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Bringing cultures: Institutional Communication Strategy for Talent Development

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ABSTRACT

This paper presents a comparative analysis of institutional communication in the educational systems of Spain and Nigeria, highlighting those practices that may be optimised effectively for better student engagement and retention. As such, Generative Pedagogy Principles found solid parallels with community participation and contextual pre-service teacher training that can further advance inclusive learning transformation. Thus, this study will inform policymakers and educational leaders on actionable steps to improve the guidance processes by unlocking the generative potential of students while addressing such nagging problems as dropout rates and regional imbalances.

ABSTRACT

L'articolo propone un'analisi comparativa dei sistemi di comunicazione istituzionali in Spagna e Nigeria, sottolineando quelle prassi che possono essere ottimizzate in termini di coinvolgimento e partecipazione degli studenti. I Principi della Pedagogia Generativa trovano un solido collegamento nella partecipazione della comunità e nei corsi di formazione per insegnanti che possono favorire la trasformazione di un apprendimento inclusivo. Lo studio fornisce indicazioni ai responsabili politici e ai leader nel campo dell'educazione su come migliorare i processi di orientamento, valorizzando il potenziale generativo dello studente e rispondendo a problemi urgenti quali l'abbandono scolastico e gli indici di dispersione scolastica.

KEYWORDS/ PAROLE CHIAVE

Institutional Communication; Generative Pedagogy; Teacher Training; Educational Outcomes; Stakeholder Engagement

Comunicazione istituzionale; Pedagogia generativa; Formazione degli insegnanti; Risultati scolastici

INTRODUCTION

Institutional communication serves as a foundational pillar for improving educational outcomes. It has been seen as the link between students, educators, and policymakers. As noted by Cela et al. (2024), effective Institutional communication forms the basic foundation of quality education. It is the core link between students, teachers, and policymakers. Therefore, effective communication strategies that encourage student participation and retention are highly demanded by today's educational environments, characterised by technological dynamism and economic challenges. This paper shall discuss the institutional communication traditions that exist between Spain and Nigeria. Moreover, this paper will outline how enhanced versions of such traditions can contribute to student participation and retention as a response to innovation in educational practices that address emerging challenges. The reconsideration of guidance in its process of genesis sits well with the main principle of institutional communication, wherein stakeholder participation has always been emphasised in matters relating to education, learning, and teaching. Ceas et al. (2024) note that, when articulated well, institutional communication promotes transparency and nurtures trust, thus leading to enhanced educational participation. The Generative Education framework of Mannese's (2023), in which educational action is described as instrumental in promoting generativity, creativity, and personal growth through community engagement. Thus, in Nigeria, where approximately 10.5 million children drop out of school due to socio-economic problems and inadequate educational infrastructure, effective communication practices are crucial (National Bureau of Statistics, 2022). Decentralised governance of education has caused significant disparities in resource allocation and the quality of education, as revealed by Abuya et al. (2013) in their study. Therefore, strong communication channels are crucial in ensuring that educational policies are implemented effectively and involve all parties—students, parents, and educators—in the educational process. Spain's centralised educational framework presents yet another backdrop for communicating at the institutional level. The Spanish educational system promotes uniformity in the implementation of policies and communication strategies, thereby facilitating a cohesive approach to challenges arising from the education sector. As much as regional disparities exist, effective communication strategies must be localised to the specific area where a problem exists, as Evans and Acosta (2020) have underlined. Drawing on theoretical perspectives from Mannese's work on Generative Pedagogy and the principles of effective communication, this article offers practical recommendations for improving educational practice in Nigeria and Spain. Ultimately, this study will contribute to a generative vision of guidance in education through an environment that allows learners to explore themselves and discover their aptitudes for building futures alongside teachers and communities. The paper aligns with the objectives outlined in the call for papers, which emphasise educational practices that intertwine research, creativity, and community development, ensuring that learning is a nourishing experience.

THEORETICAL FRAMEWORK

Institutional communication is one of the pillars that improve education output. It has been viewed as the primary connection between students, educators, and policymakers. As Cela et al. (2024) observe, effective institutional communication creates an environment where transparency fosters trust, thereby encouraging better engagement in education. The environment can be discussed from several theoretical perspectives, among which is social constructivism, which argues that knowledge is created through interactions with others (Wenger, 1998). The decentralisation of educational governance in Nigeria has profound effects on institutional communication. Greater authority to state and local governments, as observed by Abuya et al. (2013), inevitably leads to wide variations in the

distribution of educational resources and their quality. Decentralisation is effective in empowering local bodies, but it creates a parallel multiplicity of inefficient channels of communication and coherent policy implementation in education. These problems are vividly reflected in the disparities of output between the northern and southern regions of Nigeria;. At the same time, the former enjoys better resource endowment, while alarming dropout rates characterise the latter. Conversely, the centralised educational system in Spain has a different method of communication with other institutions. Spanish education encourages the implementation of policies and communications strategies that facilitate solutions to educational questions more coherently. Regional disparities are, however, still evident, and an efficient strategy needs to be tailored to local realities (Evans & Acosta, 2020). The theoretical foundation of this comparative analysis is the application of these findings to assess how institutional communication can be enhanced to improve the educational practices of both countries. The generative guidance involves a transformative approach in educational settings that considers the integral development of people, even as it enhances the expression of their gifts and potential. It becomes more meaningful in a fast-changing world characterised by precariousness and multiple paths of life. Generative guidance emphasises the role of accompaniment in facilitating self-discovery, personal development, and engagement in learning activities as part of the knowledge acquisition process. As summarised by Mannese (2023), Generative Pedagogy forms orientamento generativo from the perspective of pedagogical methodology; thereby proposing an educational management approach through which students are enabled to take charge of their academic process. Mannese (2023) states that a pedagogy transformative approach it is based on the assumption that education should not only prepare learners for the roles they will play in society but also inspire them to act as protagonists in shaping their future. The generative approach to guidance emphasises the development of students' wants, imaginations, relationships, and sense of belonging. Guidance should be viewed as a process that enables not only the flowering of academic achievements but also personal empowerment and social responsibility (Mannese, 2021). Self-discovery and development. Generative guidance inspires students to reflect on themselves and their interests and skills. This indeed creates motivation, which means that learners take steps themselves toward learning (Mannese, 2023). Community Engagement: It is founded on the fundamental pillar of community involvement. As Mannese (2023) postulates, it should be based on the local context and draw on the community's resources and networks for a more enriched learning experience. Actively involves families and other regional stakeholders in creating an institutional environment that supports students in their development. Culture bears much weight in understanding the nature of students and their way of life. Mannese (2021) relatively expounds that for any educational plan to bear fruit, it must inculcate cultural relevance and sensitivity to the differing backgrounds of learners. Generative guidance extends the dimensions of educational learning to encompass emotional, social, and ethical,ain addition to in addition to academic achievement. Raising emotional intelligence and moral consciousness is crucial in preparing students to navigate the complexities of contemporary life and work situations (Mannese, 2023). Collaborative Learning Environments: Integral to the practice of orientamento generativo is the establishment of collaborative learning environment models, as described by Mannese (2023), where interaction, teamwork, and peer support serve as part of a generative process in building knowledge. This paper uses the concept of orientamento generativo as a framework of reference for reading institutional communication experiences in Nigeria and Spain. The research endeavour aims to explore how educational institutions can support students' personal and academic development through fostering collaborative and community-related aspects via effective communication strategies. This study has highlighted the urgent need to integrate principles of generative guidance into teacher training programs and institutional communication strategies. When teachers are trained on how to provide nudging support for self-discovery and collaborative learning, it will go a long way in enhancing student engagement and retention at Nigerian universities. A comparison with Spanish educational practice is also indicative of how generative guidance can be effectively applied in different cultural contexts.

INCREASING THE DIGITAL CAPABILITIES OF SPANISH UNIVERSITIES

The integration of digital competencies in higher education has become a critical priority for educational institutions in Spain. Technological development requires teachers and students to have the ability to use different technologies successfully. As noted by Buffardi and Taddeo (2017), literacy in digital skills is not optional but rather an imperative precondition for success in today's world and for gaining employment. The increasing implementation of new teaching methodologies by Spanish universities fosters an active learning environment. Programs initiated by Spanish universities and introduced as part of efforts to develop digital competencies among students include diverse Web 2.0 tools, which were initially implemented as initiatives for collaborative learning and knowledge sharing (Buffardi & Taddeo, 2017). Thus, while attentiveness promotes literacy in digital terms, increasing ratings supports active student participation through social constructivist approaches. Within such a state of affairs, communication plays a crucial role in informing all concerned parties about and involving them in the process (GEM, 2023). With increasing levels of digital skills, Spanish universities are seeking not only to improve student engagement but also to prepare their students adequately for the highly competitive job market awaiting them. The upgrading of digital skills in Spanish universities is a strategic approach to addressing contemporary educational challenges. A culture oriented toward digital literacy and communication competence would enhance student outcomes by fostering an environment that promotes these skills. Through this comparison with Nigeria, an attempt will be made to highlight why and how the same or similar strategies could be applied to the particular problems of Nigerian educational institutions.

TEACHER TRAINING IN NIGERIAN UNIVERSITIES

The quality of teacher training has a significant influence on educational outcomes in Nigeria, as it is through instruction that students can be actively engaged and retained. Recent findings suggest that most universities in Nigeria have inadequate teacher preparation programs, which fail to adequately equip teachers with the methodologies necessary to handle challenges in contemporary classroom situations (Adaralegbe, 1972). As further supported by the findings of Abuya et al. (2013), the decentralisation of education in Nigeria has created resource allocation disparities that substantially impact the quality of teacher training and student learning outcomes. Additionally, the cultural context plays a significant role in Nigeria when examining educational practices. Many communities do not place much value on formal education. In rural areas across the country, pressure on children to attend school is often secondary to the economic activities they can perform for their family (GEM, 2023). The context sets a cultural background against which it becomes difficult to implement any practical teacher training, as motivation among learners is generally low, or there are competing interests outside the classroom walls. Therefore, solutions to these challenges are found in the synthesis of teacher training that involves pedagogy and an understanding of socio-economic realities among students (Folarin, 2021). Community engagement and culturally relevant pedagogy belong to innovative teacher training initiatives. Programs that operate on the strength of building strong relationships between teachers and the communities where they teach will instil the value of belonging and support in students, thereby increasing retention rates. For example, community-based training programs that involve local stakeholders in education have been proposed to realise better teacher effectiveness as well as student outcomes. Such initiatives could go a long way toward changing the educational landscape of Nigeria by enabling its educators to surmount specific challenges confronting its students. Improving teacher training practices at Nigerian universities is critical if educational outcomes are to be improved. The approaches must be contextually relevant, engaging local communities, and understanding the unique challenges faced by students. This paper will further discuss how these practices can be juxtaposed and contrasted with those being executed in Spain, shedding light on avenues from which strategies can be drawn.

THE APPLIED RESEARCH

The quality of teacher education broadly defines the educational output in Nigeria; it is germane to the teaching profession, as it inculcates student participation and retention. A sample of 240 participants was purposively selected to accurately assess the effectiveness of teacher training programs in Nigerian universities when compared with those of Spanish students. The Nigerian sample consisted of 120 educators selected from various universities across the country. These educators came from diverse disciplines, including education, the arts, the sciences, and vocational training. This selection was meant to capture different experiences and perceptions on the effectiveness of teacher training. There is a wide variation in the distribution of teaching experience among the educator participants.< 30% of the educators belong to the category between 0 and 5 years, and < 25% fall in the range between 6 and 10 years. The rest are more seasoned participants; approximately 20% have experience falling within the 11- to 15-year bracket, and a significant 25% have more than 16 years of experience in this field. The educator sample consisted of 55% males and 45% females, providing a fair representation of both genders. This demographic variation is significant as it allows different teaching styles and perspectives to be seen, which gender dynamics bring into the educational environment. The students were purposively selected to represent various areas of study, allowing for more effective triangulation of experiences related to teacher training and engagement. The Nigerian student sample had the following demographic characteristics. Most of the students were young adults; 40% fell within the 18- to 22-year age range, 35% were in the 23- to 27-year age bracket, while another 25% fell within the 28- to 35-year age range. This age range aligns with the typical distribution of the university student population in Nigeria, comprising both new intakes and students who have been in the system for several years. To further enhance the comparative aspect of the research, a second sample comprising 120 Spanish university students was collected. These are students from programs that have curricula with components on digital competencies and soft skills. Their demographic breakdown included. The Spanish sample also consisted of individuals of different ages: 45% were between 18 and 22 years old, another 40% were between 23 and 27 years old, and the remaining 15% were between 28 and 35 years old. This composition is quite similar to that of Nigerian students at their university, making a comparison of outcomes from education in both contexts relatively direct. Field of Study: The Spanish group varied by major just as widely, 35 per cent in education, 30 per cent in business majors, 20 per cent in social science majors, and 15 per cent in engineering. Such variation of majors was essential to see how different teaching practices may impact the development of soft skills and engagement.

Tools: This study employed two methods to collect data: one was through surveys, and the other was through group discussions. Numbers and words were used to examine how teacher training affects student interest and retention. The planned surveys aimed to conduct a number checks on teachers' views about readiness, the worth of training plans, and feedback from the school on student interest. This survey used known questions on a scale where 1 (Strongly Disagree) and 5 (Strongly Agree) were the options. The Teacher Readiness Scale assessed how ready teachers felt to handle various issues arising from the diverse mix of students in their class. Some items are, "I feel well prepared to manage class diversity. I believe I can use good teaching methods ". The Teacher Preparedness Scale measured how ready educators thought they were to manage a range of challenges arising from the diversity of students in their classrooms. Sample items include, “I feel adequately prepared to manage classroom diversity. I am confident that I can implement effective teaching strategies.” Student Engagement Scale - This scale measured the degree of engagement students had in the learning process. Sample item: “I actively participate in classroom discussions.”- I am motivated to learn in my courses 3. Communication Effectiveness Scale: This scale measured how communication from the institution affects engagement. Example items include: 4. Soft Skills Development Scale: This scale measures the perceived development of major soft skills, including communication, teamwork, and leadership abilities. Focus group discussions were also conducted to elicit the qualitative perceptions of the respondents regarding their experiences with teacher training and its application in

real classroom scenarios. Focus groups guided by moderators yield productive discussions on training effectiveness, problems encountered by educators, and strategies for integrating soft skills into curricula. The focus groups were designed to provide context and insight into the quantitative findings by asking participants to share their views on the strengths and weaknesses of the current arrangements for teacher training. That qualitative input proved very valuable in helping judge the nuances of impacts that teacher training has on educational outcomes in Nigeria.

Procedure and Data Analyses: The study process commenced with obtaining ethics approval from the relevant bodies to ensure adherence to standard ethical practices and maintain strict confidentiality. This was followed by the purposive selection of a sample of educators and students from various institutions across Nigeria and Spain. After enrollment, structured surveys were administered online to facilitate easy access and efficient data collection. After collecting quantitative data, focus group discussions were scheduled to encourage in-depth conversations that would help triangulate the survey findings. The recording of each focus group session was made on audio tape with the participants' consent, and a transcript was later prepared for analysis. The quantitative data shall be analysed using SPSS. Descriptive statistics of the demographics of the participants and inferential statistics, which will highlight where significance lies between groups, shall be provided. Qualitative information from focus groups will be subjected to thematic analysis, whereby NVivo software will assist in categorising responses to draw out major themes regarding teacher training effectiveness. The comparative dimension of Spanish students enriches the analysis by providing a perspective on how various cultural and educational practices can inform training programs and make them more effective in Nigeria.

Results: Quantitative results indicated that trained teachers feel significantly more prepared ($M = 4.2$, $SD = 0.6$) than untrained teachers ($M = 3.5$, $SD = 0.7$), as evidenced by a t-value of 4.87 with a p-value of less than 0.001, which is highly statistically significant. The data implies that effective teacher training programs are a prerequisite in developing such skills among educators to effectively respond to the challenges brought about by diversity in classroom situations. Also, student engagement was much higher for students with trained teachers than for those with untrained teachers. The difference is significant, as indicated by $t(238) = 3.05$, $p < 0.05$. This, therefore, highlights the importance of teacher training in promoting student engagement. The comparative analysis with Spanish students demonstrated significant differences in key soft skills. Communication skills among Spanish students ($M = 4.5$, $SD = 0.4$) were higher than those of Nigerian students ($M = 4.1$, $SD = 0.5$), resulting in a t-value of 3.25 at $p<0.01$. Similarly, leadership skills among Spanish students ($M = 4.2$, $SD = 0.5$) were higher than those of Nigerian students ($M = 3.8$, $SD = 0.6$), with a t-value of 3.45 at $p<0.01$.

Variable	Group	Mean (M)	Standard Deviation (SD) ce	t-value p-value	Statistical Significance
	Trained Teachers	4.2	0.6	4.87	< 0.001

Teacher Preparedness	Untrained Teachers	3.5	0.7		
Student Engagement	Engaged Students	4.6	0.4	3.05	< 0.05
	Disengaged Students	4.2	0.5		
Communication Skills	Nigerian Students	4.1	0.5	3.25	< 0.01
	Spanish Students	4.5	0.4		
Leadership Skills	Nigerian Students	3.8	0.6	4.45	< 0.01
	Spanish Students	4.2	0.5		
Teamwork Skills	Nigerian Students	4.2	0.5	5.68	< 0.05
	Spanish Students	4.6			
Engagement Levels	Nigerian Students	4.2	0.5	4.12	< 0.01
	Spanish Students	4.6	0.4		

Results by Quality Themes that emerged in the focus group discussions regarding ethical awareness and the development of soft skills in teachers and students are key. Participants noted that quality training for teachers not only delivers pedagogical skills but also instils ethical considerations simultaneously, hence very instrumental to the development of responsible and responsive learners. They stated that their motivation and engagement largely depended on the quality of training received from their teachers. In this regard, a notable difference exists between Nigerian and Spanish respondents regarding their perceptions of the effectiveness of training. Most Nigerian teachers have identified resource inadequacy and lack of support as constraints to applying appropriate teaching strategies. In contrast, Spanish educators emphasise that their training includes having more structure with continual support and access to new teaching tools.

Discussion: Results such as these underscore a pressing issue: the urgent need for effective teacher training programs in Nigeria to achieve better educational outcomes. The significant difference

between trained and untrained teachers goes a long way to solidifying the fact that, apart from academic knowledge, educators also need to be equipped with various skills through proper training to invoke and sustain interest. A comparison with Spanish students further highlights the differences in skill development, thereby suggesting best practices observed in Spain that Nigerian educational institutions could inculcate. Richer perspectives from the focus group discussions reveal that teacher training, carried out in a contextual manner with community engagement integrated into cultural awareness, improves teaching effectiveness in Nigeria. This requires a relationship between building bonds with students and understanding their socio-economic circumstances, as it enables educators to create more engaging and responsive learning environments. This study thus advocates for a holistic and contextual training methodology that addresses the challenges faced by Nigerian educators and students. Such a culture promotes in its educational setup the values of good communication, community input, and other soft skills that will enable Nigerian universities to raise the bar of quality education while preparing students to meet all challenges in the modern workforce.

CONCLUSIONS

This study, therefore, reiterated the vital role of teacher training programs in improving educational outcomes at Nigerian universities. It found that comprehensive training not only imbues teachers with the basic tools of pedagogy but also inculcates a learning environment that encourages student retention and academic success. Differences between trained and untrained teachers revealed the strong need for the institution to place an immediate emphasis on developing and implementing solid training programs that would address the problems educators face in different contexts.

The sharing of experiences with Spanish students highlighted valuable educational practices that can be applied to improve the teacher training process in Nigeria. Greater communication and leadership competencies among Spanish students strongly suggest that the institutionalisation of such best practices into Nigerian educational frameworks should yield sizable results.The framework would highlight soft skills, e.g. team teamwork and ethical awareness, as part of the generative education approach by Mannese (2023). Since this approach emphasises not only knowledge acquisition but the development of individual talent and social competence, holistic education is fostered. The qualitative data collected from focus group discussions underscores the value of community involvement in teacher education. Members noted that educators who build relationships with the community and grasp the socio-economic conditions of the learners are most effective in promoting learning support. This finding is key, as it underscores the need for local context and community input to be incorporated into any teacher training program.

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