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EFFECTS OF INDIVIDUALISED INSTRUCTIONS ON STUDENTS' PERFORMANCE IN HAUSA LANGUAGE IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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Abstract

Despite Hausa being a widely spoken indigenous language, students' performance in the subject has remained poor, largely due to conventional, teacher-centred teaching methods that limit engagement and comprehension. This study investigated the effects of individualised instruction on students' academic performance in the Hausa language in senior secondary schools in Kaduna State, Nigeria. The study adopted a quasi-experimental design involving pre-test and post-test measures, with 112 Senior Secondary II students purposively selected from two schools: 50 in the experimental group (taught using individualised instruction) and 62 in the control group (taught using conventional methods). The Hausa Language Performance (HLP), a 50-item multiple-choice test, was used for data collection. Mean and standard deviation were used to answer research questions, and the t-test was used to test the hypotheses at the 0.05 level of significance. Findings revealed a significant improvement in the experimental group's post-test performance (mean = 43.52) compared to their pre-test (mean = 29.26), with a mean difference of 14.26 (p = .000). Similarly, the experimental group outperformed the control group (mean = 33.70) by a mean difference of 9.82 (p = .000). The study concluded that individualized instruction significantly enhances students' performance in Hausa language compared to conventional methods. Recommendations include encouraging Hausa language teachers to adopt individualised instruction and providing necessary instructional resources to support its implementation. School authorities should also create a conducive learning environment to facilitate the effective application of this learner-centred approach. The study underscores the importance of tailored teaching strategies in improving language education outcomes in Nigeria.

Keywords: Individualised instruction, Hausa language, academic performance, conventional methods, secondary education, Kaduna State.

Introduction

Hausa is one of the most widely spoken indigenous languages in Nigeria and Africa, second only to English in Nigeria. According to Abdulmumin (2024), Hausa ranks as the eleventh most spoken language globally, with an estimated 150 million speakers in the 21st century. Its 'heartlands' are located in northern Nigerian states such as Kano, Katsina, Sokoto, and Kaduna, as well as parts of the Republic of Niger (Furniss, 1996). Given its cultural and communicative significance, Hausa language is offered as a subject in senior secondary schools across Nigeria, including Kaduna State.

Despite its prominence, students' performance in Hausa language in senior secondary schools has been persistently poor. Factors such as complex content, lack of teaching aids, unfamiliarity with traditional concepts, and student disinterest have been observed to contribute to this trend. However, one major factor repeatedly identified by scholars and educators is the ineffective teaching methods employed in delivering the subject. Conventional methods, especially the lecture method, remain dominant. These approaches are largely teacher-centred and often hinder student participation, critical thinking, and interest, resulting in surface learning and poor academic outcomes (Mbacho, 2013; Macharla et al., 2009).

Effective teaching methods are crucial to improving students' academic performance, particularly in language subjects that require practical engagement, communication, and cultural immersion (Abdulbaqi et al., 2025; Ningi et al., 2024). Muraya and Kimamo (2011) emphasised that the method adopted by a teacher significantly influences students' ability to understand and retain knowledge. In this context, individualised instruction has emerged as a promising alternative to the conventional approach. It is learner-centred and designed to address the specific needs, interests, and pace of each student (Olatoye et al., 2011).

Individualised instruction tailors content, instructional materials, and learning activities to suit the learning styles and capacities of individual students. It emphasises active participation, fosters self-discipline, and promotes deep understanding by allowing students to learn at their own pace. Studies such as those by Abu (1998), Nebpoh (2012), and Aseneau (1994) have confirmed its effectiveness in enhancing student performance and retention across various subjects. Gibney (2001) further noted that individualised instruction can take various forms, including programmed instruction, independent study, computer-assisted instruction, and learning activity packages.

Adamu (2015) posits that when a decline in students' academic performance is observed, the first variable to examine is the instructional method used by the teacher. In the case of Hausa language in Kaduna State, the continued use of conventional methods with limited student engagement may be a significant cause of poor performance. Addressing this issue through individualised instructional strategies could provide a more effective means of teaching, promoting active learning, and enhancing students' academic outcomes in Hausa language.

In light of the above, this study seeks to investigate the effects of individualised instruction on students' performance in Hausa language in senior secondary schools in Kaduna State, Nigeria, to improve teaching methods, increase learner engagement, and ultimately enhance academic performance in the subject.

Statement of the Problem

Effective teaching in any subject requires the use of appropriate instructional methods tailored to the age, needs, and learning styles of students. When teachers fail to adopt suitable instructional strategies, it often results in poor student understanding and achievement. In many secondary schools, particularly in Kaduna State, there are indications that Hausa Language teachers predominantly rely on conventional teaching methods. These traditional approaches, which often emphasise rote memorisation, have been found to limit student engagement and deep comprehension of subject matter.

The persistent poor performance of students in the Hausa Language, as observed in several senior secondary schools in Kaduna State, is a growing concern. Despite efforts to improve teaching and learning outcomes in the subject, students' academic achievement remains below expectations. Adamu (2015) highlighted several factors contributing to this trend, including lack of student interest, unsuitable classroom environments, the complexity of content, and, most importantly, the methods of instruction employed by teachers.

Among the emerging alternatives to conventional teaching methods is individualised instruction, which emphasises personalising learning based on each student's pace, ability, and needs. Research has shown that such learner-centred approaches can significantly enhance understanding, retention, and academic performance. However, in the context of Hausa Language teaching in Kaduna State, the application and effectiveness of individualised instruction remain underexplored.

Therefore, this study seeks to investigate the effects of individualised instruction on students' performance in Hausa Language in senior secondary schools in Kaduna State, Nigeria. It aims to determine whether adopting this approach can serve as a viable strategy for improving students' academic outcomes in the subject.

Objectives of the Study

The study has the following specific objectives:

1. Determine the pre-test and post-test performance of Hausa Language students taught using individualised instruction in senior secondary schools in Kaduna State, Nigeria.

2. Examine the post-test performance of Hausa language students taught using individualised instruction and conventional methods in senior secondary schools in Kaduna State, Nigeria.

Research Questions

This study was guided by the following research questions:

1. What is the pre-test and post-test performance of Hausa Language students taught using individualised instruction in senior secondary schools in Kaduna State, Nigeria?
2. What is the post-test performance of Hausa language students taught using individualised instruction and conventional methods in senior secondary schools in Kaduna State, Nigeria?

Hypotheses

The following hypotheses were stated to guide the study:

1. There is no significant difference between the pre-test and post-test performance of Hausa Language students using individualised instruction in senior secondary schools in Kaduna State, Nigeria.
2. There is no significant difference between the post-test performance of Hausa language students taught using individualised instruction and conventional methods in senior secondary schools in Kaduna State, Nigeria.

Methodology

This study adopted a quasi-experimental research design involving pre-test and post-test measures as proposed by Akorede et al. (2019). The design was chosen for its suitability in school-based studies where intact classes are used, as complete randomisation might interfere with the academic schedule and structure approved by school authorities (Biu et al., 2025). This design helps in controlling potential extraneous variables that could affect the internal or external validity of the findings. The experimental group was subjected to individualised instruction, while the control group was taught using the conventional "chalk and talk" method. Pre-tests were administered to both groups to establish baseline performance levels before treatment. The study utilised a symbolic representation of the design as adapted from Umar (2018), as follows: EG1 (Experimental Group) - O1 X1 O2 and CG1 (Control Group) - O1 X0 O2, where O1 and O2 represent pre- and post-tests, and X1 and X0 stand for individualised and traditional instruction methods, respectively.

The study population comprised all Senior Secondary II students studying Hausa in public secondary schools in Kaduna State, totalling 18,720 students across 12 educational zones. From this population, a sample of 112 students was purposively drawn from two intact classes in Zaria Zone One, serving as the experimental group and the other as the control group. The sample was made up of students from Government Secondary School Tudun Jukun (experimental group, 50 students) and Government Secondary School Kofar Doka (control group, 62 students). This purposive sampling approach ensured representation of both male and female students within a co-educational context, using schools operating the same curriculum, textbooks, and academic schedules, which supported the homogeneity of the sample. The students in both schools were taught by the researcher, with assistance from trained teachers within the schools.

For data collection, a teacher-made instrument titled Hausa Language Performance (HLP) was developed. The test comprised 50 multiple-choice questions drawn from the Senior Secondary II Hausa Language syllabus, covering three content areas: magungunan gargajiya (traditional herbs), sana'o'in gargajiya (traditional crafts), and iskoki (spirits). A table of specifications was created to ensure balanced coverage of cognitive domains, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Emphasis was placed more on knowledge and comprehension levels, which collectively accounted for 34 items. The instrument was validated by experts in Hausa Language and curriculum studies at Ahmadu Bello University, Zaria. A pilot study was conducted at Government Secondary School Kofar Kuyanbana, using 30 students who were not part of the main study to ensure the reliability of the instrument. The test-retest method was applied over a two-week interval, and the results were analysed using Pearson Product-Moment Correlation, yielding a coefficient of 0.89, indicating high reliability.

The data collection process was facilitated through official authorisation obtained via a letter from the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, to the Kaduna State Ministry of Education. With this approval, the researcher implemented the treatment, which lasted 9 weeks in total, 8 weeks for instructional delivery and 1 week for pre-test and post-test administration. The research assistants, trained for two weeks, were guided on how to implement the individualised instructional strategies, administer the test instruments, and record data. Lesson plans for both experimental conditions were prepared by the researcher and aligned with the selected topics from the Hausa curriculum. Pre-tests were administered to all students before the commencement of the treatment. Following the 8-week instructional phase, post-tests were conducted. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while hypothesis 1 was tested using a paired sample t-test and hypothesis two was tested using independent sample t-tests at a 0.05 significance level with the aid of SPSS version 30.

Table 1: TREATMENT PLAN FOR THE STUDY

WEEK	ACTIVITY	TOPIC	COMMENT
Week 1	Pre-treatment	Research assistants orientation	Orientation for research assistants and students to make them familiar with their responsibilities in the study and the nature of the study, and finally pre-test was administered to the students.
Week 2	Treatment	Meaning and types of traditional herbs (Magungunan gargajiya)	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 3	Treatment	Preparation, use and types of traditional herbs	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 4	Treatment	Meaning and types of traditional crafts (Sano'o'in gargajiya)	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 5	Treatment	Butchery (fawa), traditional building (gini), Tennery (jima)	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 6	Treatment	Importance of traditional crafts	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 7	Treatment	Meaning and types of Spirit (iskoki)	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 8	Treatment	The living places of Spirit and the responsibilities offered to them	Students in the experimental group were taught using individualised instructions, while those in the control group were taught using the traditional method of teaching.
Week 9	Ending treatment	Post–test	All students were administered the HLPART, and the scores were compared with the post-test scores to answer the research question and test the hypothesis.

Results

Research Question One: What is the pre-test and post-test performance of Hausa language students taught using individualised instruction in senior secondary schools in Kaduna State, Nigeria?

Table 2: Mean and Standard Deviation of pre-test and post-test performance of Hausa language students taught using individualised instruction

Variable	N	Mean	Std. Dev.	Mean Diff
Pre-test Individualised Instruction	50	29.26	3.002	
				14.26
Post-test Individualised Instruction	50	43.52	2.459	

Source: Field study Data, 2023/2024 academic session

The analysis of data in Table 2 shows pre-test and post-test performance of Hausa language students taught using individualised instruction in senior secondary schools in Kaduna State, Nigeria. The results revealed 29.26 pre-test and 43.52 mean performances with a mean difference of 14.26 for students taught Hausa language using

individualised instruction. The post-test higher than the pre-test performance, implying that individualised instruction is effective in teaching students the Hausa language in senior secondary schools in Kaduna State, Nigeria.

Research Question Two: What is the post-test performance of Hausa language students taught using individualised instruction and conventional methods in senior secondary schools in Kaduna State, Nigeria?

Table 3: Mean and Standard Deviation of post-test performance of Hausa language students taught using individualised instruction and conventional method

Variable	N	Mean	Std. Dev.	Mean Diff
Post-test individualised instruction	50	43.52	2.459	
				9.82
Post-test conventional method	62	33.70	2.168	

The analysis of data in Table 3 shows post-test performance of Hausa language students taught using individualised instruction and conventional methods in senior secondary schools in Kaduna State, Nigeria. The results revealed 43.52 and 33.70 post-test mean performances with a mean difference of 9.82 for students taught the Hausa language using individualised instruction and the conventional method. The post-test performance of students taught using individualised instruction is higher than those taught with the conventional method, which implies that individualised instruction is effective in teaching students the Hausa language in senior secondary schools in Kaduna State, Nigeria.

Test of Hypotheses

Hypothesis One: There is no significant difference between the pre-test and post-test performance of Hausa language students using individualised instruction in senior secondary schools in Kaduna State, Nigeria

Table 4: t-test statistics on pre-test and post-test performance of Hausa language students taught using individualised instruction in senior secondary schools

Variable	N	df	t-cal.	p-value
Pre-test Individualised Instruction				
	50	49	28.494	.000
Post-test Individualised Instruction				

Source: Field study Data, 2023/2024 academic session

The analysis of data in Table 4 shows the difference between the pre-test and post-test performance of Hausa language students using individualised instruction in senior secondary schools in Kaduna State, Nigeria. The results revealed a p-value of .000, which is less than the 0.05 level of significance. The hypothesis is rejected; hence, the difference between the pre-test and post-test performance of Hausa language students using individualised instruction is significant, which means that individualised instruction is effective in teaching Hausa language in senior secondary schools in Kaduna State, Nigeria.

Hypothesis Two: There is no significant difference between the post-test performance of Hausa language students using individualised instruction and those with the conventional method in senior secondary schools in Kaduna State, Nigeria

Table 5: t-test statistics on post-test performance of Hausa language students taught using individualised instruction and those taught with the conventional method in senior secondary schools

Variable	N	df	t-cal.	p-value
Post-test individualised instruction				
	112	110	1.541	.000
Post-test conventional method				

Source: Field study Data, 2023/2024 academic session

The analysis of data in Table 5 shows there is a significant difference between the post-test performance Hausa language using individualised instruction and those taught with the conventional method in senior secondary

schools in Kaduna State, Nigeria. The result revealed a P value of .000, which is less than the 0.05 level of significance. The hypothesis is rejected; hence, the difference between the performances of students taught using Individualised Instruction and the conventional method is significant. The performance favours students taught using Individualised instructions, which means that it is effective in senior secondary schools in Kaduna State, Nigeria.

Discussion of Findings

Based on the analysis carried out on the research questions and the test conducted on the hypothesis. The findings of the study revealed that individualised instruction has a positive effect on the performance of students taught Hausa Language in senior secondary schools in Kaduna State, Nigeria. The result indicated that students taught the Hausa language using individualised instruction recorded a higher performance score in the post-test administered to them as compared to the pre-test. The study revealed that there was a statistically significant difference in the pre-test and post-test of students taught Hausa language using individualised instruction in senior secondary schools in Kaduna State, Nigeria ($p = .000$). The implication of this is that students recorded better in post-test performance in the Hausa language after the application of individualised instruction as compared to their pre-test performance (that is, before the use of individualised instruction). Consequently, hypothesis one, which states that there was no significant difference in the pre-test and post-test performance of students taught Hausa language using individualised instruction in senior secondary schools in Kaduna State, Nigeria, was rejected. These findings upheld the findings of David (2021), which commended that chemistry students should be taught with centred and activity-based methods of instruction. This means that individualised instruction improved academic performance as students can learn at their own pace and receive more individualised feedback, and it can help to develop critical thinking and problem-solving skills, as students are encouraged to take ownership of their learning. The finding is also in agreement with the finding of Anene (2010) discovered that instruction equips students with suitable skills that enable them to secure a job. The result of the study revealed that the individualised instruction method was a viable method for teaching clothing construction. Individualised instruction allows teachers to focus on the needs of each student with motivation and engagement.

The study further revealed that there was a difference in the performance of students taught Hausa language using individualised instruction and those taught using the conventional method in senior secondary schools in Kaduna State, Nigeria. The standard deviation at each level implies that students' performance is at variance with each other. The finding revealed that there was a statistically significant difference between the performance of students taught Hausa language using individualised instruction and those taught using the conventional method in senior secondary schools in Kaduna State, Nigeria ($p = .000$) Consequently, the null hypothesis was rejected because there was a statistically significant difference between the performance of students taught Hausa language using individualised instruction and those taught using conventional instruction in senior secondary schools in Kaduna State, Nigeria. This result implies that students taught Hausa language using individualised instruction have better performance compared to their counterparts taught using the conventional method in senior secondary schools in Kaduna State, Nigeria. This finding is in agreement with some previously conducted studies. Abu (2020), for instance, discovered that there are significant differences between the performance of students who were taught biology using the lecture method, and recommends the use of individualised instruction at all levels. To further reflect on the efficacy of individualised instruction, the findings of the study also agreed with the research conducted by Karam et al. (2019), which found that individualised instruction had significantly higher scores on both pre- and post-tests compared to those who were taught using conventional methods. Additionally, research by Smith and Harris (2018) found that individualised instruction was more effective than traditional methods in helping students retain information over time.

Conclusion

Based on the findings, the study concludes that students taught Hausa Language through Individualised Instruction outperform those taught using the conventional method in Senior Secondary Schools. There is a significant overall difference in the performance of students exposed to Individualised Instruction compared to

those taught with conventional approaches in Kaduna State, Nigeria. In summary, Individualised Instruction proves to be a more effective method for teaching the Hausa Language at the senior secondary school level.

Recommendations

The following recommendations were made in the study:

1. The school management should motivate Hausa Language teachers by providing an environment that is conducive to the effective application of individualised instruction.
2. The school authority should support teachers by making available all the Instructional resources needed for the application of individualised instruction for effective teaching of Hausa Language in senior secondary schools in Kaduna State, Nigeria. This helps to tailor the instruction to their specific needs.

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