

Exploring Teacher-Student Dynamics in West African Literature: A Comparative Analysis of "L' Aventure ambiguë" and "ÌgbèyìnL aláyò ÑTa"

Explorer la dynamique enseignant-élève dans la littérature ouest-africaine : Analyse comparative de *L' Aventure ambiguë* et *Ìgbèyìn aláyò ñ tã*

Wolé Olúgúnle

Louisiana State University
woleolugunle@gmail.com

Jimoh Junior Braimoh

University of Mississippi
Jimoh2braimoh@gmail.com

Dare Ehigie

University of Birmingham
Ehigiedare1@gmail.com

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Abstract

In this paper, we provide a comparative analysis of *L' Aventure ambiguë* by Cheikh Hamidou Kane and *Ìgbèyìn Laláyò ÑTa* by Olúsèsan Ajéwolé and consider how each text addresses the teacher-student relationship and its implications for society in the broader context of West Africa. Based on scrutiny, the study brings out effective interactions between teachers and students, the influence of culture and religion, and the socio-economic determinants that mold educational experiences, ending with outcomes. In *L' Aventure ambiguë*, Thierno and Paul Lacroix personify the conflicts between the traditional Islamic and the profane Westernized school models, which are reflections of existential and cultural crises. On the other hand, the unique teacher-student connections evident in *Ìgbèyìn Laláyò Ñ Ta* — especially those concerning Mr. Adébáyọ and Mr. Olúkolá — highlight class disparities and entrenched corruption. The findings show the significance of a value-based and supportive learning culture, both for academic accomplishments and personal growth. The recommendations are given to policy-makers in the light of the findings and what follows is dependent on them to enhance educational practices and policies in West Africa. Baseline teacher training, cultural acclimatization, systemic challenges and a quest for an ideal education system are necessary before the educational system in West Africa can be said to have been made to serve its purpose-meant, efficient and a tool for social transformation. These findings provide important points of reference for educators, policymakers, and researchers working to improve the region's educational performance and social development.

Keywords: Teacher-Student Dynamics, West African Literature, Traditional vs. Modern Education, Ethical Teaching Practices, Holistic Education, Comparative Analysis

Résumé

Cet article présente une analyse comparative de *L'Aventure ambiguë* de Cheikh Hamidou Kane et *Ìgbèyìn Laláyò Ñ Ta* d'Olúsèsan Ajéwolé, en se concentrant sur la dynamique entre enseignants et étudiants et leurs implications sociétales plus larges en Afrique de l'Ouest. À travers un examen détaillé, l'étude met en lumière comment des interactions efficaces entre enseignants et étudiants, les influences culturelles et religieuses, et les facteurs socio-économiques façonnent les expériences et les résultats éducatifs. Thierno et Paul Lacroix dans *L'Aventure ambiguë* exemplifient le conflit entre l'éducation islamique traditionnelle et l'éducation laïque occidentale, reflétant des dilemmes culturels et existentiels plus larges. En revanche, les relations variées entre enseignants et étudiants dans *Ìgbèyìn Laláyò Ñ Ta*, en particulier celles impliquant M. Adébáyọ et M. Olúkolá, soulignent les défis posés par les barrières socio-économiques et la corruption systémique. L'analyse révèle l'importance d'une éducation holistique, d'une conduite éthique et de pratiques pédagogiques de soutien pour favoriser la réussite académique et le développement personnel. L'étude se termine par des recommandations politiques et des orientations pour de futures recherches visant à améliorer les pratiques et les politiques éducatives en Afrique de l'Ouest, en insistant sur la nécessité d'une formation complète des enseignants, de l'intégration culturelle et de l'adressage des défis systémiques pour créer un système éducatif plus équitable et efficace. Ces perspectives offrent des conseils précieux pour les éducateurs, les décideurs politiques et les chercheurs visant à améliorer les résultats éducatifs et le progrès sociétal dans la région.

Mots-clés: Dynamique Enseignant-Étudiant, Littérature Ouest-Africaine, Éducation Traditionnelle vs. Moderne, Pratiques Pédagogiques Éthiques, Éducation Holistique, Analyse Comparative.

Introduction

Teachers-students dynamics influence learning experiences and learning outcomes and its literature is ample in literature. Aside from pedagogical relationships, these relationships are also anchored deeply in the cultural, and socio-political context of the time. In West African literature, teacher-student relationships are powerful and educational mirrors for broader social problems and norms. Engaging with these dynamics in literary texts sheds light on the intricacy of educational systems and how they shape who we are individually and collectively.

Two of the best and most iconic literature pieces by authors from the West Africa region tackling complex relationships of a teacher-student bond are Cheikh Hamidou Kane's *L'Aventure ambiguë* and Olúsèsan Ajéwolé's *Ìgbèyìn Laláyò Ñ Ta*. *L'Aventure ambiguë* takes us on the bumpy ride of a young Samba Diallo pulled back and forth between Islamic teaching and Western secular education. The novel demonstrates the cultural and existential clashes of this dualism as influenced by teachers like Thierno about the protagonist's identity. (Kane, 1961) Meanwhile, *Ìgbèyìn Laláyò Ñ Ta* reveals the educational ordeals of òbísàn also focusing

on subjects to do with socio-economic realities and institutional corruption. At the heart of Ajéwolé's image of the education system are characters like Mr. Adébáyò and Mr. Olúkolá who symbolize the brutal vicissitudes of the educational grinding machine. (Ajéwolé 2013).

Thus, these novels are emblematic of the education systems in West Africa, and in this way also act as social criticisms of the values, ethics, and norms that support these systems. The opposing traditions of Chinese education illustrated by these works highlight the perennial struggle in China. This struggle balances its ancient cultural heritage with the forces of modernism. We will study the teacher-student relationships in these novels, and explain how education is a tool to enrich societal norms and shape individual destinies.

Focusing on the relationships between teachers and students, the authors analyze how the descriptions in *L'Aventure ambiguë* and *Ìgbèyìn Laláyò Ní Ta* mirror and affect West African social norms, values, and educational results. This paper, using a literary comparative approach, will delve into what these dynamics suggest and have in store for recent educational practices and policies. This paper aims to illuminate the cultural, moral, and socio-economic substrates of education as represented by these novels, and to enrich the discourse on educational reform and progress in West Africa.

2. Theoretical Framework

Explanation of Key Theories:

Jean Piaget's Theory of Cognitive Development: Jean Piaget's theory of cognitive development gives us a useful framework for understanding human knowledge and the nature of intelligence. Cognitive development: Cognitive development is proposed to happen in stages and Piaget suggested that these stages consist of the sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage (Piaget, 1952). Each stage reflects a distinct level of thought and understanding of children in different age groups. This theory highlights the need for students to learn through experience and the importance of educators creating contexts that will support students to construct their knowledge.

Erikson's Theory: Erik Erikson's theory of psychosocial development outlines eight stages that span from infancy to adulthood, each defined by a central conflict that the person must overcome (Erikson, 1959). Two of the stages that apply to educational contexts are the industry versus inferiority stage where children learn to develop a sense of mastery from the time they spend with their peers and at school, and the identity versus role confusion stage where adolescents learn to try out different roles and merge the various parts of their identity.

Relating this to Teacher-Student Dynamics

Piaget's Theory: Embedded in Piaget's stages of cognitive development are important insights into understanding the developmental requirements of students and the surroundings that promote learning making a great deal of sense for teachers. According to the Piagetian theory, effective teacher-student interactions should scaffold the learning experiences corresponding to

the child's developmental stages. For instance, in the concrete operational stage, children rely on hands-on experience while, in the formal operational stage, they can work with abstract and hypothetical notions.

Concept Name- Erikson's Overview: Erikson conceptualizes the social and emotional formation of students with his psychosocial stages of development that address the educators' role in the stages. Teachers shape students' sense of competence (industry vs. inferiority) and identity (identity vs. role confusion) through what they expect, their feedback, and the opportunities for success and exploration they offer students. Effective teacher-student relationships through these stages build self-esteem and an increasingly stable identity.

Applicability to the *L'Aventure ambiguë* and *Ìgbèyìn Laláyò Ñ Ta* Analysis

In *The Ambiguous Adventure*, the life experiences of the main character, Samba Diallo, can be viewed through the lenses of Piaget and Erikson. Thierno brings a traditional way of teaching, characterized by knowledge memorization and enforced discipline, which may consequently hold back the full cognitive development of Samba and diminish his potential critical thinking skills (Kane, 1961). This education structure is inflexible and completely devoid of Piagetian developmental appropriateness and does not necessarily support an experiential push. Similarly, as Samba, longs for an identity and a place he can call his own, which he finds more difficult due to his Western schooling, he can be seen as Erikson portraying identity vs. role confusion. The existential conflict that Samba encounters due to his external locus of identity stemming from the traditional and modern educational paradigms illustrates the value of teacher-student relationships in mediating that conflict, (Erikson, 1959; Kane, 1961).

Analyzing Òbísèsan's encounters with his teachers, Mr. Adébáyọ and Mr. Olúkolá, in terms of these theoretical formulations can be done in the play *Ìgbèyìn Laláyò Ñ Ta*. This article reports how Mr. Adébáyọ aligns his reactive approach to learning activities with the principles of fostering active learning and developmentally appropriate practices based on Piaget. Ajéwolé (2013) asserts that his ethical conduct and encouragement assist Òbísèsan in developing a sense of competence and industry as described by Erikson. Consequently, the exploitative behavior of Mr. Olúkolá threatens this process, leaving Òbísèsan emboldened and confused due to the domineering presence he has imposed, which partly prompts and embeds an existential experience of an inferior existence. This divide in student-teacher interaction creates an environment responsible for higher education practices amenable to human development.

This study interprets Piaget's and Erikson's cognitive and psychosocial development theories. It also underscores the significance of educators in child development. The diverging sets of teacher-student relationships in the development of *L'Aventure ambiguë* and *Ìgbèyìn Laláyò Ñ Ta* make them ideal locations for examining how different educational threads can influence the growth and development of the students respectively in West Africa.

3. Literature Review

Existing Literature on Educational Dynamics

Education - thought of as both a subject and goal - has received much critical attention in literature where that powerful but nebulous trope, the literary education, reflects just as much the practices and values of the culture in which it is conducted as it does the psychological development of the individual who experiences it. Literature And Social Critique In Golden Age Spain (PDF) In The Series Mpnografias by Nicholas Spadaccini literary works can, in turn, work as a mirror of education systems as Manguel (2008) notes thereof for the example of the roles of teachers and the journey of the students. Similarly, Graff (2013) analyzes the kind of stories that emerge around literature to illustrate the moral and ethical relations at stake in teacher-student interactions, which dramatize the transformational and liberatory power of education.

Scholars of African literature (Gikandi 2003, Quayson 2009), have shown how postcolonial texts engage with the afterlife of colonial education. These narratives grapple with the struggles resulting from the imposition of traditional and Western educational paradigms in the lives of individuals and how it impacts their identities, and the very fabric of society. These readings highlight the contribution of literature to debates and transformations in educational experimentations.

Research Synthesis on West African Educational Contexts: An Academic Policy Bridge

Studies focusing on West African educational contexts have examined the specific challenges and opportunities within that area. Obanya (2004) and Ajayi (2017) in studying the past and present status of education in West Africa respectively observed that colonial legacies have retained a strong presence in education. The need to undertake these contextualized educational reforms which Obanya (2004) further notes as improving the quality of triumph attributed to the cultural heritage of our schools as a motor for innovation and critical thinking.

In addition, researchers from Asante (2005) and Dei (2010) dived deep into the socioeconomic impediments to education in West Africa including poverty, corruption, and lack of infrastructure. These barriers impact the quality of Education and the attainment of educational outcomes for students. Akyeampong (2017), for example, underscores the importance of qualified teachers to overcome challenges and argues for a more robust teacher training and development system as imperative for ensuring educational success.

Gap and Rational of This Work

Although the extant literature furnishes useful information about the dynamics of education in literature and the unique problems West African educational systems must overcome, a few gaps still exist. There is a lack of attention to cross-cultural and multi-national comparative studies of themes in West African education. Research on that topic has remained fragmented with a bias toward a focus on individual countries or specific educational issues at the expense

of a more comprehensive comparative view that captures common and divergent phenomena across the region.

Also, the textual absolute that justifies a convoluted textual production in West African literature: an in-depth examination of the ethical import of teacher-student relationships. The discussion has focused on the role of teachers though, there is a need to interrogate the dimensional ethics of the teacher-student relationship including its effects on students' psychosocial development. The paradoxical nature of ethical development is investigated in this study, which sought to bridge the gap by conducting a comparative analysis of Cheikh Hamidou Kane's *L'Aventure ambiguë* and Olúsèsan Ajéwolé's *Ìgbèyìn Laláyò Ñ Ta*, in terms of the ethical and developmental dimensions of teacher-student dynamics.

In addition, the current literature tends to oversimplify the complex role of literature as a critique of traditional and contemporary paradigms of education. The study, however, aims to deepen an understanding of the extent to which these dynamics are represented in the chosen novels. It contributes to an increased comprehension of cultural and existential clashes that students encounter in West African educational worlds. This will enrich educators, policymakers, and researchers interested in improving the education systems and policy-reforming practices in the region.

In summary, it fills a gap with an analysis that not only clears the ethical but also developmental content of the teacher-student relationship in West African literature. The analysis will serve to participate in the wider dialogue on educational reform and development in West Africa highlighting the importance of culturally responsive and ethically rooted educational practices.

4. Methodology

Full Text: This study adopts a comparative literary analysis to assay the teacher-student relations portrayed in Cheikh Hamidou Kanvastylul Audacity and Olúsèsan Ajéwolé *Ìgbèyìn Laláyò Ñ Ta*. It is true that the comparative method of literary analysis, also defined as "a deeper way of knowing" (Tötösy de Zepetnek, 1998), is a valuable tool not only to both identify and examine what texts show and have in common but, even more important, to understand--still through difference using the search for opposition and parallelism and not through difference as absence or opposite) how varying cultural and historical contexts influence representation in literature. This study will focus on two novels to illustrate divergent and convergent threads to provide an analysis of education and the social implications in West Africa.

The selection of *L' Aventure ambiguë* and *Ìgbèyìn Laláyò Ñ Ta* was determined along several criteria conducive to the research needs. The two novels are two classics about education in West Africa. The book, *L' Aventure ambiguë*, is located in Senegal and portrays a dramatic tension between traditional Islamic education and Western secular education and with it

becomes a reflection of broader cultural and existential dilemmas (Kane, 1961). Whereas *Ìgbèyìn Laláyò Ñ Ta* is set in Nigeria and it explores the barriers of socio-economic and systemic corruption, shedding light on how they could influence education experiences and outcomes (Ajéwolé, 2013).

So, how does it approach teacher-student interactions in these books? I first did a fine-grain reading of each text to identify salient early identifiable passages, or as we often call them, the "seeds," which describe the nature of teacher-student relationships. This text was then analyzed to understand the cultural, ethical, and socio-economic issues that appear to underpin these interactions. In respect of *L' Aventure ambiguë*, special focus was given to Samba Diallo's relationship with his teacher Thierno, and how this relationship epitomizes the conflict between traditional and modern educational values, (Kane, 1961). In *Ìgbèyìn Laláyò Ñ Ta*, the spotlight was on the relationships between Òbísèsan and his teachers, Mr. Adébáyọ and Mr. Olúkolá, revealing the consequences of socioeconomic situations and the influence of corruption in education on all fronts (Ajéwolé, 2013).

Theory: The analysis was underpinned by a theoretical framework in that the stages of moral development and child development included in Factor 1 were posited deductively from the work of theorists such as Jean Piaget on cognitive development and Erik Erikson on psychosocial development, besides other relevant child developmental theories. Piaget's stages of cognitive development provided a framework for analyzing how educational practices match or mismatch with the developmental needs of students (Piaget, 1952). Erikson's theory facilitated understanding of the emotional and psychological side of relations between teacher and student. That was perfectly portrayed in the three novels (Erikson, 1959).

This study hopes to explore the intricate network between education, culture, and society in West Africa through a close reading of texts to shed some light and revelation on how different discourses collide and interact. The results from the qualitative study provide new insights into how literature mirrors as well as critiques educational systems informing arguments about educational reform and policy today.

5. Notion of *L' Aventure ambiguë*

Plot Overview, Characters Important to the Educational Theme: *L' Aventure ambiguë*, by Cheikh Hamidou Kane, details the lasting effects of education on identity and traditional culture. The book is based on a central character Samba Diallo, who is a pupil of the Diallobé community in Senegal and his journey through different forms of education. The characters that matter for the theme related to education are Samba Diallo, his marabout Thierno, and the Grande Royale, who personifies the confrontation between tradition and modernity (Kane, 1961). The film shows Samba Diallo's transition from traditional Islamic to Western secular educational systems and the cultural and existential challenges they create.

Comparison with the Traditional and Western Educational Models Shown: The novel clashes two kinds of educational modes that exist on this planet: one is a Traditional Islamic Education model that stands out with Thierno, and the other is the Western secular education that Samba

will attend in a French school later. Education through Thierno's Quranic School embodies a more traditional strand of educational endeavors, focusing on religious instruction and moral behavior, as well as a strong sense of spiritual and communal values. Thierno also laid down strict pedagogical rules that mandated corporal punishment to discipline and inculcate deep respect for the Quran (Kane, 1961). The Western educational system, on the other hand, focuses on scientific thought, rationality, and individualistic ways of thinking, all of which are considered to be critical skills for living in the modern world. This model is brought to you by Samba, an introduction through his formal schooling in France, away from his initial world.

Critically Appraise the Role of Thierno as a Teacher in Forming Early Education and Personality of Samba Diallo. Thierno becomes an authoritarian figure who insists on a deep respect for Islam and tradition in Samba. Samba is being disciplined and taught by fire by a teacher whose method of instruction, strict and sometimes harsh, hopes to shape him into a religious and respectful man. This traditional pedagogy, however, has built-in rigidity which it affords for critical thought and individual expression (Kane, 1961). We get a hint of Thierno's influence in Samba's resistance to Western education and his fear he will lose his spiritual and cultural identity.

Cultural and Existential Conflicts from the Educational Experiences of the Protagonist: The higher educational experiences of Samba Diallo are rife with remarkable cultural and existential conflicts. Samba and the world around him, Transition from Qur'anic school run by Thierno to the secular French school doesn't only enlighten Samba about everything he believes and holds dear. This transition creates an inner conflict in him where he struggles to balance the thumping of his cultural learning with the rational and secular values of Western education. This is only intensified in the case of the cultural clash by the demands of the Grande Royale, who demand that Samba be Western educated to learn "the art of conquering without being right" (Kane, 1961, p. 35). This sentence captures the power dynamics of the colonized versus the colonizer within the existential crisis that confronts Samba.

Through the eyes of its hero, his hellish education causes him to interrogate his very sense of self and meaning. While in France, he is introduced to some philosophical and existential thoughts that challenge his long-held assumptions. This contrast - the old world with which he was raised and the new secular knowledge - fosters a sentiment of estrangement and ambivalence. Samba's ultimate realization of the schism between the two approaches to education, leads him into a full-blown existential torpor of tragic consequences. This crisis reaffirms the most important theme of the novel: the challenge of preserving cultural identity and dignity against unimaginably huge outside forces.

To sum up, *L' Aventure ambiguë* is an analytical examination of the ambivalent musings around the traditional or Western system of indoctrination between the interplay of a teacher-student face-off. Through the character of Thierno and the experiences of Samba Diallo, Kane shows in microcosm the vast cultural and existential clashes that result from educational

changes, exemplifying a (very) brief and appropriate consideration of the effect of the colonial education system on African authenticity.

6. An Excerpt from the Essay *Ìgbèyìn Laláyò Ní Ta*

Title: *Ìgbèyìn Laláyò Ní Ta*

Author: Olúsèsan Ajéwolé

Summary of the plot: "In this didactic and educative story of 'Òbísèsan' a motherless son of the poor who lives in a rustic and poverty-stricken Nigerian village, *Ìgbèyìn Laláyò Ní Ta* meaning a bush that burdens those planning to cross... is a teller of happenings surrounding educational pursuits in the life of Òbísèsan a young boy who suddenly found himself in the depth of problems associated with scholarship competition the day before the date set for the annual award of scholarship to eligible candidates. It is a story of an impoverished educational system ruined by systemic corruption and socio-economic lines. The narrative of this life story is centered around the man Òbísèsan and his active pursuit of education despite the harsh conditions he faces along the way, including his encounters with different types of teachers, as well as the education sector at large (Ajéwolé, 2013).

A Closer Examination of the Teacher-Student Dynamics: Òbísèsan's relationships with his teachers, especially Mr. Adébáyọ and Mr. Olúkolá, are pivotal to the exploration of educational dynamics in the novel. This is shown for example by a teacher (Mr. Adébáyọ) who is portrayed as an extremely dedicated teacher who deeply cares for and helps out his students in any way he can. He sees the potential in Òbísèsan, offering not just academic instruction, but also moral and emotional guidance. The nurturing bond in this relationship is an example of how a devoted teacher can positively impact a child's life when faced with adversities (Ajéwolé 2013:15).

On the other hand, Mr. Olúkolá epitomizes the underbelly of the educational system. When it comes to his students, he is just as neglectful and abusive. Not the least of these is the conduct of someone like Mr. real name Olúkolá who extorts bribes from school proprietors, orders gory murders, and practices unethical behaviour, all undermining the educational sector. This negative acting out beats down the morale and faith of the students in the system thereby giving a clearer picture of corrupt practices and the adverse effects on student morale and the quality of education (Ajéwolé, 2013).

Exploration of Socio-Economic Barriers to Education as Presented in the Novel: The socio-economic barriers countering quality education in Nigeria were well numably described by the novel. The difficulties Òbísèsan confronts are those facing students in many low-income areas. Limited funds, a shortage of suitable academic materials, and the necessity for combining education and basic economic survival are continuous throughout the book. The financial burden on the family makes it difficult for Òbísèsan's mother to provide the support she so desperately wants to give. These barriers serve as an unequal challenge and pasture, which are highly influenced by student's socioeconomic status and educational outcomes (Ajéwolé, 2013).

Corruption: The film weaves a dastardly tapestry of systemic issues in *IgbeyinLalayo N Ta*, one core theme being corruption and its attendant effect on educational integrity and by extension student morale. The story unravels the corruption taking place in educational institutions breeding bribery and favoritism radicating the entire educational system. Teachers like Mr. Olúkolá, who use their positions to benefit themselves, diminish the value of education and paint a bitter picture for students, fostering a space of apathy and disdain. This corruption not only hurts the academic performance of students but also concerns their psycho-emotional well-being and trust in the system itself (Ajéwolé, 2013).

This manifests in the attitudes and actions of the students, reflecting the impact of these systemic issues. This situation could disillusion and disengage many students, lowering their motivation and reducing hope for their potential future advancement in the educational ladder. The novel depicts how corruption leads a path back to the corrupt, who with them orally crushed students, the academic performance is much more likely to decrease and the possibilities for social promotion are fewest than ever. It's a testament to Òbísèsan's resilience but also shows that his own transformed story is a drop in the bucket to what needs to be done to collectively tackle these much larger problems (Ajéwolé, 2013).

In traditional days, we all know our education system is the best but in this series, *Igbèyìn Laláyò Ñ Ta* opens our eyes to the myriad of problems facing the Nigerian education system. Expression through careful construction of teacher-student relationships and the systematic barriers to education, the novel reiterates the imperative of a wide range of reforms that might restore integrity and equity in the educational sector.

7. Comparative Discussion

Educational Themes across Novels: Both *L' Aventure ambiguë* by Cheikh Hamidou Kane and *Igbèyìn Laláyò Ñ Ta* by Olúsèsan Ajéwolé delve into the multifaceted components of education within West African settings. Major educational themes in these novels are traditional and modern ways of achieving education, early childhood obstacles, and the impact of teachers in life of students. The discussion was taken up in *L' Aventure ambiguë*, which represents traditional Islamic education and Western secular education in cultures of otherness and confronts larger human issues with a fractured identity (Kane, 1961). In contrast, for *Igbèyìn Laláyò Ñ Ta*, Ajéwolé (2013) highlights the sociopolitical factors and systemic corruption that hinder educational advancement as a struggle for educational attainment in an unjust system.

The Educational Dilemma Both novels harbor the concept that educators can significantly reinforce or challenge societal norms. In *L' Aventure ambiguë*, Thierno, the local Muslim teacher, represents the conservative, the cultural, and the religious. His tough line on education is based on the desire to keep the Diallobé's spiritual and cultural heritage intact amid the colonizers' sway. But this rigidity also encourages a parochialism that prevents students from engaging critically with a world that has changed beyond recognition since the 1960s (Kane,

1961). In contrast, the Grande Royale forces Samba Diallo towards Western education, hoping that he will gain the skills to both operate and maybe resist the strategies of colonialism, challenging some traditional societal norms that suggest Western knowledge is a no-go zone.

The educators in *Ìgbèyìn Laláyò Ñ Ta* such as Mr. Adébáyọ, are often the few possibilities for positive change within a corrupt system. His commitment and ethical practices stand in stark contrast to the widespread carelessness and cynicism so often found in education. Mr. Adébáyọ also catalyzes the personal and academic development of his students through the alternatives of psychological and academic support (Ajéwolé, 2013). Whereas Mr. Olúkolá up-hold systemic corruption and caught exploiting students to further perpetuate our socioeconomic lags. In doing so, he upholds the malaise of corruption and disparity that plague society in general, causing complete disrespectability of the educational system.

Impact of educational experience on worldviews and life trajectories of students Heroines' worldviews and life trajectories are changed fundamentally because of their different educational experiences in the two novels. Samba Diallo's odyssey across the two poles of masculine and female acquisition of data: oral Western instruction and composed African oral society prompts a wrathful loss of self in *L' Aventure ambiguë*. It becomes a clash of educational paradigms, and his identity, faith, and sense of belonging will be at the center of it all. In his encounter with Western secular education, his mind expands but his cultural moorings swim and result in a tragic ambiguity that mirrors the novel's central concern (Kane, 1961).

Likewise, Òbísèsan's school story in *Ìgbèyìn Laláyò Ñ Ta* reveals an education miraculously sustained in an atmosphere of socio-economic misery, money miss road, and systemic corruption. He meets encouraging educators such as Mr. Adébáyọ, who embody a sense of hope and resilience that inspires Agu to press on toward his academic goals through difficult circumstances. Nevertheless, the systemic corruption and exploitation he finds, however, also feed a sense of disenchantment with the utopian image of education. These experiences informed Òbísèsan's global lens, giving him a keen sense of the structural inequities that would adversely impact social, and educational mobility (Ajéwolé, 2013).

To sum it up, they weave an insightful tread of educational themes showing that educators do play a vital role in the exposure and elucidation of societal expectations in the life of students. Whereas *L' Aventure ambiguë* uncovers the cultural and existential crises entailed by educational transitions, while *Ìgbèyìn Laláyò Ñ Ta* highlights the socio-economic and systemic inequalities of education. The terms of these works work to create a more equitable and efficient system, which is to be addressed through an understanding of the culture as well as the structural factors in West African educational systems.

8. Consequences for Policy and Practice in Education

How Insights from These Novels Can Inform Educational Reforms in West Africa: The insights derived from *L' Aventure ambiguë* and *Ìgbèyìn Laláyò ñ Ta* offer strong lessons for educational reforms in West Africa. The two works, therefore, underline the necessity of

merging traditional educational ethos with contemporary pedagogical trends to build an inclusive and blended education system in all countries. The dual focus on cultural preservation — *L'Aventure ambiguë* — and structural socio-economic challenges — *Ìgbèyìn Laláyò ń Tá* — demonstrates the need for an educational remedy to be comprehensive in nature, that is to say, addressing both cultural preservation and systemic inequities (Kane, 1961; Ajéwolé, 2013).

The Work of Educators to Support Ethical and Effective Learning Environments:

Educators have an important part to play in the development of ethical and effective learning environments that are essential to the success of their students. Conclusion The novels feature differing depictions of teachers that underscore the importance of teachers in the lives of their students. In *None is Accused of Intent* by Malick Thierno Sow argued in his *L'Aventure ambiguë*, Thierno paints educational authoritarianism and rigidity as a misleading menace that could cap any further personal and intellectual development of students (Kane, 1961). This differs from Mr. Adébáyò in the story *Ìgbèyìn Laláyò ń Tá* who teaches with the support of an ethical standard and rewards his students, so they build constructive characters and do well in the school in particular even in an unfavorable environment (Ajéwolé, 2013). These three case studies illustrate the need for educators to not only have knowledge but also to stand on ethical ground with empathy.

A CALL FOR INCLUSION OF CULTURE AND ETHICS INTO TEACHER TRAINING PROGRAMS: Teacher training programs in West Africa should integrate cultural awareness and ethical considerations.... well, the training programs should focus on knowing and respecting the cultural structures of the students. This could then help to narrow the gap between traditional and modern educational paradigms by utilizing local languages, culture, and values in the curricula (Dei, 1996). In this way, we will be able to create a more inclusive and engaging learning environment that celebrates the cultural identity of students.

Second, moral education must be the foundation of teacher education. This includes teaching teachers to demonstrate transparency, inclusivity, and responsibility in the course of their professional work. Ethical training could stem the tide and contribute to preventing or reducing some of these systematic acts of corruption and exploitation that are demonstrated through *Ìgbèyìn Laláyò ń Tá*, and at the same time ensure that educators are to be good role models and can be trusted concerning students (Ajéwolé, 2013). They should focus on professional ethics, child protection, and making the classroom environment a safe and supporting place for students.

Teacher training programs should be comprehensive and should also include the theoretical and applied aspects of the knowledge. For example, it should offer educators in training direct experience through internships and teaching practicums that take place in a range of public and private schools, as well as other educational settings. Such experiences can help teachers attain the flexibility and cultural responsiveness necessary to meet the diverse educational needs of their students (Villegas & Lucas, 2002).

In conclusion, the intellectual context of *L'Aventure ambiguë* and *Ìgbèyìn Laláyò Ní Ta* underlines the urgent requirements of cultural and ethical aspects, as well as organizational considerations for teacher education reforms in West Africa. This reflects a crucial need for a culturally responsive, theoretically informed approach to education that will enable educators, policymakers, and practitioners to work collaboratively and more equitably for the full development of all students.

9. Conclusion

Comparative Analysis of the Novels: In *L' Aventure ambiguë* and *Ìgbèyìn Laláyò Ní Ta*, on investigating the teacher-student dynamics in some West African educational settings, we can gain various insights. By highlighting how educators can shape the academic and formative experiences of those they mentor, both novels are stark reminders of the radically different trajectories that can emerge from teaching that nurtures--or teaching that exploits. Unlike *L' Aventure ambiguë* which dwells on tensions between traditional Islamic and Western secular educational modes, *Ìgbèyìn Laláyò Ní Ta* capitalizes on the socio-economic obstacles of education and the effect of systemic corruption on educational uplift (Kane, 1961; Ajéwolé, 2013).

The presentation of teacher-student relationships in these novels transcends the classroom and wields a lens to broader societal handicaps, norms, and values. Thierno in *L' Aventure ambiguë* is a character who applies strict and punitive methods, showing the way traditional education systems may hinder individual autonomy. However, Mr. Adébáyọ's supportive disposition, an aspect of *Ìgbèyìn*, in *Ìgbèyìn Laláyò Ní Ta* not only demonstrates the edifying effects of compassionate and ethical teaching but also exemplifies how resilience and success can be spurred in the face of socio-economic adversities ((Kane, 1961; Ajéwolé, 2013). These narratives highlight the significant influence of educators in maintaining or disrupting societal structures and cultural norms and in doing so highlight the importance of educational systems that are both socially and ethically just.

Literary Studies and Scholarship which Helps Understanding and Improvement of Educational Practices: It supplies critical observation on education and how it affects society such as the IDs mentioned in the study boiling down in novels that take wider and deeper shades concerning education. When done right, literary analysis can provide an understanding of how educational practices mirror and mold cultural identities, social values, and individual life-courses. The findings from *L' Aventure ambiguë* and *Ìgbèyìn Laláyò Ní Ta* posters illuminate the reformative essence of literature to unveil the efficiencies and inefficiencies of educational systems (Kane, 1961 & Ajéwolé, 2013).

Therefore, literary studies remain significant in providing knowledge from which educational practices and policies are shaped. Examining the deep narratives and layered characters in Kane and Ajéwolé can help teachers, policymakers, and researchers have an informed sense of the cultural, social, and moral issues in education. This broad-based and nuanced understanding is critical for deploying reforms that promote equitable, efficient, and culturally relevant

schooling which contributes to the differentiated and holistic development of students and the progress of humanity.

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