



Chroniva Publishers

---

# SUSTAINABLE EDUCATION IN NIGERIA

---

Peer Reviewed Book Chapter



# SUSTAINABLE EDUCATION IN NIGERIA

Peer Reviewed Book Chapter

© 2026 International Journal of Education,  
Management & Global Development - IJEMGD

This work is licensed under a Creative Commons Attribution (CC BY) License <https://creativecommons.org/licenses/by/4.0/>. This permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. Authors retain the right to use their work for teaching, research, and other non-commercial purposes.



Published By



Available at

<https://journals.chroniva.org/index.php/IJEMGD>

# EDITORIAL BOARD MEMBERS

## **Chief-Editor**

**Chinyere Otuu UGUBA**

*Department of Educational management and Administration, Faculty of Education Educational management and Administration Alex Ekwueme Federal University Ndufu Nlike Ebonyi state Nigeria.*

## **Series Editor**

**Niyi Jacob Ogunode - PhD**

*Department. Of educational management, faculty of education. University of Abuja, Nigeria*

**Chinyere Otuu UGUBA. (Chief-Editor)**

*Department of Educational management and Administration, Faculty of Education Educational management and Administration Alex Ekwueme Federal University Ndufu Nlike Ebonyi state Nigeria.*

**Niyi Jacob Ogunode - PhD**

*Department. Of educational management, faculty of education. University of Abuja, Nigeria*

**Harry Orugba OVHARHE**

*Innovation and Entrepreneurship Development Entrepreneurship Centre, College of Health Science & Tech, UPTH*

**Conrad Ugochukwu UKOZOR (NAEP, FAKASA, FIPMA)**  
*Catholic Archdiocese of Abuja*

**Victor Olugbenga AYOKO**

*Member, Open Distance and E-learning Association of Nigeria.*

*Member, Institute of professional Managers and Administrator.*

*Member, Development studies Association, UK. National Open University of Nigeria*

**Afolabi Iyabode Omolola; PhD**

*Aminu Kano Association of Academic Scholars AKASA / Fellow*

**Akinlade Olabisi Monsurat Ph.D**

*University of Abuja*

*Nigerian Association for Educational Administration and Planning (NAEAP) - Member*

*Aminu Kano Association of Academic Scholars (AKASA) - Fellow Member*

*Forum for Africa Women Educationalists (FAWE) - Member.*

**Dr. Nwodo, Sylvester Nnaemeka.**

*Dept of Sociology and Anthropology, Faculty of Social Sciences, Enugu State University of Science and Technology.*

# **Acknowledgments**

The editors would like to extend their sincere appreciation to all the authors who contributed to this work, *Sustainable Education in Nigeria*. Your scholarly dedication, insightful analyses, and commitment to advancing educational sustainability across Nigeria have made this work both meaningful and impactful.

We are grateful for the diversity of perspectives and the depth of research each of you has brought to this collection. Your contributions not only enrich academic discourse but also provide practical pathways for educators, policymakers, and stakeholders striving to improve educational systems in Nigeria and beyond.

We also acknowledge the time, effort, and professionalism demonstrated throughout the development of this volume. Your collaboration and responsiveness have been invaluable in bringing this project to fruition.

Thank you for your commitment to knowledge creation and for helping shape a more sustainable future for education in Nigeria.

# CONTRIBUTING AUTHORS

**Victor OLUGBENGA AYOKO**

Department of Educational Foundations, National Open University of Nigeria.

**ORCHID ID:** 0000-0001-5104-495X

**Email:** [victorayoko@gmail.com](mailto:victorayoko@gmail.com)

**Michael I. Olumodeji (Ph.D.)**

Department of Educational Management, Faculty of Education

**ORCID:** 0009-0000-5750-8399

**Email:** [idowuolumodeji25@gmail.com](mailto:idowuolumodeji25@gmail.com)

**Victor C. Oyita (Ph.D.)**

Department: Educational Management, Faculty of Education

**Email:** [oyitavictor@gmail.com](mailto:oyitavictor@gmail.com)

**Rilwan Abayomi Ajayi**

Department of Educational Management, University of Abuja

**Email:** [rilwan.ajayi@uniabuja.edu.ng](mailto:rilwan.ajayi@uniabuja.edu.ng)

07030434751

**Ihunda Aruchi JAPHET-NWAPI**

Department of Educational Management Faculty of Education, Rivers State University.

**Email:** [aruchiwigwe@yahoo.co.uk](mailto:aruchiwigwe@yahoo.co.uk)

08033369300

**Amaewhule, Chinyere Eliphaletphebe (Ph.D.)**

Department of Educational Management, Faculty of Education, Rivers State University.

**ORCID:** <https://orcid.org/0009-0003-3157-2415>

**Email:** [chinyere.amaewhule@ust.edu.ng](mailto:chinyere.amaewhule@ust.edu.ng)

**Ayodele Ebunolu Nwisagbo, (Ph.D.)**

Department of Educational management, Faculty of Education,

Rivers State University, Port Harcourt, Nigeria.

**ORCID:** <https://orcid.org/0009-0006-4395-8739>

**Email:** [ebunolu.nwisagbo@ust.edu.ng](mailto:ebunolu.nwisagbo@ust.edu.ng)

+2348064192896

**Tambari Ayotunde Sam-Leeloo**

Faculty of Science

National Open University of Nigeria, McCarthy Study Centre, Lagos State,

**Email:** [tambarisamleeloo@gmail.com](mailto:tambarisamleeloo@gmail.com)

**Amarachi Cynthia Ineye-Briggs (Ph.D.)**

Department of Educational management, Faculty of Education,

Rivers State University, Port Harcourt, Nigeria.

**Email:** [Cynthia.ineye-briggs@ust.edu.ng](mailto:Cynthia.ineye-briggs@ust.edu.ng)

**Amaewhule, Chinyere Eliphaletphebe (Ph.D.)**

Department of Educational Management, Faculty of Education, Rivers State University.

**ORCID:** <https://orcid.org/0009-0003-3157-2415>

**Email:** [chinyere.amaewhule@ust.edu.ng](mailto:chinyere.amaewhule@ust.edu.ng)

**Tamunomiebi Bamson, (Ph.D.)**

Department Of Educational Management, Faculty of Education,

Rivers State University, Nkpolu-Oroworokwu, Port Harcourt, Rivers State, Nigeria.

**Email:** [tamunomiebi.bamson@rsu.edu.ng](mailto:tamunomiebi.bamson@rsu.edu.ng)

08033166956

**Ihunda Aruchi JAPHET-NWAPI**

Department: Educational Management Faculty of Education, Rivers State University

**Email:** [aruchiwigwe@yahoo.co.uk](mailto:aruchiwigwe@yahoo.co.uk)

08033369300

**Ezinne Nkeiru NWAMARA**

Dept of Educational Management

Ignatius Ajuru university of Education Rivers State

**Email:** [ezyky@yahoo.com](mailto:ezyky@yahoo.com)

**Ebikabowei MUSAH**

Department of Educational Psychology and Counselling

University of Africa, Toru-Orua.

**ORCID:** <https://orcid.org/0000-0001-8894-6260>

**Email:** [ebikabowei.musah@uat.edu.ng](mailto:ebikabowei.musah@uat.edu.ng)

**Ihunda Aruchi JAPHET-NWAPI**

Department of Educational Management

Faculty of Education, Rivers State University

**Email:** [aruchiwigwe@yahoo.co.uk](mailto:aruchiwigwe@yahoo.co.uk)

08033369300

**Niyi Jacob Ogunode**

Department of educational management, University of Abuja, Nigeria

**ORCID:** 0000-0001-8678-2485

**Email:** [niyijacobogunode@gmail.com](mailto:niyijacobogunode@gmail.com)

# CONTRIBUTING AUTHORS

**Mark Patience Ukwuori (Ph.D.)**

Dept of Educational Administration and Planning,  
Abia state university uturu

**ORCID:** <https://orcid.org/0009-0006-5213-4977>

**Email:** [patiencemark859@gmail.com](mailto:patiencemark859@gmail.com)

08032613859

**Dr. Nwodo, Sylvester Nnaemeka.**

Dept of Sociology and Anthropology, Faculty of  
Social Sciences

Enugu State University of Science and Technology.

**ORCID:** <https://orcid.org/0009-0008-8260-2430>

**Email:** [nwodo.sylvester@esut.edu.ng](mailto:nwodo.sylvester@esut.edu.ng)

**Eke, Ben Ethel, (Ph.D.)**

Department of Educational Psychology, Guidance  
and Counselling, Faculty of Education,  
Rivers State University, Port Harcourt

**Email:** [ethel.eke@ust.edu.ng](mailto:ethel.eke@ust.edu.ng)

**KALAGBOR GBEKE, Ibiene (Ph.D.)**

Department of Educational Management, Rivers  
State University, Nkpolu-Oroworukwu, Port  
Harcourt, Rivers State-Nigeria.

**Email:** [ibiene.kalagbor\\_gbeke@ust.edu.ng](mailto:ibiene.kalagbor_gbeke@ust.edu.ng)

08035535232

**NNADIEZE, Godfrey Chukwumeka (Ph.D.)**

Department of Educational Management  
Rivers State University, Nigeria

**Email:** [godfrey.nnadieze@ust.edu.ng](mailto:godfrey.nnadieze@ust.edu.ng)

08035052150

**KALAGBOR GBEKE, Ibiene (Ph.D.)**

Department of Educational Management, Rivers  
State University, Nkpolu-Oroworukwu, Port  
Harcourt, Rivers State-Nigeria.

**Email:** [ibiene.kalagbor\\_gbeke@ust.edu.ng](mailto:ibiene.kalagbor_gbeke@ust.edu.ng)

08035535232

# TABLE OF CONTENTS

<b>Cover Title</b>	
Editorial Board Members	iii
Acknowledgement	iv
Contributing Authors	v
Table of Contents	vi
<i>Concluding Synthesis</i>	177
<i>Implications for Practice</i>	178
<i>Editors' Note</i>	180

<b>1</b>	<b>AN INVESTIGATION INTO THE CHALLENGES MILITATING AGAINST THE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION IN THE FEDERAL CAPITAL TERRITORY (FCT), ABUJA.</b>	<b>1</b>
	<i>Victor OLUGBENGA AYOKO</i>	
<b>2</b>	<b>ADEQUATE FUNDING AND DEVELOPMENT OF BASIC EDUCATION IN THE FEDERAL CAPITAL TERRITORY (FCT), ABUJA</b>	<b>11</b>
	<i>Michael I. Olumodeji (Ph.D.), Victor C. Oyita (Ph.D.), Rilwan Abayomi Ajayi</i>	
<b>3</b>	<b>THE ROLE OF SCIENCE EDUCATION IN SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA</b>	<b>22</b>
	<i>Ihunda Aruchi JAPHET-NWAPI, Amaewhule, Chinyere Eliphaletphebe (Ph.D.)</i>	
<b>4</b>	<b>ASSESSMENT AND PROCTORING IN OPEN AND DISTANCE E-LEARNING (ODEL) PROGRAMMES</b>	<b>34</b>
	<i>Ayodele Ebunolu Nwisagbo, (Ph.D.), Tambari Ayotunde Sam-Leeloo, Amarachi Cynthia Ineye-Briggs (Ph.D.)</i>	
<b>5</b>	<b>PROMOTING CLEAN ENERGY IN NIGERIAN SCHOOLS FOR EFFECTIVE SCHOOL MANAGEMENT AND SUSTAINABLE DEVELOPMENT</b>	<b>55</b>
	<i>Amaewhule, Chinyere Eliphaletphebe (Ph.D.)</i>	
<b>6</b>	<b>IMPACT OF UNSTABLE EDUCATIONAL POLICIES ON EDUCATIONAL MANAGEMENT IN NIGERIA</b>	<b>65</b>
	<i>Tamunomiebi Bamson, (Ph.D.)</i>	

<b>7</b>	<b>CHALLENGES MILITATING AGAINST THE DEVELOPMENT OF TERTIARY INSTITUTIONS IN THE FEDERAL CAPITAL TERRITORY, ABUJA.</b>  <i>Ihunda Aruchi JAPHET-NWAPI</i>	<b>76</b>
<b>8</b>	<b>TEACHER EDUCATION IN NIGERIA: HISTORICAL DEVELOPMENT, ACHIEVEMENTS, AND CHALLENGES</b>  <i>Ezinne Nkeiru NWAMARA</i>	<b>85</b>
<b>9</b>	<b>DEVELOPING GREEN CURRICULUM FOR SUSTAINABLE BASIC EDUCATION IN NIGERIA</b>  <i>Ebikabowei MUSAH</i>	<b>96</b>
<b>10</b>	<b>CHALLENGES HINDERING STATE GOVERNMENTS FROM ACCESSING UNIVERSAL BASIC EDUCATION (UBE) COUNTERPART FUNDS IN NIGERIA</b>  <i>Ihunda Aruchi JAPHET-NWAPI</i>	<b>105</b>
<b>11</b>	<b>ACADEMIC VERBS AND ACADEMIC PHRASES IN RESEARCH WRITING IN TERTIARY INSTITUTIONS: IMPORTANCE, CHALLENGES OF POOR USAGE, AND IMPLICATIONS FOR SCHOLARLY COMMUNICATION</b>  <i>Niyi Jacob Ogunode, Mark Patience Ukwuori (Ph.D.)</i>	<b>115</b>
<b>12</b>	<b>MIDDLE EAST CRISIS AND WOMEN'S SOCIO-ECONOMIC STATUS IN NIGERIA</b>  <i>Dr. Nwodo, Sylvester Nnaemeka.</i>	<b>131</b>
<b>13</b>	<b>NIGERIA-INDIA EDUCATIONAL DIPLOMACY AND THE DEVELOPMENT OF TERTIARY EDUCATION IN NIGERIA: A SYSTEMATIC REVIEW OF ACHIEVEMENTS, CHALLENGES, AND IMPLICATION FOR EFFECTIVE COUNSELLING FOR POLICY DIRECTIONS</b>  <i>Eke, Ben Ethel, (Ph.D.)</i>	<b>138</b>
<b>14</b>	<b>NIGERIA'S FOREIGN POLICY AND TERTIARY EDUCATION DEVELOPMENT: CHALLENGES AND STRATEGIC PATHWAYS FOR SUSTAINABLE GROWTH"</b>  <i>KALAGBOR GBEKE, Ibiene (Ph.D.), NNADIEZE, Godfrey Chukwumeka (Ph.D.)</i>	<b>150</b>
<b>15</b>	<b>ADEQUATE FUNDING AS A CATALYST FOR EFFECTIVE ACADEMIC PLANNING UNITS IN NIGERIAN TERTIARY INSTITUTIONS</b>  <i>KALAGBOR GBEKE, Ibiene (Ph.D.)</i>	<b>165</b>

# 11

## **ACADEMIC VERBS AND ACADEMIC PHRASES IN RESEARCH WRITING IN TERTIARY INSTITUTIONS: IMPORTANCE, CHALLENGES OF POOR USAGE, AND IMPLICATIONS FOR SCHOLARLY COMMUNICATION**

**Niyi Jacob Ogunode**

Department of educational management, University of Abuja, Nigeria

**ORCID:** 0000-0001-8678-2485

**Email:** [niyjacobogunode@gmail.com](mailto:niyjacobogunode@gmail.com)

**Mark Patience Ukwuori (Ph.D.)**

Dept of Educational Administration and Planning, Abia state university uturu

**ORCID:** <https://orcid.org/0009-0006-5213-4977>

**Email:** [patiencemark859@gmail.com](mailto:patiencemark859@gmail.com)

08032613859

### **Abstract**

*This chapter examined the concepts of academic verbs and academic phrases as essential components of effective research writing and scholarly communication. The chapter discussed the meaning, functions, and importance of academic language in research activities, emphasizing the role of academic verbs and phrases in enhancing clarity, precision, objectivity, coherence, and professionalism in academic writing. The study further explained how academic verbs assist researchers in presenting objectives, analyzing findings, evaluating evidence, and communicating scholarly arguments systematically, while academic phrases help in organizing ideas, linking concepts, and maintaining logical flow in research reports. The chapter also identified common problems associated with poor usage of academic verbs and phrases among students and beginning researchers, including ambiguity, weak arguments, grammatical inconsistencies, poor coherence, and excessive use of informal expressions. Factors responsible for poor academic writing such as inadequate training, weak reading culture, poor exposure to scholarly materials, and insufficient research mentorship were*

*highlighted. The chapter justified the need for improved mastery of academic language in higher institutions due to the increasing demand for quality research output and professional scholarly communication. It was concluded that effective use of academic verbs and academic phrases significantly improves the quality, credibility, and acceptability of research work. The chapter recommended intensive academic writing training, increased exposure to scholarly publications, and continuous practice in research communication among students and researchers.*

**Keywords:** Academic verbs, Academic writing, Academic phrases, Tertiary institutions,

## 11.0. Introduction

Research writing is a systematic and scholarly process that requires clarity, precision, objectivity, and logical presentation of ideas. In academic environments such as universities, colleges, and research institutes, effective communication of knowledge depends largely on the researcher's ability to employ appropriate academic language. Among the major components of academic language are academic verbs and academic phrases, which play critical roles in presenting arguments, discussing findings, analyzing evidence, and communicating research outcomes professionally. The quality of research writing is therefore strongly influenced by the writer's mastery and application of these linguistic tools.

Academic verbs are specialized action words used in scholarly writing to express research intentions, analytical processes, interpretations, evaluations, and conclusions. Words such as "analyze," "examine," "investigate," "evaluate," and "assess" help researchers communicate their objectives and findings precisely. Hyland argued that academic verbs are central to scholarly communication because they shape the researcher's position and establish intellectual authority within academic discourse (Hyland, 2008). Similarly, Swales and Feak maintained that research verbs guide readers in understanding the direction and purpose of scholarly investigations (Swales & Feak, 2012).

Academic phrases, on the other hand, are formal expressions commonly used to organize ideas, connect arguments, introduce evidence, and present conclusions in academic writing. Examples include phrases such as "the findings revealed that," "according to previous studies," "this study investigates," and "it can therefore be concluded that." These expressions contribute to coherence, logical flow, and professionalism in research reports. According to Bailey (2018), academic phrases provide structure and consistency in scholarly writing and help researchers present ideas systematically.

In modern research practice, the importance of academic verbs and academic phrases cannot be overstated. They enhance clarity of expression, improve scholarly tone, strengthen arguments, and promote objectivity in academic writing. Research reports that employ suitable academic language are more likely to be accepted in journals, conferences, and postgraduate evaluations because they reflect professionalism and intellectual rigor. Academic verbs help



researchers define the scope and nature of their studies, while academic phrases facilitate transitions between ideas and sections of research work.

The justification for this chapter is based on the increasing concern over declining quality of academic writing among students and researchers. Many research works in tertiary institutions reveal problems of poor sentence construction, misuse of academic verbs, lack of coherent phrases, and excessive informal expressions. As research activities continue to expand globally, there is a growing need for scholars to master the language of academic communication. This chapter is therefore important because it will help students, lecturers, researchers, and academic writers understand the meaning, functions, and applications of academic verbs and academic phrases in scholarly writing.

The chapter will also contribute to improving research writing skills, enhancing academic professionalism, and promoting effective scholarly communication in higher education institutions. It provides conceptual clarification of academic verbs and academic phrases while identifying common errors associated with their misuse. Understanding these concepts will assist researchers in producing clear, coherent, objective, and academically acceptable research reports.

## 11.1. Conceptual Terms

### i. Concept of Tertiary Institutions

Tertiary institutions are advanced centres of learning established to generate, preserve, and disseminate knowledge through teaching, research, innovation, and scholarly communication. In the context of research writing, tertiary institutions serve as intellectual environments where students and academics are trained in the proper use of academic verbs and academic phrases for effective scholarly expression. Tertiary institutions are universities, colleges of education, and polytechnics that are not merely teaching centres but institutions where research communication is highly valued. The use of expressions such as *examine*, *analyze*, *evaluate*, and phrases like *the findings revealed that* or *according to previous studies* forms part of the academic culture expected within tertiary institutions.

Tertiary institutions are formal educational establishments designed to develop high-level cognitive, analytical, and research competencies through systematic academic writing, critical inquiry, and professional scholarly discourse. Within this perspective, research writing becomes one of the major responsibilities of tertiary institutions. Students are expected to communicate ideas using formal academic language rather than everyday expressions. Consequently, academic verbs and academic phrases become essential tools for thesis writing, project reports, seminar presentations, journal publications, and dissertation development. Tertiary institutions are knowledge-producing academic communities that equip learners with research writing skills, scholarly language competence, and intellectual communication abilities necessary for the creation and dissemination of scientific and academic knowledge.



This above definitions links tertiary education directly to research communication and academic writing practices. One of the major indicators of quality education in tertiary institutions is the ability of students and lecturers to present research findings clearly, objectively, and professionally. Such communication depends largely on the correct application of academic verbs and academic phrases. Research activities in tertiary institutions require students and lecturers to employ precise scholarly verbs in academic communication. Academic phrases are equally important within tertiary institutions because they provide structure and logical flow in research writing. Students and researchers are trained to employ standard scholarly expressions in presenting ideas and arguments.

## **ii. 2.2 Concept of Academic Phrase**

Academic phrases are formal expressions used in scholarly writing to present ideas systematically and professionally. They serve as connectors, explanatory tools, and organizational devices in research reports, dissertations, journal articles, and academic discussions. According to Bailey (2018), academic phrases are standardized expressions commonly used in academic writing to improve coherence, clarity, and logical flow of ideas. These phrases help writers maintain formal tone and scholarly communication.

Swales and Feak (2012) defined academic phrases as conventional expressions that guide readers through arguments, evidence, findings, and conclusions in academic discourse. They noted that such phrases promote unity and consistency in research writing. Hyland (2008) explained that academic phrases function as discourse markers that assist researchers in presenting claims, supporting arguments, and interacting with readers in scholarly communication.

Academic phrases are important because they:

- a) improve organization of ideas,
- b) promote coherence in writing,
- c) enhance academic tone,
- d) strengthen logical transitions,
- e) support professional communication.

## **iii. 2.3 Concept of Academic Verbs**

Academic verbs are specialized action words used in scholarly writing to describe research activities, analytical processes, arguments, evaluations, and interpretations. Hyland (2008) described academic verbs as reporting and analytical verbs used by researchers to communicate investigation processes and establish scholarly authority in academic texts. According to Hartley (2008), academic verbs are precise scholarly expressions that help researchers explain objectives, findings, comparisons, analyses, and interpretations systematically. Swales and Feak (2012) noted that academic verbs provide direction and purpose in research writing by indicating the specific action performed by the researcher.



Academic verbs are essential in research because they:

- a. improve precision in writing,
- b. strengthen research objectives,
- c. enhance scholarly tone,
- d. promote clarity and objectivity,
- e. communicate research actions effectively.

Despite their importance, many students and beginning researchers experience difficulties in the proper use of academic verbs and phrases. Poor usage of academic language has become a major concern in tertiary institutions across developing countries, including Nigeria. Undergraduate and postgraduate students often misuse verbs, employ vague expressions, and rely excessively on informal language in research writing. Such problems reduce the quality of research reports and weaken academic communication.

Poor usage of academic verbs may lead to ambiguity, weak arguments, lack of precision, and misinterpretation of research intentions. For instance, using informal expressions such as “look at” instead of “examine,” or “talk about” instead of “discuss,” reduces the scholarly quality of research writing. Similarly, inappropriate use of academic phrases may result in poor coherence, grammatical inconsistencies, and disorganized presentation of ideas. According to Murray and Hughes (2008), ineffective academic language contributes significantly to poor scholarly writing among university students.

Many students lack adequate exposure to formal academic writing during their early educational experiences. Inadequate training in research methodology, weak reading culture, and poor mentorship also contribute to ineffective use of academic expressions. In some cases, students memorize phrases without understanding their proper contexts and functions, leading to mechanical and inaccurate application in research work. This challenge affects proposal writing, thesis development, journal publication, and academic presentations.

The consequences of poor usage of academic verbs and phrases are enormous in research activities. Poorly written research reports may experience rejection during journal review processes, low academic grades, communication gaps, and reduced credibility of findings. In addition, weak academic expression can negatively affect students’ confidence and scholarly competence. Effective academic communication is therefore necessary for the advancement of knowledge and successful dissemination of research findings.

## **2.0 Result and Discussion on academic verbs and academic phrase**

Research verbs are action words commonly used in academic writing to describe what a researcher intends to do in a study. They help to state research objectives, research questions, hypotheses, and findings clearly and professionally.

### **Common Research Verbs and Their Meanings**



### Research Verb Meaning / Use

Analyze	To examine something carefully in detail
Assess	To evaluate or judge the quality or importance
Compare	To identify similarities and differences
Contrast	To show differences between variables or ideas
Determine	To find out or establish something
Examine	To investigate carefully
Evaluate	To judge effectiveness, value, or significance
Explore	To investigate a topic broadly
Identify	To recognize or discover something
Investigate	To carry out a systematic inquiry
Measure	To quantify or determine extent
Assess	To estimate or evaluate
Describe	To explain characteristics or features
Explain	To make something understandable
Discuss	To present detailed consideration of a topic
Establish	To prove or confirm
Predict	To forecast future outcomes
Test	To examine validity or reliability
Validate	To confirm accuracy or legitimacy
Observe	To watch and record behavior or events
Review	To critically examine existing literature
Examine	To study closely
Explore	To seek deeper understanding



### **Research Verb Meaning / Use**

Determine	To discover relationships or outcomes
Appraise	To critically assess
Synthesize	To combine ideas or findings
Investigate	To study systematically
Ascertain	To find out with certainty
Correlate	To determine relationships between variables

### **Research Verbs According to Research Purpose**

#### **Verbs for Descriptive Studies**

- Describe
- Identify
- Outline
- Explain
- Discuss

#### **Verbs for Comparative Studies**

- Compare
- Contrast
- Differentiate
- Distinguish

#### **Verbs for Experimental Studies**

- Test
- Measure
- Determine
- Evaluate
- Assess

#### **Verbs for Exploratory Studies**

- Explore



- Investigate
- Examine
- Discover

### **Verbs for Analytical Studies**

- Analyze
- Evaluate
- Interpret
- Assess
- Critique

### **Examples in Research Objectives**

1. “To examine the impact of ICT on school administration in public secondary schools.”
2. “To assess the challenges facing teacher education in Nigeria.”
3. “To investigate the relationship between science education and sustainable development.”
4. “To compare academic performance of students in urban and rural schools.”
5. “To evaluate the effectiveness of green curriculum implementation in Nigerian basic schools.”

### **Strong Academic Research Verbs**

Some strong scholarly verbs frequently used in theses, dissertations, and journal articles include:

- Analyze
- Critique
- Evaluate
- Examine
- Investigate
- Synthesize
- Interpret
- Assess
- Determine



- Validate

### Importance of Research Verbs

Research verbs:

- improve academic clarity,
- make objectives precise,
- show the level of investigation,
- strengthen scholarly writing,
- help readers understand the researcher's intention clearly.

### Examples of Weak and Strong Research Verbs

#### Weak Verb Strong Academic Verb

Look at Examine

Talk about Discuss

Find out Investigate

Show Demonstrate

Check Assess

Think about Analyze

For academic writing, strong research verbs make studies appear more professional, objective, and scholarly.

### B- Academic Phrases

Academic phrases are formal expressions commonly used in scholarly writing, research reports, dissertations, journal articles, and academic discussions. They help writers communicate ideas clearly, logically, and professionally. Academic phrases are standardized formal expressions used in academic and research writing to introduce ideas, explain arguments, present findings, compare viewpoints, and conclude discussions systematically.

They improve:

- clarity,
- coherence,
- professionalism,



- logical flow in writing.

## Categories of Academic Phrases

### 1. Phrases for Introducing a Topic

- “This study examines...”
- “The issue of ... has attracted scholarly attention.”
- “In recent years, researchers have focused on...”
- “The concept of ... is important in...”
- “This chapter discusses...”

#### Example

This study examines the influence of ICT on school administration in Nigeria.

### 2. Phrases for Stating Objectives

- “The study aims to...”
- “The objective of this research is to...”
- “This research seeks to...”
- “The study intends to investigate...”

#### Example

The study aims to assess the challenges facing teacher education in Nigeria.

### 3. Phrases for Literature Review

- “According to...”
- “Previous studies revealed that...”
- “Scholars have argued that...”
- “Research findings indicate that...”
- “Several authors have emphasized...”

#### Example

Previous studies revealed that inadequate funding affects educational development.

### 4. Phrases for Adding Ideas

- “Furthermore...”
- “In addition...”



- “Moreover...”
- “Similarly...”
- “Besides...”

### **Example**

Furthermore, inadequate infrastructure contributes to poor learning outcomes.

### **5. Phrases for Comparing Ideas**

- “Similarly...”
- “Likewise...”
- “In the same manner...”
- “Correspondingly...”

### **Example**

Similarly, rural schools experience shortages of qualified teachers.

### **6. Phrases for Contrasting Ideas**

- “However...”
- “In contrast...”
- “On the contrary...”
- “Nevertheless...”
- “Although...”

### **Example**

However, some schools have successfully implemented ICT programmes.

### **7. Phrases for Cause and Effect**

- “As a result...”
- “Consequently...”
- “Therefore...”
- “This led to...”
- “Due to...”

### **Example**

Consequently, students demonstrated low academic performance.



## 8. Phrases for Explaining Results

- “The findings revealed that...”
- “The study showed that...”
- “Results indicated that...”
- “Data analysis revealed...”

### Example

The findings revealed that funding significantly influences school administration.

## 9. Phrases for Discussion

- “This implies that...”
- “This finding agrees with...”
- “The result supports the view that...”
- “The outcome suggests...”

### Example

This implies that effective supervision improves teachers’ productivity.

## 10. Phrases for Conclusion

- “In conclusion...”
- “It can be concluded that...”
- “Based on the findings...”
- “The study concludes that...”

### Example

In conclusion, ICT plays a significant role in educational administration.

## 11. Phrases for Recommendations

- “The study recommends that...”
- “Government should...”
- “Educational stakeholders should...”
- “It is recommended that...”

### Example

The study recommends that government increase funding for teacher training.



### Examples of Academic Phrases in Sentences

Academic Phrase	Example Sentence
-----------------	------------------

It is evident that	It is evident that funding influences school effectiveness.
--------------------	---

The findings revealed	The findings revealed significant differences among schools.
-----------------------	--

According to	According to UNESCO (2023), education promotes national development.
--------------	--

In addition	In addition, teachers require continuous professional training.
-------------	---

Consequently	Consequently, many schools lack adequate facilities.
--------------	--

### Importance of Academic Phrases

Academic phrases:

1. improve logical flow of writing,
2. enhance professionalism,
3. promote clarity and coherence,
4. strengthen academic arguments,
5. make research writing more scholarly,
6. assist in organizing ideas systematically.

### Commonly Used Academic Verbs in Phrases

- analyze,
- assess,
- investigate,
- examine,
- determine,
- evaluate,
- identify,
- explore.

### Difference Between Informal and Academic Phrases



### **Informal Expression Academic Phrase**

“A lot of”	“Numerous”
“Shows”	“Demonstrates”
“Bad effect”	“Negative impact”
“Find out”	“Investigate”
“Talk about”	“Discuss”

Academic phrases therefore serve as important tools for effective scholarly communication and professional research writing.

### **4.0 Conclusion and Recommendation**

Academic verbs and academic phrases are fundamental elements of scholarly writing and effective research communication. They provide the linguistic structure required for presenting ideas clearly, systematically, and professionally in academic works. The chapter established that academic verbs help researchers define actions, explain processes, analyze findings, and communicate research intentions with precision and clarity. Similarly, academic phrases facilitate coherence, logical organization, smooth transitions, and professional expression in research writing.

The chapter further revealed that poor usage of academic verbs and phrases remains a major challenge among students and novice researchers, especially in developing educational systems where academic writing skills receive inadequate attention. Problems such as vague expressions, grammatical errors, weak scholarly tone, and poor organization negatively affect the quality and credibility of research reports. These challenges often lead to poor academic performance, rejection of manuscripts, and ineffective communication of research findings.

The importance of mastering academic language cannot therefore be overemphasized in contemporary research practice. Researchers who possess adequate knowledge of academic verbs and phrases are more capable of producing clear, objective, and scholarly acceptable research works. Effective academic writing also contributes to knowledge dissemination, intellectual development, and global academic competitiveness. The chapter therefore concludes that improving competence in the use of academic verbs and academic phrases is essential for enhancing the quality of research writing and promoting excellence in higher education institutions. Based on the findings, the chapter recommends the following:

#### **Universities and colleges should strengthen academic writing courses**

Higher institutions should introduce comprehensive academic writing programmes that focus specifically on the use of academic verbs, academic phrases, and scholarly expressions in research writing.



## **2) Lecturers should provide practical training in research communication**

Research supervisors and lecturers should organize workshops, seminars, and classroom exercises to help students develop effective academic writing skills.

## **3) Students should develop strong reading culture**

Students and researchers should read scholarly journals, textbooks, dissertations, and conference papers regularly to improve their familiarity with academic language and professional writing styles.

## **4) Research methodology courses should emphasize academic language**

Courses on research methods should include practical sessions on the application of academic verbs, academic phrases, and formal scholarly expressions in research reports.

## **5) Institutions should establish academic writing centres**

Universities should establish writing support centres where students can receive guidance, editing assistance, and mentorship on academic writing and research communication.

## **6) Researchers should avoid informal expressions in scholarly writing**

Students and researchers should avoid slang, vague statements, contractions, and conversational expressions in academic works in order to maintain professionalism and objectivity.

## **7) Continuous practice in academic writing should be encouraged**

Researchers should engage regularly in proposal writing, article reviews, conference presentations, and journal publications to improve their mastery of academic language.

## **8) Access to scholarly materials should be improved**

Educational institutions should provide adequate access to digital libraries, academic databases, and research materials that expose students to standard scholarly writing practices.

## **9) Peer review and collaborative writing should be encouraged**

Students should participate in peer review activities and collaborative research writing to improve grammatical accuracy, coherence, and proper application of academic phrases and verbs.

## **10) Government and educational agencies should support research literacy programmes**

Educational policymakers should support initiatives aimed at improving research communication skills among students and researchers in tertiary institutions.

## **References**



- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.).  
Routledge.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge.
- Hyland, K. (2008). *Academic clusters: Text patterning in published and postgraduate writing*.  
*International Journal of Applied Linguistics*, 18(1), 41–62.
- Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research  
projects: A practical handbook*. McGraw-Hill Education.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.).  
University of Michigan Press.



### Concluding Synthesis

This volume on *Sustainable Education in Nigeria* contributes significantly to contemporary discourse on educational transformation by examining the policies, practices, innovations, and challenges shaping the Nigerian educational landscape. The chapters collectively demonstrate that sustainable education extends beyond improving access to schooling; it encompasses the creation of resilient, inclusive, equitable, and future-oriented learning systems capable of responding effectively to socio-economic, technological, and environmental changes.

A synthesis of the contributions reveals that sustainable education in Nigeria requires a holistic approach that integrates governance reforms, technological advancement, infrastructure development, teacher capacity building, curriculum modernization, and stakeholder engagement. The studies presented in this volume underscore the importance of aligning educational policies with national development priorities while ensuring responsiveness to global educational trends and Sustainable Development Goal 4 (SDG 4).

The volume highlights the transformative potential of digital technologies in expanding educational opportunities, particularly in underserved and rural communities. Emerging technologies, including artificial intelligence, learning management systems, educational data analytics, and digital content delivery platforms, present opportunities to improve teaching effectiveness, learner engagement, and administrative efficiency. However, their successful implementation depends on reliable infrastructure, adequate funding, digital literacy, and supportive policy frameworks.

The contributions further identify persistent challenges confronting the Nigerian education sector, including inadequate funding, infrastructure deficits, teacher shortages, policy discontinuity, regional disparities, insecurity, and socio-economic inequalities. These interconnected challenges continue to undermine educational quality and limit the realization of sustainable development objectives.

Importantly, the volume repositions education as a strategic instrument for national development, social mobility, economic competitiveness, innovation, and nation-building. Sustainable education is presented not merely as a sectoral concern but as a foundational pillar for achieving broader national aspirations, including poverty reduction, employment generation, social cohesion, and environmental sustainability.

Ultimately, this volume advances scholarly understanding and policy discussions by offering multidisciplinary perspectives and evidence-based insights into the future of education in Nigeria. It serves as a valuable resource for policymakers, researchers, educational leaders, development

practitioners, and other stakeholders committed to fostering educational systems that are resilient, inclusive, innovative, and sustainable.

### **Implications for Practice**

Drawing from the collective findings and recommendations presented throughout this volume, the following strategic implications are proposed for policymakers, educational administrators, practitioners, researchers, and development partners:

#### **Policy Reform and Strategic Governance**

Governments at federal, state, and local levels should strengthen educational governance through evidence-based policymaking, institutional accountability, policy continuity, and effective monitoring and evaluation mechanisms. Sustainable educational development requires long-term planning that transcends political transitions and administrative changes.

#### **Digital Transformation and Technology Integration**

There is an urgent need to expand investments in educational technology infrastructure, internet connectivity, digital learning resources, and teacher digital competencies. Schools and higher education institutions should leverage emerging technologies to improve access, instructional quality, learner engagement, and administrative efficiency.

#### **Sustainable Education Financing**

Alternative and innovative funding mechanisms should complement public expenditure on education. Public-private partnerships, donor-supported initiatives, educational endowments, corporate social responsibility investments, and community participation can contribute to sustainable financing and improved educational outcomes.

#### **Teacher Development and Professional Capacity Building**

Continuous professional development should become an integral component of educational reform. Teachers must be equipped with contemporary pedagogical skills, technological competencies, research capabilities, and learner-centered instructional approaches necessary for twenty-first-century education.

#### **Equity, Inclusion, and Access**

Educational policies and interventions should prioritize disadvantaged populations, including learners in rural communities, girls, persons with disabilities, internally displaced persons, and

economically vulnerable groups. Sustainable education requires ensuring that no learner is excluded from quality educational opportunities.

### **Research, Innovation, and Data-Driven Decision Making**

Educational institutions should strengthen research culture and promote evidence-based decision-making. Reliable educational data systems are essential for planning, resource allocation, performance assessment, and policy evaluation.

### **Infrastructure Development and Learning Environment Improvement**

Governments and stakeholders should prioritize investments in school infrastructure, including classrooms, laboratories, libraries, digital facilities, sanitation systems, and renewable energy solutions. Safe and conducive learning environments are critical for educational sustainability.

### **Institutional Resilience and Crisis Preparedness**

Educational systems should develop adaptive capacities to withstand disruptions arising from pandemics, economic crises, natural disasters, and security challenges. Flexible learning models, blended education approaches, and emergency response frameworks should be integrated into educational planning.

### **Multi-Stakeholder Collaboration**

The sustainable transformation of education in Nigeria requires collaborative engagement among government agencies, educational institutions, private sector organizations, civil society groups, communities, and international development partners. Effective partnerships can mobilize resources, expertise, and innovation necessary for long-term educational advancement.

### Editors' Note

The editors are pleased to present this volume on *Sustainable Education in Nigeria*, a scholarly contribution designed to address critical issues shaping the future of education within the country.

We express our sincere gratitude to the contributing authors whose research and professional insights have enriched this publication. Their diverse perspectives provide valuable understanding of the opportunities, challenges, and emerging trends influencing educational development in Nigeria.

We also acknowledge the dedicated efforts of peer reviewers, editorial board members, and institutional partners whose commitment to academic excellence has enhanced the quality, credibility, and relevance of this volume. Their contributions have ensured that the publication meets the highest standards of scholarly rigor and professional integrity.

This volume is intended to serve not only as an academic resource but also as a practical guide for policymakers, educational leaders, practitioners, researchers, and development organizations seeking innovative solutions to contemporary educational challenges.

It is our hope that the ideas, findings, and recommendations presented herein will stimulate further research, inform policy formulation, encourage collaboration, and inspire transformative action toward building an educational system that is equitable, innovative, resilient, and sustainable.

### Chief-Editor

**Chinyere Otuu UGUBA**

*Department of Educational management and Administration, Faculty of Education  
Educational management and Administration  
Alex Ekwueme Federal University Ndufu Nlike Ebonyi state Nigeria.*

### Series Editor

**Niyi Jacob Ogunode - PhD**

*Department. Of educational management, faculty of education. University of Abuja, Nigeria*