ugbo, ide uri na ikwe akwa (Personal Communication, Owerri, 2025).



### Ụmụọkpụ na Okwu Ọchịchị Obodo

Ụmụọkpụ Igbo amalitelarij itinye ọnu n'okwu banyere ọchịchị obodo, ọ bụladị tupu ọbibia ndi mbiarachịwa (ndi ọcha). Ike ụmụọkpụ kpara n'Ogidi n'afọ otu puku nari itoli na iri na anọ (1914) mgbe ụmụnwanyi ndi na-azụ ahia mere njeghari iwe, nakwa njeghari iwe ndi ọzọ yiri ya, na-egosi ụzọ ụmụọkpụ Igbo siri gboo mkpa okwu ọchịchị ndi dịiri ha.

Afigbo (1972) dika o deputara ya n'Onyesoh, (2021:3)

... e nwere ihe ndekota site kamgbe gboo n'oge ọchịchị mbiarachịwa banyere otu ụmụnwanyi siri jikọọ aka ọnu n'uzọ udo wee megide omume ikpa oke, mmegbu na tigbuo zogbuo. Njeghari iwe iji megide ọchịchị nchigbu nke ndi mbiarachịwa nke ụmụnwanyi mere n'Aba n'afọ 1929 bu ihe aka ebe nyere amamihe na ike ụmụnwanyi n'okwu ọchịchị n'ala Igbo.

Ụmụọkpụ bu otu n'ime otu ụmụnwanyi a haziri ahazi nke ka di ezigbo ire. N'ih i mgbako aka ha ka ha ji nwee ezigbo ugwu na nsopuru n'okwu ọchịchị. Ha na-eso n'idozi esemokwu nakwa ihazighari ihe n'ime ezinulo nakwa obodo. Ndi nwoke na-akwanyekwara ha ugwu nke mere ha ji etinye odimma ụmụnwanyi mgbe ha na-atu atumatu o bula.

Ufodu esemokwu ndi ụmụọkpụ Igbo na-edozi gnyere:

#### i. Esemokwu n'etiti obodo abuo

Akugbo, kowara na mgbe e nwere esemokwu di n'etiti otu obodo na ibe ya, dika okè ala, iyi (mmiri) ikwaso umuagbogho iko n'ike, dgz, o bu oru diiri umuokpu idozi okwu ahụ tupu ya amubaa. Otu n'ime ihe ndi o jiri di mkpa idozi okwu ahụ ngwangwa bu na ndi so n'otu umuokpu nwere ike burukwa ndi luru di n'obodo ndi ahụ na-esesi ha okwu, n'ih i ya ha agaghi achọ ka ọgu daa n'etiti umunna ha na ndi di ha. N'onodu a umuokpu ga-aru oru ndi odozi esemokwu nakwa ndi na-egbo ọgu. (Akagbo 20th August 2025. Personal Communication)

Afigbo, (2010:89) wee kwado akuko a,

... otu n'ime otu ụmụnwanyi umuokpu dika ufodu ndi Igbo si akpa ha, gbasiri ezigbo ike ma dikwa mkpa. Ma ndi nwoke ma ndi nwanyi naara atu ha ujo ma na-asopuru ha. Ha na-agbata n'okwu ndi daputara n'ebe a muru ha, oge o bula ha batara n'okwu, a ga-enwe mkpebi. O bugh i naani na ha na-edozi okwu ndi daputara n'ebe a muru ha kama ha na-akwusi ọgu nakwa esemokwu n'ebe ha luru di.

Site n'ih e deputara n'elu, o doola anya na umuokpu chorọ udo na ezi mmekorita kari mmadu niile makana o buru na ọgu daa, o ga-aka emetuta umuokpu n'uzo abuo, n'ebe a muru ha na ebe ha lupuru di, n'ih i ya ha na-agba ezigbo mbọ iji hu na e nwere udo na ezi mmekorita n'obodo.

#### ii. Esemokwu n'etiti Umunna

Ichie Nwankwo, otu n'ime ndi a gbara ajuju onu na nchocha a, kwuru na mgbe esemokwu daputara n'etiti umunna, oha umunna ga-ebu uzọ nwaa ike ha n'idozi ya bu okwu. O buru na okwu ahụ nyi ha, iji gbochie iburikota nsi na aja, ha na-akpoku umuokpu ka ha bia gbaa ndi ahu na-ese okwu ndu. Umuokpu ga-aza oku a ma meekwa ka udo di n'ih i na o dighi onye na-agbagha okwu ha n'ih e ha kpebiri n'ala nna ha (Ichie Nwankwo: 20th August, 2025, Personal Communications).

#### iii. Esemokwu banyere ala

Okwu banyere ala a bugh i agwo a na-eji ikpo mma egbu. Oge ufodu okwu ala na-esite n'aka nna nna were fere n'aka nna, ma sitekwa n'aka nna wee ruo n'umu. O buru na e meghi ngwangwa iji meghara odachi sitere n'ikpe ala o nwere ike iri isi ndi mmadu.

Oku a na-akpo Umuokpu n'ebe a abugh i ibia kpee ikpe a n'ih i na okwu ala diiri nwoke kama, ihe ha na-abia itinye n'oru bu ihe ahụ umunna ha kpebiri, maka na oge ufodu e bie ikpe, ufodu na-anabata ya, ufodu anaghi anabata. (Ugwumba, August 15, 2025: Personal Communication)

#### iv. Esemokwu N'etiti Di na Nwunye

N'ala Igbo, o bu eziokwu na a na-ahapuru di na nwunye ka ha dozie okwu diiri ha mana o buru na okwu kari n'udi iji ndu egwu egwu, ndi no n'akuku ga-abatazi n'ih i na imi bewe anya ebewe.



N'oge ụfọdu, ụmụna na-ata okwu ata n'ihu na ha agaghi achọ ịta nwa nna ha ụta n'ihu nwunye ya. O buru na onodu di otu a Umukpu na-abata n'okwu ahụ, taa ukwa jaa eze, onye ikpe mara a taa ya uta na-eleghi mmadu anya n'ihu. Umukpu bie ikpe, mgbagha adighi ya. (Emenike, August 2025; Personal Communication)

v. **Esemokwu N'etiti Umụ nwunye Abu**

O buru na umunwunye abuo enwee esemokwu, ndi di ha ga-agbagodu mbu imezi ya bu okwu, mana o buru na o dabaghi, a ga-akpozi umukpu. Chetakwa na onye na-akpo umukpu n'onodu a ga-adi njikere iweta ihe ndi ha ga-eri na nke ha ga-anu o buladi ndi ha ga-ebu ala, tinyekwara ego ugo ha.

Dika Emenike (onye a gbara ajuju onu) siri kwuo, o naara abu onye chechaa ihe ga-efu ya n'aka umukpu ma ha bira ya ikpe, ha adi na mbu gbanaha okwu na uka. O buru na ha bia tinye okwu ahụ onu, o nweghi ihe ozo onye o bua puru ime nabughi iwere ihe ha kpere n'ihu na mgbagha adighi ya. (Emenike 12th August, 2025)

N'agbanyeghi oru ndi a a kporo aha, Umukpu na-aru ha ka nwekwara oru ndi ozo ha na-aruru ndi obodo maka ezi mmekorita mmadu na ibe ya. Oru ndi a gunyere:

i. **Umukpu na-agba ihe ojoo oto**

Umukpu bu ndi a ma ama n'igba ama ihe ojoo a na-ezo ezo n'ala Igbo. O buru na umukpu choputa na e nwere onye ma o bu ndi bu agada gbachiri uzo, ndi ji ikikere ogwu ojoo na otu nzuzo na-emegide ndi mmadu, elemanya ndi obodo ga na-atu ujo ikwu, iji gbanari onwu, umukpu ga-agbakota, o bughi naani na ha ga-atu onye di otu a njo ya n'anya kama ha ga-emeru ogwu ya. Mgbe ufodu ha ga-anyukota mmamiri ha onu wee kwutosia okwu ojoo n'isi onye di otu ahụ. Ha zochaa ebe ahụ mpiata mpija ha alaa, o dighi ihe onye ahụ puru ime (Oguzie Personal Communication July 20, 2025).

ii. Umukpu Igbo na-akwado ihe o bua ga-abu odimma umunna ha. Iji maa atu, o buru na umukpu e zute nwunye nwanne ha nwoke n'uzo, n'ahia ma o bu ebe a na-eme mmemme, o buru na ejiji ya adighi ha mma ma o bukwanu otu o di adighi ha mma, ha ga-ezute nwanne ha nwoke nye ya nkocha otu o kwesiri nke ga-eme ka uche ya diri ya n'ilekota nwunye ya otu o kwesiri. N'otu aka ahukwa ka ha ga-eji baara nwunye nwanne ha nwoke mba ma o buru na ha zute nwanne ha nwoke n'udi na-adighi mma n'anya, ebe o yi efe ruru unyi, di nkikara ma dikwa ka onye agu na-anyu anya. Ha ga-aju nwanyi ahụ ma o bu o hughi di ya anya n'ulo tupu ya adiri otu ahụ puwa ama. Nwanyi di otu a na-arijo umukpu mgbaghara ma kwe ha nkwa na ihe di otu ahụ agaghi emekwa ozo. (Okere, C. Personal Communication, July 19th 2025).

iii. Umukpu na-abata n'okwu metutara onye otu ha

Umukpu anaghi ekwe ka a na-emegide onye otu ha n'ebe ndi di ha, o kachasi ndi nke di ha nwurula anwu, umunne di ha wee na-achozu imegbu ha. Umukpu na-agba mbu n'ihu na a naraghi onye otu ha ala ya, nkwa na ukwa ihe ndi ozo o kwesiri iji lekota onwe ya na umu ya. Otutu oge, ha na-enye aka meziere onye otu ha ulo ya o kachakwa ndi nke ulo ha na-ehi mmiri, ma o bu ndi nke choro idakposi adakposi.

iv. Umukpu Igbo na-esonyere umunne ha ndi nwoke mgbe ha na-aga iluta nwanyi. Dika Adaobi siri kowaa, naani mgbe obi ga-esi nwanyi na-abia di ike na ndi di ya nabatara ya bu mgbe o huru umukpu ndi so bia ikporo ya. Nke ka nke bu na nwafo Igbo o bua na-aga iluta nwanyi ga-achoriri ka umunne ya ndi nwanyi sonyere ya. Onodu umukpu n'emume di otu a ga-enye nwoke ahụ ezigbo mmasiobi ike (Adaobi, Opara, Personal Communication, July 24th 2025)

Otu a kwa ka umukpu Igbo ji enyere umunna ha aka ka ha too ma kwurukwa n'ukwu ha n'okwu aku na uba. N'oge ufodu ha na-akponara umunwanne ha olemole na-azu ha n'akwukwo, ziga ndi ufodu ebe ha ga-amu azumahia ma o bukwanu oru aka ga-abara ha uru. Mgbe ufodu o buru umukpu ndi di ha bu akajiaku, ha na-ayo ya ka o gbazinye nwanne ha nwoke ego iji kwado azumahia nke ya, ma o bukwanu idi na-ebunye ya ngwaahia, e rechaa a kwunye ugwo. O bughi ihe ohuru na umukpu na-akwado ndi di ha ka ha bia wuo ulo nwere agba n'ezinulo a muru ha, iji megbaa umunne ha ihu, o kachasi ndi nke aka na-esighi ike iruta ezigbo ulo n'onwe ha (Okere C. Personal Communication, July 30th 2025).



v. Umuokpu Igbo na-agba ama ndi bara uru

Ha na-atupenye umunna ha azu banyere otu onodu siri di, o kachasi n'oge obodo na ibe ha na-alu ogu. Umuokpu ndi lupuru di na mba aghaghi igbara umunne ha ama banyere nkata o bula a na-akpa iji megide ha. Nke a ga-emezi ka, umunna ha were ututu chowa ewu ojii. Iji chekwaa onwe ha ma gbochikwa ihe ojojo kaara idakwasị ha n'ih na agha e yiri eyi anaghi eri ngworo.

v. Onodu Umuokpu N'oge Akwamozu

Umuokpu na-egosi uru ha bara n'uzo puru iche mgbe o bula a na-eme akwamozu nwanne ha nwoke ma o bu onye o bula n'umunna ha. Malite mgbe ha natara ozi banyere onwu nwanne ha, ruo mgbe a ga-eli ya, ha na-eweputa oge na-aga inonyere ezinulo ahụ mmadu nwunahuru, na-akasi ha obi ma na-esigakwara ha erimeri. O na-abukari ha na-aga zigara ada onye ahụ nwuru anwu ozi n'ebe o bula a luru ya iji gwa ya na nne ya ma o bu nna ya ahapula.

Umuokpu Igbo na-anọ na mbuuzo n'idozi esemokwu o bula daputara n'ebe mmadu nwuru, mana nke ahụ egbochighi ha ibu agha e jiri mara ha. Mgbe ha choputara na elemanya na nwanne ha tara ahuhu nleda na elekotaghi nke oma, site n'aka nwunye ya na umu ya. Ha ga-akpo ndi di otu a gbaa ha ajuju onu otu o kwesiri, o buru na ha asataghi onu ha, Umuokpu ga-ada ha nha gbara okpurukpu nakwa ahuhu kwesiri ha iji gbochie udi ihe ahụ ime ozo. Umuokpu anaghi ala azu, n'isoro gaa juo ase ma o bu mee nchocha ihe kpatara onwu nwanne ha. (Ogbalu, F.N. n.d: 28)

Ndi mere nchocha na-eche na o bu n'ebe a ka ufodu ndi na-aghotahie oru umuokpu na-aru dika odozi obodo, si na-ahutazi ha ka odogha obodo. Ihe ndi di otu a ga-aghota bu na anaghi eji anya reberebe achu ajo mmuo, ozokwa a hapu aru ya gbaa afọ o buruzie omenala. Ihe o bula umuokpu mere, ma ha ji ike ike ma ha ji nwayo nwayo bu maka odimma umunna ha, na mgbatikwu ndi di ha nakwa ndi Igbo n'ozuzuko.

Osuagwu (nd:132) wee kwuo

O bu eziokwu na umuokpu na-eme ka udele ozu daara, ma ha na-eme ka ebe mmadu nwuru na ekpo oku. Ha na-agu egwu di iche iche na-etukwa ozu ahụ aha n'egwu. Ha nwere ike iji aha ya roputa ufodu egwu ha a na-agu na-ekwukwe n'ihe ndi o mere. Ha na-arokwa uka ochi di iche iche.

Ihe ndi a umuokpu na-eme mere ka ndi mmadu chefutụ onodu ojojo ha no n'ime ya site n'ibelatatu iru uju di ha n'obi. Ha ga-anonyegidere ezinulo ahụ mmadu nwunahuru wee ruo mgbe e lifechara mmadu, tupu ha alaa ebe ndi di ha.

### Umuokpu N'Ikwado Atumatu Oru Mmepo Obodo

Umuokpu Igbo na-akwado atumatu oru mmepo ndi a n'oru n'obodo a muru ha dika Anozie (2003:125) siri kowaa.

Ha na-enwere onwe ha nzuko kwa mgbe kwa mgbe. Ha na-atukotara onwe ha ego mgbe onye otu ha na-akwado ilu di. O nweghi ihe gbochiri ha ibagide oru mmepo n'obodo ha iji gosiputa ihunanya ha nwere n'obodo.

Umuokpu Igbo na-ehiwegasị ogige ebe a na-amu aka oru di iche iche, dika ikwa akwa, ikpa isi, ijikwa ebe a na-eme emume, na isi udi erimeri di iche ihe.

Mgbe ufodu umuokpu na-abagide atumatu oru igwuru umunna ha olulu mmiri onunu. Ha na-aruzikwa ulokwukwo na ulogwu. Mgbe o bula ndi obodo na-agba onya ego, maka oru mmepo, umuada na-akporo ndi di ha na umu ha bia kwado umunna ha. Ha na-etinyekwa ego nke ha n'otu n'otu nakwa nke ha tukotara.

Nwachukwu (2006:206) wee kwuo

... ndi otu a gbasiri ezigbo ike, ha zukwara ka e mee... ndi ufodu weere ha dika ndi na-ehekwa odinala obodo. Ha na-etinye uchu ma na-egosiputa mmetuta n'okwu banyere mmepo obodo ha. Ha na-etinye onu n'okwu mgbe o bula a dara iwu obodo. Ha na-ada ndi dara iwu nha ruuru ha...



Ụmuokpu na-egosiputa amamihe ha otu o kwesiri n'ime obodo di iche iche. O bughị naani na ha na-edozi esemokwu nke ndi nwoke na-apughị idozite, ha na-etinye aka ihu na e nwere udo na ida juu n'ime ahia. Ha nwere otu otawaike nke ha, bukwa ndi ha na-eji akpata ugwo ma na-anata ndi dara iwu nha.

### Onodu Umuokpu N'ala Igbo ka O di Ugbu a

O nwebeghi ihe e wepuru n'ime ugwu na nsopuru, o buladi n'anya a na-aso umuokpu n'ala Igbo. E chefukwala na otutu umuokpu Igbo na-agba mbo dara uda na ngalaba oru ha niile ma n'obodo Najirija nakwa na mba ofesi. Otutu n'ime ha jicha okwa di elu n'ochichi goomentị. Nchocha a chetara umuokpu Igbo ndi dika, odz. Ngozi Okonjo Iweala, Odz. Obiageli Ezekwesili, Odz. Kema Chikwe, Nwd. Chimamanda Adichie, Odz. Bianca Ojukwu, obuladi Odz. Dora Akunyili (nke larala mmuo), a ga-akpokwanu ole hara ibe ha. Ndi a bucha umuokpu ndi Igbo ji eme onu. A na-enyeha ugwu na nsopuru ma na-etinyekwa ha n'ihe ndi a na-eme maka odimma ala Igbo (Ahumaraeze, personal communication, August 3rd, 2025).

The offsprings of umuokpu also enjoy much regards and respect from the mother's kinsmen. Different communities in Igbo land call them different names like umu nwa nwa, nwadiala, okele, dgz.

N'ala Igbo a naghị egosi Nwadiala oji ma ya gaa ibe nne ya n'ihia na e kwesighi ihuta ya dika obia. O buru na e gosi ya oji, o nwere ike werechaa oji niile ahụ tinye n'akpa ya ma laakwa, uta adighiri ya. Osuagwu, (nd 3) wee kwuo...

“... n'ebe ufodu ogo ma o bu nwadiala (okene) anaghị awa oji”.

A na-asopuru umu nwa nwa site n'iwepuru ha olu anu ndi e gburu n'ibe nne ha, maka na o bu oke ruuru ha, a naghị agbagha ya agbagha. Umụ nwadiala na-emesara ahu rie ihe o bula ha chorọ iri na-atughị egwu nsi na aja ma o bu ihe ojoo o bula n'ihia na ndi Igbo anaghị emegide umu nwa nwa ha iji gbanari umunne na iwe ndichie, ndi okpu na ndi egede. O na-abu umudiala huta onwe ha n'onodu ize ndu ha na-agbapu oso ndu gaa n'ibe nne ha iji zere ndu.

Achebe, (1958:20) wee kwuo

Okonkwo akwaa ngwongwo kporo ndi nwunye ya na umuaka gbapu n'Umofia wee gbagaa ibe nne ya bu Mbanta iji gaa koo mmapu a mapuru ya n'iwu afọ asaa maka igbu nwa Ezeudu gbara afọ iri na isii n'oge akwamozu enyi ya nwoke. Dika nwadiala ha, ndi obodo Mbanta enweghi ihe ozo ha puru ime karija inabata Okonkwo na ndi ezinulo ya niile ka ha bie afọ asaa. N'otu aka ahukwa, ndi Mbanta jikwara onu nyere ezinulo Okonkwo aka mgbe ha na-alaghachi Umofia mgbe ha nochara afọ asaa ha gbara oso ochu.

O bu nke a kpatara ndi Igbo ji atu ilu si, oso chüwa nwanwa, ya agbagaa ibe nne ya. Mgbe o bula nwa nwa (nwadiala) toruru ihe e ji mmadu eme nwuru, a ga-aga kporuru ndi nna ya ochie (umunna nne ya), o bu ha ga-abia were mbazu igwe maa n'ala ebe ha chorọ ka e lie nwa nwa ha, tupu ndi ga-egwu ala ili amalite gwuwe, ma o bughị otu ahü, o dighi ihe ga-enwe isi. Nkwanye ugwu a bukwa uzọ iji hu na e liri nwa nwa ha n'ebe o kwesiri ga-abukwanu maka odimma ezinulo ya ndi o hapuru laa mmuo.

Nwokpu n'onwe ya nwuo, ndi di ya ga-aga kwanyere umunna ya ugwu dika omenala Igbo siri di.

Osuagwu (nd:131) kwuru,

Site n'abali ubochi ahü o nwuru ndi umuokpu ibe ya ga-abia ura ozu (ikwa abali, iche abali, nche abali). Ha ga-esi mba di iche iche ha luru di bia. Nwada o bula nuru na ibe ya nwuru na-ahapu ihe o bula o ji n'aka jee ebe ahü... Ha nwere ike jide ndi nwunye nwa ya si na ha ga-etigbu ha n'ihia na o bu na ha eletaghi nne di ha anya mere o jiri nwuo. Ha nwere ike kporuta umu ya ndi nwoke ndi ntakiri ma o buru



umu umu ya si na ha juru ikwachiri ya ulo mere mmiri jiri higbuo nwanne ha nwaanyi.

Otu tu mgbe, o buru na ndi Igbo choputa na e lezighi nwaokpu ha anya, ma o bukwanu na e tinyere ya n'oke mkpagbu nke kpatara onwu ya, ha na-azoro egwu aworo (egwu agha) kporo ndi dimkpa gbasiriike gaa buru ozu nwanne ha nwan yi lie ya n'ala nna ya. O doro anya na oke ihe ufodu ndi Igbo na-ana ndi ogo ha ma nwaokpu ha nwuo, dika ehi, mmanya, ji, akwa dgz bu iji tie onwe ha aka n'obi otu ha nwere ike n'ih i oke ihe funahuru ha (nwaokpu).

Otuosiladi, e nwere aka mgba chere ha n'ihu n'ala Igbo. Nke mbu bu n'ebe ndi na-aghotahie oru ndi ha na-aru dika odozi-obodo. Ha wee na-ako asiri di iche iche ma na-emebikwa mmuo ndi mmadu n'ebe umuokpu di, nke na-emezi ka ndi mmadu nwunahuru na-adi mbu were iwe na onuma chebiri umuokpu ma na-eme ha, nkita tagburu enwe, enwe tagburu nkita.

N'agbanyeghi udi mmeso a, umuokpu na-enwetakwa oke ruuru ha n'ih i na o dighi onye gach o inara abumunu ha (Nnedozie, N. 19th August 2025, Personal Communication).

Onodu ojo ozo metutara onodu umuokpu nke metutakwara ndi Igbo niile n'oge e mere nchocha a bu enweghi nchekwa ndu na akunuba nakwa oke iyi ndu egwu na chi bo o a nu ozo nke a na-ahuta n'ala Igbo taa. Ka o di n'oge nchoputa a, ndi o bu egbe ma ndi ntori na-awakpo ndi mmadu aghara aghara na-aturu ndi a na-aturu, na-egbu ndi a na-egbu ma na-anarakwa ndi a na-anara ukwu ego iji gbara onwe ha.

Otu tu obodo di n'ala Igbo a gbaala oso ndu hapu obodo ha gbagaa uzo ije, iji zere ndu. Ufodu obodo n'ala Igbo na-emezi akwamozu na olili ozu umunna ha na mba (uzo ije) iji gbanari mwakpo nke ndi obu egbe.

Onodu ojo o di otu a na-emetuta umuokpu Igbo n'ih i na ha enweghizi ike ilaru n'obodo a muru ha kama, umunna ha na-agbata oso ndu n'ebe a luru ha, ebe ndi na-enweghi nsogbu mwakpo ndi egbu ara obara.

### Mmechi na Ntuziaka

Nchocha a a gbaala ya n'anwu ihe kpatara umuokpu Igbo jiri buru odozi obodo, na-abughi odogha obodo. Oru oma ha iji kwalite udo na oganiihu nke obodo a muru ha bu uru diiri ezinulo ebe a muru ha nakwa oha obodo ah u n'ozuzu oke.

Iji kwado otu oganiihu a idi na-aga n'ihu, nchocha a na-enye ntuziaka ndi a:

- i. Ohanaeze ga-aturu anya ha ala wee huta oru oma ndi ah u umuokpu na-ar u n'obodo, iji tugharia uche ha ma kwusikwa nkato na nkocha ha na-akocha umuokpu, nke ihe kpatara ya bu nghotahie.
- ii. Nwan yi o bula a muru n'ala Igbo nwere ebe o bu nwokpu, n'ih i ya o kwesiri iga sonyere ibe ya n'otu umuokpu iji tunye oke nke ya n'oru idozi obodo.
- iii. Ndi isi ochichi na goomenti ga-agba mb o weghachite nchekwa ndu na akunuba na mpaghara ala Igbo. Ha ga-akwusiriiri ndi o ji egbe ndi a na-awakpo ndi Igbo n'ubi ha, na-akwaso umunwan yi iko n'ike ma na-egbukwa ndi ha na-egbu. O buru na ala dere duu, udo loghachite, umuokpu ga-eji obi ruru ala na-alota n'ala a muru ha iji na-enye aka n'idozi obodo.
- iv. Ndi obodo niile di n'ala Igbo ga na-anabata umuokpu ha na-akwanyere ha ugwu na oke ruuru ha, nke a ga-eme ka ha jiri ezi obi ha na-ar u oru ndi ha na-ar u maka odimma obodo ebe a muru ha.

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