

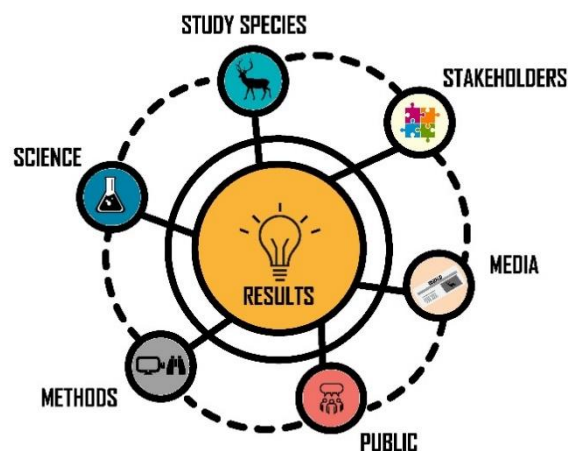
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Introduction

Autoethnography is an approach of research that integrates auto-biography and ethnography to explore the individual within cultural, social and educational settings. That is why, as a method of qualitative research, it relies on the experiences of a single researcher to explore personal and social factors. This is a very effective research method as it helps to get closer to the essence of human experiences, it creates a place for exploration of the irrational and unconscious aspects of life.

Autoethnography plays a significant role in educational research as it helps to understand the dynamics of cultural, institutional, and interpersonal factors that shape learning and teaching. It can offer a deep contemplation on education experiences, teaching processes, and contexts within which these experiences emerge. Autoethnography enables readers to relate to matters of identity, ability, and change and thus the text is beneficial to teaching practices, policies, and curriculum.



Autoethnography is also instrumental in narrative and storytelling in education that focuses on the life experiences of learners and instructors. This unfreezing breaks with the conventional paradigms that look for acceptance, participation, and a wider view of learning, thus enriching a more welcoming educational experience (Bochner & Earls, 2016).

Literature Review

The Structure of the Education System in Nigeria

The education system in Nigeria is structured into three main levels: which includes primary education, secondary education, and higher education. Basic education is for six years and is free for every child, it lays a framework of educational system. Curriculum at this level involves offering such subjects as mathematics, English; science, social studies, and physical education with an aim of offering a general education with core skills.

Secondary education is further categorized into junior secondary and senior secondary, each spanning over three years. The junior secondary education is an extension of general education received in the

primary school but with some advancement in curriculum. They are basic technology, home economics, agricultural science among others, which offer vocational skills in addition to the conventional academic curriculum. After the junior secondary education, the students sit for the Basic Education Certificate Examination (BECE), through which they get promoted to senior secondary education.

Secondary education is more individualized as students are expected to choose between academic and vocational programs according to their preferences of the courses they'd like to pursue in the future. The teaching subjects comprise of compulsory subjects such as English, Mathematics, and any one major Nigerian language, and then optional subjects in science, art, and commercial groups. Senior secondary school students sit for the West African Senior School Certificate Examination (WASSCE) to enhance their chances of securing a place in higher education institutions.

Nigerian tertiary institutions encompass Universities, Polytechnics, and Colleges of Education, which offer undergraduate and postgraduate degrees. Universities offer bachelor's degree program in many disciplines, and polytechnics offer diploma and higher national diploma (HND) in technical and vocationally related fields. These Universities mainly prepare teachers for primary and secondary schools and offer Nigerian Certificate in Education (NCE) qualification. The key role of the higher education sector is to produce competent graduates who will help to shape the socio-economic future of the country.

Language in Education

English is the medium of instruction in Nigeria due to the country's colonial background and its current status as an international language. English is taught in the primary, secondary, and tertiary institutions as a medium of instruction and communication in a multilingual nation. The widespread use of English in schools aids the students in their preparedness for higher learning institutions and the global employment market.

However, there are also many indigenous languages spoken in Nigeria, and it is a common practice to use the local language as one of the languages of instruction in primary schools. This is in compliance with the National Policy on Education that advocates for the use of the mother tongue in the initial years of learning. Introduction of local languages in classroom assists in the maintenance of cultural diversities, improvement of learning in young children and boosts up a sense of self-identification.

This shift to English medium tends to take place during the later years of the primary education. This gradual transition helps the students to remain in touch with their own regional language while they also learn English – the global lingua franca. However, the implementation of the policy is not without certain challenges: the bilingual teachers are often not fluent in both English and indigenous languages; and there is limited availability of instructional materials in indigenous languages.

The Educational Environment and Quality of Education

Thus, the educational environment in Nigeria is also significantly different between urban and rural settings in terms of facilities, equipment, and qualifications of teachers. Urban schools enjoy more resource endowment in terms of infrastructure, qualified teachers and the availability of school facilities

like textbooks, libraries and information technology. These advantages lead to increased performance among students and improved overall education standards in urban settings.

However, there are problems that affect rural schools such as absence of facilities, no teaching aids and meager resources. A significant number of rural schools are housed in poorly constructed structures, inadequate classroom space, and poor infrastructure such as water and electricity supply. Teachers are not well trained, especially those working in the rural schools and there may be many students in a class which inhibits teaching and learning. They lead to a reverse of educational quality and student achievement between the urban and rural areas.

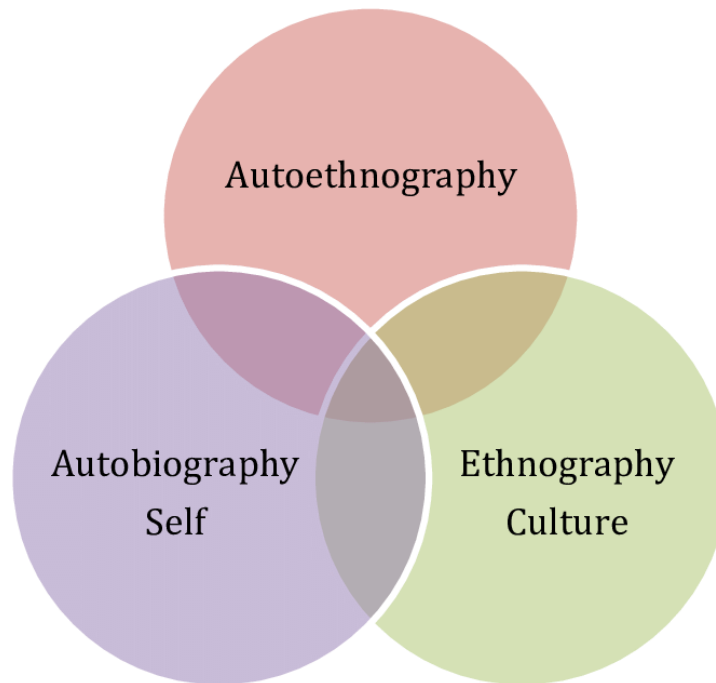
Nevertheless, the Nigerian education system has its daunting challenges but still focuses much on educational accomplishment, logic, and originality. Locally, there is arises government quest to raise the quality of education across the country through developing school physical structures, supplying adequate teaching aids, and enhancing the capacity of teachers through professional development. Also, it has been observed that NGOs and international partners are now assuming vital roles in providing education in the state and particularly in the rural areas.

Comparative Analysis

When put into comparison with the education systems of different countries, for example, Nigerian one differs greatly from, let's say, British or American in terms of structure, language, and setting. British education can be characterized as liberal, as it is quite flexible and aimed at allowing students to develop their individual potential; Besides, the curriculum is aimed at encouraging students to become critical thinkers, as well as promoting creativity and learning how to learn and find information on one's own. For instance, the Nigerian education system is characterized by behaviours, knowledge acquisition, a memorization culture, and emphasis on examination results compared to the socio-cultured learning environment.

In the UK, the education system is divided into four main stages: primary schooling, secondary schooling, post-primary schooling, and tertiary schooling. Primary education lasts for six years, followed by secondary education, which is divided into two stages: lower secondary (ages, 11-14 years) & GCSE lower sector (ages 14-16 years). Key stage 4 is based on programmes of study, leading up to GCSE examinations taken at the end of this stage, then students can either enter colleges or sixth forms in order to get A levels or other forms of education. UK Higher education features universities and colleges that provide undergraduate as well as postgraduate education to their students.

Another factor that sets Nigeria and the UK apart in relation to language use in education is the specific language that is used as the medium of instruction, as well as the type of education. It ought to be understood that unlike the united states where English is the official language of learning, Nigeria is a multilingual nation; hence the incorporation of the local languages at the basic education stage cannot be overemphasised. This model is not very common in the UK unlike Europe where there is severe use of both French and English in education system. However, the UK also has language support programs for ESL/EAL students and thus thus it well accommodates for diversity.



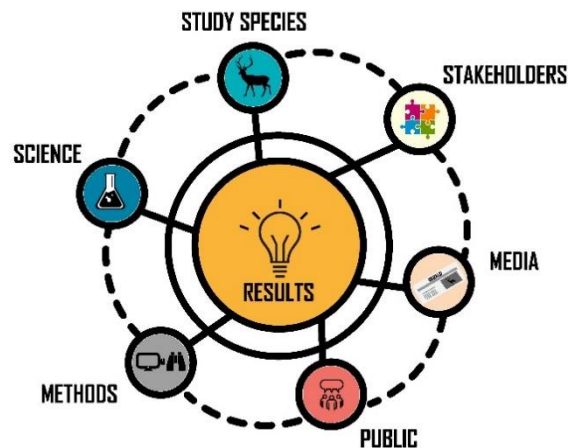
The educational settings in Nigeria and the UK are also different in terms of learning environment development, learning resources and teaching practices. The facilities within schools across United Kingdom seem to be relatively better, students have more access to technology for educational purposes, and there is a diverse variety of co-curricular activities a student can engage in while in school. Some of the challenges that are observed at Nigerian schools and even more ruraly located include the following ones: The Nigerian schools lack infrastructural facilities, equipment, and qualified and motivated teachers that are necessary for providing quality education.

Despite these two systems having differences in their paradigm and practices, both systems aim at achieving high standards in quality education and shaping the future of their students. :LO2: Other strategies that have been used in Nigeria include borrowing from other countries such as enhancing critical thinking so that is comparable to that of the United Kingdom.

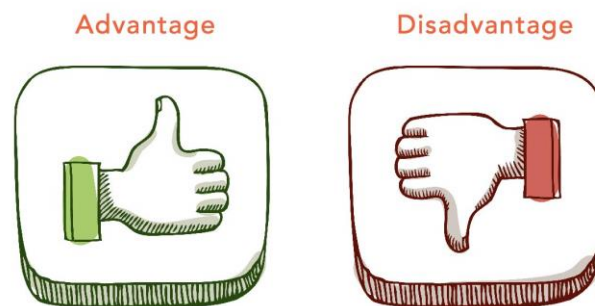
Methodology

Autoethnography as one of the Method in Qualitative Research

Autoethnography is a research approach that entails the mixing of self-accounts with social examination, making it highly personalized as well as highly descriptive in the study of educational experiences. This method is an approach to qualitative research that focuses on oral storytelling to understand social and cultural contexts such as advocacy of women by women themselves (Rhactiv, 2018). In contrast with a range of research paradigms that emphasize the researcher's position as detached observer, autoethnography therefore maintains that the position of the researcher can be a valuable resource. They also pointed out that it makes it possible for the researcher to use their experience in the act of interpreting cultural contexts that are inherent in their practices.



The value of autoethnography derives from the detailed exploration of people’s subjective experiences of the world, as well as the cultural processes governing their lives. Autoethnography is especially beneficial in educational research when analyzing the richness and density of learning environment, interactions between teachers and students, or institutional practices that can be explained in detail with the help of narrative and reflexive accounts.



Advantages and Disadvantages of Autoethnography

Autoethnography has several benefits when used as a research approach or method. Its exploration of cultural and education experiences, for instance, makes it a centralized strength since it furnishes contextualised findings. Because it focuses on the first person, autoethnography paints a vibrant, thick picture behind the data, which is important when one is studying social phenomena. This method enables the researchers to understand how the human personality is influenced by cultural factors and cultural forces in particular, thereby implying the social and cultural factor’s influence over human lives.

Yet, it is also important to reveal that there are some concerns regarding autoethnography also. However, there are some disadvantages of such lists which include the following. One of the main limitations of such lists is that they can be biased. Autoethnography is not without certain shortcomings and one of them is that since autoethnography draws from the lived experience of the researcher, it runs the potentiality of being highly subjective or even narcissistic. To avoid this risk, researchers must remain conscious of how to effectively self-reflect and to avoid falling into the spoonerism trap where you become the research subject instead of staying an observer at a certain critical distance (Chang, 2008). Also, autoethnography has its ethical issues that involve personal revelation, the process of narratives and stories. The nature of the narratives told can be problematic in terms of privacy and confidentiality, and can become problematic for the researcher but also for others who are represented in the storied truth.

Research Methods in Autoethnography

As for the method used in this research project, I shall opt for a narrative inquiry approach which is essential in capturing educational experiences in Nigeria. Whereas narrative inquiry can be defined as the process of gathering and analyzing the viewpoints of individuals in the form of narratives as a way of understanding how they perceive their experiences. In this case, the data will be obtained from personal diaries, records, articles, journals, and policies. These sources will produce a pool of narratives concerning the educational state in Nigeria and from diverse angles.

The narratives that will be collected will then be analyzed through thematic analysis, which is a widely used method in research that is geared toward identifying, analyzing, and reporting patterns that may be present in data (Braun & Clarke, 2006). Thematic analysis is most appropriate to this study given that it is a systematic approach to data analysis, but it also avoids tight rigid structures. When the data is coded to establish commonalities, the research will discover the problems that define the education systems and leadership experience prevalent in Nigeria. This process will involve several steps including: creating an initial list of codes, identifying themes, refining themes, finalizing on the definition and naming of the themes, and the final report.

Ethical Considerations

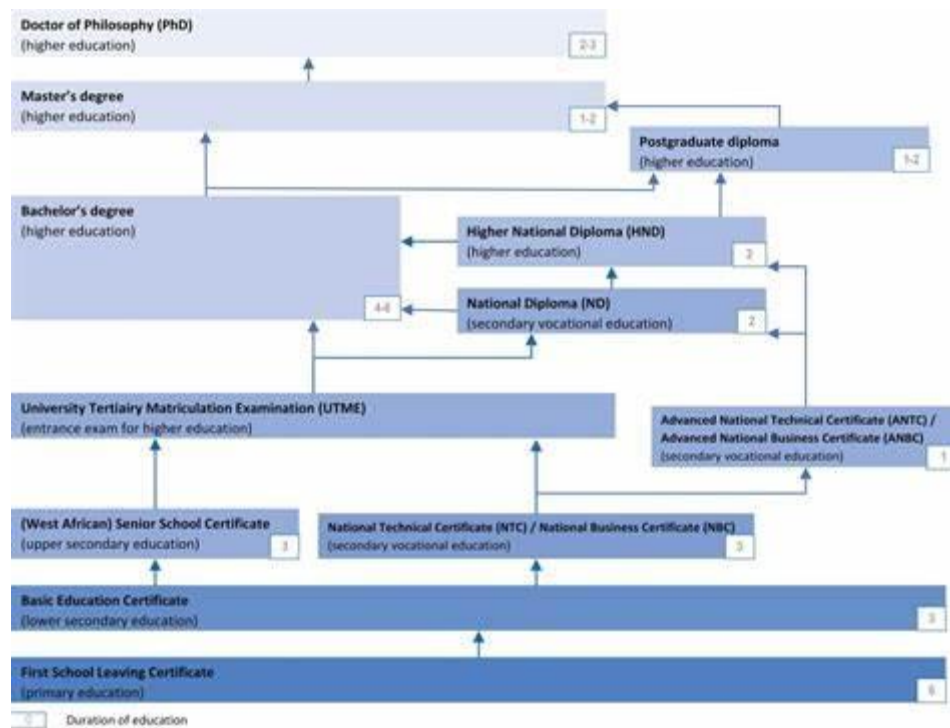
Employing ethical considerations are very crucial in autoethnographic research given the fact that the data collected is personal. The first form of ethical consideration is confidentiality and anonymity. Since autoethnography calls for a detailed description of personal experiences, there is always the possibility of exposing information about the researcher or other individuals. To overcome this, pseudonyms will be used and specific details about the names of people featured in the narratives will be changed.

Another important ethical consideration is informed consent. The people whose narratives or encounters are featured in the study must be made aware of the purpose of the research and must agree to be involved. The participants will be required to discuss the objectives of the study, the nature of the information that will be gathered, and how the information will be utilized.

Maintaining ethical integrity also requires careful consideration of how to deal with the dynamics of self-disclosure. Researchers must consider a number of risks associated with disclosing details of any kind to themselves and to the audience. To overcome these challenges, reflexive practices, which entail self-reflective and self-critical analysis and interpretation, will be used. Reflexivity assists in avoiding ethical misconduct through familiarization with positionality and the predispositions that might affect the researchers (Tolich, 2010).

Autoethnography

I started my education at the basic level in Nigeria, a country that is endowed with diverse cultural importance with education systems that are composite. As a child I was learning in an environment that was rich culturally and hence the early learning process had some traditional values infused with the modern way of life. It is thus necessary for the purpose of this autoethnography to consider the essential aspects of the educational process and the experiences traversing from the primary education level through the secondary and even the university level with the cultural and linguistic factors underpinning the process taken into account.



Primary Education

The primary school I attended in Nigeria focused on the child's academic performance as well as was very particular on the cultural aspect of the child. The teaching and learning was conducted sometimes in English and the local language, since many schools in Nigeria have adopted the policy of dual-linguism. This approach was intended to achieve the mastery of the medium of instruction which is English without compromising the use and teaching of the primary language and cultural heritage. Besides,

there were such lessons as mathematics, science, social and culture, and others, which were aimed at developing our thought traditions, folklore, and history.

This made me realize how the incorporation of the local language together with English into classroom creates an identity and enriches one's learning process. This model of bilingual education was a very valuable way to offer the comparison and conflict of language and education in one style and show different way how it can be beneficial to be diversely linguistically. The focus on culture also helped foster pride and identity as citizens, as well as making learning more than knowledge acquisition: the traditional cultural values of the people also formed a part of what was being passed down.

Secondary Education

The experience of secondary school education in Nigeria, therefore, had its positive impact on them. The move from primary level to secondary level was challenging in that students were exposed to more serious academics and were thus expected to practice promptness and work ethic. Pupils who proceed to the secondary level do so at this level and the Nigerian educational system provides junior secondary education for three years and senior secondary education for another three years, with a clear aim of preparing students for national examinations. These include the Junior Secondary School Examination (JSSE) and; the Senior Secondary Certificate Examination (SSCE) through which one could potentially qualify for higher learning institutions; notably these examinations put much pressure on learners to excel.

As it is with most academic institutions, the secondary school had strict learning standards and required dedication. The curriculum has described to other encompassing subjects such as, mathematics, sciences, literary and vocational subjects. As education progressed via extracurricular activities like sports and cultural clubs, students too developed in the process. However, these years were personally developing and helped to have a deeper insight into one's nationality.

The stringency to open a new station to generate its revenue put pressure on the students to excel in National examinations it helped instil discipline and good work ethic. The key strengths of the program were geared towards academic success and logical analysis of problems assuring me for college studies and career. In addition, the culture of the school played a vital role in nurturing the values within the society, and the Overall the character built, moral education and the culture promoted in school paved way for community, respect and resilience in life.

Higher Education

Problems such as gaining admission to a university in Nigeria also came with new possibilities. Tertiary institutions in Nigeria includes the Universities, Polytechnics and Colleges of Education, which offer Bachelor's Degrees, Masters and Doctorate Degrees among others. Pregnant mother gaining admission in these school cannot be a mere achievement in academic but actually undergo the various policy formulated in government body. Another source of stress discussed by many students is change from high school to university life; I found this aspect of my university experience of high interest and stress.

As previously illustrated university education enshrined the obtainment of specialized knowledge and skills in Nigeria. The academic programmes were intended to give specialized study in different fields as would enable students to take up employment and also advance their studies. Special attention was paid to knowledge acquisition through systematic rote learning, as well as applied skills, exploration, and analysis.

The predominance of English language in medium of instruction of higher education enabled access to numerous international opportunities. First, use of English I was able to get all the academic articles, interact with scholars from other parts of the world and be part of the world academic community. On the same note, following certain local cultures and incorporating local languages and beliefs to some of the units and co-curricular activities served as my strong cultural anchors and made my learning session richer.

Language and Education

Within the learning process, language was an essential tool. The dual language system in the primary and secondary education, with the local languages taught together with English offered a special way of learning that embraced both the international and the cultural horizon of each country. English was made an official language of instruction and this was very crucial for learners who wanted skills to join universities and access opportunities from other parts of the world. It has provided a medium for communication, education and career advancement.

Reflection and Conclusion

This is a reflective self-study that I have done in the course of this autoethnography exercise, and it has assisted me in defining my role in relation to educational contexts I have encountered. Each narrative had its own strength; therefore, integrating the personal input with academic analysis was not an easy task but was helpful in yielding a deeper perception of my educational process. In this connection, I have been able to learn not only the values and beliefs of the Nigerian people but also the language used in Nigeria in the process of education.

In this light, I am able to better understand and assess the roles and effects which the educational atmosphere has had on my personal and academic growth. Education in Nigeria enacted a culture of support with emphasis on hard work, discipline, skill and eradicating complacency due to competition among schools. These qualities have been helpful in defining the way I learn and the teaching method that I employ. The exposure has been an eye opener in the sense that the process and activities teach the learners the importance of adopting the principles of inclusion in the learning process as well as embracing cultural diversity.

The following autoethnographic account illuminates the interplay between subjectivity and institutions of education, as well as enforcing change that is more participant-oriented. Positive appreciation of cultural and linguistic CD as a strength to be enhanced assures congenial learning environment to the culturally and linguistically diverse learners. The information obtained from this autoethnographic process reveals the importance of sound educational policies and approaches that include language

preservation and recognition, ideas about cultural values, and student-centered learning—all of which can shape a more meaningful and efficient functioning of the education system.

Drawing from my own experience of education in Nigeria where I noticed both the traditions as well as post-colonial changes, I have observed the interventions language politics makes in culture and education. The transition to learn in both English and Spanish due to primary and secondary education, the strict academic environment and curriculum, along with the challenges and enrichment of higher education has influenced my personal and academic growth.

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