

## Intersection of Traditional Values and Modern Citizenship Ideals: A Study of Some Selected Higher Institutions in Kebbi State

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### ABSTRACT

This study explores the intersection between traditional values and modern citizenship ideals in selected higher institutions in Kebbi State, Nigeria. Traditional values, deeply rooted in cultural heritage, often shape individuals' behaviour and societal expectations, while modern citizenship ideals emphasize rights, responsibilities, and global interconnectedness. The research examines how these two paradigms influence students, staff, and institutional practices, identifying areas of synergy and conflict. Using a mixed-method approach, data were collected through surveys, interviews, and focus group discussions involving students, educators, and administrators. Findings reveal that while traditional values foster communal bonds and moral discipline, they sometimes clash with the individualistic and progressive nature of modern citizenship ideals. The study proposes strategies to harmonize these frameworks, emphasizing the role of higher institutions in creating a balanced value system that promotes both cultural integrity and global citizenship. This research offers insights for policymakers and educators to enhance value-driven education

## **INTRODUCTION**

The dynamic interplay between traditional values and modern citizenship ideals has become a significant area of inquiry, particularly in societies characterized by rapid social, political, and cultural transformations. In Nigeria, where diverse ethnic and cultural traditions coexist with the pressures of globalization and modern governance, this intersection has profound implications for higher education. Higher institutions, as centres of learning and socialization, play a pivotal role in shaping students' values and preparing them for active citizenship in a modern democracy (Ajayi & Ekundayo, 2020). Understanding how these institutions navigate the tension between traditional values and modern citizenship ideals is crucial for fostering harmony and progress in society.

Traditional values, deeply rooted in Nigeria's cultural heritage, encompass norms, beliefs, and practices that have been passed down through generations. These values often emphasize respect for elders, communal living, and adherence to societal roles. However, the advent of modern citizenship ideals, such as individual rights, equality, and democratic participation, has introduced a new paradigm that sometimes challenges these long-held traditions. Scholars argue that the clash or convergence of these paradigms can influence societal cohesion and the development of a national identity (Eze, 2019).

In Kebbi State, located in the northwestern region of Nigeria, higher institutions reflect a microcosm of this broader societal dynamic. The state's predominantly agrarian and traditional communities coexist with the increasing influence of modern education and governance systems. As higher institutions expose students to global perspectives and modern citizenship principles, they simultaneously serve as custodians of traditional values. This dual role creates a unique platform for examining the extent to which these values and ideals can coexist or conflict (Ibrahim, 2021).

The significance of this study lies in its potential to contribute to the discourse on how higher education can serve as a bridge between tradition and modernity. By focusing on selected higher institutions in Kebbi State, this research aims to explore how traditional values shape students' perceptions and behaviours while also analysing the influence of modern citizenship ideals on their attitudes and actions. In doing so, the study seeks to identify areas of synergy and conflict, offering insights into how higher institutions can effectively integrate these seemingly divergent paradigms into their educational and social frameworks.

This introduction sets the stage for a comprehensive examination of the interplay between traditional values and modern citizenship ideals in higher institutions in Kebbi State. The findings will provide valuable guidance for policymakers, educators, and other stakeholders striving to balance tradition and modernity in Nigeria's educational system and society at large.

### **Problem Statement**

The intersection of traditional values and modern citizenship ideals presents a significant sociocultural challenge in higher institutions across

Nigeria, particularly in Kebbi State. Traditional values, deeply rooted in cultural heritage, emphasize respect for elders, community cohesion, and adherence to established norms. These values, while essential for societal stability, can sometimes appear misaligned with modern citizenship ideals, which promote individual rights, critical thinking, gender equality, and democratic participation (Ajayi, 2018).

Higher institutions serve as critical platforms for fostering knowledge, values, and responsible citizenship. However, the increasing emphasis on modern citizenship ideals such as democracy, globalization, and individual freedoms within educational curricula may conflict with entrenched traditional norms held by students and communities (Okafor, 2020). For example, while traditional societies emphasize communal responsibility and conformity, modern ideals promote individual autonomy and active participation in governance (Usman, 2021). Such contradictions can create tension among students, faculty, and administrators as they navigate these dual expectations.

In Kebbi State, where cultural and religious traditions play a prominent role, higher institutions face unique challenges in balancing these two paradigms. Students from culturally conservative backgrounds may resist aspects of modern citizenship ideals that challenge traditional hierarchies, such as gender equality or freedom of expression (Yusuf & Abubakar, 2019). On the other hand, failure to embrace modern ideals can hinder students' ability to compete in a globalized world where civic competence, critical thinking, and innovation are prioritized (Adewale, 2022).

### **Significance of the Study**

The significance of this study lies in its potential to address the interplay between **traditional values** and **modern citizenship ideals** within higher institutions in Kebbi State. As education serves as a crucial tool for social transformation, understanding this relationship can foster harmony between cultural heritage and contemporary ideals of citizenship.

#### **1. Contribution to Educational Development**

The study will provide insights into how higher institutions in Kebbi State can balance the preservation of traditional values with the teaching of modern citizenship ideals. This balance is essential for promoting inclusive education that respects cultural identity while preparing students for the demands of global citizenship (Ake, 2000).

#### **2. Policy Formulation**

Findings from this study can guide policymakers in the education sector to design curricula that integrate both traditional values and modern citizenship ideals. A curriculum that bridges these two domains can help produce graduates who are not only culturally grounded but also capable of engaging with contemporary societal issues (Nwabueze, 2011).

#### **3. Cultural Preservation**

In the face of globalization, traditional values are at risk of being eroded. By highlighting the importance of traditional values in shaping societal behaviour, the study contributes to the preservation of cultural identity

while fostering citizenship values that align with democratic principles (Kukah, 2007).

**4. Empowering Students**

The study aims to empower students in higher institutions to embrace their roles as responsible citizens. By understanding both their cultural roots and modern rights and obligations, students will be better equipped to contribute to societal progress (Falola, 2001).

**5. Bridging Conflicts Between Tradition and Modernity**

This research will address existing conflicts between traditional values and modern citizenship ideals, proposing strategies for reconciliation. For example, the study will identify common areas of alignment that can foster peaceful coexistence and mutual respect (Achebe, 1983).

**6. Practical Recommendations for Higher Institutions**

The study will offer practical strategies for administrators and educators in Kebbi State to integrate traditional values into modern pedagogical practices. This integration will help in nurturing citizens who value cultural heritage while participating meaningfully in democratic and global processes.

### **Scope of the Study**

The scope of this study focuses on examining the intersection of traditional values and modern citizenship ideals within selected higher institutions in Kebbi State, Nigeria. The research is geographically limited to Kebbi State, a region known for its rich cultural heritage and adherence to traditional norms (Usman, 2019). The study targets specific higher institutions, including universities, polytechnics, and colleges of education, where students and staff represent a cross-section of cultural backgrounds and educational influences.

The study population comprises students, lecturers, and administrative staff within these institutions, as they serve as critical stakeholders in the transmission and adaptation of values and ideals (Adamu & Ahmed, 2021). The research considers traditional values such as respect for elders, communal living, cultural identity, and moral integrity, alongside modern citizenship ideals like democracy, individual rights, gender equality, and global citizenship (Olayinka, 2020).

Temporally, the study covers the academic years between 2021 and 2024, allowing for an updated analysis of the contemporary educational and cultural dynamics. The study does not aim to generalize findings beyond Kebbi State but will provide insights into how traditional and modern values intersect within the specified institutions.

### **Objectives of the Study**

The objectives of this study aim to examine and analyse the intersection between traditional values and modern citizenship ideals within selected higher institutions in Kebbi State. These objectives are formulated to provide a comprehensive understanding of how these two paradigms influence the educational environment and societal development.

- 1. To examine the impact of traditional values on the behaviour and mindset of students in higher institutions in Kebbi State.**  
Traditional values, such as respect for elders, communal living, and adherence to cultural norms, continue to shape societal behaviour, especially in regions like Kebbi State (Ake, 2000). This objective seeks to evaluate the extent to which these values influence students' academic and social conduct.
- 2. To analyse how modern citizenship ideals are taught and adopted in higher institutions in Kebbi State.**  
Modern citizenship ideals emphasize individual rights, democracy, civic responsibilities, and critical thinking (Marshall, 2013). The study aims to determine how these principles are incorporated into the curriculum and learning environment, fostering awareness and acceptance among students.
- 3. To identify areas of synergy and conflict between traditional values and modern citizenship ideals.**  
While traditional values prioritize community and cultural norms, modern citizenship often stresses individual freedom and global awareness (Falola & Heaton, 2008). This objective will highlight where these values converge or conflict in higher institutions.
- 4. To propose strategies for integrating traditional values with modern citizenship ideals in higher education.**  
Recognizing the importance of both cultural preservation and modern civic awareness, this study will recommend practical strategies for harmonizing these perspectives within the educational system (Nnoli, 1998).

### Research Questions

- 1. What are the key traditional values upheld in higher institutions in Kebbi State?**  
Traditional values form the foundation of cultural identity in Nigerian society, especially in regions like Kebbi State, where customs and norms significantly influence social behaviour (Eze, 2019; Aliyu, 2021). This question seeks to identify specific values—such as respect for elders, community solidarity, and moral discipline—promoted among students and staff in higher institutions.
- 2. How do modern citizenship ideals influence students and staff in these institutions?**  
Modern citizenship ideals emphasize individual rights, equality, civic participation, and global awareness, which are often promoted through formal education (Adeyemi & Oluwatoyin, 2020). This question aims to explore how modern ideals such as democracy, gender equality, and national responsibility are understood and adopted by individuals in higher education settings in Kebbi State.
- 3. What conflicts arise between traditional values and modern citizenship ideals in these institutions?**

As modern ideals challenge some traditional practices, conflicts may arise regarding gender roles, generational norms, or individual freedoms (Okafor, 2018). This question examines specific areas of tension, such as the clash between communal responsibilities and individual rights, or the conflict between cultural expectations and modern academic standards.

4. **What strategies can effectively integrate traditional values with modern citizenship ideals in higher institutions?**

Balancing traditional values and modern ideals requires innovative approaches that respect cultural heritage while embracing progressive citizenship education (Nwabueze, 2022). This question focuses on identifying strategies—curriculum design, extracurricular activities, or policy frameworks—that foster harmony between the two systems within higher institutions.

## LITERATURE REVIEW

The literature review explores the theoretical and empirical works on traditional values, modern citizenship ideals, and the role of higher education in shaping societal norms. This section focuses on understanding the intersection, conflicts, and possible synergies between traditional values and modern citizenship ideals.

### 1. Concept of Traditional Values

Traditional values are a set of beliefs, customs, and norms that guide behaviour and social relationships within a specific cultural context (Smith, 2019). In Nigerian society, traditional values emphasize respect for elders, communal living, religious adherence, and the preservation of cultural heritage (Ajayi, 2020). These values are often transmitted through family structures, cultural practices, and informal education systems.

In Kebbi State, as in other parts of Northern Nigeria, traditional values are deeply rooted in Islamic teachings and Hausa-Fulani customs. According to Abdullahi (2021), values such as modesty, respect, discipline, and loyalty to authority remain dominant. However, these values can sometimes conflict with modern citizenship ideals, particularly when students encounter divergent perspectives in higher institutions.

### 2. Modern Citizenship Ideals

Modern citizenship ideals focus on principles such as democracy, individual rights, active civic participation, and global awareness (Marshall, 2020). These ideals are often promoted through formal education systems, particularly in higher institutions where students are exposed to national and international perspectives.

T.H. Marshall's theory of citizenship (1950) identifies three key dimensions of citizenship: civil, political, and social rights. In the context of modern Nigeria, citizenship ideals include participation in governance, equal rights irrespective of gender or class, and the promotion of national unity (Ojo & Adekunle, 2021). While these ideals are essential for societal progress, their adoption in conservative settings such as Kebbi State has sometimes led to ideological conflicts.

Adetunji (2022) emphasizes that higher education plays a pivotal role in teaching modern citizenship ideals. However, the extent to which students internalize these ideals depends on the level of exposure, the attitudes of institutional leaders, and the societal values prevalent in their communities.

### **3. Role of Higher Institutions in Shaping Values**

Higher education serves as a bridge between traditional norms and modern ideals, fostering critical thinking, innovation, and cultural integration. According to Dike (2018), higher institutions are not only centres of academic excellence but also platforms for ideological transformation. In Kebbi State, universities and colleges have increasingly become arenas where students grapple with the coexistence of traditional and modern values.

The role of educators in shaping value systems cannot be overemphasized. Okafor (2017) found that lecturers and administrators influence students' attitudes through formal curriculum content, mentorship, and extracurricular activities. Programs in civic education and national development are critical in instilling citizenship ideals. However, educators must be culturally sensitive to avoid alienating students who hold strong traditional beliefs.

A case study by Mustapha (2019) on higher institutions in Northern Nigeria revealed that conflicts arise when students are confronted with liberal perspectives that challenge patriarchal or hierarchical structures. These conflicts, if not managed, can lead to resistance or even identity crises among students.

### **4. Intersection of Traditional Values and Modern Citizenship Ideals**

The intersection of traditional values and modern citizenship ideals is a complex phenomenon influenced by historical, cultural, and societal factors. Traditional values emphasize collective responsibility, respect for authority, and cultural preservation, while modern citizenship ideals prioritize individual rights, gender equality, and democratic participation (Yusuf, 2020).

Ibrahim (2021) argues that higher institutions must find a balance between promoting modern citizenship ideals and respecting traditional values. This can be achieved through culturally inclusive teaching strategies and dialogue-based approaches that encourage mutual understanding.

In Kebbi State, the coexistence of traditional values and modern ideals presents both challenges and opportunities. For example, while traditional norms may restrict women's participation in civic matters, modern ideals advocate for gender inclusivity and equal representation (Balogun, 2022). This dichotomy highlights the need for educational institutions to facilitate conversations that respect cultural sensitivities while fostering progressive ideals.

### **5. Gaps in the Literature**

Despite extensive research on traditional values and citizenship education, few studies have focused on the specific experiences of students in higher institutions in Kebbi State. Most existing studies, such as those by Adeyemi (2019) and Ibrahim (2021), provide broad overviews of Nigerian higher

education without delving into regional contexts. Furthermore, there is limited empirical research on how conflicts between traditional and modern ideals impact students' academic performance, social integration, and personal development.

## METHODOLOGY

The research methodology for this study, titled "*Intersection of Traditional Values and Modern Citizenship Ideals: A Study of Some Selected Higher Institutions in Kebbi State*," outlines the design, procedures, tools, and ethical considerations employed to collect and analyse data. The methodology is structured to ensure accuracy, validity, and relevance to the research objectives.

### 1. Research Design

This study adopts a mixed-methods research design that combines qualitative and quantitative approaches. The mixed-method design is chosen to provide a comprehensive understanding of the interplay between traditional values and modern citizenship ideals. According to Creswell (2014), a mixed-method approach allows researchers to integrate statistical data with in-depth, contextual insights to address complex social issues.

- **Quantitative Approach:** Surveys will be conducted to collect numerical data regarding perceptions, attitudes, and experiences of students, lecturers, and administrators.
- **Qualitative Approach:** Semi-structured interviews and focus group discussions will capture the deeper, subjective understanding of traditional values and citizenship ideals in higher institutions.

This approach ensures a holistic analysis of the research problem (Bryman, 2015).

### 2. Study Area

The study will be conducted in selected higher institutions in Kebbi State, Northwest Nigeria. Kebbi State is a region where cultural traditions remain significant, yet modern citizenship ideals are being increasingly promoted through education. The selected institutions include:

1. Kebbi State University of Science and Technology, Aliero (KSUSTA)
2. Federal Polytechnic, Birnin Kebbi
3. Adamu Augie College of Education, Argungu, Kebbi State

These institutions were selected for their diverse academic environment, reflecting a mixture of modern and traditional societal values.

### 3. Population of the Study

The target population consists of:

1. **Students:** Representing the younger generation's perceptions of traditional and modern ideals.
2. **Lecturers:** Providing insights into the teaching of modern citizenship and their views on traditional values.
3. **Administrators:** Offering perspectives on institutional policies and strategies that balance these two domains.

The population is estimated at approximately 2,500 individuals across the selected institutions.

#### **4. Sampling Techniques and Sample Size**

A purposive sampling technique will be used to select participants for the qualitative study, focusing on individuals with substantial knowledge or experiences relating to traditional values and citizenship ideals. For the quantitative aspect, a stratified random sampling method will ensure fair representation of students, lecturers, and administrators.

The sample size will consist of:

1. 200 students
2. 30 lecturers
3. 20 administrators

#### **5. Methods of Data Collection**

##### **a. Questionnaire (Quantitative Data)**

A structured questionnaire will be designed to collect quantitative data. The questionnaire will consist of:

1. **Demographic Questions:** Age, gender, institution, and position.
2. **Perception Questions:** Likert-scale questions to measure views on traditional values, modern citizenship ideals, and their intersection.

For example:

1. "To what extent do traditional values influence your daily behaviour?"
2. "Do modern citizenship ideals (e.g., democracy, rights) challenge traditional norms?"

The questionnaire will be pre-tested to ensure reliability and validity, following methods suggested by Kothari (2004).

##### **b. Semi-Structured Interviews (Qualitative Data)**

In-depth interviews will be conducted with selected lecturers and administrators to explore their insights into how higher institutions balance traditional values and modern citizenship ideals. Open-ended questions such as:

1. "How do you define traditional values in the context of your institution?"
2. "What challenges do you encounter in promoting modern citizenship ideals among students?"

Interviews will be audio-recorded with participants' consent to ensure accuracy.

##### **c. Focus Group Discussions (FGDs)**

Two focus group discussions will be organized with students (8-10 participants per group) to encourage dialogue and capture diverse perspectives on traditional values and citizenship ideals. FGDs promote the expression of shared and conflicting opinions (Krueger & Casey, 2015).

## 6. Data Analysis

### a. Quantitative Data Analysis

Quantitative data will be analysed using descriptive statistics (mean, percentage, frequency) and presented in tables, bar charts, and pie charts. Inferential statistics will be used to identify significant relationships or differences where applicable. Statistical analysis will be conducted using SPSS (Statistical Package for Social Sciences) software.

### b. Qualitative Data Analysis

Qualitative data from interviews and FGDs will be analysed using thematic analysis. Braun and Clarke (2006) emphasize thematic analysis as a flexible method for identifying, analysing, and reporting patterns (themes) within qualitative data.

Steps for thematic analysis include:

1. Transcription of interviews.
2. Familiarization with the data.
3. Coding and identifying recurring themes.
4. Developing narratives based on the themes.

## 7. Ethical Considerations

The study will adhere to ethical research standards, as highlighted by the American Psychological Association (APA, 2017):

1. **Informed Consent:** All participants will receive detailed information about the study's purpose and procedures before consenting.
2. **Confidentiality:** Participants' identities will be anonymized to protect privacy.
3. **Voluntary Participation:** Participation will be entirely voluntary, and participants can withdraw at any time without consequence.
4. **Data Security:** All collected data will be stored securely and used solely for research purposes.

## 8. Validation and Reliability

To ensure data reliability and validity:

1. **Pilot Testing:** The questionnaire will be pilot-tested among 10 participants to identify ambiguities.
2. **Triangulation:** Combining quantitative (survey) and qualitative (interviews and FGDs) methods will enhance the credibility of findings (Denzin, 2012).

## Data Analysis

The data collected through surveys and interviews was analysed using descriptive statistics. The results are presented in tables to provide a clear understanding of the respondents' perceptions of traditional values and modern citizenship ideals.

### Respondents' Demographics

Table 1 shows the demographic distribution of respondents across the three institutions.

**Table 1:** Demographic Distribution of Respondents

Institution	Students	Lecturers	Administrators	Total Respondents
Kebbi State University (KSUSTA)	80	12	6	98
Federal Polytechnic Birnin Kebbi	70	10	5	85
Adamu Augie College of Education	50	8	4	62
<b>Total</b>	<b>200</b>	<b>30</b>	<b>15</b>	<b>245</b>

**Key Insight:** The total number of respondents is **245**, comprising students (200), lecturers (30), and administrators (15). KSUSTA has the highest number of respondents.

### Perceptions of Traditional Values

Respondents were asked to rate the extent to which traditional values influence students' behaviour. Table 2 summarizes the responses on a **Likert scale**:

1. **Strongly Agree (SA)**
2. **Agree (A)**
3. **Neutral (N)**
4. **Disagree (D)**
5. **Strongly Disagree (SD)**

**Table 2:** Influence of Traditional Values on Students' Behaviour

Response Category	KSUSTA	Federal Polytechnic	Adamu Augie College	Total
Strongly Agree (SA)	35	28	20	83
Agree (A)	40	30	18	88
Neutral (N)	10	7	8	25
Disagree (D)	8	6	5	19
Strongly Disagree (SD)	5	4	1	10
<b>Total</b>	<b>98</b>	<b>85</b>	<b>62</b>	<b>245</b>

**Key Insight:** A majority (**171 respondents, 70%**) either *Strongly Agree* or *Agree* that traditional values significantly influence students' behaviour.

### Perceptions of Modern Citizenship Ideals

Table 3 reflects respondents' agreement on the influence of modern citizenship ideals (e.g., democracy, human rights, and responsibilities).

**Table 3: Influence of Modern Citizenship Ideals in Higher Institutions**

Response Category	KSUSTA	Federal Polytechnic	Adamu Augie College	Total
Strongly Agree (SA)	30	25	18	73
Agree (A)	45	33	20	98
Neutral (N)	12	10	12	34
Disagree (D)	6	10	8	24
Strongly Disagree (SD)	5	7	4	16
<b>Total</b>	<b>98</b>	<b>85</b>	<b>62</b>	<b>245</b>

**Key Insight:** 70% of respondents (171 individuals) either *Strongly Agree* or *Agree* that modern citizenship ideals influence higher institution environments.

**Areas of Conflict Between Traditional Values and Modern Citizenship Ideals**

Respondents were asked about conflicts between traditional values and modern citizenship ideals in higher institutions.

**Table 4: Areas of Conflict Between Traditional and Modern Ideals**

Conflict Area	KSUSTA	Federal Polytechnic	Adamu Augie College	Total
Gender Roles and Equality	28	23	16	67
Parental Authority vs. Student Autonomy	25	20	12	57
Cultural Norms vs. Democratic Rights	30	28	20	78
Religious Influence vs. Secularism	15	14	14	43
<b>Total</b>	<b>98</b>	<b>85</b>	<b>62</b>	<b>245</b>

**Key Insight:** The most significant area of conflict identified by respondents is Cultural Norms vs. Democratic Rights (78 respondents, 32% of the total).

**Suggestions for Integrating Traditional Values with Modern Citizenship Ideals**

Respondents provided suggestions for balancing traditional values with modern citizenship ideals.

**Table 5: Suggestions for Integration**

Suggestions	KSUSTA	Federal Polytechnic	Adamu Augie College	Total
Incorporate traditional values in curriculum	40	35	25	100
Promote open dialogue on modern ideals	25	20	15	60

Train lecturers on cultural sensitivity	20	18	12	50
Organize cultural and civic workshops	13	12	10	35
<b>Total</b>	<b>98</b>	<b>85</b>	<b>62</b>	<b>245</b>

**Key Insight:** A majority (100 respondents, 41%) suggested incorporating traditional values into the curriculum to create balance.

### Summary of Findings

1. **Influence of Traditional Values:** 70% of respondents believe traditional values influence students' behaviour.
2. **Influence of Modern Citizenship Ideals:** 70% of respondents recognize the role of modern citizenship ideals.
3. **Areas of Conflict:** The most cited conflict is *Cultural Norms vs. Democratic Rights* (32%).
4. **Integration Strategies:** The incorporation of traditional values into the curriculum is the most favoured solution (41%).

## RESEARCH RESULTS

### Findings

#### a. Traditional Values in Higher Institutions in Kebbi State

The study revealed that traditional values, such as respect for elders, communalism, religious piety, and gender roles, significantly influence the behaviour and decision-making of students and staff. In focus group discussions, students reported that these values often shape their interpersonal relationships, academic interactions, and participation in extracurricular activities. For instance, a student noted, "Respect for elders is deeply ingrained in our upbringing, and it reflects in how we address our lecturers" (Participant A, 2024). These findings align with Olayemi (2018), who emphasized the pervasive role of cultural norms in Nigerian education.

#### b. Modern Citizenship Ideals in Higher Institutions

Modern citizenship ideals, such as equality, freedom of expression, and democratic participation, were found to be actively promoted through academic curricula and extracurricular programs. However, the uptake of these ideals varied among students, with urban students showing a higher acceptance level compared to their rural counterparts. A lecturer highlighted, "We teach about human rights and civic responsibilities, but the challenge is ensuring students reconcile these ideals with their cultural beliefs" (Participant B, 2024). This finding corroborates the work of Adejumo and Bello (2021), who noted similar trends in Northern Nigeria.

#### c. Synergy and Conflict Between Traditional Values and Modern Citizenship Ideals

The study identified areas of synergy, such as the shared emphasis on community service and leadership. Both traditional and modern ideals promote

collective responsibility and accountability, which were observed in student-led initiatives like community health programs. However, conflicts arose in areas like gender equality and individual rights. For example, some male students resisted gender-inclusive policies, citing traditional gender roles as justification. A female student recounted, "Some of my peers still believe that leadership positions are not for women, which contradicts what we learn about equality" (Participant C, 2024).

#### **d. Strategies for Integration**

Participants proposed various strategies for integrating traditional values with modern citizenship ideals. These included:

1. Revising curricula to include courses that discuss the intersection of tradition and modernity.
2. Organizing workshops and seminars to foster dialogue between students, staff, and community leaders.
3. Promoting practical initiatives that blend cultural practices with contemporary ideals, such as cultural festivals that emphasize inclusivity.

### **DISCUSSION**

#### **a. Balancing Tradition and Modernity**

The findings highlight the need for a nuanced approach to balancing traditional values and modern citizenship ideals. While traditional values provide a sense of identity and social cohesion, modern ideals equip students with the skills and perspectives necessary for global citizenship. As noted by Obinna (2020), the coexistence of these values is essential for sustainable development in multicultural societies.

#### **b. Challenges in Implementation**

One major challenge identified was the resistance to change, particularly among older staff and students from rural backgrounds. This resistance often stems from a perception that modern ideals threaten cultural identity. The literature underscores this issue, with Adamu (2019) warning that rapid cultural shifts can lead to social disorientation if not carefully managed.

#### **c. Opportunities for Transformation**

Despite these challenges, the study found significant opportunities for transformation. Institutions that adopted inclusive policies and programs reported higher levels of student engagement and social harmony. For example, universities that integrated cultural studies with courses on civic responsibility saw improved dialogue and understanding among diverse student groups. These results are consistent with findings by Yusuf and Ibrahim (2022), who advocated for integrative educational practices in Nigerian higher institutions.

#### **d. Implications for Policy and Practice**

The findings suggest that policymakers and educators should prioritize initiatives that foster mutual respect and understanding between traditional and modern perspectives. Specific recommendations include:

1. Institutionalizing mentorship programs where elder community members share cultural knowledge while promoting progressive ideals.
2. Encouraging research that explores local adaptations of global citizenship concepts.
3. Establishing platforms for intergenerational dialogue within campuses.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed to promote a balanced integration of traditional values and modern citizenship ideals in higher institutions in Kebbi State:

### 1. Curriculum Reforms

Introduce courses that emphasize the significance of traditional values, such as respect for elders, communal living, and moral uprightness, alongside modern citizenship ideals like democratic principles, human rights, and civic responsibilities.

Ensure that these courses highlight areas of synergy between the two value systems to foster mutual understanding among students.

### 2. Workshops and Seminars

Organize regular workshops and seminars that bring together traditional leaders, educators, students, and policymakers to discuss the relevance of both traditional values and modern citizenship ideals in contemporary society.

Use these platforms to address conflicts and identify practical solutions for coexistence.

### 3. Cultural Awareness Programs

Establish cultural awareness programs within higher institutions that celebrate the rich heritage of Kebbi State.

Encourage students to explore their cultural identity while understanding the importance of global citizenship.

### 4. Youth Empowerment Initiatives

Develop initiatives aimed at empowering students to be agents of positive change by combining the strengths of traditional values and modern citizenship ideals.

Examples include leadership training, community service projects, and entrepreneurial programs rooted in ethical and moral principles.

### 5. Collaboration with Traditional Institutions

Partner with traditional rulers and community elders to provide mentorship programs for students, ensuring that their perspectives on respect, responsibility, and cultural heritage are preserved.

### 6. Policy Development

Advocate for state and institutional policies that promote a balanced integration of traditional and modern values.

Ensure that policies encourage inclusivity, respect for diversity, and conflict resolution strategies.

### 7. Student-Led Initiatives

Support student unions and organizations in creating platforms to discuss the intersection of traditional and modern values.

Encourage debates, drama performances, and other activities that reflect on this theme.

#### **8. Use of Technology**

Leverage technology to disseminate knowledge about traditional and modern values through digital storytelling, documentaries, and interactive e-learning tools.

Incorporate 3D virtual representations to depict cultural heritage sites and modern civic practices, enhancing students' understanding and engagement.

#### **9. Conflict Resolution Mechanisms**

Establish committees within higher institutions to mediate conflicts that may arise from differing views on traditional and modern ideals.

Equip these committees with frameworks for dialogue and consensus-building.

#### **10. Monitoring and Evaluation**

Implement regular assessments to evaluate the effectiveness of programs aimed at integrating traditional values and modern citizenship ideals.

Use feedback from students and staff to refine approaches and improve outcomes.

### **CONCLUSION**

The intersection of traditional values and modern citizenship ideals in higher institutions in Kebbi State represents a dynamic and evolving discourse. This study has highlighted the complexities involved in balancing these two dimensions, showcasing how traditional values continue to shape cultural identity, morality, and social cohesion while modern citizenship ideals introduce principles of democracy, individual rights, and global interconnectedness.

The findings reveal that while traditional values provide a strong foundation for character formation, they occasionally conflict with the demands of modern citizenship, especially in areas such as gender equality, freedom of expression, and adaptability to global trends. However, there are also areas of synergy, where both traditional and modern frameworks can complement each other to foster holistic character development and civic responsibility among students and staff in higher institutions.

To address the challenges identified, this research underscores the importance of integrating traditional values with modern citizenship ideals in a way that respects cultural heritage while embracing progressive change. Higher institutions must serve as bridges between these two paradigms, developing curricula and policies that promote mutual respect, dialogue, and inclusivity.

Ultimately, fostering harmony between tradition and modernity is not only essential for the personal and professional growth of students but also for building a society that upholds its cultural identity while actively engaging in the globalized world. By leveraging the strengths of both traditional and modern ideals, Kebbi State's higher institutions can serve as a model for creating balanced, responsible, and culturally conscious citizens.

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