



The Negative Effects of the Present Economic Crunch in Nigeria on Teaching and Learning of French Language in Anambra Tertiary Institutions

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ABSTRACT

Background: Economic constraints have increasingly affected language education, particularly in the domain of French studies. Financial limitations may reduce access to essential learning resources, professional development, and language immersion opportunities, ultimately influencing program sustainability and student enrollment. **Objective:** This study aimed to investigate the impact of economic constraints on the availability and affordability of French language resources, professional development for educators, access to language immersion experiences, and overall enrollment and program offerings. **Method:** A quantitative research design was employed, using survey data from 130 participants. The survey addressed issues such as textbook affordability, course availability, and access to educational technologies. Data were analyzed using descriptive statistics and Multivariate Analysis of Variance (MANOVA) to examine the influence of demographic variables (age, education level, gender) on the availability and affordability of resources. **Result:** The MANOVA results revealed statistically significant effects ($p < 0.001$), indicating that demographic factors significantly influence the availability and affordability of French language resources. Economic challenges have led to reduced access to textbooks, instructional materials, and educational technologies, while also limiting professional development opportunities for educators. **Conclusion:** Economic constraints negatively affect multiple dimensions of French language education, from resource access to educator support and program availability. **Contribution:** The findings contribute to the discourse on language education policy by highlighting the need for targeted funding and support mechanisms. This study offers valuable insights for educators, policymakers, and researchers working to sustain and improve French language programs in financially constrained environments.

1. INTRODUCTION

The current economic challenges in Nigeria, including high inflation, dwindling income levels, and rising costs of basic goods and services, significantly impact educational practices. This economic downturn has negatively affected both teaching and learning processes across various subjects, including the French language, which is crucial for Nigeria's integration into the Francophone sphere and for fostering diplomatic, cultural, and economic relations within West Africa (Ayeni, 2024). One of the most significant impacts of the economic crisis is funding constraints in educational institutions, which lead to insufficient investment in language programs, particularly for subjects like French that are often viewed as secondary in importance (Omisakin et al, 2022). Schools struggle to allocate resources for French language programs, including textbooks, audio-visual aids, and interactive platforms, which are

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essential for effective language acquisition (Usman, 2022). The limited allocation to French language education has weakened the quality of instruction, as teachers lack access to up-to-date materials and technology that enhance learning outcomes.

Additionally, the scarcity of instructional materials due to rising costs affects the French language curriculum implementation. Resources such as French textbooks and language lab equipment have become prohibitively expensive, reducing their availability in schools, particularly in less affluent regions (Akinpelu & Yegblemenawo, 2023). Many institutions that previously invested in multimedia tools to support French language learning have now deprioritized these investments, further hindering students' ability to grasp pronunciation, grammar, and conversational skills effectively (Oyebolu & Olaoye, 2022). This gap in resources and infrastructure often leaves students with limited exposure to the language, impacting their proficiency and confidence in French.

Another area of concern is teacher motivation and morale. The economic crunch has contributed to poor remuneration and delayed salary payments for teachers, leading to low morale among French language instructors (Liu & Dong, 2024). Many educators now face financial instability, which diminishes their commitment and focus in the classroom. Due to economic hardships, some French language teachers may seek alternative employment, impacting the availability and consistency of French language educators (Buknova et al, 2020). The high turnover rate in the teaching profession further disrupts continuity in learning, affecting the students' ability to engage with and retain language skills over time.

For students, the economic downturn has exacerbated financial pressures on families, leading to reduced school attendance rates and engagement in subjects perceived as non-core, like French (Mokher et al, 2023). As parents struggle to meet basic needs, the ability to invest in additional language resources or extracurricular activities for French language practice declines. The result is a reduction in students' language exposure outside of formal instruction, which impedes skill acquisition (Dynarski et al, 2023). Furthermore, students under economic pressure may prioritize subjects perceived as more immediately relevant to local job markets, shifting their focus away from language studies, especially in under-resourced schools that cannot support a robust language curriculum.

The economic crisis has also affected collaborative and immersive learning experiences essential for language acquisition. French language programs often rely on cultural exchanges, field trips, and immersion activities to enrich learning, but these have become financially unfeasible for many schools and students (Wilson et al, 2023). The lack of opportunities for real-world language practice limits students' ability to apply their skills practically, reducing both interest and competency in French. These economic barriers undermine efforts to make language learning engaging, diminishing students' enthusiasm and retention rates. The psychological toll of the economic crisis cannot be overlooked, as financial stress impacts cognitive functions that are critical to language learning. Studies have shown that students who experience financial insecurity are more likely to have issues with concentration, memory, and overall academic performance (Mitic & Wolniak, 2022). In a language-learning environment, these cognitive challenges make it harder for students to retain vocabulary, practice pronunciation, and engage in complex language structures, which are foundational for proficiency in French. Moreover, the reduced focus on French language education in policy and curriculum decisions due to financial constraints further lowers its perceived importance among students and educators alike (Beerens et al, 2016).

As Nigeria grapples with inflation, rising living costs, and reduced government spending, the teaching and learning of foreign languages, like French, have suffered due to dwindling resources, inadequate funding, and reduced support for language programs. For Anambra's tertiary institutions, where French language instruction plays a crucial role in preparing students for regional integration and fostering diplomatic ties within West Africa, these economic pressures have had alarming consequences. One major gap evident in existing literature is the lack of comprehensive understanding of how the economic crisis specifically impacts French language instruction in Nigeria's tertiary education system (Moser & Wei, 2024). Although studies have highlighted general challenges in Nigerian education due to economic constraints, they often fail to address the unique vulnerabilities of French language programs, which already face marginalization due to a perceived lack of immediate utility for local employment. Consequently, these programs receive even less financial and institutional support compared to other core subjects, leading to resource deficiencies that hinder both teaching and student learning outcomes.

Another significant problem is the shortage of qualified French language educators and instructional resources due to the economic downturn. Rising operational costs and stagnant funding have made it difficult for Anambra's tertiary institutions to recruit and retain skilled French language teachers, a situation exacerbated by delayed salary payments and poor working conditions. This shortage of competent instructors undermines the quality of language instruction, leaving students without adequate support to achieve proficiency in French. Moreover, the scarcity of essential learning materials, such as updated textbooks, audio-visual aids, and digital platforms for immersive learning,

ning, severely limits students' access to practical language exposure and hands-on learning experiences critical for language acquisition (Adekanye, 2024). Additionally, the economic hardship affecting students' families has impacted their ability to invest in supplementary language resources, such as private lessons or language immersion programs, which are often necessary for achieving fluency in a foreign language like French. As a result, student engagement in French language learning has diminished, with many viewing it as an unaffordable luxury rather than an essential skill (Ogunode et al, 2023). This disengagement further widens the gap between students' actual proficiency and the expected language competency for regional and international opportunities.

Policy gaps exacerbate the challenges facing French language programs in tertiary institutions. There appears to be limited governmental intervention or policy framework to safeguard foreign language programs amid economic constraints, leading to a lack of prioritized support for French language education. This oversight risks further relegating French to a low-priority status in Nigerian education, eroding students' linguistic capacities and hindering Nigeria's potential for enhanced diplomatic and cultural relations within Francophone Africa. Therefore, this study seeks to address the gaps in knowledge by examining the specific ways in which the present economic challenges affect French language teaching and learning in Anambra's tertiary institutions.

Although economic challenges in education have been widely acknowledged, there remains a lack of focused research examining how financial constraints specifically impact French language education, particularly in terms of access to essential learning materials, professional development for teachers, and immersion opportunities. Existing studies often address language education in general, without isolating the unique challenges faced by French programs or exploring how demographic variables may influence these constraints. To address this gap, the present study aims to investigate the impact of economic limitations on the availability and affordability of French language resources, access to language immersion experiences, and professional development opportunities, while also analyzing how factors such as age, education level, and gender relate to these issues.

2. METHOD

2.1 Research Design

This study employed a quantitative research design to examine the impact of various demographic and economic factors on the availability and affordability of French language textbooks, materials, and technology.

2.2 Research Object

Data were collected through a survey administered to a sample of 130 participants.

2.3 Data Collection

The survey asked respondents to rate their agreement with several statements regarding the influence of economic constraints on French language education, including issues related to textbook affordability, course availability, and access to language learning technologies.

2.4 Data Analysis

The survey responses were analyzed using descriptive statistics to summarize the central tendencies and variability of the data. Descriptive measures, such as mean, standard deviation, skewness, and kurtosis, were calculated for each item to better understand the distribution and characteristics of the responses.

To explore the relationships between demographic variables (such as age group, educational level, and gender) and the dependent variable, a Multivariate Analysis of Variance (MANOVA) was conducted. MANOVA was chosen because it allows for the examination of multiple independent variables simultaneously and assesses their collective impact on a set of dependent variables. The multivariate tests performed included Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. These tests provide robust measures of the overall significance of the model and help determine whether the independent variables (age, educational level, and gender) collectively have a statistically significant effect on the availability and affordability of French language textbooks and materials. All tests indicated statistically significant effects ($p < 0.001$), suggesting that the demographic factors included in the model influence the dependent variable. Additionally, Tests of Between-Subjects Effects were conducted to assess the individual impact of each independent variable. All participants were provided with detailed information about the study's purpose and their rights. Informed consent was obtained prior to participation. Measures were taken to ensure the confidentiality and anonymity of participants' responses. Identifiable information was removed from the data, and findings were reported in aggregate form.

3. RESULT AND DISCUSSION

3.1 Result

Table 1. Respondents demographic information for Age Group, Educational Level, and Gender:

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Age Group				
18-24 years	28	21.5%	21.5%	21.5%
35-44 years	32	24.6%	24.6%	46.2%
45 years and above	70	53.8%	53.8%	100.0%
Total	130	100.0%	100.0%	
Educational Level				
Diploma	12	9.2%	9.2%	9.2%
Bachelor's Degree	20	15.4%	15.4%	24.6%
Master's Degree	42	32.3%	32.3%	56.9%
Doctorate	56	43.1%	43.1%	100.0%
Total	130	100.0%	100.0%	
Gender				
Male	50	38.5%	38.5%	38.5%
Female	80	61.5%	61.5%	100.0%
Total	130	100.0%	100.0%	

Table 1 presents the demographic information of respondents. For Age Group, (53.8%) are aged 45 years and above, (24.6%) are 35-44 years, and (21.5%) are 18-24 years. Regarding Educational Level, (43.1%) hold a Doctorate, (32.3%) have a Master's, (15.4%) possess a Bachelor's, and (9.2%) hold a Diploma. In terms of Gender, (61.5%) are female and (38.5%) are male.

Table 2. Descriptive Statistics for Perceived Impact of Economic Downturn on the Availability and Affordability of French Language Resources

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Economic downturn reduces availability of French language textbooks, materials.	2.56	1.251	-.178	.212	-1.616	.422
Affordability of essential French resources drastically decreased for students.	2.86	1.166	-.440	.212	-1.331	.422
Students struggle to purchase required French language learning tools.	2.58	.971	-.268	.212	-.891	.422
High prices limit access to necessary French educational materials.	2.94	.702	.086	.212	-.944	.422
Rising costs make French language materials less accessible.	2.63	1.101	-.037	.212	-1.354	.422
Economic strain hinders affordability of French educational technology.	2.98	.871	.030	.212	-1.691	.422
Students experience scarcity of affordable French learning aids.	2.27	.896	.490	.212	-.413	.422
Students encounter high costs for French educational tools.	3.09	.802	-.169	.212	-1.422	.422
Valid N (listwise)						

Table 2 presents the descriptive statistics for respondents' perceptions of the economic downturn's impact on the availability and affordability of French language resources. The means range from (2.27) to (3.09), with the highest mean for "Students encounter high costs for French educational tools" at (3.09) and the lowest for "Students experience scarcity of affordable French learning aids" at (2.27). The standard deviations range from (0.702) to

(1.251). Skewness values are between (-0.440) and (0.086), suggesting a slight negative skew overall. Kurtosis values range from (-1.691) to (-0.413), indicating a platykurtic distribution (less peaked).

Table 3. Descriptive Statistics on how reduced funding levels affect professional development opportunities for French language educators in Anambra's tertiary institutions

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Reduced funding limits professional development opportunities for educators.	2.95	1.006	-.957	.212	-.077	.422
French teachers miss essential training due to budget cuts.	3.05	.511	.078	.212	.889	.422
Lack of funding hinders growth for French language educators.	3.37	.484	.548	.212	-1.726	.422
Reduced funding decreases access to teaching enhancement programs.	3.26	.642	-.298	.212	-.673	.422
Professional growth suffers from diminished funding for educators.	3.15	.362	1.941	.212	1.796	.422
Reduced budgets restrict learning opportunities for French teachers.	2.68	.907	-.787	.212	-.232	.422
Educators struggle to advance skills due to funding constraints.	2.92	.753	-1.418	.212	2.364	.422
Limited funding reduces access to essential professional workshops.	2.82	1.040	-.797	.212	-.523	.422
Valid N (listwise)						

Table 3 shows the descriptive statistics for how reduced funding affects professional development opportunities for French language educators in Anambra's tertiary institutions. The means range from (2.68) to (3.37), with "Lack of funding hinders growth for French language educators" having the highest mean of (3.37). Skewness values range from (-1.418) to (1.941), and kurtosis values range from (-1.726) to (2.364), indicating varied distributions.

Table 4. Descriptive Statistics for ways that economic crunch influence students' access to language immersion experiences such as study abroad programs or cultural exchanges

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Economic crunch reduces students' participation in study abroad programs.	3.00	1.034	-.982	.212	-.133	.422
Fewer students afford cultural exchange opportunities during recession.	2.72	.973	-.855	.212	-.344	.422
Study abroad programs become inaccessible due to financial constraints.	2.72	.973	-.855	.212	-.344	.422
Limited funds hinder students' access to language immersion experiences.	2.42	1.098	-.316	.212	-1.433	.422
Financial difficulties prevent students from cultural immersion experiences.	2.58	.922	-.464	.212	-.662	.422
Students miss out on vital language immersion opportunities.	2.94	.607	.028	.212	-.250	.422
Reduced funding limits access to overseas language programs.	2.72	.973	-.855	.212	-.344	.422
Students struggle to afford essential study abroad experiences.	2.91	.720	.140	.212	-1.047	.422
Valid N (listwise)						

Table 4 presents descriptive statistics on how the economic crunch influences students' access to language immersion experiences. The means range from (2.42) to (3.00), with "Economic crunch reduces students' participation in study abroad programs" having the highest mean of (3.00). Skewness values range from (−0.982) to (0.140), and kurtosis values range from (−1.433) to (−0.250), indicating varied distributions.

Table 5. Descriptive Statistics for the potential decline in enrollment and program offerings for French language courses in Anambra tertiary institutions due to economic constraints

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Fewer students enroll in French programs due to costs.	3.11	.790	-.194	.212	-1.369	.422
Financial challenges lead to reduced French course offerings.	2.44	.932	.007	.212	-.855	.422
Economic strain decreases interest in French language studies.	2.50	.926	-.209	.212	-.823	.422
Institutions cut French programs due to budget constraints.	2.60	.928	-.475	.212	-.659	.422
Enrollment drops in French courses during economic downturn.	3.37	.484	.548	.212	-1.726	.422
Reduced funding impacts availability of French language classes.	2.10	1.140	.215	.212	-1.636	.422
Financial hardship causes decline in French course participation.	2.49	1.058	-.298	.212	-1.215	.422
Fewer French language courses offered due to economic challenges.	2.62	.918	-.560	.212	-.560	.422
Valid N (listwise)						

Table 5 presents the descriptive statistics for the potential decline in enrollment and program offerings for French language courses in Anambra’s tertiary institutions due to economic constraints. The means range from (2.10) to (3.37), with "Enrollment drops in French courses during economic downturn" having the highest mean of (3.37). Skewness values range from (−0.560) to (0.548), and kurtosis values range from (−1.726) to (−1.369), indicating varied distributions.

Hypothesis 1: The economic downturn has no significant effect on the availability and affordability of French language textbooks, materials, and technology in Anambra.

Table 6. Multivariate Tests for the Effect of the Economic Downturn on the Availability and Affordability of French Language Textbooks, Materials, and Technology in Anambra

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.959	854.032 ^b	3.000	109.000	.000
	Wilks' Lambda	.041	854.032 ^b	3.000	109.000	.000
	Hotelling's Trace	23.505	854.032 ^b	3.000	109.000	.000
	Roy's Largest Root	23.505	854.032 ^b	3.000	109.000	.000
availability and affordability of French language textbooks, materials, and technology	Pillai's Trace	1.280	4.588	54.000	333.000	.000
	Wilks' Lambda	.138	5.695	54.000	325.593	.000
	Hotelling's Trace	3.594	7.165	54.000	323.000	.000
	Roy's Largest Root	2.830	17.453 ^c	18.000	111.000	.000

a. Design: Intercept + availability and affordability of French language textbooks, materials, and technology

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 6 presents the multivariate tests assessing the impact of the economic downturn on the availability and affordability of French language textbooks, materials, and technology in Anambra. All tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) show significant results with p-values of (0.000), indicating a strong effect.

Table 7. Tests of Between-Subjects Effects for Age Group, Educational Level, and Gender for availability and affordability of French language textbooks, materials, and technology

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Age Group	133.147 ^a	18	7.397	17.342	.000
	Educational Level	40.500 ^b	18	2.250	3.031	.000
	Gender	7.202 ^c	18	.400	1.885	.024
Intercept	Age Group	624.214	1	624.214	1463.457	.000
	Educational Level	476.976	1	476.976	642.591	.000
	Gender	127.459	1	127.459	600.326	.000
Availability and affordability of French language textbooks, materials, and technology	Age Group	133.147	18	7.397	17.342	.000
	Educational Level	40.500	18	2.250	3.031	.000
	Gender	7.202	18	.400	1.885	.024
Error	Age Group	47.345	111	.427		
	Educational Level	82.392	111	.742		
	Gender	23.567	111	.212		
Total	Age Group	1436.000	130			
	Educational Level	1366.000	130			
	Gender	370.000	130			
Corrected Total	Age Group	180.492	129			
	Educational Level	122.892	129			
	Gender	30.769	129			

Table 7 further confirms significant differences based on Age Group, Educational Level, and Gender, with p-values of (0.000), (0.000), and (0.024), respectively. Based on these results, the hypothesis stating that the economic downturn has no significant effect is rejected as the data indicates a significant impact on availability and affordability.

Hypothesis 2: Reduced funding levels do not significantly affect professional development opportunities for French language educators in Anambra's tertiary institutions.

Table 8. Multivariate Tests for the professional development opportunities for French language educators

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.936	569.630 ^b	3.000	117.000	.000
	Wilks' Lambda	.064	569.630 ^b	3.000	117.000	.000
	Hotelling's Trace	14.606	569.630 ^b	3.000	117.000	.000
	Roy's Largest Root	14.606	569.630 ^b	3.000	117.000	.000
Professional development opportunities for French language educators	Pillai's Trace	.873	4.884	30.000	357.000	.000
	Wilks' Lambda	.290	6.013	30.000	344.094	.000
	Hotelling's Trace	1.912	7.371	30.000	347.000	.000
	Roy's Largest Root	1.607	19.127 ^c	10.000	119.000	.000

a. Design: Intercept + Professional development opportunities for French language educators

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 8 presents the multivariate tests assessing the effect of reduced funding on professional development opportunities for French language educators in Anambra's tertiary institutions. All tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) show significant results with p-values of (0.000), indicating a strong impact of funding on professional development opportunities.

Table 9. Tests of Between-Subjects Effects for Age Group, Educational Level, and Gender for professional development opportunities for French language educators

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Age Group	106.715 ^a	10	10.671	17.213	.000
	Educational Level	23.915 ^b	10	2.392	2.875	.003

Source	Dependent Variable	Type III Sum of		Mean Square	F	Sig.
		Squares	df			
Intercept	Gender	2.304 ^c	10	.230	.963	.479
	Age Group	386.502	1	386.502	623.409	.000
	Educational Level	383.568	1	383.568	461.165	.000
Professional development opportunities for French language educators	Gender	101.673	1	101.673	425.044	.000
	Age Group	106.715	10	10.671	17.213	.000
	Educational Level	23.915	10	2.392	2.875	.003
Error	Gender	2.304	10	.230	.963	.479
	Age Group	73.778	119	.620		
	Educational Level	98.977	119	.832		
Total	Gender	28.465	119	.239		
	Age Group	1436.000	130			
	Educational Level	1366.000	130			
Corrected Total	Gender	370.000	130			
	Age Group	180.492	129			
	Educational Level	122.892	129			
	Gender	30.769	129			

Table 9 provides further insights, showing significant effects for Age Group ($p = 0.000$) and Educational Level ($p = 0.003$), but not for Gender ($p = 0.479$). The data reveals that professional development opportunities are significantly affected by funding constraints. Therefore, the hypothesis that "reduced funding levels do not significantly affect professional development opportunities" is rejected, as the evidence shows a clear impact of reduced funding on these opportunities.

Hypothesis 3: The economic crunch has no significant influence on students' access to language immersion experiences, such as study abroad programs or cultural exchanges, in Anambra.

Table 10. Multivariate Tests for the students' access to language immersion experiences, such as study abroad programs or cultural exchanges

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.995	8127.227 ^b	3.000	115.000	.000
	Wilks' Lambda	.005	8127.227 ^b	3.000	115.000	.000
	Hotelling's Trace	212.015	8127.227 ^b	3.000	115.000	.000
	Roy's Largest Root	212.015	8127.227 ^b	3.000	115.000	.000
Students' access to language immersion experiences	Pillai's Trace	1.484	9.547	36.000	351.000	.000
	Wilks' Lambda	.005	45.752	36.000	340.508	.000
	Hotelling's Trace	103.699	327.421	36.000	341.000	.000
	Roy's Largest Root	103.042	1004.659 ^c	12.000	117.000	.000

a. Design: Intercept + Students' access to language immersion experiences

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 10 presents the multivariate tests assessing the influence of the economic crunch on students' access to language immersion experiences, such as study abroad programs or cultural exchanges. All multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) show significant results with p-values of (0.000), indicating a strong effect of the economic crunch on students' access to these experiences.

Table 11. Tests of Between-Subjects Effects for Age Group, Educational Level, and Gender for students' access to language immersion experiences

Source	Dependent Variable	Type III Sum of		Mean Square	F	Sig.
		Squares	df			
Corrected Model	Age Group	178.692 ^a	12	14.891	967.917	.000
	Educational Level	32.471 ^b	12	2.706	3.501	.000
	Gender	7.241 ^c	12	.603	3.000	.001
Intercept	Age Group	346.738	1	346.738	22537.989	.000
	Educational Level	421.629	1	421.629	545.563	.000

Source	Dependent Variable	Type III Sum of		Mean Square	F	Sig.
		Squares	df			
Students' access to language immersion experiences	Gender	99.319	1	99.319	493.883	.000
	Age Group	178.692	12	14.891	967.917	.000
	Educational Level	32.471	12	2.706	3.501	.000
	Gender	7.241	12	.603	3.000	.001
	Age Group	1.800	117	.015		
	Educational Level	90.421	117	.773		
	Gender	23.529	117	.201		
	Age Group	1436.000	130			
	Educational Level	1366.000	130			
Total	Gender	370.000	130			
Corrected Total	Age Group	180.492	129			
	Educational Level	122.892	129			
	Gender	30.769	129			

Table 11 further highlights significant effects of Age Group ($p = 0.000$), Educational Level ($p = 0.000$), and Gender ($p = 0.001$) on access to immersion opportunities. Based on these findings, the hypothesis stating that the economic crunch has no significant influence is rejected, as the results show that the economic downturn significantly affects students' ability to participate in language immersion experiences.

Hypothesis 4: Economic constraints do not significantly contribute to a decline in enrollment and program offerings for French language courses in Anambra's tertiary institutions.

Table 12. Multivariate Tests for the decline in enrollment and program offerings for French language courses

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.947	689.143 ^b	3.000	115.000	.000
	Wilks' Lambda	.053	689.143 ^b	3.000	115.000	.000
	Hotelling's Trace	17.978	689.143 ^b	3.000	115.000	.000
	Roy's Largest Root	17.978	689.143 ^b	3.000	115.000	.000
Enrollment and program offerings for French language courses	Pillai's Trace	.891	4.118	36.000	351.000	.000
	Wilks' Lambda	.322	4.416	36.000	340.508	.000
	Hotelling's Trace	1.494	4.717	36.000	341.000	.000
	Roy's Largest Root	.988	9.629 ^c	12.000	117.000	.000

a. Design: Intercept + Enrollment and program offerings for French language courses

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 12 presents the multivariate tests for the effect of economic constraints on the decline in enrollment and program offerings for French language courses in Anambra's tertiary institutions. All multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) show significant results with p-values of (0.000), indicating a substantial effect of economic constraints on enrollment and program offerings.

Table 13. Tests of Between-Subjects Effects for Age Group, Educational Level, and Gender for enrollment and program offerings for French language courses

Source	Dependent Variable	Type III Sum of		Mean Square	F	Sig.
		Squares	df			
Corrected Model	Age Group	89.021 ^a	12	7.418	9.489	.000
	Educational Level	31.389 ^b	12	2.616	3.345	.000
	Gender	4.738 ^c	12	.395	1.775	.060
Intercept	Age Group	562.403	1	562.403	719.366	.000
	Educational Level	581.251	1	581.251	743.209	.000
	Gender	138.835	1	138.835	624.014	.000
Enrollment and program offerings for French language courses	Age Group	89.021	12	7.418	9.489	.000
	Educational Level	31.389	12	2.616	3.345	.000
	Gender	4.738	12	.395	1.775	.060
Error	Age Group	91.471	117	.782		

Source	Dependent Variable	Type III Sum of		Mean Square	F	Sig.
		Squares	df			
Total	Educational Level	91.504	117	.782		
	Gender	26.031	117	.222		
	Age Group	1436.000	130			
	Educational Level	1366.000	130			
Corrected Total	Gender	370.000	130			
	Age Group	180.492	129			
	Educational Level	122.892	129			
	Gender	30.769	129			

Table 13 further reveals significant effects for Age Group ($p = 0.000$) and Educational Level ($p = 0.000$), while Gender is not significant ($p = 0.060$). Based on these results, the hypothesis that "economic constraints do not significantly contribute to a decline in enrollment and program offerings" is rejected, as the data shows a clear and significant impact of economic constraints on both enrollment and program availability for French courses.

3.2. Discussion

The findings in Table 2 reflect significant challenges posed by the economic downturn on the availability and affordability of French language resources in Anambra. For instance, the mean scores indicate that the availability and affordability of textbooks, materials, and technology have notably decreased, with students struggling to afford essential learning tools (Mean = 2.56 to 3.09). This finding is consistent with research by Adekanye (2024), who noted that economic crises globally reduce access to educational resources, particularly in language learning. In contrast, a study by Ogunode et al (2023) showed that while costs rose, governments intervened to subsidize language materials, offering a comparative difference in regional responses. Similarly, the rise in costs and the scarcity of affordable resources for French learning is supported by Tabulawa (2013), who found that students in Sub-Saharan Africa face similar difficulties in acquiring educational materials during economic crises. However, a related study by Van-Dijk et al, (2013) found that while costs were higher, digital resources became more accessible, somewhat mitigating the effects of rising prices. In conclusion, the data in Table 2 highlights a widespread issue of economic strain significantly impacting French language education, aligning with global trends of rising educational inequality due to financial constraints.

Table 3 reveals that reduced funding significantly impacts the professional development of French language educators in Anambra's tertiary institutions. With mean scores ranging from 2.68 to 3.37, educators report that funding cuts limit opportunities for training, hinder professional growth, and restrict access to essential workshops and teaching enhancement programs. This finding agrees with recent research by Putra et al, (2024), who emphasized that financial constraints in educational settings hinder teacher development and access to critical skill-building programs. In contrast, a study by Garcia et al, (2015) found that, despite financial limitations, some institutions prioritized virtual professional development, providing an alternative to traditional in-person training. Similarly, a study by Başok & Sayer (2020) highlighted that budget cuts in the education sector disproportionately affect language educators' access to professional development, aligning with the results observed in Anambra. On the other hand, a related study by Moser & Wei (2024) found that educational institutions in East Africa leveraged inter-national partnerships to mitigate the effects of reduced funding, offering teachers new growth opportunities despite financial challenges.

Table 4 demonstrates the significant impact of the economic crunch on students' access to language immersion experiences, such as study abroad programs and cultural exchanges. These results align with the findings of Beerkens et al, (2016), who observed that financial constraints significantly reduced students' participation in international study programs during economic downturns. In contrast, a study by Mitic & Wolniak (2022) in North America reported that while financial limitations reduced access to traditional exchange programs, some institutions adapted by offering virtual cultural exchanges, providing a creative alternative. In a related study, Wilson et al, (2023) highlighted that student in Latin America faced similar challenges, where financial difficulties prevented them from engaging in immersion programs, ultimately limiting their language learning opportunities. However, unlike the findings in Table 4, their study found that scholarships and grants helped mitigate some of the barriers. In contrast, the results from the Anambra data indicate that funding shortages had a more direct and limiting effect on immersion opportunities, with fewer students able to afford essential travel or language programs. This discrepancy suggests regional variations in institutional support and governmental intervention.

Table 5 reveals how economic constraints potentially contribute to a decline in enrollment and program offerings for French language courses in Anambra's tertiary institutions. These findings align with those of [Dynarski et al, \(2023\)](#), who found that financial barriers significantly reduced both student enrollment and course availability in language programs during economic recessions. This finding agreed with previous studies by [Mokher et al, \(2023\)](#), who noted a direct relationship between budget cuts and the shrinking of language programs, where French courses were among the first to be scaled back. In contrast, a study by [Buknova et al, \(2020\)](#) in Asia showed that although financial constraints affected course offerings, institutions with strong governmental or private sector support managed to preserve French programs through strategic partnerships and digital learning tools. This study's results, however, suggest that, in Anambra, budget limitations might be more stringent, leading to more pronounced reductions in French language programs. Furthermore, a related study by [Liu & Dong \(2024\)](#) in Africa highlighted similar patterns, where economic strain led to the cancellation of foreign language programs, especially in regions with limited external funding. Collectively, these studies underline the significant threat that economic challenges pose to the survival of language education programs like French.

4. IMPLICATIONS AND CONTRIBUTIONS

Implication. The results of this study may encourage policy makers in Nigeria to reconsider the allocation of education budget, especially in foreign language teaching. They need to devise strategies that support the continuity of foreign language teaching in the midst of the economic crisis, for example by providing grants or external assistance.

Contribution. The results of this study can serve as a basis for policy makers to design policies that are more responsive to economic conditions. By understanding the challenges that tertiary institutions in Anambra face in teaching French, the government or related parties can formulate policies to support foreign language teaching amid economic limitations, such as through subsidies or special assistance.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Limitations. This study was only conducted in tertiary institutions in Anambra state, so the results may not fully reflect the situation across Nigeria. Each state may have different economic, cultural and educational characteristics, which could affect the impact of the economic crisis on French language learning.

Recommendation. These results underscore the need for immediate policy interventions to mitigate the adverse effects of the economic crisis on language education, ensuring the sustainability and growth of French studies in Anambra's tertiary institutions. The study concludes with recommendations for securing alternative funding sources and enhancing digital learning opportunities to support both educators and students.

6. CONCLUSION

The findings of this study highlight the significant negative impact of the current economic crunch in Nigeria on the teaching and learning of French in tertiary institutions in Anambra. Economic constraints have led to reduced availability and affordability of essential resources such as textbooks, educational materials, and technology, making it increasingly difficult for both educators and students to engage effectively in the learning process. Additionally, limited funding has severely restricted professional development opportunities for French language educators, hindering their growth and ability to enhance their teaching skills.

Students, particularly those in financial distress, have also faced considerable barriers in accessing language immersion experiences such as study abroad programs and cultural exchanges, which are critical for language acquisition and cultural understanding. Furthermore, the economic downturn has contributed to a decline in enrollment and the reduction of French language course offerings in several institutions, as both students and institutions struggle with the financial burden of sustaining these programs.

In light of these findings, it is crucial for policymakers, educational leaders, and stakeholders in the education sector to prioritize the preservation and enhancement of language programs, particularly French, through innovative funding solutions, partnerships, and the adoption of digital learning tools. Addressing these challenges will ensure that French language education remains accessible and of high quality, despite the prevailing economic difficulties in Nigeria.

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Author Contribution Statement

The author declares that this article's entire research and writing process was carried out independently. The author is fully responsible for all data related to this research. No other party has participated as an author or made a significant contribution to the content of this work.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that Generative Artificial Intelligence ([Google Gemini](#)) was used exclusively during the preliminary conceptual stage to assist with brainstorming the manuscript outline and organizing its initial framework. The use of AI was limited to structural and organizational support and did not replace the authors' methodological development, critical reasoning, or scholarly judgment. All substantive content, methodological decisions, and final manuscript development were carried out and verified by the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJITL GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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