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**Dr. Dauda T. Goshit**

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## **EDITORIAL COMMENTS**

The “Gindiri Teachers” is a Journal of Educational Studies of the College of Education, Gindiri, Plateau State. It is hoped that this Production will provide students and colleagues with up-to-date materials in different fields of our Educational endeavors.

This is the fourth edition of the Journal haven been rolled out eighteen (18) years ago. The Editorial Board is grateful that this edition has enjoyed the high level of patronage by the academic environment across our schools.

I am duty bound to thank TETFUND for this second intervention – the first been in 2018, the college management for their moral and financial support, the peer review panelist and consulting editors for filtering the papers, the editorial board members for their diligence and indeed the various contributors. May God Almighty reward you all.

**Dr. Dauda T. Goshit**

*Editor-in-Chief*

## **FORWARD**

Today attention is paid to upward movement to the ladder of academic. Apart from having academic qualifications as the principal determinant for promotion within the profession, it is mandatory for anyone seeking promotion to higher rank to engage in writing articles and publish in reputable journals. This naturally has led to the proliferation of academic writing, in the form of research and conference papers. Writing research papers is part of development and a must in the academia circle.

The 21<sup>st</sup> century researchers often delve into current issues which require solutions which are reasons for the research. Gindiri Teacher, a Journal of Educational Studies, a publication of College of Education Gindiri has articles that address some of the issues bedeviling the world at large and Nigeria in particular. The issues facing the 21<sup>st</sup> century such as conflicts insecurity, health, peace building and others are addressed in this volume. I therefore, congratulate authors who have taken their time to write in this reputable journal.

This feat will not have been possible without the efforts made by the editorial board members. This effort is commendable. The management of the institution is appreciative of the support it has over the years enjoyed from Tertiary Education (TETFund) and for deeming it fit to release funds towards the publication of this volume of the Gindiri Teacher: a Journal Educational Studies (GITJES). My prayer is that, this journal serves the purpose and the general public will find this volume a very valuable resource.

**Emmanuel Daniel Jurte**

*Ag. Provost*

*College of Education,*

*Gindiri Plateau State*

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# **Challenges of Democratic Consolidation and Nation-Building in Contemporary Nigeria**

## **Apollos Samson Gushop**

*Department of General Studies Education, College of Education, Gindiri, Plateau State*

### **Abstract**

*Democracy has become the most dominant political movement in the world today. The popularity of this political practice has been a worldwide trend over the years. Even though Nigeria has experienced over nineteen years of uninterrupted democratic practice, there are various challenges confronting the consolidation of democracy and nation-building in contemporary Nigeria. The paper examined the democratic consolidation and nation building in contemporary Nigeria. Data about the subject of discourse was obtained from literature study complemented by other documentary and electronic sources. The paper maintains that nation-building can not be separated from the state building and democratic consolidation as the three concept are mutually exclusive. Finding reveals that corruption, electoral malpractice, voter apathy, poverty, leadership question constitutional weakness, colonial history, and insecurity among others are militating factors against democratic consolidation and nation-building in Nigeria. The study concludes that for a democracy to be consolidated certain factors must be on ground which include: regime maintenance, public accountability and transparency, majority rule, and minority rights, rule of law, periodic free and fair elections amongst others. It recommends that for democratic consolidation and nation-building to thrive in contemporary Nigeria, in the principles of democracy such as the rule of law, respect for human rights and protection of life and property must be deepened. There must be enhanced economic culture, stable political arena and well refined political process that ensure democratic practice and nation-building.*

**Keywords:** Democracy, Democratic Consolidation and nation building.

### **Introduction**

Democracy is a universal concept, a system of governing people and a way of life. It is an ideal system. In Nigeria it is a direct opposite of colonialism and military rule because the most important things are freedom as well as responsible and responsive government for the people. The nation of democracy in Nigeria is the liberal representative democracy. Nigeria as one of the strongholds of dictatorship in the continent was coughed in the snowballing effect of the wave after twenty nine years (29) of military dictatorship. After several years of failure attempted by the pass military regimes of Ibrahim Badamasi Babangida and Sani Abacha, democracy formally rooted in the country on 29<sup>th</sup> may, 1999. Nigerians were full of hopes and expectations that the hard earned democracy will usher in improvement in the standard of living, good governance, improvement in security, to mention a few (Otite, 2013, cited in Adeosun, 2014). Oluwole (2014), opines that the hopes expressed by the people in the democratization process is gradually faltering while the expectations are becoming dashed. Political liberalization and not genuine democratic transition can best describe Nigerian political landscape since 1999 because of the failure of the process to manifest profound evidence of a growing democracy. The democratic process in Nigeria therefore has only brought about the fall of military dictatorship and regimes, but its consolidation becomes a great issue. Disturbingly, since the inception of this democratic dispensation in the country, the political landscape is yet to show clear evidence of good governance. Elections and electoral processes are subverted; there have been wide scale of political violence and killing in many parts of the country; upsurge in ethnic militia groups who make life unbearable for all the citizens. It is clear that the phiral nature of Nigeria and various challenges of nation-building of a plural society have equally affected the democratic experiment.

According to Oluwole (2014), achieving a consolidated democracy requires good governance by democratic regimes that demands upholding democratic values of popular participation, respect for the rule of law, free and fair elections and the independence of the

judiciary. Good governance improves welfare of the people, transparency and accountability by public managers in the conduct of state affairs reduces corruption to the barest minimum. These correlates of democracy are some of the daunting challenges of democratic governance as well as nation-building in which Nigeria is yet to resolve. The main thrust of this paper is to examine some of the challenges of democratic consolidation and nation-building in Nigeria and to proffer solutions on how democracy and its consolidation and nation in Nigeria will thrive.

### **Theoretical Perspective**

In Nigeria the return to civil democratic rule in 1999 till date provided an ample opportunity for genuine democratization. As a country, which suffers from colonialism and military dictatorship, democracy is a darling concept and a preferred system of government. The theoretical frameworks used in this paper are two: the liberal democratic theory and the social integration theory. Liberal representative democracy is a form of government in which the ability of the elected representative to exercise decision – making power is subject to the rule, and usually moderated by the constitution that emphasize the protection of the rights and freedom of individuals, and with the will of majority which cannot be exercised against rights of the minorities (Jega, 2007).

According to Pious (1986), democratic politics involves three principles:

1. that government are established by and with the consent of the people, almost always by a constitution;
2. that the people choose their leaders in free and fair elections; and
3. that the government and its leaders must ultimately obey the will of the majority of those elected to make law, except in the case of matters that are specifically exempted from this rule by the constitution (Pious, 1986:11).

Under this view of liberal democracy (in Nigeria) periodical elections are held where groups with different political ideology have the opportunity to acquire political power. Some of the conditions for Liberal democracy are: universal suffrage, periodic elections, and equality before the law, good governance, human rights, justice, participation, representation, and tolerance of opposition etc. (Diamond, 1994)

However, Social Integration theory sees Nigeria as a plural state created by the colonialist with unique features of cultural and ethnic heterogeneity. The dissolution of the minorities into high culture was not only historically inevitable but also indisputably beneficial to the minorities themselves. This process was often labeled “assimilation” “acculturation” or “amalgamation” rather than integration because no clear distinctions were made. It is evident with Nigeria’s amalgamation in 1914 by British colonial fiat.

To Acton (1967) cultural diversity is a blessing for the members of a society which safe guard against tyranny of one single authority (ethnic hegemony) but promotes unity and harmony. This was the British plausible conception of Nigeria for amalgamation.

Social integration is usually seen as a dynamic and principled process where all members participate in dialogue to achieve and maintain peaceful social relations. Social integration emphasized and focused on the need to move towards a safe, stable and free society by forming and mending conditions of social dis-integration this would result in strong social solidarity that give support to democracy and its institution through social cohesion.

### **Clarification of Terms**

A clarification of the two main concepts that formed this discourse is necessary; hence, this section seeks to clarify the concepts of democracy and democratic consolidation.

#### **Democracy**

Differing views seem to exist when attempting to define the concept of democracy; this is because there has been no universally recognized definition for the term. Various characteristics rather than definition of the term has always evolved whenever the issue of defining democracy is discussed. Wikipedia (2017) defined democracy as a system of

government in which the citizens exercise power directly or elect representatives from among them to form a governing body. It is sometimes referred to as rule of the majority. Okoli and Gusau (2013) described democracy as people's rule or rule by the people. The authors see democracy as one of the abiding legacies of the ancient Greek civilization in the contemporary world and observed that the practice of democracy in its original form originated in Greece. This is not without any prejudice to the notion that comparable practices of democracy thrived in other places, even in Africa prior to written history. According to Huntington (1991), democracy exists where the principal leaders of a political system are selected by a competitive election in which the bulk of the population has the opportunity to participate. Implicit in the definition is the notion of election as a fundamental element of democracy. It equates democracy to election and the electoral processes in which the power of decision and choice rests with the people. Democracy to him revolves around the selective processes through which leaders emerge and ascend to power. Today, democracy is considered as the most desirable form of government and man's best idea on earth for governance. Under this system of government, authority is rooted in the consent of the people, that is, in the belief that people have the right to run or at least to choose their government. All known democracies have some sort of shortfall because of their failure to exercise in practical terms the characteristics and demands of true democracy. They compel their citizens to do things that they would rather avoid or not prefer to do, such as paying taxes, observing curfew, serving in the military, driving at or under the speed limit, not drinking alcohol before a certain age, and so on. Democracies impose clear, legally established limits to what elected officials can do. All participants in the system must obey the rules regarding such principles as; open, free and fair elections, one person one vote, and acceptance of majority decisions while respecting a minority's right to dissent. Therefore, democracy in the study stands for people centered system of government which entails periodic popular elections, in which the sanctity of the electoral process is strictly guaranteed. Democracy is nourished by mass participation in decision making, transparency and accountability in public administration amongst others.

### **Democratic Consolidation**

Democratic consolidation simply put is when all the leaders and citizens of a country consider democracy to be the best system of government. In other words, it is the deliberate political process by which democracy is broadly legitimized in a polity without any form of breakdown occasioned by military interventions. According to Diamond (1999), democratic consolidation is the process of achieving broad and deep legitimization such that all significant political actors believe that popular rule is better for the society than any other realistic alternative. Achieving the legitimization would mean total reduction in the possibility of breakdown in the system to the point where democracy can be said that it will persist. Huntington (1991) posits that democratic consolidation is the rise of a successful democratic experiment in electoral democracies of new states. Oluwale (2014) described democratic consolidation as an identifiable phase in the transition from authoritarian rule to civil rule and by extension, democratic system that are germane and fundamental to the establishment and entronement of a stable, institutional and enduring democracy essentially, arriving at a consolidated democracy requires nurturing democratic values and ethos, principles and institutions in a matured sense that prevent a reversal to a hitherto authoritarian regime. It also rest upon a strong and dynamic civil society whose responsibility is to check repeated abuse of power, hold public officials accountable for their actions and inactions in the management of public resources and serves to mitigate political conflicts (Diamond, 1999).

Scheduler (1998), opines that the term "democratic consolidation" was meant to describe the challenge of making new democracies secure, of extending their life expectancy beyond short term, of making them immune against the threat of authoritarian regression, of building dams against eventual reverse waves to this original mission of rendering democracy

“the only game in town” countless other tasks have been added. As a result, the list of problems of democratic consolidation (as well as the corresponding list of conditions for democratic consolidation) has expanded beyond all recognition. It has come to include such divergent items as popular legitimization, the diffusion of democracy values, the neutralization of anti-system actors, civilian supremacy over the military, the elimination of authoritarian enclaves, party building, the organization of functional interests, the stabilization of electoral rules, the routinization of politics, the decentralization of state power, the introduction of mechanisms of direct democracy, judicial reform, the alleviation of poverty, and economic stabilization as germane.

Buhari (2015) posits that... Nigeria is transitioning from a dominant party system to a competitive electoral policy which is a major marker on the road to democratic consolidation... it is globally agreed that democracy is not an event but a journey, and the destination of this journey is democratic consolidation. The stage where democracy has become so rooted and widely accepted by all actors. It is important to note that the masses and elites coming together to ensure the manifestation of democratic principles of contingent consent and bounded uncertainty in the political system is emphasized.

For the purpose of this paper and beyond conceptual orthodoxy however, democratic consolidation critically refers to the growing of the defense mechanisms of democracy. Consequently, democratic consolidation is a process. It is not an accomplishment. It is a feature of all democracies. While the need for building the defense mechanism of democracy may be more pronounced in emerging democracies, all democracies are prone to attacks, that necessitate the fortification of democracy. It is this process of fortification that is democratic consolidation. Democratic consolidation therefore entails widespread acceptance of rules that generates political participation and competition, public accountability and transparency, rule of law, periodic free and fair elections and mass participation.

### **Nation – building in Nigeria**

Nation-building has emerged in the 19th century from nationalism in Europe, America and later in the third world. Nation building is a very complex concept. Rustow (1960) asserts that the concept has both ‘objective’ and ‘subjective’ dimensions. The objective dimension involves such factors as the establishment of a territorial unit with a group of people and the setting up of governmental authority over, the territory. This perspective is common among Eurocentrists. Having successfully gone through the tortuous path of territorial and cultural unification, the Europeans tend to equate nation-building with the establishment of territorially defined political entities and government. This is indeed often regarded as ‘state-building’ and not nation-building proper. Even so, it refers only to the primary stage of state-building. The secondary stage involves the enactment and implementation of policies that could satisfy the interest of the group and sustain their unity. Again, if this perception of nation-building is accepted in its entirety, it becomes difficult to explain the situation in Africa, for instance, where there exist territorially defined political entities, which are yet to attain such ‘supra-national’ consciousness or unity (Emerson, 1962).

The subjective dimension of nation-building involves the creation of feelings and attitudes among a people and which could lead them towards national cohesion. This perspective is common among the Afrocentrists, as it tends to capture the situation in Africa and similar places. Africans were forcefully hammered into territorial units by the colonialists without reference to ethnic feelings and affiliations (Jordan, 1985). Even the colonialists inadvertently concurred to this by their erroneous reference to the agitators for the independence of the African colonies as ‘nationalists without nations’ (Hughes, 1981). The result is that many years after independence nationhood has remained a dream among most African countries. In other words, there is still need for the creation of feelings and attitudes through policies and actions that will act to galvanize the hitherto different nations into a larger one. Therefore, it is more acceptable here to refer to nation-building as, the process of

establishing among a group of people within a territory feelings of affinity, consciousness of a common destiny and participation in common cultural and political traditions that are also different from those of other people. (Morgenthau, 1952). This equates nation-building with the creation of relevant psychological foundation necessary to bring about a strong feeling of nationalism. The achievement of this depends largely on the existing political culture. In all fairness, a democratic political culture favours consultation, discussion and free exchange of ideas. It also guarantees equality, equity and justice as well as provides a suitable environment for the creation and sustenance of this feeling of nationalism. This is hardly surprising because democracy creates a ready disposition on the part of the members of a state to subordinate their differences to the common good (Ndoh, 2003). Moreover, the feeling of being wanted is one of the strongest driving forces of action and allegiance towards nationhood. However, the road to the creation of this required feeling of nationalism in Nigeria has been tortuous due mainly to ethnicity and religion, which, as captured by Otite (1995), are “the most devastating features of our contemporary Nigeria”.

From the forgoing, the paper sees nation – building as constructing or structuring a national identity using the power of the state which aims at the unification of the people within the state so that it remains politically stable and viable in the long run.

### **The Challenges of Democratic Consolidation & Nation-building in Contemporary Nigeria**

To identify a consolidated democratic system it is viewed in two contexts. First, there is the ‘transfer of power test’. This criterion considered the ‘behavioral’ aspects of democratic consolidation as it questions the attitude of political actors when defeated in an electoral contest. Democratic prevalence is only when elected government loose in an election and hand over to succeeding government in a peaceful manner. According to Oluwole (2014) democracy is consolidated when a ruling political party or class hands over power to an opposition party after losing the contest. This indicates the readiness of major political players and their supporters to respect the rules that govern the game of electoral contest and to sacrifice their personal and sectional interest for the good of the democratic system. The second is the “simple longevity” or “generation test”. The import of this criterion is that 20 years of regular competitive elections should be sufficient enough to adjudge a democracy consolidated, irrespective of the fact that power is not transferred to another political party or class. The criterion argues that continuous and regular elections would have created in people a mind-set that develops apathy for any near alternative to democracy. Nation-building generally assumes that someone or something is doing the building intentionally. Bendix (1977) posits that Nation-building is evolutionary rather than revolutionary, that is, it takes a longer time and it’s a social process that cannot be jump-started from outside. The idea of Nation-building in Nigeria is internal as against imperial nation-building that rejects cultural and democratic peculiarities. Democratic consolidation therefore can only be achieved when Nigeria understands its national identities and how these identities could hold and strengthen democracy than destroy it. Nation-building can not be separated from the state building and democratic consolidation as the three concepts and not mutually exclusive. However, there are various challenges of democratic consolidation and nation-building in contemporary Nigeria. Some of these challenges are:

#### **Corruption**

One major challenge and threat to democratic consolidation in Nigeria is corruption. Transparency International in 2004 projected Nigeria as the 2nd most corrupt country in the world (132nd out of 133 countries surveyed) (Akinyemi, 2008). Nigeria has also been ranked as the 3rd most corrupt country in the Sub-Saharan Africa and 143rd out of 183 countries surveyed around the world in 2011(Transparency International, 2011). It has been argued that

the war on graft has been difficult to win because the act is perpetrated by policy makers themselves. Oko

(2008) observes that nothing enervates democracy more than corruption. It not only distorts governance but also provides perverse incentives for dysfunctional behavioural as well as diminishes the quality of life of the citizens by diverting funds for social service into private pockets.

### **God-fatherism**

For Nigeria's democracy to be consolidated, the politics of god-fatherism must be completely eradicated. God-fatherism is a hindrance to democratic consolidation and nation building. God-fatherism has been identified as a major cause of political violence and corruption since the return of democracy in

1999. According to Ogunniyi (2009), god-fatherism is both a symptom and a cause of the violence and corruption that together permeates the political process in Nigeria. Many public officials are indebted to their political godfathers because of their rise in politics and they are expected to repay the debt during their stay in office. The implication of this is draining the meagre resources which could have been used to address the basic problems of the masses. God fatherism has frustrated the democratic process since it retards the selection of credible leaders, thereby jeopardizing democratic consolidation and nation building in Nigeria.

### **Electoral Malpractice**

Nigerian is faced with monumental irregularities and malpractices which magnitude increases with every election. Institutions of state such as the police, the military, and the electoral body collude to manipulate the electoral process in favour of certain candidate(s) or party. Apart from election being one of the cardinal principles of democracy or democratic process, free, fair and credible elections are central to the consolidation of democracy. This is because, it defines the degree of freedom exercised by the people in selecting who represent them in government. But this has not been the case in Nigeria as the system is manipulated in favour of certain individuals and political parties (Ogbonnaya, Omoju & Udefuna, 2012). Report of massive manipulation, rigging, snatching of ballot boxes were recorded during the election of the second republic in 1983 (Lukman, 2017). Also the political elites organized themselves and determined who will be and who will not be, that is they manipulate the election to suit their interest by using power and money. Amuwo (2009) posited that, in the context of election, money was used routinely not only to corrupt the political and electoral process through vote buying and vote rigging, but also to attempt to buy justice. This has continue to star Nigerian political system in the face thereby hampering democratic consolidation. Electoral malpractice in any form is an anathema to democracy and nation-building because of its retrogressive effect on the quality of democracy in Nigeria. As a corollary; electoral malpractices are not condoned anywhere in the world but rather censured. If malpractices such as winning elections through rigging, massive use of money, use of violence, military and police against political adversaries and so on are unbridled, the tendency is for a negative culture of 'political larceny' to be inculcated by politicians. This ultimately dilutes the potency of elections as a means of peaceful transfer of political power and as a tool to legitimize political power and nation building.

### **Voters Apathy**

Voter apathy has remained a recurring phenomenon in Nigeria elections (Ipinyomi, 2015). The June 12, 1993 presidential election in Nigeria is usually seen as the freest, fairest and the benchmark of Nigerian election (Ekanade & Odoemene, 2012). Nevertheless, the voters turnout in that election was less than 50% (Ekanade & Odoemene, 2012). Where less than 50% attendance is recorded in an election, any winner can, still not boast because, those who chose to stay away can still turn the tide (Ipinyomi, 2015). The INEC (Independent National Electoral Commission) noted that Nigerians' participation during the general election in 2019 was low as only 34.75% of the 82.2 million registered voters, took part in the

election (Wikipedia, 2019). If only a few people turn out to vote, the voice of the silent majority may be lost because, the small percentage of the electorate that may have come out to vote, may not truly represent the wishes of the entire people. The impact of voter apathy on democratic consolidation and nation-building is essentially in the negative regard.

### **Poverty**

Despite the fact that Nigeria is blessed with abundant natural resources, poverty is one of the major obstacles that affect almost all Nigerians. Poverty is another factor that constitutes grave challenge to democratic consolidation in the country. The nation is rank among the world's poorest country. According to United Nations Development Programme (2009), in Nigeria hunger exhibits its ugly face in most homes where the average citizen contends with a life of abject poverty. Thus, the average Nigerian is alienated from himself as he lacks the ability to afford the basic necessities of life such as education, medical facilities. According to Victor (2002) cited in Adeosun (2014) about 70% of Nigeria population are poor. The consequence of this, is that the poor masses are easily brainwashed and their right of choice terribly manipulated making an objective choice seldom to consideration. Besides, various forms of inducements and gratification which provide temporary relief from the scourge of poverty are given central attention in making democratic choices thereby hampering democratic consolidation and nation building.

### **Insecurity**

Insecurity is one of the major challenges confronting the country and democratic dispensation. According to Adeosun (2014), Since the return of democracy, the country has experienced ethno-religious crises, sectarian mayhem, etc., some of these crises include: the Maitatsine riot in Kano, Yoruba/Hausa-Fulani disturbance in Shagamu, Ogun State; Aguleri, Umuleri and Umuoba Anam of Anambra State; Ijaw/Itsekiri crisis, the Jukun, Chamba and Kuteb, incessant turbulence in Jos; the 2011 post-election violence in the northern part of the country as well as the constant sectarian crisis exemplified by the activities of the Boko Haram. This reveals that our democracy is under siege prompting.

### **Gender Issues**

The participation of women in the democratic process in Nigeria is still largely ephemeral and peripheral. In the name of women empowerment, women are merely given appointments into public offices, as a demonstration of the increasing sophistication of democracy in the Nigerian State. But when they indicate interest to stand for elections as candidates of the major political parties in the Nigerian system, they are hardly afforded the opportunity. They turn to the minor-league political parties, which easily avail them their platforms and subsequently, the electorate dismisses them as jokers. The only evident visibility of women in the major political parties in Nigeria is when they feature in the women-wing of the parties, as they add colour and razzmatazz to electioneering campaigns. Okoronkwo-Chukwu (2013) has amply demonstrated that women are still immensely under-represented in the democratic system in Nigeria. Arowolo & Aluko (2010) also expressed the view that the low level of political participation of the Nigerian woman is becoming alarming and disturbing. Since the emergence of political independence in 1960, Nigerian women have remained invisible in the political process (Falade, 2014). Luka (2011) concludes that the exclusion of women from participation on the economic and political fronts is an affront to the spirit and values of democratic governance. It is indeed, an affront to democratic consolidation.

However, other challenges include; leadership question; fiscal federalism; constitutional weakness; and new face of national question amongst others.

### **Conclusion**



This survey of the literature on conditions for democratic consolidation and Nation-building in Nigeria suggests the necessity of going beyond procedural definitions of democracy (based on fair, honest and periodic elections) for more normative ideas about decision making being controlled by all members of the group as equals. In this view the paper concludes that democracy is a matter of the degree to which basic principles are realized and democratization is always and everywhere an unfinished process. For a democracy to be consolidated certain factors must be on ground which include: regime maintenance, public accountability and transparency, majority rule, and minority rights, rule of law, periodic free and fair elections. These cardinal issues must be addressed positively for a meaningful democratic consolidation and Nation-building to thrive in Nigeria.

### **Recommendations**

Considering these challenges and for consolidation of democracy and nation-building to thrive in Nigeria, the following recommendations are suggested:

1. The fight against corruption that is going on in the country under the administration of president Muhammadu Buhari should continue and who ever is found guilty, no matter his/her status should face the wrath of the law. All citizens should wake up and back the various institutions saddle with the responsibilities.
2. INEC (Independent National Electoral Commission) should be given more power and freedom to perform her duty without any intimidation from any government official. Their staff should be given more orientation on the conduct of free and fair election and election essentials should be made available. This will help reduce electoral malpractice.
3. For democracy and democratic consolidation to thrive in Nigeria, the principles of democracy such as rule of law, respect for human rights and protection of life and property must be fully implemented.
4. There must be enhanced economic and human capital development, a stable political arena and a refined political process that ensures democratic practices. Nigeria must develop a democratic culture that discourages god fatherism, vote selling and buying, this will go a long way in strengthening democracy in Nigeria. To achieve this voter education is highly recommended.

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## **Role of Computer Mediated Simulation (CMS) in the Teaching and Learning of Oral English**

**<sup>1</sup>Paul Daniel Kumtur and <sup>2</sup>Yenle, Mershak Shem**

*<sup>1</sup>General Studies Education Department, College of Education, Gindiri*

*<sup>2</sup>English Department F.C.E. Pankshin*

### **ABSTRACT**

*This paper examines the concept and role of computer mediated simulation (CMS) in the teaching and learning of oral English. The paper X-rays definition of relevant terms to the work, the effectiveness of CMS which exposes learners of English language to the level of understanding it as a living language because the learner becomes a native-like speaker. It also looks into some facts that could hinder the effectiveness of using the CMS due to poor supply of electricity and lack of funding. The paper goes further to suggest the remedies to some of the problems; Qualified teachers be trained further to enhance teaching and learning. The paper finally concludes by recommending that government and stake holders should encourage learners to own their gadgets to enhance learning, especially with the recent wake of COVID-19 pandemic across the globe.*

### **Introduction:**

English language as a second language in Nigeria plays a vital linguistic role in the educational system, mass communication, commerce and industry, just to mention a few. In this jet age, the second language teachers and learners are expected to be diversified in all ramifications both intensively and extensively at all levels of the language. This is why the purpose of this paper focuses mainly on the phonological level or aspect of English language teaching with emphasis on the use of Computer Assisted Instruction (CAI). This is basically due to the inability of the teachers to adopt the new language technology in the classroom situation but if taken seriously, will invariably expose the learners to new ideas and subsequently a better understanding of the language especially orally.

It is a renowned phenomenon that most teachers of English teach oral classes with laxity in which they failed to grasp the idea that English teaching is a systematic activity which exposes the learners towards having a mastery and ascendancy of the contemporary language via the use of language teaching technology. This is obvious because the future will depend on it. It's therefore necessary to equip both teachers and learners so they can compete effectively in an already existing technological world. It is very clear that in recent times there is a whole new teaching and learning mediation using computer accessories such as language instructional games, 3D animations that serve stimulant for cognitive learning in learners. It enhances the teachers' creativity by building a platform that creates a plethora of information on striking features of speech sounds unlike in the conversational classroom. ([www.ccsenet.org/eltenglishlanguageteaching](http://www.ccsenet.org/eltenglishlanguageteaching) vol.6no.8 2013p.66).

Crystal (2003:236) maintains that "everyone is born with normal capacity to learn, acquires the ability to listen and speak long before the ability to read and write". Thus, this work gives prominence to the spoken English and a better strategy on how to teach and learn it. This is because it is needed for effective communication by both the teacher and the learner which can easily be achieved through the use of computer and other relevant media into the language curriculum. When this is done, the computer mediated simulation would definitely become significant in this jet age of communication system needs.

### **Definition of Terms (Keywords Peculiar to Paper)**

- **Mediated:** This is the process of creating a link or channel for teaching and using a computer model for effective learning.

- **Simulation:** is the set of conditions created artificially in order to study or experience something that could exist in reality.
- **CAI:** this means computer assisted instruction which is simply the process of using computer as a channel for teaching and learning. It is a computer technology that assists the teaching and learning process through practical exercises in the learning of oral English. (The Oxford Dictionary of Computing 2008, 6th edition)
- **CALL:** (Computer Assisted Language Learning). This is when computer is used as a medium of teaching and learning pronunciation, vocabulary and grammar. It is also used to teach and learn language skills. (Chappelle 2001).
- **Computer:** a computer is an electronic machine that accepts data and processes the data to give an instruction.
- **CMS:** Computer Mediated Simulation is a teaching and learning technology that assists the teaching and learning process through practical exercises, and real visualization of a concept. (The Oxford Dictionary of Computing (2008, 6th edition).
- **Oral English:** this is a practical aspect of English Learning that deals with the study of acceptable native English language sound pronunciation model.
- **Spoken English:** this is the communication skill that deals with oral delivery and expression via correct pronunciation mastery. It deals with meaningful sound combination in communication skills.
- **3D:** is a game interactive computer

### **Concept of Spoken English**

The spoken English deals with meaningful and correct oral delivery of speech in communication. A number of studies have shown that there is a coordination in spoken English than written, infact, the spoken language is processed in real time (Richard&Schmidt,2010). This connotes that learners should be systematically exposed and taught the English pronunciation. For one to have the ability to speak correctly, intelligibly and meaningfully, one needs to be trained tremendously in oral or spoken English. When learners are exposed to suitable model and techniques of foreign native accent, better mastery of speech delivery would definitely be clear and when achieved, it will go a long way in checking the unending problems of interference from mother tongue (L1) which tries to obstruct foreign sounds or patterns and imposes same on English as a foreign language (L2). Opara and Daudu (2011) suggest that English Language pronunciation becomes necessary to consciously expose the learners of English as foreign language (L2) to acceptable models of native sound intonation and stress patterns of the target language for effective communication orally.

Furthermore, stressing on oral fluency, Byme in Dyikuk (2012) opines that, students have to be brought from the stage where they merely imitate a model or response to cues to the point where they can use the language to express their own ideas.

In the same view, Golji (2011) in Dyikuk, (2012) says speaking skills are indispensable possessions of a child for his mental alertness and subsequent communicative competence. Thus, there is the need, therefore, for the computer pronunciation software or programme as a model to be used in helping language learners to realize distinct phonemes in various environments, syllabus and their various realization, stress and intonation and their roles on meaning in spoken language for oral fluency.

### **Effectiveness of Computer Mediated Simulation**

There is no doubt that besides human beings being brilliant, their level of thinking could be a matter of concern. Hence the need for emerging technology for developing minds globally. The technology exposes learners to English as a living language by providing a genuine media text and exposure to real models.

In this situation, the role of technology cannot be over emphasized as it can provide a significant plus to many conventional tools such as boards, textbooks, cassette, video players( Sampath, Pannersselram, and Santhanian, 2007).

Sampath, *et al* (2017) further explains that Computer Mediated Simulation (CMS) provides rich teaching and learning materials for oral models through recording songs, talking electronic books, postcards, video clip and language simulation in pronunciation activities which help learners with good pronunciation communication. These tools can also be beneficial to tutors who felt they are lacking in certain areas of the language skills.

More so, the Computer Mediated Simulation (CMS) provides good educative framework to learners. It gives the opportunity to listen and play back recording, which helps in the identification of grammatical errors and inaccuracy in pronunciation and opens room for self-improvement.

It provides the learners with the opportunity to communicate especially with native speakers clearly and well too.

Nonetheless, the incorporation of Digital -Based Learning (DGBL) in the teaching of spoken English skills presents an interesting learning avenue. Most learners who have used the computer for long tend to navigate into many games where need be and subsequently, get more exposed to its usage than those who do not at all, use it. Teachers with experience, who have been using some of these games as pedagogies themselves would, definitely know how to embrace children's attention, pronunciation, interest in digital play and creating language learning opportunities through the use of computer games basically within the educational context.

Digital games in a nutshell, can be successfully used to enhance teaching in curriculum content, core skills and videos such as 3D animation. In fact, teaching games facilitate the growth of familiarity of correct model of native pronunciation (Sampath, et al 2007).

### **Teaching Pronunciation**

In teaching the pronunciation aspects of English, it requires a relative accuracy in native — like spoken language for effective communication. This can be done by teaching sounds pronunciation in an acceptable manner of speaking with the native-like accent. These native-like oracy skills can be effectively facilitated by using a computer assisted instruction. Therefore, students who are not privileged to interact with the native speakers of English can be motivated in pronunciation learning by the use of various media such as radio, tape recorders, CD's on pronunciation drills and computer mediated simulation etc. When this is carried out, students tend to get the first hand oral native model of spoken English competence and performance.

An intended learner of oral English needs a sensitive ear to perceive the qualities and characteristics of different sounds. More so, the learner should constantly practice the production of the sounds with his/her speech organs which can be effective through the use of computer learning activities.

Spoken English remains very effective in the teaching and learning of English for it is one of the basic skills of language. To make these more meaningful, students should be encouraged to develop the ability to understand and speak correct English. It is therefore essential to teach and develop oracy skills in pupils so that, children who are opportune to manipulate computer could further develop their skills with these devices.

### **Challenges of using CMS in teaching and learning English Language**

Despite the advantages of teaching oral English using the Computer Assisted Language Learning (CALL/CMS) we have equally observed, some teething problems which can pose challenges:

- Due to underdevelopment: Not all students can access schools with CALL facilities
- Lack of funding for CALL implementation: Most of the materials required for this program are very expensive. This poses a serious problem in schools that have limited funding.
- Lack of experience English teachers: this may have negative attitude towards CALL as majority of them have little or no experience in handling some of these devices, and hence, may develop a lukewarm attitude towards embracing CALL.
- Some of the graphics and sounds provided on the computers are sometimes unrealistic and incomprehensible.
- A lot of CALL software (e.g. drills and practice type) focus on teaching separate discrete language skills (native speaker) and components, ignoring discourse, contexts and cultures.
- There are many poor pirated CALL software programs that lack linguistic knowledge, language teaching approaches and experiences.
- The speed of internet is very poor and so access to audio, video and graphic files may as well follow suit.
- In using the CMS games, the drill is usually full of fun and entertaining, hence it lacks clear educational objective which sometimes may distract the learner.
- Also, it is time consuming-so it needs serious commitment especially when it involves a large group of learners (English in General Studies Education). It cannot solve or give answers to all the language teaching and learning problems.

From the above challenges which cut across globally, however, looking inwards, in a country as Nigeria, still experience a poor widen digital knowledge which further denied easy accessibility among many other problems associated with CALL:

- Lack of power supply in so many situations and only a few can find an alternative to this and this has caused a problem.
- Theft: The facts that computers are still expensive, thieves burgle people's homes and cars to go away with such attractive and expensive gadgets.
- Lack of initiative by the community leaders as they have little or no interest in investing in computers rather they look at other social amenities.
- Poor government policies: especially in developing countries where policies are never implemented, this has brought a field like this to a halt.

**Suggestion:**

Considering the challenges inherent, it is obvious that quite a number of these recommendations raised are capital intensive when put side by side with government policy and implementations. We see a simple theoretical concept in the introduction of “campus radio” particularly, broadcasting experts to learners on air where comments are received in responses and vice –versa as a possible alternative to the challenges pose by CALL/CMS in most tertiary education in Nigeria.

**Conclusion**

The effectiveness and efficient use of CMS enhance students' performance: comprehension, retention and recall of correct native-like speech thereby simulating improvement in pronunciation accuracy. As this is achieved, it paves ways in motivating the learners towards learning Oral English which gives them competence in speech. If both teachers and learners



use CMS it will definitely bring them to the lime light of the 21st century thereby having the first hand acquaintance with the native speech and language development.

Finally, since language is a set habit, learners gain the opportunity to learn on their own so as to form the habit of speaking the Received Pronunciation (RP) through their exposure to the use of CMS.

### **Recommendations**

As earlier stated above, the use of computer just like any other technology improves the teaching and learning of languages. Based on this, the following recommendations are made:-

1. So long as CALL (CMS) packages can enhance academic performance, students should be encouraged to own their computers to enable them use it and effectively even for their personal studies.
2. Teachers should be trained to properly integrate computers in their daily language teaching/learning classroom-processes.
3. The government in collaboration with other agencies should equip both urban and rural schools with computers and new technologies for easy access by both teachers and learners.
4. There should be provision for regular supply of electricity to schools at all times.
5. Teachers of English should effectively use language laboratories and practical computer language learning activities instead of dogmatic use of textbooks teaching.
6. Community leaders should be enlightened and encouraged on the efficacy or importance of computer usage.
7. Bodies such as Standards Organization of Nigeria (SON) should enact laws on individuals/companies who produce low quality or pirated software/computer gadgets. This will encourage individuals to purchase and own their devices.
8. Serious penalties should be enacted on burglars to discourage the stealing of computers.

### **Further Research Questions**

1. How can CMS be used effectively in the teaching of English Phonemes.
2. Are there other aspects of English Language that can be taught using the
3. Apart from using CMS, what other method(s) can be used to teach other aspects of English Language to meet up with the 21 st century technology?

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## **Factors that Influence Poor Academic Performance of Learners with Visual Impairment in Science Subjects**

**Goshit, Florence Titus**  
*Department of Special Education,*  
*Federal College of Education, Pankshin*

### **Abstract**

*Students have for long regarded science as a difficult subject due to the hard and abstract concepts. The teaching of science has traditionally depended mostly on visual presentation. This makes it difficult for learners with vision limitation to learn the concepts. The nature of presentation of science concepts contribute to the dismal performance of learners with visual impairment in the subjects. Factors such as science curriculum for learners with visual impairment use of concrete materials, qualified teachers and resource materials, attitudinal barriers, teaching method, and adaptation and modification of teaching and learning materials have been x-rayed in this study as being some of the factors that influence poor performance of learners with visual impairment in science subjects.*

**Keywords:** academic performance, science subjects, visual impairment, learners

### **Introduction**

The poor academic performance of learners with visual impairment in science subjects has been pervasive at schools in Nigeria. Students with visual impairment are required to complete the same curriculum as sighted students, majority of the educational resources and instructional methods are based on visual graphics, which is partly or completely not accessible to learners who have vision challenge. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2005) report the declining academic performance in

the country. Report from research in special needs education have it that the results of learners with special educational needs in science base subjects are not satisfactory. Although, the Federal Government of Nigeria, has been working very hard to facilitate improved outcomes for all learners by addressing issues of quality, relevance, access, equity and accountability across the entire education sector (National Policy on Education NPE, 2013). However, science education typically has received little emphasis in classrooms with students with visual impairment (Okobah & Onwulobo, 2012). There are several factors such as lack of trained special education teachers, teaching method and adaptation of science curriculum to meet learning needs of learners with visual impairment and more that are a consequence of the poor academic performance of learners with visual impairment in science subjects. Science would be beneficial for learners with visual impairment because it may allow them to develop compensatory skills for observation, manipulation and classification of processes or any related phenomena.

### **The Concept and Nature of Science**

Science is a body of knowledge comprising of ideas, skills, information about the world, nature and man (Ajayi, 2000). Science is generally seen as the foundation upon which any technological breakthrough is built. Ali (2000), states that science is an organized and systematic body of knowledge dealing with man's understanding of nature. It is an attitude of inquiry, observation and reasoning with respect to the world. It can be developed through practice, observation and reasoning.

The ability to learn science is strongly linked to visual imagination and this is why within the world of science, numerous images cross science domains at all levels of practice (Maguvhe, 2015). This is why learners are generally exposed to visual displays in text books, teacher presentation and other multimedia materials (Jones, Minogue, Oppewal, Cook & Broadwell, 2006). As a consequence, the capability of learners to infer and comprehend the representations has become more and more significant in education. In addition, science learning allows learners to gain problem-solving competency, experience inquiry activities, simulate their own thoughts and find the connection of science with everyday life.

### **Concept of visual impairment**

Visual impairment refers to the loss of vision, even when a person makes use of corrective lenses. Visual impairment is the reduced vision caused by eye diseases, accidents or eye conditions present from birth. Visual impairment can be defined legally and educationally. It can be congenital, occurring at birth or shortly after birth. Some of the congenital causes of visual impairments include conditions like retinopathy, glaucoma, cortical visual impairment, optical nerve hypoplasia and so on. Visual impairment can also be adventitious or acquired later in life as a result of cataract, trauma, accidents, inadequate nutrition and so forth. Visual impairment is categorized into blind and low vision. Learners with visual impairments are the heterogeneous group with varied nature of problems and difficulties that require appropriate attention in the implementation of curriculum and instructional systems in order to perform well academically. The students with visual impairment in a science class experience numerous challenges and problems as a result of the impairment and this adversely affect their academic performance. They experience problems in not only understanding of science concepts, but also in the performance of assignments and in taking exams. Students with visual impairment depend almost completely on tactual and auditory perception and kinesthetic experiences. The problems and difficulties experienced by these students, calls for more teachers in special needs education, who are skilled and proficient in teaching science subjects (Agesa, 2014).

### **Learners with visual impairment and Science**

Science has been considered as one of the major subjects that can be taught to students with visual impairment. In learners with vision impairment, conceptual development and abstract thinking appear to be delayed by the absence of graphical stimulus or imageries; cognitive

development occurs more slowly and standard for chronological age groups are void (Fraser & Maguvhe, 2008). The fact that the greater part of science representation are visual, learners with visual impairment frequently face educational challenges. This scenario emanates from the fact that most general education classroom teachers lack appropriate teaching and learning strategies for learners with vision impairment. The consequent practices are text book science pedagogies which do not favour learners who have visual problems.

In addition to the foregoing, Beck-Wintchatz & Riccobona, (2008); Moreland, (2015), belief that majority of the general education classroom teachers find it difficult to teach learners with vision impairment because they have negligible experience and embrace rigid views as regard to the abilities of learners with vision impairment. There also seems to be a large gap between teachers' perspective about what learners are able to do and the availability of teaching and learning resources to help the learners realize their full potential. In short, Pressick-kilborn & Presscott (2017) are of the view that learners with vision challenges are deprived of the opportunities to experience science even when there is substantiation that hands-on-science approach yields better results for learners who have vision challenge. Essentially, learners with visual impairment have cognitive abilities equivalent to their peers and can equally become scientist. Habulezi, Batsalelwang & Malatsi (2017). The writers believe that with the right method and assistive technology, the science learner who is visually impaired, can learn and do the same assignments as the other science learners.

### **Science curriculum for learners with vision challenges**

The science curriculum offered for learners with visual impairment is not broad, balanced and accessible enough to provide the maximum educational opportunities possible for all its learners regardless of the diversity or complexity of their needs (Habulezi & Phasha, 2012). Although science education for those who are visually impaired is very challenging and expectations are low, learners who are visually impaired perform very well or moderately depending on the learning support provided (Jones, Monique, Oppewal, Cook & Broadwell, 2006). In the learning classroom situation, not every piece of instructional material, instrument or text can somehow be modified with creativity, skill and persistence to make it accessible for those who have vision impairment (Ayiela, 2006). The science curriculum should employ appropriate instructional methods, accommodations, adaptations, use of innovation, and different forms of assistive technology and having a positive mind set to embrace all learners regardless their disabilities, will enhance the performance of learners with visual impairment in science.

### **Use of concrete materials and tactile graphics**

Science subjects are highly graphical in nature and frequently utilize visuals to convey significant information, this bestow supplementary difficulty for learners with visual impairment (Smith & Smothers, 2012). The use of concrete materials and tactile graphics largely benefit all learners with visual impairment because the practice increases computation accuracy, it helps them reason and solve problems (Hansen, Liu, Hakkinen & Darrah, 2016). The Manipulation of concrete materials further offer children with visual impairment concrete experience to help them understand the environment and learn concept parallel to sighted peers in the classroom setting (Saracho, 2012). It is therefore of necessity for teachers of learners with visual deficits not only to provide concrete objects and tactile graphics but also teach learners how to read and make sense of concrete materials and tactile graphics in science subjects.

In order to teach learners to be effective in management and understanding of a diversity of manipulative and tactile graphics, teachers ought to use a sequence for introduction of materials (Koh and Shin, 2010). Teachers should first present learner with opportunities to handle real objects, before transition to the use of models and finally implement two dimensional representations. The effective interpretation of concrete and tactile graphics needs knowledge of spatial and geographic concept and strategies for exploring and

interpreting the displays (O'Day, 2014). Finally, after all tactile observation experiences, teachers should help learners connect concrete objects, tactile graphics and abstracts.

### **Lack of qualified teachers and material resources**

According to Mphale & Mhlauli (2014), the lack of skills of most of the teachers teaching learners with visual impairment could be one of the contributing factors to the learners' poor academic performance in science. Also, Koh & Shin (2017), show concerns over inadequate training for teachers to enable them teach in inclusive classrooms, and the lack of resources for effective inclusive education practices are contributory factors to a deficit in performance. Mphale & Mhlauli (2014), state that teaching and learning resources increase learning support for learners with visual impairment. With the learning support, especially in a practical lesson, some learners may require one-on-one teaching. Learners with visual impairment are not given the needed attention and time to learn, instead, they are asked to go and read at the resource room. This deny the learners a learning opportunity, which contribute to their poor performance in science subjects.

Learning support or aids increase learner participation and improved academic achievement. The utilization of basic assistive technologies could augment teachers' efforts in the classroom. These devices may include CCTVs, Photocopying machine, talking calculators, digital voice recorders, tape recorders, embossing kits, Braille and swell papers, embossers, thermoforms, perkins brailers, slates and styluses to mention but a few.

Many teachers neither use models or concrete objects despite their importance in increasing comprehension, helping learners reason, solve problems and offering learners concrete experiences to help them understand better their environment (Saracho, 2012). Where there are available tactile materials, it does not serve the learners well because it is not topic specific. Besides many science teachers have little or no training on how to teach learners with visual impairment. The teachers may have difficulty obtaining and producing relevant tactile or embossed materials and adapting the curriculum to meet the learning needs of students with vision problems. Embossed diagrams are meaningless when no one takes the learners through the graphics to make sure the learners understand. This practice has a bearing on the learners' performance.

### **Attitudinal barriers**

The poor performance of learners in science is partly due to self-prophecy fulfillment. Majority of students with visual impairment come to science classroom with misconceptions embedded in mind, either from themselves or their teachers, that science is difficult and not accessible to them (Okobah, & Onwubulo, 2012). The learners resign to the belief that visually impaired persons do not pass science subjects. Additionally, the many diagrams and graphics that characterize science activities frustrate the learners to the point that they develop negative attitude towards the subject. The lack of inclusive preparations by teachers result in failure to arrange for embossed diagrams prior to the meetings with the learners, 'this further encourages the learners' negative attitude towards sciences.

Teachers also have poor attitude towards teaching learners with visual impairment. The fact that the Government of Nigeria does not give skill allowance to special education teachers makes some teachers feel the effort of teaching learners with special educational needs is not commensurate with the pay they receive. The attitude some mainstream teachers falls short of a positive one. Some of their teaching sessions are devoid of a sense of care, responsiveness, adaptation, cohesiveness and synergy that bonds people together (Landberg, Kruger & Swart, 2016); hence, the learners' poor academic performance manifesting in science subjects.

### **Modification and adaptation of teaching and learning materials**

Science teaching and learning content as well as assessment task are inundated with graphics representations that are too much for learners with visual impairment during examinations. Learners are sometimes fatigued in an effort to explore the diagram which they rarely understand and eventually perform poorly. Some of the diagrams included in assessment task

have no bearing on the answer to the questions and these just increase the material for reading when in fact the effort should be to reduce it. Njue, Aura & Komen (2014) advice that individual differences of the learners should be put into consideration and the teachers should therefore choose materials which maximally benefit individual learners. The photocopying of learners' work without being font specific is dreadful and would destroy learners' sight or create other problems to the learners. Effort should be made to provide recorded, brailled or enlarged teaching and learning resources to promote equal access to education for all learners.

### **Teaching methods**

The 'No Child Left Behind' Act (NCLB) (2001), recognize accountability actions including annual assessment of learners in the technical areas such as sciences. The teacher centered teaching method that do not accommodate all learners, (Habulezi, Molao, Mphuting & Kebotlositswe, 2016), are counterproductive and detrimental to learners' performances. Teachers are assets, rich resources of information and support. Therefore, they need to be responsive, creative, accommodative and inclusive in their routine facilitation of classroom activities for the benefit of all learners. In the case of learners with visual impairment, pre or post lesson sessions would be appropriate to compensate for the missing incidental information acquisition and to promote parity in classroom participation.

Landberg, Kruger & Swart (2016), advise that teachers should encourage critical thinking, argumentation, reflection and action on the part of learners in the learning situation. In addition, Rose & Meyer (2002), provided three principles of universal design of learning, (multiple means of representation, multiple means of action and expression, multiple means of engagement), these principles, hold great potential to establish truly accessible learning environments for all that can improve learners' performance.

Holbrook & Koenig (2010) agreed that in the absence of vision, it is important to give learners sensory training to the remaining senses like the senses of touch and hearing so that they might be used as sources of information. To the contrary, Habulezi, Batsalelwang & Malatsi (2017) indicate in a study that learners are not tactile oriented to embossed diagrams. Furthermore, some teachers neither read nor describe what they write on the chalk board. This does not compliment any missing incidental learning other learners with sight enjoy. The practice denies learners equal and fair opportunities to access teaching and learning materials. In some instances, learners with visual impairment are sent to the resource room to read while the learners with sight carry out experiments which augmented on the theory they had learnt, for learners with vision impairment, it is an opportunity of learning missed forever.

### **Conclusion**

Learners with visual impairment face challenges in learning science due to multiple factors. Even well-meaning efforts if not properly handled retrogress learner's performance. Lack of skill allowance to special education teacher may lead some teachers to be reluctant in helping learners with visual impairment. Poor teacher and learner attitude also lower performance of learner with visual impairment. Also, pedagogical practices that are not really tailored to meet individual learning needs do not promote performance. Trained teachers and the use of appropriate aids, material resources are needed in order to improve the poor performance of learners with visual impairment in science.

### **Recommendations**

There should be an intensive intervention measures targeted at improving the poor academic performance of learners with visual impairment in science subjects. This should be done through the provisions and adaptation of enhanced teaching and learning activities, deployment of more trained and qualified special education science teachers in schools, learning support staff and acquisition of specialized equipment. Further, continued public sensitization on positive inclusive education practices should be encouraged in the quest for better performance.

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## **Curbing the Menace of Hate Speech: The Role of the Teacher in Contemporary Nigeria**

**<sup>1</sup>Bwede Dachung Danjuma and <sup>2</sup>Goshue Afiniki Ishaku**

*<sup>1</sup>Department of Educational Psychology  
College of Education, Gindiri*

*<sup>2</sup>Department of Curriculum and Instruction  
College of Education, Gindiri*

### **Abstract**

*This paper focused on curbing the menace of hate speech: the role of the teacher in contemporary Nigeria. The paper defined the concept of hate speech and peace building, it identified the causes of hate speech and the mediums through which hate speech is propagated, Samples of hate speech are listed. The paper discussed the role of hate speech in violent conflicts with its concomitant consequences and its implication for the teacher. It also discussed the role of teachers in curbing hate speech in schools. The paper concluded that hate speech is destructive to society and to its victims and if not tackled now it could result to crises that could engulf the nation. In schools, it is capable of affecting academic performance negatively, leads to school dropout and affects the victim's mental health. The paper recommended strategies which if adopted by teachers will go a long way to tame this monster call hate speech that is raising its ugly head in Nigeria.*

### **Introduction**

Hate speech and propaganda occur in all societies, to radically varying degrees. A worrisome trend that has bedeviled Nigeria; it has turned Nigerians on one side of the divide against those on the other side in a seemingly disturbing way devoid of peace. This dissent has divided us further across religious, political, ethnic and tribal lines just as the government is trying to summon the various divisions together. The recent spate of incidents in Nigeria involving both verbal and non-verbal expression of hatred has not just reignited a long-

running debate in the history of free speech, but has left many people in the country feeling attacked, divided, and unsafe.

Utter free speech might be a nice idea, but in reality, a society in which a privileged group or a person can say things that threaten the safety and fundamental rights of less privileged groups is absolutely not a free society. The suffering and hardship that the populace faces within the system are however so much that people are at their wits' end. Hate speeches are on the contrary not the solution to these challenges as we are all guilty in one way or the other for the decay within the system. It despondently appears the wind of hatred fuelled by stereotypes has continued to blow across the country unhindered, and the surge in hate incidents before and after 2015 general elections and 2019 general elections was not limited to words. Unfortunately, the debate around free speech is usually skewed because our most vulnerable and marginalized groups very rarely access the kind of platforms that allow them to broadcast on the same level as the archetypical wealthy individuals. Hate speech is from the foregoing and all indications a complex problem.

Although courts are capable of objectively weighing evidence and applying criteria to ensure that legitimate free speech or merely offensive speech are not captured, tackling hate speech by and large requires outside the box and collaborative thinking from people with a range of perspectives on its causes, multipliers, and consequences. This is because most genocides that took place in countries like Rwanda , Bosnia, Guatemala Kenya etc were as a result of hate speeches. The call by some aggrieved northern youths under the youth wing of Arewa Consultative Forum some time ago, directing people from Igbo extraction to leave the North amidst the call for secession by Igbos saw Nigerians in their large numbers trooping to the social media space to air their opinions on these issues. Some of the opinions were tagged hate speech by the Nigerian Government, one which they intend to put state machinery in motion to curb. The menace created by hate speeches in Nigeria is overwhelming and should be brought to an end. Stakeholders called for drastic punitive measures to help curb the development while some lawyers hold that anti-hate speech sanctions should be between the purviews of the law. The question on everyone's mind however is the thin line, the distinction between free speech and hate speech. One has to be careful of what to call hate speech in an era where freedom of speech is enshrined in the constitution of the nation.

The Minister for Information and Culture, Lai Mohammed said that there should be strict adherence to the Nigerian Broadcasting Code and that NBC should sanction errant

stations accordingly to deter others. Subsequently, the NBC imposed a N500, 000 fine on stations allowing callers to air comments perceived as hate speech. The Minister of Defense, Mansur Dan -Ali, directed the nation's security agencies to tackle notable Nigerians propagating hate speech especially through the social media while Face book said it has decided means to keep off hate speech and incitement on the social networking site.

There is no denying the fact today that hate speeches abound, to hold a contrary opinion alone is often greeted with yells of hate and damning expletives. The government however must include the youth, who spend more than half of their time daily on social media to debate issues of hate and division online in the fight against hate speech. The government needs to rally the youthful and restless minds together to create harmony and peaceful coexistence among the Nigerian people. The people need be educated on the need for us to peacefully co-exist as a nation. The youth who have turned the social media to their self-publishing platforms need also to be educated on media ethics. Hate speech abound because we have failed to communicate the right information and as such wrong and inflammatory information have become prevalent. And because hate speech is something that every society must take seriously, and not dismiss as something that might at worst hurt the feelings of some overly-sensitive liberals, it is important for us to know what the concept is all about, its causes, implications for the teacher and the way forward.

## **Definition of Concepts**

### **The concept of hate speech**

Hate speech' is an emotive concept which has no universally accepted definition in International Human Rights law. Many would claim they can identify it where they see it; however its characteristics are often elusive or contradictory. Meanwhile, hate speech involves more than simply indicating that you dislike someone. It is also different from merely teasing or ridiculing someone, or shouting an ugly word at them in a single moment of anger or frustration. Hate speech consists of verbal and nonverbal expression that is used to demean, oppress, or promote violence against someone on the basis of their membership in a social or ethnic group.

The Center for Information Technology and Development (CITAD) (2018) operational zed hate speech as any speech that:

1. Insults people on the basis of their religion
2. Abuses people for their ethnic or linguistic affiliation

3. Expresses contempt for people because of their place of origin
4. Disparages or intimidates women or girls because of their gender
5. Condone discriminatory assertions against people living with disability
6. Abuses or desecrates symbols of cultural or religious practice
7. Denigrates or otherwise ridicules traditional or cultural institutions of other people
8. Deliberately spreads falsehood or rumors that demean, malign or otherwise ostracize other people on the basis of religion, ethnicity, gender or place of origin or for the accident of one form of disability or the other
9. Dehumanizes people because of their political affiliation, accent or dialect

Also the United Nations Committee on the Elimination of Racial Discrimination, sees hate speech as including threats, incitement to hatred, contempt, discrimination or violence against members of a group on grounds of their race, colour, descent, or national or ethnic origin. Similarly, Ogunyemi (2019) defines hate speech as any public expression of discrimination against a vulnerable group (based on race, gender, sexual orientation, disability, etc) and it is counter-productive not to criminalize it. A society that allows hate speech to go unpunished is one that tolerates discrimination and invites violence

### **The concept of peace building**

Peace has been one of the ardent desires of human kind; peace building was conceived as an important part of the United Nations effort to promote peace. Onoja (1996) defined peace as “ An action to identify and support structures which will tend to strengthen and solidify peace in order to avoid a relapse into conflict” Also Lederach (1997) in Lamle (2015) sees peace building as a process that requires various components or stakeholders and stages. To him, a comprehensive framework for peace building should include structures, those involved in the conflict, resources and coordination by the various government institutions and security agencies. This shows that peace building is not a one-off event but a very long and slow process requiring commitment and efforts to increase normal relations between opponents. UNDP defines peace building as a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post conflict reconstruction and rehabilitation.

Peace building is an activity that aims to resolve injustice in nonviolent ways and to transform the cultural & structural conditions that generate deadly or destructive conflict. It revolves around developing constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. This process includes violence prevention; conflict management, resolution, or transformation; and post-conflict reconciliation or trauma healing, i.e., before, during, and after any given case of violence.

As such, peace building is a multidisciplinary, cross-sector technique or method which becomes strategic when it works over the long run and at all levels of society to establish and sustain relationships among people locally and globally—thus engendering sustainable peace. Strategic peace building activities address the root causes or potential causes of violence, create a societal expectation for peaceful conflict resolution, and stabilize society politically and socioeconomically

### **Causes of Hate Speech**

Though there are a lot of causes of hate speech, Mohammed (2019) states the following as causes of hate speech;

**1. Perceived marginalization** – Much of the hate speech arises from perceptions associated with action or inaction of government. All sections of Nigerians feel marginalized and that no group or zone has a monopoly of the perception of marginalization. In the recent past, there have been strident cries of marginalization leading to demands for Biafra in addition to other modes of agitation against Nigeria in the Niger Delta and in the North East.

**2. Unemployment** – Previous governments' failure to create jobs for the youths, create an enabling environment for entrepreneurship, expand the scope of vocational training centers and create new ones to absorb the ever-growing youth population who cannot be absorbed into tertiary institutions of learning; and the seeming hopelessness and difficulty in having gainful employment, the number of people looking for employment and the number looking for assistance bears testimony to the hate speech in the country. Other than the fact that the Nigerian economy is not creating new jobs, the few existing jobs are being lost by factory closures arising from high cost of production.

**3. Poverty** – The poverty data released by the National Bureau of Statistics (2021) suggested that 40 percent of the entire population or 83 million people live below the country's poverty

line of 137,430 naira (\$381.75) per year. The widespread poverty and the widening gap between the rich and the poor in Nigeria are responsible for the violence that is tearing the nation apart. Beside the fact that a good number of people cannot afford three meals a day, they cannot meet their basic healthcare needs and that of their family members and dependants. They cannot have enough money to buy basic medicines and many are jobless.

**4. The struggle to produce leaders** – The struggle to produce leaders like President or governor and the consequences is that after the election, the only issue on the table is not policy or performance but power shift to other geopolitical zones. Elections should therefore be about democracy and not about who will be the person in charge.

**5. Impunity**– Individuals inciting hate crimes are emboldened and may even ramp up their rhetoric. People commit a crime in this country without being punished, and everybody has referenced that here. If you can commit a crime and get away with it, then you won't bother about the consequences, you just get away with it.

**6. Polarization of the country** – Nigeria is a synthesis of more than 300 ethnic tribes and for some reasons known to them these peoples has not found a way to co-exist peacefully, despite having lived together for decades. Most people pledge allegiance to their tribe before admitting they are Nigerians, as a result, square pegs have gone into round holes and needless squabbles have degenerated into full-blown war between communities. Tribalism reigns in Nigeria and it plays a great part in the country's current quagmire. Nigeria is polarized along ethnic, regional and religious lines and editors, reporters and owners of the news media belong to the various sides of the divide. "The problem we are facing is that we now have a high turnout of local champions whose easy route to fame is to denigrate and abuse other tribes and spew out hate speeches in order to whip up emotions of people of their tribes."

**7. Corruption** – Corruption is a massive problem Nigeria has been fighting with since independence. This trend by all accounts started with government officials and has gradually eaten deep into every other area of the economy. It is very rare to see a government official who is not corrupt nowadays. And today, Nigeria's corrupt elites are witnessing what some of them have never experienced in the nation's political history. The anti-corruption crusade of the present government took them aback making them unable to continue their habitual lavish style of living, hence, uncomfortable with every action and inaction of the government.

Politically exposed persons seeking to prevent their trial for corruption are often those behind hate speeches in the country.

**8. Xenophobia**– is a mental disorder in which the affected individual experiences an extreme fear upon meeting a stranger, inside a particular country. In extreme cases, this initial fear can sometimes be expressed by verbal or physical assault, but the more common response is for the affected individual to remove themselves from the situation due to their discomfort.

**9. Illiteracy** – The Nigerian education system which produced world renowned scholars in the past has now become a shadow of itself. The rot in the nation’s education system has reached such a deplorable proportion that if not properly addressed now subsequent generations of Nigerians will continue to suffer its consequences. At present, the Federal Government has confirmed that Nigeria occupies first position on the table of countries with high number of out-of-school children in the world with a population between 10.5 – 13.5million children.

**10. Ignorance** – The word ignorant is an adjective that describes a person in the state of being unaware, and can describe individuals who deliberately ignore or disregard important information or facts, or individuals who are unaware of important information or facts. Remaining in a state of ignorance can lead to serious economic downfalls, relationship crises, legal issues, and more. It is important for human survival to be knowledgeable on different topics. For example, one must be aware of ways to prevent certain diseases, avoid certain poisonous foods, avoid war etc.

### **Mediums through which Hate Speech is Propagated**

Everybody including the rich, poor, literate, illiterate, etc is allegedly frustrated for one reason or the other. Specifically, the above individuals amongst several others have been said to be responsible for hate speech and the mess we have found ourselves in today: Digital age – The digital age has in no small measure helped to grow the monsters called hate speech and ‘fake news,’ thus causing so much rage and fanning embers of war.

Hate speech from all accounts has been with us for a very long time now; it is just that in those days the influence was limited and restricted to beer parlors, buses, universities, etc. But social media came and changed all that. When you make a hate speech, and you are nobody, and nobody is going to publish that but now with social media, once you have a

phone, whatever you say can be read nationwide and beyond .That is what has magnified what already existed, and it has since moved into an un-imaginable measure. Hate speech promoters use mediums such as radio stations, TV stations, face book, twitter, print and online newspapers, whatsApp etc

### **Hate Speech Samples**

CITAD conducted a study in 2018 and found the following as some of the hate speeches.

#### **Religious**

1. Did ur prophet rape a girl or nt..... Islam is d worst thing that has ever happened to man kind
2. I swear to almighty god Christianity is a blind religion practiced by blind nondomestic morons,nd u guys will end up in hell fire,u guys cannot defend Christianity as a religion bcuz it was written by frauders nd armed robbersdat need money,christianity is a religion of d devil daz y he empower u guys in any aspect such as dancing awilo,skelewu nd azonto in d church all in d name of worship?jesus did nt order u guys to to church On sundays,no permission to go for pilgrimage or fast fourty days,all dis wasincluded by arm rubber christians?tek note dat jesus is a muslim nd wassent to d lost ship of israel,he was sent to correct d corruptions nd excesses dat was rampant in israel?he was nt sent to teach people how toshout in d church nd misbehave jst to earn money.....nawa ooo for christianity i dnt knw weda jesus don eva dance awilo nd skelewu in front of his disciples
3. Muslims, Islamic Terrorists.. GOD! Has Only Just Started With Them.. Just Wait Until He Is Done With Them. Blood Sucking Islamic Demons When They Are The Ones Killing, They Kill For allah, Bokoharam Bombing, Herdsmen Killing And Isis Misbehaving, All For allah. May GOD ALMIGHTY Punish The Whole Of Them
4. Isis,fulani,boko haram,al-kaida,al-shaba are al jihadist group sponsord bymuslem al ova d world,so wat message of peace do u have?y didnt ucondem wat hapun here in jos or bc they r xtain,u hypocrates.
5. Evil Islamic Fulani boko harram Wahhabis takfiri terrorist army. Train in SaudiArabia

#### **Ethnic**

1. Stupidity all over HausaFulanis land, the video will prove that you are moron
2. ewu hausa brainless man feed with cow breast.



3. How on earth did we Biafrans get into d mess called nigeria! How can we beliving together with blood sucking vampires(hausa Fulani),how do we getinto dis contraption called nigeria where we are seen as 10th classcitizens. All dis intimidations have given us more reason while we mustrestore Biafra.they have sent their useless and poor trained soldiers toour land and they are killing us.they left d terrorize northern nigeria where bokoharam are laking havoc, killing people in there thousands. They havenever arrested nor prosecuted any terrorizing herdsmen but they arekilling innocent Biafrans. We totally reject d kingdom of darkness called nigeria with everything in us,nothing on earth will ever make us to acceptdis unholy Union called nigeria. Enough is enough, any day we decided totake up arm and counter dis brutality, dat day will be d end of d hell callednigeria. Not too long from now we shall bring nigeria to dust mark my word.

4. Shameless hausa parasites. A region that only produces street beggars andsick to the bone individuals.

5. Jobless biafrans are bloody liars. Nothing ever happened it was just theirpropaganda,bunch of Church rats feeding on deciets.

### **Regional**

1. Northerners are the thieves reaping oil money and wish to die because of oiland open your dirty mouth to call Igbos criminal you animal

2. The northerners invented BOKO HARAM. So let it continue dealing withthem. I could remember what all these northern parasites said during GEJregime because of this same Boko haram.

### **Political**

1. Jonathief is the one that negotiated the release of Ali modu sheriff when hewas arrested in cameroun for Boko Haram activities. Jonathief is the one thatkilled Andrew owoye azzasi when he told jonathief that pdpigs is Boko Haramand Boko Haram is pdpigs. Jonathief plan was to reduce the population of the

northerners through Boko Haram but Isis and the rest Of terroristsorganization like alshabab and Isis hijacked Boko Haram from jonathief.

### **General**

1. All of you talking one Nigeria has no future, Nigeria is British animals farm call zoo. Nigeria is zoo of Hausa and Yoruba rats.

### **Farmer/Herdsmen**

1. Beheading, killing, raping, kidnapping is their stock in trade. no value for human lives except that of cow. Terrorist herdsmen pigs.

### **Consequences of Hate Speech**

On the consequences, hate speech is believed to be dangerous because words have power and can influence others to act. Words have always been a catalyst for civil discord, and today hate speech is increasingly prevalent, tearing apart the fabric of our communities in ever more violent and destructive ways. World War II, Rwandan 1994 genocide, and Kenya's 2007 political violence are nasty reminders that unrestrained speech has huge tendency for visiting malevolence on mankind.

**One consequence of hate speech is economic** – money is said to be a coward, it runs away from violence and instability. Investments, local or foreign, will take flight away from the presence of war and violence. Another consequence is that they serve as a distraction at best. As we are finding out every day, we are unable to come together as one to find joint solutions to the myriad of problems afflicting the country because of distrust. And the more we wallow in hate speeches and self-loathing, the worse our situation will become.

Another major consequence of hate speech is the effect that it can have on a victim's mental health, as many of those who are victims of hate speech may self-harm themselves, or become suicidal as their confidence and self-esteem may be affected.

The gravest and by far most destructive of the consequences is the possibility of war. Students of history or indeed, anybody who has ever witnessed war will attest to the fact that war has no redeeming feature. War consumes and destroys. Both the victor and vanquished will forever bear the scars of war. And many of the young ones who are propagating hate speeches and romanticizing war today will be the first casualties.

Hate speech also promotes division and intolerance; it harms and marginalizes the vulnerable groups it targets. Free speech is exercised largely by the privileged at the expense of the unprivileged that do not have a level ground on which to respond. Science backs up the idea that speech can cause deeper wounds at both societal and personal levels than hurt feelings. Mohammed (2019) stated that Neurological and sociological research has proven that hate speech leads to 'a dehumanizing effect' which lessens our empathy for other people.

There is also evidence that hate speech victims are more likely to commit suicide, and that it causes what scientists call a dehumanization effect which makes it easier for us to justify suffering and harm caused to another human being.

### **Implication of Hate Speech for the Teacher**

At school across the country and in our communities, hate-filled speech has been on the rise as students and teachers emulate divisive and derogatory language heard in national rhetoric and policy. The reasons why students use hate speech is to express bigotry, express their own internal anger and unresolved pain, to feel superior, to feel powerful and to show off for friends etc The Journal of Blacks in Higher Education (2019) stated that the U.S department of Education reports that students who were called a hate-related word in 2018 felt more fear, practiced more avoidance behaviours, stayed at home more from school due to fear and generally skipped classes, avoided school activities and certain location for fear of being attack or harm more than students who were not called hate related word. The implication of this for the teacher is that these absence from school and skipping classes and other school events can have a negative effect on academic performance, resulting in lower grades and higher dropout rates.

Victims of prejudice or discrimination, including those who are called hate related words also experience poorer mental health, and higher substance use. Salihu (2017) states that one of the perils of hate speech is the effect that it leaves on the victim's mental health, victims of hate speech often become depressed, agonized, and sometimes suicidal, losing their confidence and self- esteem. It is pertinent for the teacher to take cognizance of this. Hate speech in school can affect harmonious relationship between students and teachers, teachers and teachers and students and students. For learning to take place, the learner must feel safe and protected from hate speech and any danger that may arise as a result of hate speech in schools, it is therefore the responsibility of teachers and schools to know the relationship between hate speech and academic performance/school attainment and students personality development. This will help to nip in the bud the academic, social and psychological effects of hate speech in schools.

### **The Role of Teachers in Curbing Hate Speech**

Learners in schools come from different ethnic, religious, cultural, socio-economic backgrounds etc therefore the teacher's role in dealing with cases of hate speech and

encouraging peaceful coexistence in the school cannot be over emphasized, the teacher should consider the following ways to curb hate speech in schools.

**1. Set ground rules:** Early in the term, state clear support for a safe, open learning environment free of insults. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation or social class will be tolerated. Make sure these expectations are clearly outlined in the school handbook—for students, staff and faculty—and ensure that they are rooted in education, helping to raise both awareness and empathy about the harm done by hate speech.

**2. Curb taunting and teasing:** Set expectations of how students should speak to each other, whether they are in or out of earshot of a teacher or administrator. Listen for teasing or insults related to race, ethnicity, body size, physical abilities, religion, sexual orientation, clothing, appearance or socioeconomic status. As needed, lead and encourage discussions about respectful ways people should interact. Guide students in brainstorming ways to curb taunting and teasing. Having students develop their own rules, with adult guidance, often results in greater student buy-in. Teaching tolerance offers an excellent activity building a classroom constitution, to kick off the school year.

**3. Post reminders:** Administrators can put up signs in their offices and around the school (e.g., “Safe Space from Hate,” or “Hate Has No Home Here”). Classroom teachers can do the same. Teachers also should be encouraged to involve students in making ground rules for the classroom at the start of each year, focusing on respectful behavior and positive interactions. These rules should be posted prominently in each classroom so they can be referred to when rules are not followed. These same rules apply to all adults within the school community, who always should model respectful interaction.

**4. Watch for nonverbal taunts, too:** If a student hurtfully mocks another’s appearance, mannerisms, mobility or ability, call the offender’s attention to the fundamental issue of respect. You might consider pulling the individual aside to address and correct such behavior, rather than embarrassing him or her in front of peers, a situation that can lead to a more defensive reaction.

**5. Be a role model.** All adults in the school community should model respectful behavior, especially intense or difficult moments; remember that you are leaders and mentors, not just random adults. Students are watching, and, whether they admit it or not, they take their cues from the adults around them. It is especially powerful when one adult speaks up against another adult who has used an insulting or biased language. If you ignore a colleague’s hate language, you are indicating that it is okay to use such language.

Protect your school against hate, bias and bigotry by setting firm and high expectations early and often and not just for students. Everyone from drivers to classroom teachers and support services must know that hate, disrespect and intimidation have no place on campus. Then reinforce these expectations at every term. Messages should be consistent, from the administrator's office to every classroom and school activity.

Expectations should be set at registration, at orientation, on the first day of school, at the first school assembly, at every opportunity to remind students that yours is a school that does not allow hate or bias to flourish.

6. Don't forget the school bus: Speak regularly with school bus drivers about what they are seeing and hearing on the buses. Occasionally assign staff to ride buses (or ride the bus yourself) to monitor behavior and to reinforce to students that the climate of tolerance includes not just the school grounds, but the bus as well

### **Conclusion**

Hate speech from all accounts is a bad thing that has caused a lot of havoc in our schools and communities. Fundamentally, the boundaries between hate or dangerous speech and freedom of speech are not too clear; it is therefore necessary for us to protect both freedom of expression and to prevent violence. There is no skepticism that the boundary of freedom owned by a person could not hinder the freedom of other people, because there are freedoms to do things; and there are freedoms from things. When our right to speak our mind encroaches on someone's freedom from fear, or on someone's right to feel safe in school, then that freedom is expected not to stand unregulated in any school that wishes to create a safe and respectful society for its members. We cannot build a reverent atmosphere in the school if students from marginalized groups feel that teachers condones acts of violence or hate against them.

Hate speech is destructive to students, school and the entire country as a whole. Enduring hatred over years can affect students' academic performance, opportunities, isolate them socially, push them into poverty, lead to loss of self-esteem and depression, and endanger their health and safety. Hate speech has contributed to increased tensions in Nigeria. It is therefore the duty of the teacher to do everything in his power to protect the students and live a better future devoid of hate speech, and to listen to all aggrieved segments in a constructive and productive manner.

## Recommendations

The following recommendations are therefore outline to help curb the menace of hate speech in schools.

1. Teachers should establish a classroom value that all cultures are to be respected: With the students help, the teacher can make a list of behavioral rules that promote this value. For example, “Do not use language that hurts another student’s feelings” and “No one’s culture can be verbally attacked” Once the list of rules is complete, the teacher with the students can develop a protocol for how these rules will be enforced.
2. Build class empathy: The teacher having ensured that his/her class is a safe space, the teacher can then ask the students if any of them have been victims of hate speech. If they are willing, let these students share with the rest of the class how it felt to hear hateful language. Have a class discussion for students to share how they felt hearing these stories from their classmates.
3. The teacher should also deepen students understanding of hate speech, what it is, its causes and effects.
4. Teachers should show exemplary life by living above the temptation of hate speech and show their disapproval whenever it occurs in their various classes or schools.
5. School Counselors and teachers should provide counseling to victims (students) of hate speech; this will help in avoiding effects of hate speech in school such as depression, low academic performance, absenteeism, truancy etc.

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## **Challenges and the Way Forward to Democratic Consolidation in Nigeria for Sustainable Development**

**<sup>1</sup>Apollos Samson Gushop and <sup>2</sup>Alex Charles Daze**

*<sup>1</sup>General Studies Education, C.O.E Gindiri*

*<sup>2</sup>Library Department, C.O.E Gindiri*

### ***Abstract***

*Democracy has become the most dominant political movement in the world today. The popularity of this political practice has been a worldwide trend over the years. Even though Nigeria has experienced over seventeen years of uninterrupted democratic practice, there are various challenges confronting Nigeria's democracy which has restrained it from consolidation. The paper examined why democracy is not yet consolidated in Nigeria. Data about the subject of discourse was obtained principally from literature study complemented by other documentary and electronic sources. It was observed from the paper that corruption, weak enforcement agencies, poverty, insecurity and other electoral malpractices among others is limiting democratic consolidation in Nigeria. The paper recommends that for democracy and democratic consolidation to thrive in the country, the principles of democracy such as the rule of law, respect for human rights and the protection of life and property must be deepened. Also, there must be enhanced economic culture, stable political arena and a well refined political process that ensures democratic practices.*

**Keywords:** Democracy, Democratic Consolidation.

### **Introduction**

Nigeria as one of the strongholds of dictatorship in the continent was coughed in the snowballing effect of the wave after twenty nine years (29) of military dictatorship. After several years of failure attempted by the past military regimes of Ibrahim Badamasi Babangida and Sani Abacha, democracy was formally rooted in the country on 29<sup>th</sup> may, 1999. Nigerians were full of hopes and expectations that the hard earned democracy would usher in improvement in the standard of living, good governance, improvement in security, to mention a few (Otite in Adeosun, 2014). Oluwole (2014), opines that the hopes expressed by the people in the democratization process is gradually faltering while the expectations are becoming dashed. Political liberalization and not genuine democratic transition can best describe Nigerian political landscape since 1999 because of the failure of the process to



manifest profound evidence of a growing democracy. Therefore, the democratic process in Nigeria has only brought about the fall of military dictatorship and regimes, but its consolidation become a great issue. Disturbingly, since the inception of this democratic dispensation in the country, the political landscape is yet to show clear evidence of good governance. Elections and electoral processes are subverted; there have been wide scale of political violence and killing in many parts of the country; upsurge in ethnic militia groups who make life unbearable for all the citizens.

According to Oluwole (2014), achieving a consolidated democracy requires good governance by democratic regimes, that demand upholding democratic values of popular participation, respect for the rule of law, free and fair elections and the independence of the judiciary. Good governance that improves welfare of the people, transparency and accountability by public managers in the conduct of state affairs and reduces corruption to the barest minimum. These correlates of democracy are some of the daunting challenges of democratic governance in Nigeria is yet to resolve. The main thrust of this paper is to examine some of the challenges of democratic consolidation in Nigeria and proffer solutions on how democracy and its consolidation in Nigeria will thrive.

## **Conceptualization of Key Terms**

### **Democracy**

According to Oluwole (2014), Democracy like other social science concepts suffers from the problem of definition. It is not the case that defining democracy is that problematic, but providing a universally acceptable meaning is always the challenge. Scholars have particularly differed on what exactly constitutes the meaning of democracy. Extant literature disagrees on the universality of a definition of democracy. However, scholars, political observers, analysts and statesmen have emphasized the different aspects of the process. They seem to emphasize the characteristics of democracy than attempt a conceptual definition. As Pogson, in Oluwole, (2014), said, democracy is based on the principle that public decision is the business of all citizens. Equally, all citizens must not just be entitled to vote, but should also participate in public decision making. The question of democracy goes beyond the holding of elections to the realization of democratic principles of governance in practice and to the balance of social forces in the political community. It is what politicians do when they are in office that counts. Almond, Powell, Strom and Dalton in Adeosun (2014) posit that democracy is a political system in which citizens enjoy a number of basic civil and political rights and in which their most important political leaders are elected in free and fair

elections and accountable under the rule of law. For the purpose of this paper, democracy is a political system which supplies regular constitutional opportunities for changing the governing officials and a social mechanism which permits the larger possible part of the population to influence major decisions by choosing among contenders for political office. Accordingly, democracy is a system of government in which all eligible citizens in the country come out en-mass to vote for those who represent them in order to enjoy civic and political rights in the country.

### **Democratic Consolidation**

Literally, the concept means an identifiable phase in the transition from authoritarian rule to civil rule and by extension, democratic systems that are germane and fundamental to the establishment and enthronelement of a stable, institutional and enduring democracy. Achieving democratic consolidation therefore calls for the enthronelement of democracy as a system of organizing both the society and government and thereafter creates concomitant institutions, culture, ethics, support system and the ‘will’ that are crucial in making it stable, efficient and responsive. Essentially, arriving at a consolidated democracy requires nurturing democratic values and ethos, principles and institutions in a matured sense that prevents a reversal to a hitherto authoritarian regime. It also rests upon a strong and dynamic civil society whose responsibility is to check repeated abuses of power, hold public officials accountable for their actions and inactions in the management of public resources and also serves to mitigate political conflicts (Diamond in Oluwole, 2014). He emphasized that democratic consolidation, should begin with the enthronelement of democracy after a free and fair election, and spans through the period when its probability of breakdown is very low or on the other way round, when its probability of survival is very high. There must then be the optimism expressed by major political actors, all relevant observers and the entire citizenry that the democratic regime can last into a foreseeable future, thereby having the capacity to create development (Oluwole, 2014). For the purpose of this paper, this definition is apt and therefore adopted here.

### **Theoretical Framework**

Theory is an idea or belief about something arrived at through assumption, some set of facts, proposition or principles analyzed in their relation to one another and used to explain phenomena. A theory must have explanatory, predictive and problem solving value which

simply seek to provide new set of idea or paradigm(s) (Ademola, 2009:37). Therefore, theory helps scholars to define what they want to do and how they want to do it.

Theoretical framework provides a focal guide within which to test our propositions and verify our variables. For the purpose of this study, the social contract theory is adopted.

The theory of social contract propounded by Locke (1939) opines that in the beginning man lived in the state of nature. They had no government and there was no law to regulate them. There were hardships and oppression on the various sections of the society. To overcome these hardships they entered into two agreements which are:-

1. **Pactum Unionis**, and
2. **Pactum Subjectionis**

By the first pact of unionis, people sought protection of their lives and property. As a result of it a society was formed where people undertook to respect each other and live in peace and harmony. By the second pact of subjection is, people united together and pledged to obey an authority and surrendered the whole or part of their freedom and rights to an authority. The authority guaranteed everyone the protection of life, property and to a certain extent liberty. Thus, they must agree to establish society by collectively and reciprocally renouncing the rights they had against one another in the State of Nature and they must imbue some one person or assembly of persons with the authority and power to enforce the initial contract. In other words, to ensure their escape from the State of Nature, they must both agree to live together under common laws, and create an enforcement mechanism for the social contract and the laws that constitute it. Thus, the authority or the government or the sovereign or the state came into being because of the two agreements, (Elahi, nd).

This theory is apt for this study because in a democracy the relationship between the citizens (the governed) and the candidates (Government) is that of mutual understanding. Again in most democratic states in spite of their imperfections, even the poor are given the minimal equality of voting during elections since votes are counted, not weighed, regardless of social or economic status of the voters. Among such rights that can promote democracy are freedoms of speech, press and association. These rights are integral to democratic governance because they make possible free discussion and the continuous participation of the citizenry in government, overtime and not only during the time of general elections. Free discussion is necessary because democratic governance is based on the belief in the value of individual personality. This implies the obligation to respect the other man, to listen to his views and to take into account his point of view or argument.

## **The Challenges of Democratic Consolidation**

To identify a consolidated democratic system we should look at it in two context. First, there is the ‘transfer of power test’. This criterion considered the ‘behavioural’ aspects of democratic consolidation as it questions the attitude of political actors when defeated in an electoral contest. Democratic prevalence is only when elected government lost in an election and handed over to succeeding government in a peaceful manner. As Oluwole (2014) said, Democracy is therefore consolidated when a ruling political party or class hands over power to an opposition party after losing the contest. This indicates the readiness of major political players and their supporters to respect the rules that govern the game of electoral contest and to sacrifice their personal and sectional interest for the good of the democratic system. The second is the “simple longevity” or “generation test”. The import of this criterion is that 20 years of regular competitive elections should be sufficient enough to adjudge a democracy consolidated, irrespective of the fact that power is not transferred to another political party or class. The criterion argues that continuous and regular elections would have created in people a mind-set that develops apathy for any near alternative to democracy.

The challenges that are affecting democratic consolidation in Nigeria are many, but for the purpose of this paper we will be discussing the following points:

### **Corruption**

Corruption is one of the greatest challenges and threats to democratic consolidation in Nigeria, which led to the military coup in 1983. Some scholar and International organizations rated Nigerians one of the corrupt countries in the world. Nigeria has been ranked as the 3rd most corrupt country in the Sub-Saharan Africa and 143rd out of 183 countries surveyed around the world in 2011 (Transparency International in Adeosun, 2014). The level of corruption and other related crimes in the country attracted between \$4million and \$8 million dollars loss on daily basis and a loss of about\$70.58 million dollars to the national economy annually and that the country has lost more than \$380billion to graft since the country attained independence in 1960, (Transparency International in Adeosun, 2014). As rightly said by lukman (2017), between 1960 and 2005, 20 trillion dollars were stolen from Nigeria, this means 444 billion dollars per year. According to Oko(2008), nothing enervates democracy more than corruption. It not only distorts governance but also provides perverse incentives for dysfunctional behavioural as well as diminishes the quality of life of the citizen by diverting funds for social service into private pockets.

### **Electoral Malpractice**

Nigerian is faced with monumental irregularities and malpractices which magnitude increases with every election. Institutions of state such as the police, the military, and the electoral body collude to manipulate the electoral process in favour of certain candidate(s) or party. Apart from election being one of the cardinal principles of democracy or democratic process, free, fair and credible elections are central to the consolidation of democracy. This is because, it defines the degree of freedom exercised by the people in selecting who represent them in government. But this has not been the case in Nigeria as the system is manipulated in favour of certain individuals and political parties (Ogbonnaya, Omoju and Udefuna, 2012). Report of massive manipulation, rigging, snatching of ballot boxes were recorded during the election of the second republic in 1983 (Lukman, 2017). Also the political elites organized themselves and determined who will be and who will not be, that is they manipulate the election to suit their interest by using power and money. As Amuwo (2009) said, in the context of election money was used routinely not only to corrupt the political and electoral process through vote buying and vote rigging, but also to attempt to buy justice. This has continue to be the bane of Nigeria's political system thereby hampering democratic consolidation.

### **Voters Apathy**

It has become a continuous issue in Nigerian democracy due to the nature of politics in the country. As Ipinyomi (2015), said voters' apathy has remained a recurring phenomenon in Nigerian elections. For instance the 1993 presidential election that shows clearly the voters' apathy in which the turnout was very poor despite the fact that it was the most free and fair election held in the country. Ekanade and Odeomene cited in Adeosun (2014), the June 12, 1993 presidential election is seen as the freest, fairest and the benchmark in Nigerian election. Nevertheless, the voters' turnout in that election was less than 50%. This indicates a low level of political participation in the country.

### **Poverty**

Despite the fact that Nigeria is blessed with abundant natural resources, poverty is one of the major obstacles that affect almost all Nigerians. Poverty is another factor that constitutes grave challenges to democratic consolidation in the country. The nation is rank among the world's poorest country. According to United Nations Development Programme (2009), in Nigeria, hunger exhibits its ugly face in most homes where the average citizen contends with a life of abject poverty. Thus, the average Nigerian is alienated from himself as he lacks the ability to afford the basic necessities of life such as education, medical facilities.

According to Victor in Adeosun (2014) about 70% of Nigeria population are poor. The consequence of this, is that the poor masses are easily brainwashed and their right of choice terribly manipulated making an objective choice seldom to consideration. Besides, various forms of inducements and gratification which provide temporary relief from the scourge of poverty are given central attention in making democratic choices. Poverty has also been identified by some scholars as one of the causes of security challenges confronting the nation (Awoyemi, 2012; Harrington, 2012). Oluwole (2014), said despite the abundance of human and material deposits in the country, people are still wallowing in abject poverty, manifesting greatly in high levels of unemployment, falling health and educational standards and poor economic financing. The lingering poverty problem cannot be dissociated from poor economic management and absence of transparency and accountability in government.

### **Insecurity**

Insecurity is one of the major challenges confronting the country and democratic dispensation. According to Adeosun (2014), Since the return of democracy, the country has experienced ethno-religious crises, sectarian mayhem. Some of these crises include: the Maitatsine riot in Kano, Yoruba/Hausa-Fulani disturbance in Shagamu, Ogun State; Aguleri, Umuleri and Umuoba Anam of Anambra State; Ijaw/Itsekiri crisis, the Jukun, Chamba and Kuteb, incessant turbulence in Jos; the 2011 post-election violence in the northern part of the country as well as the constant sectarian crisis exemplified by the activities of the Boko Haram. The analysis of the above upheaval will reveal that democracy is under siege prompting.

### **Gender Issues**

The issue of gender refers to the specific roles link to all gender, be it men or women, so there is need for gender mainstreaming in democracy which is lacking in Nigerian democratic system. Chukwudi (2015), opines that the participation of women in the democratic process in Nigeria is still largely ephemeral and peripheral. Women empowerment is merely giving appointments to women in public offices, as a demonstration of the increasing sophistication of democracy in the Nigerian State. But when they indicate interest to stand for elections as candidates of the major political parties in the Nigerian system, they are hardly afforded the opportunity. Arowolo & Aluko in Chukwudi (2015), also expressed the view that the low level of political participation of the Nigerian women is becoming

alarming and disturbing. Since the emergence of political independence in 1960, Nigerian women have remained invisible in the political process (Falade in Chukwudi, 2015). Luka in Chukwudi (2015), concludes that the exclusion of women from participation on the economic and political fronts is an affront to the spirit and values of democratic governance. It is indeed, an affront to democratic consolidation.

### **Conclusion**

This survey of the literature on conditions for democratic consolidation in Nigeria suggests the necessity of going beyond procedural definitions of democracy (based on fair, honest and periodic elections) for more normative ideas about decision making being controlled by all members of the group as equals. In this view the paper concludes that democracy is a matter of the degree to which basic principles are realized and democratization is always and everywhere an unfinished process. For a democracy to be consolidated certain factors must be on ground which include, the experience of transition itself, a country's economic system, its political culture and its constitutional arrangement. These cardinal issues must be addressed for a meaningful democratic consolidation to thrive in Nigeria.

### **Recommendation**

Considering these challenges and for consolidation of democracy to thrive in Nigeria, the following recommendations are apt.

5. The fight against corruption that is going on in the country under the administration of Muhammadu Buhari should continue and who ever is found guilty, no matter his/her status should face the wrath of the law. All citizens should wake up and back the various institutions saddled with the responsibilities.
6. INEC should be given more power and freedom to perform its duty without any intimidation from any government official. Their staff should be given more orientation on the conduct of free and fair election and more machines, card readers, and other election essentials should be made available. This will help reduce electoral malpractice.
7. For democracy and democratic consolidation to thrive in Nigeria, the principles of democracy such as rule of law, respect for human rights and protection of life and property must be deepened.
8. There must be enhanced economic and human capital development, a stable political arena and a refined political process that ensures democratic practices. Nigeria must develop a democratic culture that discourages godfatherism, vote selling and buying,

this will go a long way in strengthening democracy in Nigeria. To achieve this voter education is highly recommended.

9. Although, there is relative peace now in the country, we still recommend for more efforts from the government and any other bodies or individuals to bring lasting peace in the country. Resolution 1325 should be use in all levels of government, by mainstreaming gender in all activities in the country for easy and clear representation of all gender.

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**The Impact of Distance Learning In Enhancing Language Skills Acquisition during the Covid-19 Pandemic**

**Lohor Manji Boris**

*Department of General Studies Education, College of Education Gindiri*

**Abstract**

*COVID-19 has had a major impact on people around the world. It has caused teachers and students to temporarily leave the usual classroom arrangement as a result affecting the natural teacher-student communication process. With communication being a vehicle in which society creatively transmits its accumulated knowledge, values, and skills from one generation to another through institutions, a sound and uninterrupted educational system is therefore a prerequisite towards achieving progress for both the individual and the society at large. Thus, sustaining the quality in education has become a challenge during the COVID-19 era. In view of these, nations around the globe resorted to distance learning as a means of educating the populace so as to abide to the social distance rules. And this, from a linguistic point of view, has indeed affected the way language communication skills are used to transfer knowledge in various institutions of learning. To foster education through distance learning, various means like E-learning online and the mass media such as television and the radio stations were top on the list of the most popular means. Within this context of educational challenge during the COVID-19 pandemic interruption, this paper is geared at exploring the advantages and disadvantages of the impact of distance learning in enhancing language communication skills during the COVID-19 pandemic.*

**Keywords:** *COVID-19, Education, Distance Learning, E-learning, Online, Language Skills.*

**Introduction**

The COVID-19 pandemic has fundamentally reshaped many aspects of teaching and learning.

As an integral facet of the society, education is as important as the air that we breathe. It is the most important possession a person can have. Education is beneficial in many aspects of life especially, personal and social as it the only possession that cannot be taken from the

individual (Odim, Annastashia and Solomon, 2018). Therefore, the goal of every institution of learning is to impart knowledge, skills, attitude, values, and norms to everyone that is open to learning for national transformation and development. However, over the years, because of one or several factors, humanity has in some points faced interruption in education. And this has had adverse effects on the students, teachers, parents and the society at large.

Recently, a form of disruption in education emerged worldwide. This interruption in education is caused by the global issues that affect almost every continent of the world and as a result led to a total lockdown. This interruption in education was caused by COVID-19, a newly discovered corona virus. In 2019, the Centres for Disease Control and Prevention started monitoring the outbreak of the new corona virus, SARS-COV-2, which causes respiratory illness known as COVID-19. In a bid to slow down the spread of this deadly virus, authorities the world over were left with no option than to lockdown every state. No doubt, this total lockdown affected the educational institutions and as a result disrupted transmission of knowledge.

However, the role of education is inevitable as it is crucial in producing new generation of problem solvers in the society. Amadi and Urho (2015), opined that any government that does not encourage education of its citizens is directly compromising the future of the nation. Thus, the government has to look inward to design means in which education could continue amid the challenge as posed by the COVID-19 outbreak. The most accepted means was through distance learning, which to a large degree is designed on the foundation of the internet. As a result, bringing online education as a milestone to help breach the gap in the break in education.

### **Statement of the Problem**

The established fact is that education is a continuous process, whereby knowledge, values, skills, norms, and more are passed from one generation to another through an institution.

However, over the years, several factors had always cropped up and interrupted the smooth transmission of knowledge, therefore, causing a break in transmission. Of course, recently, the COVID-19, did same, and authorities resorted to other means of continuing education. Most common was distance learning, which to some certain level had changed the perception in which we relate and share ideas via our language and communication skills. The subject matter, is that, has the concept of distance learning really helped in enhancing language and communication skills or not? Be it as it were, yes or no, to what point of advantage or disadvantage could we agree to have added value or lessons we have experienced? The outcome of this discussion is to encourage preparedness for distance learning against a possible second wave. In this vane, this paper is lined to open the way for anticipating issues and developing solutions for distance learning context to preserve sustainability in education during challenges.

### **Literature Review**

COVID-19, also known as the CORONA VIRUS, is a critical health issue that has led to a lot of factors that have affected and realigned our habit and common reactions about elements that we come across in life at the moment. Bozkurt (2020), has it that, “in the digital age, the speed of COVID-19 is the first crisis with such global effects”. Across the globe, education has a non-immunity, and in the related literature, the pre-COVID-19 world has been defined with these words according to Peters (2020) that, “up until very recently, worldwide higher education has lived a dream of prosperous global exchange and sustainable development... the COVID-19 pandemic has brought about enormous hindrance to the internalization of higher education in our increasingly globalized, yet divided world”. Indeed, COVID-19, announced as a pandemic by the World Health Organization on the 11<sup>th</sup> March, 2020 (WHO CORONAVIRUS 2020), rapidly became a massive international concern. The COVID-19 crisis has affected all spheres of life. In fact, the pandemic has endangered the achievement of

the UNITED NATIONS Sustainable Development Goals (SDGs) set to improve human lives, with the right to access to quality education as one of the set objectives.

A worldwide standard is that one of the best policy tools for teaching and learning is to go school. However, with the COVID-19, many countries closed down schools, colleges and universities in order to save lives by reducing physical contact. Education at all stages has had to adapt to learning, teaching and assessment practices to quickly changing circumstances. The crisis immediately moved to practices to uncertainty for everyone. All on-going activities were immediately cancelled. The immediate and new world has been a massive shock to students, teachers and parents. With the circumstance of the COVID-19 interruption, urgent actions were needed to help achieve the right to achieve accessible and quality education.

UNESCO (2020), in a bid towards overcoming the COVID-19 disruption to education immediately responded that the answer is to turn to distance and online learning. Nevertheless, this transition from the normal classroom education to online education resulted too many challenges that teachers and students at all stages of schooling witnessed. It is so because, as Lansangan (2020), puts it that, “teachers are not immune to the vulnerabilities due to COVID-19”. In fact, hurrying to move education online in these emergency circumstances was feared to create difficulties in taking advantage of this virtual learning and teaching procedures. On the side of the students, many are not privileged to have internet access. Computers, and suitable learning environment to handle the activities assigned through online education platforms. More to these, “the design process and the careful consideration of the different design decisions have an impact on the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts”, (Hodges et al, 2020).

One of the dimensions of defining core knowledge base is dwelled on communication skills and language proficiency. And as of language education before COVID-19, it was common to realize some task or activities involved and integrated more than just one language skill. Certainly, however, it was very possible to see moments in which learners were engaged with a single or perhaps two language skills. Now, in the COVID-19 world, under the new emergency circumstance, the purpose of online language education should be “to provide and facilitate access to multilingual community, which offers opportunities for sufficient input, output and interaction in multiple modalities and stings with feedback from peers, the teacher, and technology with the possibility for individualization”, (Gacs et al, 2020). Therefore, some new realities have started to emerge due to the COVID-19 pandemic’s profound effects.

In the reviewed literature, online learning experiences in the COVID-19 educational context are meaningfully diverse. Thus, the stakeholders – students, academic and administrative staff – have been affected by urgent migration to distance learning. To consider distance learning education and learning in the current unsustainable circumstance that COVID-19 has caused, the question arises, “Does it work?” To this end, this paper is driven by the critical and decisive role of education “in directing societies towards changes that will result in sustainable future,” (Agirreazukuenage, 2019). In order to create an attempt to implement quality education in the pandemic context, this paper attempts to understand how the COVID-19 interruption has affected the development of language communication skills. It focuses on clarifying the actual personal experiences in learning the language skills during the distance learning process.

## **Discussion**

This discussion reveals that, despite the fact that COVID-19 pandemic has led to partial and complete lockdown of many countries, yet, academic activities can still be going on despite

the lockdown. Many studies have established the importance of distance learning programme through the use of computer technologies.

The framework on this type of learning indicates that the teacher will upload the courseware and lesson notes to the e-learning zones. While the students will also access the e-learning zones to attend their various classes as scheduled by the teachers or as directed by the school management. Thus the e-learning zone serves as a meeting point or classroom for the students and the teachers alike. Also the e-learning zone allows the student to take and submit assignments; the teachers can as well assess the students by use of various technical functions embedded in the e-learning zones.

The e-learning zone is the combination of the android and computer application for the purpose of teaching and learning. The following as identified by [www.netaccess.com](http://www.netaccess.com), online essential syllabus (2013), are the android and computer software applications that can be used for this zone:

1. **Google Classroom:** this is a free web service that is developed by Google for schools that aim to simplify creating, distributing, and grading assignments in the paperless way with the purpose of streamlining the process of sharing files between teachers and students.

2. **Zoom:** this is a video communication that provides telephony and online chat through a cloud-based peer-to-peer software platform that is used for distance education and social relations.

3. **Whats App:** this is a free, cross-platform, messaging and voice over IP service owned by Facebook, Inc. it allows users to text messages and voice messages, make voice and video calls and share images, documents, user location and other media.

4. **Blog:** this is an online journal or information website that displays information in a reversed chronological order with the latest post appearing first. It is a platform where a writer shares his/her view on a subject matter.

All these are few among numerous software applications that are used to aid distance learning.

Language is the vehicle that transmits communication. Proficiency in the language skills is vital for any communication to be complete. The language skills encompasses four basic skills, and they are: listening, speaking, reading and writing. “It is interesting to note that the four basic skills of language are divided into two broad groups, namely: (a) Receptive skills (b) Productive skills”. (Babuje et al, 2014). The receptive skills include reading and writing as they assist the learner to receive, interpret and evaluate what he/she reads or hears. On the other hand, the productive skills help the learner to express him/herself, be it in speech or print.

From the aforementioned facts, it is pertinent to note that even during the COVID-19 pandemic interruption in education, the maintenance and development of the language skills is enhanced by the framework of software applications already put in place so as to support the idea of distance learning. This is owing to the fact that, as noted earlier, depending on how the teacher wants to assess the language skill of the student, be it in listening, speaking, reading or writing. There is always a platform on the e-learning zone that can support it. Thus, the teacher and the students alike still maintain a mutual way of relating effectively using the language skills even at distance learning.

Nevertheless, even still at having software applications that enhance language skills development, there are some advantages and disadvantages which may arise. The advantages of distance learning in enhancing language skills acquisition could be regarded as follows: having a good feedback, continuous learning, eradication of the cost of developing an

individual distance platform, moderate cost of accessibility and the ability for learners to access makeup classes. However, as the case with most developing nations, the disadvantages could be seen in the following aspects: instability of power supply, network problem, internet access (data subscription), affordability of learning equipment (smart phone or computer), inadequate technical knowhow, and unexpected shut down of the e-learning platform could disrupt the learning process.

### **Conclusion and Recommendation**

Education is the panacea that liberates an individual from slavery, while our institutions are the engines that play a leading role in ensuring the transformation of societies from developing to developed nations. Thus, education should not be interrupted. This study looked at how to build on the framework that allows teachers and students to participate in academic activities during the lockdown session through the use of some open source computer and android applications. More to this, we have seen that such software applications help to enhance the language skills of the learners as they engage to develop their abilities to read, write, listen and speak. We have seen that in spite of the numerous advantages that add up to keep education uninterrupted, there are also some disadvantages which glaringly exposed the weaknesses of online learning. But, as there is always room for improvement, it is believed that these lapses could be tackled professionally, so as to prevent discontinuity in education in the future.

This study, therefore, recommends that the Ministry of Education and what so ever agency that deals with educational matters to seriously look into ways of developing on distance learning frameworks. So that in case there are instances such as wars, strikes or perhaps a pandemic like the COVID-19, humanity should have other means of sharing knowledge.

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# **Transparency and Accountability: Tools for Curbing Youths' Restiveness in Nigeria**

**Esther Moses Longdet**

*Curriculum Department, College of Education Gindiri*

## **Abstract**

*This paper discussed transparency and accountability as tools for curbing youths' restiveness in Nigeria. The paper utilized the replete online documents on the subject matter to reiterate salient thoughts already expressed. It is the opinion of the author that Nigeria should have been on the same pedestal as the developed nations of the world by now. Instead, successive governments come and go without properly utilizing the resources of the nation for the betterment of the citizenry. Nigerian youths have been restive for many years due to bad governance, unemployment and poverty among other evils bedeviling the country. In order to assuage the situation, the paper recommended that Government should appropriate public resources so that the masses see and enjoy the benefits accruing from the national wealth and, as best as possible, government should provide the youth with employment as they graduate from the various institutions of learning.*

## **Introduction**

Nigeria as an independent nation turned 60 in the year 2020. It is a nation that has been blessed with human and mineral resources capable of making it one of the best countries in the world at any comparable parameter. The country is endowed with abundant natural resources ranging from solid minerals (crude oil, gold, tin, iron ore, niobium, lead, zinc, lime stone, salt etc.) to arable land with varieties of agricultural produce such as palm oil, cocoa, groundnut, beans, melon, corns, rice, among others. The hub of Nigeria's economy before the advent of oil in commercial quantity was agriculture, but with the emergence of oil, focus shifted from agriculture to crude oil.

In spite of the abundance of the wealth of the country, the poverty rate is appalling and alarming. It is unfortunate that attaining an enviable height among the comity of 1<sup>st</sup> world nations has been elusive. This author, just like many other Nigerians, is wondering why it has to be so. The level of poverty and suffering has pushed the youths to react to the negative trend. The youth have become restive. Recent media reports and personal observations indicate cases of armed conflicts, killings, wanton destruction of lives and properties,

kidnappings, lootings, pipeline destructions, among others in most Nigerian States. The issue of insecurity and general lack of proper welfare in the country is of upper most concern to the Nigerian youth. This has led to the youth staging protests. A most recent show of youth restiveness was the #ENDSARS protest in October 2020. The youth had had enough of the pathetic turn of events and took to the streets across the country to protest police brutality specifically and bad governance generally.

Over the years, tension built up among the youth of the country due to the palpable poor conditions of living they have been subjected to by the leadership at the Federal, State, and Local Government levels of the federation. This paper sets out to consider the option of transparency as a tool for curbing corruption and youth restiveness in Nigeria.

### **Youth Restiveness**

The United Nations General Assembly and World Bank (Adams, 2019) defined the youth as people between ages 15 to 24 years. In Nigeria, the people within the age limit of 30 years are considered as youth hence they are allowed to participate in the National Youth Service Scheme (NYSC). For this paper, the NYSC definition of youth is adopted. Youths are filled with energy and when this energy is positively channeled or guarded, they are highly productive, and hence they are likely to contribute to the overall development of the society. On the other hand, when the energy is negatively channeled, restiveness and its resultant effects are likely to be felt. George and Jon (2019) observed that to be restive is to be unable to stay still, or unwilling to be controlled especially because one is bored or not satisfied with certain decisions, changed or existing laws considered to be unfavorable.

Youth restiveness involves the combination of actions, conducts, and behaviour which constitute unwholesome, socially unacceptable behaviour exhibited by youths in the society. Youth restiveness is manifested by group activities, although it may at times manifest through individuals' actions. Becky (2014) explained youth restiveness as an embodiment of all forms of youth activism that pose or have the potential of posing threat to orderliness, which might

drastically affect life and property. When the youth are united in purpose they collaborate such that activism may be organized or spontaneous.

In Nigeria, restiveness among youths has become a behaviour pattern of concern to well-meaning individuals and groups. It portrays a negative side of social development. This negative development is rather unfortunate and has become one of the many security challenges facing man in the contemporary society. Severally, lives and properties worth millions of naira have been lost or vandalized in the course of demonstrations.

### **Causes of Youth Restiveness**

Youth restiveness may be caused by a number of factors. These factors hinge on the psychological variables which trigger restiveness of any kind. The more widespread and intense deprivation is among members of a population, the greater is the magnitude of violence in one form or the other. In this paper, the author looks at the following as the causes of restiveness among the youth in Nigeria:

#### **Bad Governance**

Good governance is required for the growth and development of any nation. Unfortunately, in Nigeria bad governance is more common than good, resulting in disjointed development. George and Ukpong (2013) identified the main characteristics of bad governance to include:

- Failure to properly distinguish between what is public and what is private, leading to private appropriation of otherwise public resources;
- Inability to establish a predictable frame work for law and government behaviour in a manner conducive to development, or arbitrariness in the application of laws and rules;
- Excessive rules, regulations, licensing requirement and so forth which impede the functioning of markets and encourage rent-seeking;

- Priorities that are inconsistent with development, thereby resulting in misallocation of national resources; and
- Exceedingly narrow base for, or non-transparent, decision making.

These and more are the features of most administration in Nigeria. For instance, Michael (2017) observes that successive administrations in Nigeria have not allocated much to the needs of the youth, and, worse still, the meager allocation are often diverted by government officials to their private accounts and projects. Thus, youth are restive and agitated when they perceive that resources meant for them are being wasted by those in authority.

### **Unemployment**

Unemployment is a hydra-headed monster which exists among the youth in all developing countries. Experts believe that the number of jobless youth is twice as high as official estimate. Ololube, Agbor, and Uriah (2013) noted Nigerian youth are trapped by unemployment. They believed that “the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents' provocateurs”. These include aggrieved politicians, religious demagogues, and greedy multinationals that employ these youths to achieve their selfish ambitions. The absence of job opportunities in developing countries is responsible for youth restiveness with disastrous consequences.

### **Poverty**

Poverty connotes inequality and social injustice and this traumatizes the poor. More than 70 percent of people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than US \$1 dollar a day. This figure includes an army of youth in urban centers in Nigeria who struggle to make out a living by hawking chewing sticks, bottled water, handkerchiefs, belts, etc. The sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line. Disillusioned, frustrated, and dejected, they seek an opportunity to express their anger against the state. Thomas and Saskia (2014)

agreed that there is a link among poverty, loss of livelihood, inequality, and youth restiveness as evidenced by the numerous violent protests against the wielders of power in Nigeria.

### **Inadequate Educational Opportunities and Resources Quality**

Education has a direct bearing on national prestige, greatness, and cohesion. The knowledge and skill that young people acquire help determine their degree of patriotism and contribution to national integration and progress. In 2018, 258.4 million children, adolescents and youth were out of school, representing one-sixth of the global population of this age group. Perhaps the prohibitive cost of acquiring education is responsible. The aftereffect of this situation is that thousands of young people roam the streets in cities in Nigeria. Those who manage to complete secondary school have no opportunities for tertiary education. Having being denied the chance to reach their potential, they are disorientated and readily available for antisocial actions. Worse still, some who struggle to enroll in various educational institutions drop out due to lack of basic learning facilities. This situation is attributable to the dwindling resources of government at both federal and state levels as a result of an economic meltdown.

### **Lack of Basic Infrastructure**

Most rural communities and urban slums in Nigeria have no access to potable water, health facilities, electricity, communication facilities, industries and commercial facilities, etc. Behind social unrest and youth restiveness in the country is the agitation for equitable distribution of resources.

### **The Absence of Transparency**

Communication creates room for sharing information. It helps people express their thoughts and feelings, clarify problems, and consider alternative ways of coping or adapting to their situation. Such sharing promotes social cohesion. People must have access to communication facilities, to communicate with the people making the decisions that affect

them. Sadly, rarely do people in Nigeria participate in decision-making processes on issues that affect their lives.

### **Transparency as a Tool for Curbing Youth Restiveness**

The point raised in the last paragraph above is the crux of this paper. The government seems to be overwhelmed by so many challenges. When government is accosted, it says it is doing everything in its power to make life better for the citizenry. The youth need to be carried along in the activities that guarantee the progress of the nation. They desire to know what is done and why certain expectations are far from being met. Improved governance requires an integrated, long-term strategy built upon cooperation between government and citizens. It involves both participation and institutions. Transparency is key to the technical and legal issues at some levels, but also interactive to produce government that is legitimate, effective, and widely supported by citizens, as well as a civil society that is strong, open, and capable of playing a positive role in politics and government.

Transparency in government operations is widely regarded as an important precondition for macroeconomic sustainability, good governance, and overall fiscal rectitude. Notably, the Interim Committee, at its April and September 1996 meetings, stressed the need for greater leadership transparency. Specifically, in the Declaration on Partnership for Sustainable Global Growth, the Committee stated that “it is essential to enhance the transparency of fiscal policy by persevering with efforts to reduce off-budget transactions and quasi-fiscal deficits” (IMF, 1996c, p. xii). Transparency is the openness of the leadership toward the public at large about government structure and functions, fiscal policy intentions, public sector accounts, and projections. It involves ready access to reliable, comprehensive, timely, understandable, and internationally comparable information on government activities—whether undertaken inside or outside the government sector—so that the electorate and financial markets can accurately assess the government’s financial position and the true costs and benefits of government activities, including their present and future economic and social implications.

Transparency in government operations has several dimensions. First, at an aggregate level, transparency requires the provision of reliable information on the government's fiscal policy intentions and forecasts. Second, detailed data and information are required on government operations, including the publication of comprehensive budget documents that contain properly classified accounts for the general government and estimates of quasi-fiscal activities conducted outside the government. The third dimension consists of mainly behavioral aspects, including clearly established conflict-of-interest rules for elected and appointed officials, freedom-of information requirements, a transparent regulatory framework, open public procurement and employment practices, a code of conduct for tax officials, and published performance audits. In all three dimensions, fiscal transparency is closely associated with the successful implementation of good governance.

Fiscal transparency seeks to identify specific practices (e.g., transparency in fiscal statistics and targets as well as budget and tax collection procedures) that enhance good governance through greater visibility to the public. From a practical standpoint, it is necessary to distinguish between deliberate secrecy, or misreporting, and a technical inability to provide certain information (e.g., owing to inadequate data collection systems). The latter is usually attributable to the slow pace of technical or administrative development, which can be corrected through training and institution building, supported by technical assistance. A deliberate lack of fiscal transparency is often attributable to a government's attempt to escape public scrutiny of its behavior—especially in the run-up to elections—to avoid or postpone possible adverse reaction from the electorate and from financial markets, on which it depends for political support and deficit financing, respectively.

When government tows the line of transparency the youth are carried along in its workings. When government lays bare the processes of its activities, the youth get to understand how and why things play out the way they do. It is important that Nigerian youth



adopt and advance the language of peace, mutual respect and national development. However, it behooves on the government to foster it by being transparent in all its dealings.

### **Conclusion**

Youth restiveness manifests in the form of students unrest, inter-ethnic clashes, and religious upheavals. There is a link between insecurity, poverty, unemployment and restiveness. The paper has shown that the cause of the youth's retrogressive actions is traced to the government's neglect and lack of concern for the yearnings of the youth of Nigeria. It is high time that the government rises to the occasion by paying attention to the cry of the youth.

### **Recommendations**

- Government should appropriate public resources so that the masses see and enjoy the benefits accruing from the national wealth
- As best as possible, government should provide the youth with employment as they graduate from the various institutions of learning
- Government should take steps that will alleviate the poverty levels among Nigerians
- Government should ensure all school aged children are enrolled in school
- Government should provide adequate basic infrastructure in urban and sub-urban communities
- Government should involve the youth at every level of decision making
- Government needs to overhaul the curriculum to produce job creators rather than job seekers fast from primary to tertiary.

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**<sup>1</sup>Mutkires, Dennis S. and <sup>2</sup>Mutkires, Nancin D.**

**<sup>1</sup>Geography Department, College of Education Gindiri**

**<sup>2</sup>LEA Primary School Lahir – Mangu**

### **Abstract**

*Quality education and good governance are concepts needed to bring about healthy development of a nation. The paper argues that quality indicators should move beyond inputs governments provide in terms of infrastructure, teachers and materials. Greater attention should be given to what goes on in the classroom with special reference to teaching and learning time utilization. This paper is designed to showcase what qualitative education is and how it relates to good governance; what good governance is all about in relation to infrastructure, provision of security; social amenities in terms of good health services, good roads, model schools; good communication network, water supply, housing etc. Secondary data were used in the discussion and analysis including the USAID 2002. The paper also examines the relationship between qualitative education and Good governance in Nigeria.*

### **Introduction**

In recent years, the discourse on the relationship between good governance and education has attracted huge academic interest. Many of the discussions on good governance is concentrated on the desired objective of nation's political development though the basic issues and principles of good governance, however, are not new. The most prevalent aspect of good governance debate is on anti-corruption which often assesses the capacity of government to be accountable, just, fair, effective, efficient, participatory, transparent, responsive, consensus-oriented, and equitable. These are the major characteristics of good governance as outlined by the United Nations. The World Bank sees good governance is "the manner in which public officials and institutions acquire and exercise the authority to shape public policy and provide public goods and services" (Kaufmann and Kraay, 2008 P56). The, UNDP (2004) defined it as "the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector."

### **Objectives of the Study**

The objective of the study is to proffer solution to bad governance in Nigeria which is led by insecurity and crisis through provision of quality education.

### **Definition of Concepts**

#### **Peace**

Jacob (2004:76) defined peace as “the absence of war or a state of absolute freedom from violent disturbances such as riot and all other forms. Best (2010) says that peace varies from one culture to the other and is affected by the values, visions, perceptions and cultural realities of the people.

#### **Security**

Security is the degree of resistance to, or protection from harm. It applies to any vulnerable and valuable asset such as a person, dwelling, community, item, nation or organization.

#### **Governance**

Mutkires (2012) defined governance as “the process that is employed to achieve the noble end of the state”. Thus, governance simply implies the art of governing people within a given territory or a state. Hirst and Thompson (1996) defined governance as “the control of an activity by some means such that a range of desired outcomes is attained. Thus, governance in a political sense is a more complex activity”.

#### **Good governance**

The concept of good governance indicates the effort the government has made or is making to turn around the standard of living of the masses; the empowerment of the citizens to be able to cater for themselves through their knowledge and skills acquired at school or after school, the involvement of all citizens in decision making concerning education of the people. According to Madhav (2007), good governance must be evaluated with reference to specific norms and objectives as may be laid down. It looks at the functioning of the given

segment of the society from the point of view of its acknowledged stakeholders, beneficiaries and customers.

### **Peace, Security and Good Governance**

The contention that quality education could usher in good Governance needs be seriously looked into because a knowledgeable, skilled, well-articulated man, has more to offer to the nation than half baked individuals who do not have much to offer to the nation other than to satisfy their selfish interests. Since quality education has all there is to offer, it becomes pertinent that good governance should be taken more seriously by the people in power. It is the duty of power-that-be to make provisions to achieve results in our various schools and to ensure that discipline is the order of the day among the officials who supervise projects and activities of various sorts. Good governance requires a lot of discipline on all tiers of government. Its characteristics incorporate participation; rule of law; transparency; responsiveness; Consensus-Oriented, effectiveness and efficiency; equity and inclusiveness and accountability. Though it is a bit difficult to achieve this entirely, effort should be made to give it a serious trial.

### **Quality education and good Governance**

Quality education can be viewed from different angles to bring out the meaning to the reader; it revolves around three key features namely: Content relevance; access and outcome; and observance of individual rights. Quality education is a prerequisite for good governance and in turn good governance enhances quality education. The hope of every seasoned parent is that the school system will help the child develop his/her potentialities in life. This can only be achieved if the type of education given to the child is of high quality. UNICEF recognizes five dimensions of quality as; the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF 2000, in UNESCO, 2005). In the same vein, UNESCO expects quality education to encourage the learners' creative and emotional

development, support objectives of peace, citizenship and security, promote equality and seek to pass global and local cultural values down to future generations. Delors (1996) expressed that underpinning UNESCO's quality education frame work is a fourfold principle of learning which are stated as: Learning to know; Learning to do; Learning to live together; and Learning to develop skills. The concept quality education had been tackled at the World Declaration on Education for All (EFA) at the Jomtien conference in 1990. This declares quality as a prerequisite for achieving the fundamental goal of equity. Emphasis on assuring an increase in children's cognitive development by improving the quality of their education is paramount since these children are the future leaders of the nation. The Dakar forum noted the need to improve all aspects of quality education to achieve recognized and measurable learning outcomes for all especially in literacy, numeracy and essential life skills (Dakar Frame Work for Action, Article 7, World Education Forum, 2000). If the children, who are major beneficiaries of the education system, are properly processed into major outputs, the nation will no doubt get the right people to run her government. The desire for access to school education in order to acquire knowledge and skills and apply them, is one thing and to actually succeed in acquiring them and showing evidence in having acquired them in concrete terms is another thing. The quality of the products of an institution, no doubt, is evidenced in the quality of performance (Amanchukwu, 2005) Barrow, et al (2006) states that the space in which educators and others think and act in relation to project inputs and consequences for project outputs. These authors analyzed four USAID educational projects in the developing world in relation to the ways in which teachers conceived the concept of quality education. In their comparative analysis of the studies, Barrow and his team concluded that teachers do tend to articulate their conceptions of quality education with terms normally associated with student -entered and actively learning approaches to teaching and learning. Successive National and State Governments in Nigeria have had to come up with one policy after another to improve on the education of the young ones in the primary, secondary and tertiary

institutions. The results of these policies have led to the creation of UPE, 6-3-3-4 system of education, UBE, 9-3-4 system of education etc.

Time management is essential aspect of quality education. The ability to make good use of time allocated to certain tasks to achieve results should not be overlooked. Quality time spent in the classroom will result to achieving success. Ensuring quality in fundamental education is critical because the quality of foundations laid at the basic education level influences the quality of pupils' learning at the secondary and tertiary education levels. Qualitative time spent in the classroom increase in enrolment as well as decentralizing decisions does not guarantee quality in education. Activities carried out in the classroom under the supervision and directives of the quality teacher are a surer evidence of quality education. As Owusu-Ansah (2005) put it that time management in basic schools in Kumasi also indicated that, while there was considerable wastage of instructional time in both private and public schools, this problem was compounded within publicly funded sector. Educate the educator so as to instill quality education in children.

### **Relationship between quality education and good governance**

The National policy on education (2004) stated that no nation can arise above the quality of its citizens. The type of education given to the people of a nation determines the type of government that might exist in that country. If poor quality education is given to the citizens, there is the likelihood that the products would have little or nothing to offer the nation. For quality education to take place in a nation, teachers' preparation should receive a big boost and attention. For quality teaching to take place in the classroom, teachers must receive adequate training that would help them deliver the goods effectively, in addition to observable and stable indicators. It also depends on the teacher's healthy interactions with the learners. The potential indicators that could be seriously considered in terms of effective teaching are as follows; academic qualifications, pre-service and in-service training, years of service/experience, ability or aptitude and pedagogical content knowledge. Teacher's

absenteeism and learner's absenteeism can lower quality education, in the sense that when the teacher is not there to perform his tasks as a teacher and the learner is equally absent in class activity, classroom learning hardly takes place. Teachers and learners are expected to be present in the classroom for effective teaching and learning to take place. When a learner has not learnt, how will he perform creditably if he happens to be a governor, or president or even the local government chairperson?

One cannot give what one does not have. Good governance comes from quality learning and interactions during academic travail and beyond. People govern from the wealth of experiences they must have acquired as a pupil/student etc. some students took part in the student's government while in school which was a preparatory ground for a more serious political involvement. Some people are advisers to the authorities in power but where they have nothing to offer, they are surely not going to make good advisers; everything boils down to classroom experiences. The Osun state government organized a two-day summit for all stakeholders entitled 'Resolving the Education Crisis in Osun state'. In that workshop a paper entitled 'Enhancing Teacher Quality and capacity building in Nigeria', was presented by Professor Wokocha stating that 'teaching, like other professions, demands that only those who were adequately prepared and regulated should be entrusted with the teaching – learning process in our schools, adding that it was the only way the nation could guarantee a qualitative education system' (THISDAY, Wednesday, February 16, 2011, vol. 16 No 5777). He further stated that if we invest in education and engage competent hands to manage the resources, good quality learning and consequently good quality products will emerge. As earlier stated, good governance is the totality of how people organize and manage their life activities irrespective of pluralistic life patterns of the people. The following should be considered in terms of good governance security of lives and property and adequate infrastructure. Adequate infrastructure will attract quality education when they are properly made use of. Where the government spent fortune putting up structures and ensures that the



classrooms are well equipped for effective teaching and if the teachers were not trained on the use of those facilities and equipment, they become a waste. But where these facilities are in place and the users are very conversant on how to operate them, for example computer/laptops, the teachers will enjoy teaching and proper learning will take place. Coupled with enough social amenities, the teachers will do their work without blinking their eye. Ezewu and Tahir (1997) expressed that lack of social amenities thwarts the effort of the government to retain teachers in rural areas. Good governance demands that the government of the day ensures that the facilities they supplied are well utilized. Special attention should be given to these areas so that in terms of health, people will walk into the health centres for health care and get treated (THE NATION, FRIDAY, February 11, 2011, Pg. 57). This will lead to better health, long life, and efficiency in all their endeavours. HIV/AIDS and other illnesses would be detected on time and given adequate treatment. Many have died of what is constantly being diagnosed of “malaria” and “typhoid” which if detected on time many lives would have been saved. Good road network will not only make it easier for people to reach the health centres in good time but transportation will be readily available. Good governance is not what is written on the pages of newspapers but what is seen done for the welfare of the masses.

Model schools should be built at various places so as to give the less privileged an opportunity to enjoy good things of life like other children who come from elite homes and live in the cities. In Rivers State the government is able to renovate a good number of schools to modern standards (THE NATION, FRIDAY, February 11, 2011, Pg. 57). People are hoping that the teachers posted to such schools would exercise their duties to argument the effort of the state government. Model schools are also needed in the rural areas, and effort should be made to provide staff quarters with electricity, potable water and communication network to attract teachers to such areas. According to Ezewu and Tahir (1997) there should be some sort of inducements granted by the government to staff posted to the rural areas in

Nigeria. Rural areas should be made as attractive as the cities by providing essential social amenities so as to retain the population of both teachers and learners. Aluede (2005) emphasized that rural areas witnessed lack of establishment of schools. Where schools are available, teachers abhor going there on transfer because of lack of social amenities. Teachers think of the welfare of their children and go all out to resist being transferred to the rural areas. It becomes obvious that teachers who are sent there are just to be disciplined because of their laxity in their former schools. Other government officials might not like to reside there because these facilities and other things that will enhance living are not present. It is very likely that teachers working in such places will not be supervised and many of them will absent themselves from school as they wish. It is likely that their knowledge and skills would be limited and may have little or nothing to offer the learner as many of them might not have gone on in-service training.

As government officials rarely show their presence in such areas, there might not be official records about what goes on in the school. It boils down to the fact that the government should renovate schools to modern standards. (THE NATION, Thursday, February 24 2011, Pg. 52) providing housing, good roads, good communication network, health centers, electricity and even recreational centers so as to attract teachers, businesses, industries and government officials who would be the eyes and ears of the government. Teachers should be encouraged to go for in-service training or seminars to update their knowledge and skills. With this, they can tackle day-to-day affairs of the school. They will be being good stead to give the learner quality education which, in turn, help the learner know what is good for the citizens of the state, and put them in place. Lack of knowledge and skill make teachers abandon the equipment provided by the government for the running of schools to enhance science and technology. Some of these equipment were left to rot away in some schools and they become a huge waste to the government, e.g. when computer set was distributed to Federal Government Colleges, many of them were left in the same package as they were

delivered without opening them for use; the reason being that the teachers were not conversant with the use of computers at that time.

When a country under-invests in the basic scientific research and workforce training that will determine her long term economic prospects and neglect imminent environmental disaster like flood, fire outbreak etc., that country is unlikely to grow in the global market. It all means fewer opportunities for younger Nigerians and a decline in upward mobility. We have the talent and resources to create a better future, a future in which the economy prospers and prosperity is shared. Qualitative education would correct most of the anomalies in governance. According to Obama (2006) stated that “since Lincoln signed the Morrill Act and created the system of land grant colleges, institutions of higher learning have served as the nation’s primary research and development laboratories. It is through these institutions that we’ve trained innovators of the future, with the federal government providing critical support for the infrastructure –everything from chemistry labs to particle accelerators – and the dollars for research that may not have an immediate commercial application but can ultimately lead to major scientific breakthroughs”. In Nigeria we can afford to do what needs to be done. What is missing is not money, but a national sense of urgency. Peoples’ lives and property must be protected and it should be the focus point of every government. Where there is law and order, development manifest itself, but where they are lacking there could be chaos, disorder and unruly behaviour takes the upper hand. Kidnapping nearly threw this nation hundred years backward. In habitants abandoned their businesses running helter-skelter for dear life. Government officials, individuals were not spared.

Kidnapping spread like wild fire and it gave serious concern to both the Federal and State governments, individuals and children were not left out, e.g. the kidnapping of fifteen school children at Aba in Abia State (2010). Once the security of a place is assured people will settle down to work, do business, international communities would be attracted to set up industries which can absorb a lot of work force and development would be faster.

## **The utility quality education and good governance**

Education is investment in human capital and quality education benefits the individual, society and the world at large. Quite often people keep on asking what education can do for them. It is out of sheer ignorance that such a question could emanate. Quality education improves the health and nutrition of individuals, increases the productivity and earnings, and reduces inequality. For the society it drives economic competitiveness; has synergistic, poverty-reducing effects; contribute to democratization; provides peace and stability, provides concern for the environment. With regard to girls, quality education reduces women's fertility rates; lowers maternal mortality rates; protects against HIV/AIDS infection; increases women's labour force participation rates and earnings especially in civil service and politics; creates inter-generational education benefits which prove that additional year of formal education completed by a mother translates into her children remaining in school for an additional one-third to one-half (The World Bank Group, 2010) Children of educated mothers in most cases, have no choice other than to be in school and come home with good results. Increased citizen participation can take a variety of forms to bring about quality education. Parents and community groups can play the following parts; serve as education resource providers, advocate for education reform, monitors of teachers and school performance and school managers (USAID 2002). A typical example is Uganda's experience with participatory action research (PAR) as one of the possibilities of improving educational equality by engaging the community in a process of inquiry, data gathering, and collective research for solutions (USAID,2005). This exercise was aimed at development activity to support the primary education reform, in other to strengthen the education system, to create opportunities for partnerships and dialogue among Ugandan education policy-makers and practitioners, and to facilitate international linkage between Uganda and international research communities. By the use of PAR the participating Ugandan communities were able to

convene meetings, set agenda, widen participation, assess their situation systematically, analyze data and act on the findings in order to improve the quality of schooling. The use of PAR has helped Ugandan communities to achieve results particularly in strengthening democratic practices and at the same time improving educational quality.

## **Conclusion**

One might as well pause here and ask: why do many of our primary, secondary and tertiary institutions look neglected? Primary education, for instance, is taken as the bedrock of the entire education system; the pre-condition not only to secondary and tertiary education. The answer is not farfetched. Many people who find themselves in power tend to be carried away by the politics of the day. In the 1950s efforts were made to universalize education of the children. But these earlier attempts could not be maintained due to some glaring problems such as poor planning, insufficient and unreliable data and funds, multitude of enrolment, insufficient classrooms, non-availability of facilities and equipment, lack of trained teachers, inadequate supervision and everything was in short supply. For good governance to emerge these problems should be addressed adequately so as to produce men of conscience and knowledge who could take this country to greater heights. The goals of primary, secondary and tertiary education joined together summarily shows that learners are to be empowered right from the primary schools, prepared them for good citizenship and lastly great leaders of this country. Quality education is a sure way to prepare individuals to render quality services to the nation since individuals must have acquired skills, knowledge and wherewithal to live in a pluralistic society such as ours.

Good governance can be achieved by providing for the welfare of the people; recognizing the feelings of the people and using the knowledge and skills acquired to serve as a good citizen and representative of a community. Knowledge is power and as Obama (2006) succinctly put it; “That knowledge gives us something to build on. It tells us that more progress can be made”. The curriculum should be tailored towards functional education,

which will provide self – employment for the products. This will reduce the rate unemployment and foster peace and stability. Government should equip its schools properly and supervise all school activities. Education and good governance should complement each other for good governance in Nigeria.

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# Education and Curriculum Development for Sustainable National Development

Naanma Albert Dawang; Goshue Afiniki Ishaku and Mang Bitrus Gyang

*Department of Curriculum and Instructions, College Of Education, Gindiri*

## **Abstract**

*Education is generally perceived as one of the greatest processes that can be used to bring about development and sustain it. It is an essential key of achieving a sustainable national development. For any society to achieve a sustainable national development, its education quality should be improved upon if it is to attain that height. This paper attempts to explain the concept of education, curriculum development, the concept of sustainable national development and relationship between education, curriculum development and sustainable national development. The paper provides an insight into various challenges confronting education in Nigeria such as gender inequality in education, teacher's death, inadequate infrastructures, over-crowded classrooms etc. It finally suggested ways on how to solve challenges confronting education in Nigeria. This is done through creation of conducive atmosphere for learning, allocation of enough funds for educational development, discouraging gender disparity in education by an enlightenment programme, setting up a trustworthy committee that will manage and supervise education etc.*

**Keywords:** Education, Sustainable Development, National, Infrastructure, Gender inequality,

## **INTRODUCTION**

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Education is not only an end in itself. It is a key instrument for bringing about changes in knowledge, values and behaviours and life styles required to achieve sustainability and stability within and among countries(Rajaj and Chiv,) in Abubakar, (2013).

Education has been seen as the greatest force that can be used to bring about changes.

Aminu, (2006)observed that the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. Educating the people well is problem solved. Education according to him provides people with the necessary knowledge and skills to win a nation, state and to even export brains. This also explains why the Federal Government of Nigeria geared a policy towards attaining national development. According to National Policy on Education (2004:8), Education shall continue to be highly

rated in the national development plans because education is the most important instrument for change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution. Of recent, sustainability education and curriculum development becomes one of the programmes that every UNESCO member country which Nigeria is a part should implement effectively. In regard to the implementation of the programme, curriculum needs to be developed.

The above statement shows that education is an important instrument for change and national sustainable development. Against this background, this paper presents a discussion on the challenges hampering education as an agent of sustainable national development in Nigeria and the prospects.

### **The Concept of Education**

Education has been conceptualized in various ways by scholars. Education is a human right issue. In that, it has to do with systematic development and cultivation of the mind and other natural ability. Also, FRN (2013) posits that education is an instrument for national development and social change.

Education, specifically refers to the process by which human acquire knowledge, skills, habits, values to make us useful and functional members of our society. This is in line with the assertion of David in Fwang'le et al, (2016) which maintains that: "education both formal and informal, aims at developing individuals into useful members of the community". Thus, education requires quality inputs if it has to provide the enabling environment in which the philosophy and goals of the nation and individual needs can be achieved.

Education is seen as the light that drives away the darkness of ignorance and enables mankind to find its ways through the tortures and labyrinth of development and civilization (Ikechukwu, 2006).

UNESCO (2003), see education as the total process of developing human ability and behaviours". It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value for all activities of life.

Education refers to what can be used by man to solve his problems to improve his life and make it comfortable. It is one of the several ways that man employs to bring change in to his all-round development.

Ughamadu (2006) asserts that education is a systematic process by which individuals are developed physically, emotionally, spiritually, socially and mentally for their well-beings and

that of the society. Equally, it is a vital transformational tool and a formidable instrument for socio-economic empowerment.

Education demands efforts and discipline. It is also a formidable tool for man's survival.

Education has been defined as a systematic procedure for the transfer and transformation of culture through formal and informal training of people in a society; it deals with mental, physical, psychological and social development of citizens in a given society (Ebong in Eghure, 2007).

Holborn and Haralambos (2004) see education as an institution that enables individual to think freely and rationally which makes social progress and innovation possible. Social progress and innovation are the key elements of development. When a society progresses, its members are free; they think rationally, innovate certain social changes which will invariably enhance development. From the foregoing, therefore, it can be deduced that education is a tool for achieving national development.

### **The Concept of Curriculum Development**

Curriculum development as defined by Nichols and Nichols in Izang, (2013) is the process of planning learning experiences intended to bring about certain changes in learners (pupils or students) and the assessment of the extent to which these changes have taken place.

The design of a curriculum is in form of a written document that indicates the element of the curriculum as well as the procedures in which each element of the curriculum (aims, goals and objectives, learning experiences, content, organization and evaluation) relates to the others. Usually, there is a preamble that indicates clearly the kind of learners for which the curriculum is developed. Whether a given curriculum eventually succeeds or fails, it will depend solely on how well it has been developed. On this basis, curriculum development is a process which determines how curriculum construction will proceed. In that, it involves all stakeholders in the society with the classroom teacher at the centre of the whole processes.

### **The Concept of Sustainable National Development**

Long before now, attention was basically on the concept "Development". The concept of "National Development" was also considered and it is seen as the ability of a nation to improve the socio-economic welfare of the people through the provision of social amenities. Therefore, the phases of national development include but limited to the following: provision of quality education, portable water, health and transportation, infrastructural facilities production, foreign trade but to mention a few.

Education forms the basis upon which every other developmental stride can efficiently be assessed and addressed. The relationship between education and development is well established such that education has its position as a key element of development. Education removes ignorance which is related to under-development. Also, education as a product forms the backbone of decision making regarding the nation's developmental goals and projects. Nigeria as a nation has come to terms with the importance of education as it accepts the international declarations regarding the attainment of basic literacy by all in the year 2015. Nigeria is also a signatory to the World Declaration Education for All (EFA) launched in the year 2000 (FRN, 2005; Igbuzor, 2006).

However, the Brundtland Commission shifted the attention by reshaping and modifying the concept to "Sustainable Development."

The most interesting aspect of sustainable development is the fact that it puts in to consideration the present conditions of people by not compromising those of future generations. The concept of sustainable development remains the major measuring instrument of development of a given nation.

More so, Munasinghe (2004) cited in Abubakar, 2013 views sustainable national Development as a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems.

Age in Abubakar (2013), identified some objectives which sustainable national development is expected to realize to include: increase capital income and employment, promoting human welfare satisfying basic needs; protecting the environment.

All these definitions came to a consensus that the development of the present generation should be taken in to account but without compromising that of the next generation.

### **Education, Curriculum Development and Sustainable National Development: Relationship**

From the past, scholars have been very much concerned about the relationship between education and national development. In all nations, Nigeria inclusive, education remains the instrument for effective national development. Development is obtained through education, which is often assumed to have significant influence.

Education entails the enlightenment of people in their ways of pursuit in life. Development is associated with a positive change in the condition of either individual groups, communities or even a country as a whole (Umoh, 2005). Education and sustainable national development are

interwoven, intertwined and interconnected. While on the one hand, development is geared towards producing or creating something new or more advanced for the society and its members. On the other hand, education is a tool which can enhance the desired sustainable development. Umoh, (2005) therefore, refers to education and sustainable development as two sides of the same coin. The fact that education and sustainable development show glaring connectivity, probably explained why scholars emphasized the need for education for the purpose of achieving the desired sustainable development.

It is also mentioned by Olubadewo, (2006) that it is only educated population that can command skills necessary for sustainable economic growth and a better quality of life.

Sustainable national development may therefore be seen as the target goal since it is meant for the society and its members; education however remains the instrument for achieving and attaining the target goal. Education is seen as the surest way to sustainably develop any people or society needs without any contention.

From the above, education seems to directly determine whether sustainable national development is going to be achieved or not and therefore, the need for a well-structured educational system that will enhance the achievement of any development.

Education is the process of imparting and acquiring knowledge, skill, attitude, values and experiences in institutions of learning while at work or play. The skills so acquired are subsequently applied to sustain both present and future generations.

The UN General Assembly in December, 2002 adopted resolution 57/254 to put in place a United Nations Declaration of Education for sustainable development from 2005 to 2014 with United Nations Educational Scientific and Cultural Organization UNESCO as the leading agency for the Decade (Ilechukwu, et al, 2014). Ilechukwuin Itari et al (2018) reported that, the overall goal of the Decade for sustainable development is the integration of principles, value and practice of sustainable development into all aspects of the education and learning to include; social, informal, non-formal and formal. He further enumerates the four key objectives of the Decade as follows:

- ❖ Facilitating, network and collaborating among stakeholders in education for Sustainable Development (ESD).
- ❖ Fostering greater quality of teaching and learning ESD
- ❖ Supporting countries in achieving their sustainable development goals (SDG’).
- ❖ Provide countries with new opportunities and tools to incorporate in ESD education reforms efforts.

Therefore, education for sustainable development (ESD) is an approach to teaching and learning based on the ideals and principles that underlie sustainability. The role of ESD is to help people develop the attitudes, values, skills and knowledge to make informed decisions for the benefits of themselves and others now and for the future as well as to act upon these decisions.

As contained in Ilechukwu et al (2014), that Chapter 36, Agenda 21 of the 1992 Earth Summit of Rio de Janeiro Brazil identified four major thrust of ESD to include:

- a) Promoting and Improvement of Basic Education: This entails that sustainable development requires changes in attitudes and values towards sustainability and development and that basic education has a vital role to play in achieving these changes. In line with this, Association of African Universities, AAU (2009) posits that the necessity of basic education is to transform and improve the conditions of both the learners and the society towards sustainable development.
- b) Reorienting existing Education at All Levels: It involves reforms in principles, skills and values in a qualitative, quantitative, appropriate and relevant to socio-cultural angle of the school curriculum. For this to happen, three (3) areas of educational processes are important to these sections and these areas include; content to be taught, method of teaching and professional development of persons saddled with the responsibility of implementing education for sustainable development.
- c) Public Understanding and Awareness of Sustainability: ESD requires a population that is aware of the goals of sustainable society. On this, there must be conscious efforts towards a friendly environmental practice which must be practiced in line with improved health and sanitation if sustainable development is to be attained.
- d) Training: In training, all sections of the society both formal and informal are encouraged to train their leaders and workers in environmental management.

The role of education in sustainable development can be outlined as follows:

- i) ESD function is to educate, train and undertake research to contribute to sustainable development of the society.
- ii) Education should provide learners with skills, values and knowledge to live sustainably in their communities.
- iii) To enhance learning about sustainable development, different teaching techniques should be adopted throughout all the levels of education.

- iv) Educational institutions to play a leading role in building more sustainable societies as well as creating changes as they have the mission to promote development through teaching and research.
- v) Education empowers people for their role in society.
- vi) Education for sustainable development involve learning how to make decisions that considers long term future of the economy, ecology and equity of all communities.
- vii) Education is regarded as an instrument of social change which could transform the society in a significant way

### **Constraints of Education and Sustainable National Development in Nigeria**

The fact is education constitutes the major instrument for sustainable human development and fulcrum around which every other activity revolves (Tahir, 2006). Nation which has recorded tremendous feats in the world heavily relied on the instrumentality of education.

However, in Nigeria there seems to be a daily decline of educational standards. Although according to the former president Olusegun Obasanjo in his Presidential Speech on April, 24, 2000 in Dakar Senegal, he attributed the educational falling standard to bad governance. In his speech; he stated that: Nigerian educational system as it stands is a living proof of the damages that bad governance can do to our society and social structure.

Human beings are the architects and engineers of progressive change and development and they constitute the most important resource we can have internally.

Tahir (2006) identified a number of daunting challenges which Nigerian education is confronted with as follows:

#### **Gender Equality in Education**

Gender disparity is a well-known feature of Nigerian educational landscape. Educational policies and practices in Nigeria are to say the least gender insensitive and thus not fashioned to achieve gender balance in schools.

Table 1. Gender Equity Nigeria – Regional and Gender Differences in Literacy Rates in 2010

S/N	ZONE	WOMEN	MEN
1	SOUTH –EAST	65%	75%
2	SOUTH–WEST	55%	80%
3	NORTH –WEST	30%	40%
4	NORTH –EAST	25%	41%

Source: UNICEF, (2010)

The table above shows the Nigeria- Regional and Gender differences in literacy rates in 2010. The table also shows that there is a disparity in literacy rates between men and women in some parts of the geo-political zones of Nigeria.

### **Teachers Shortage**

It is a well-known fact that no educational system in a nation can rise above the quality of its teachers. In other words, the success of the system rests on the availability of good and qualified teachers who are internally motivated. Former minister of Education, Professor Ruqayyatu Rufai(2010) state that “lack of qualified teachers” was responsible for the dismal performance of students especially in Mathematics and English language”. That poor performance turned out to be a child’s play when NECO released its results which showed that only 126,500 of the 1,260,765 candidates, just 10percent of those who registered for the body’s exams passed five subjects including English and Mathematics. The statistics also showed that only about 234,682 out of the 1,260,765 candidates who sat for the exams made five (5) credits in core subjects the minimum requirements for the University admission in Nigeria. That means only two percent passed the exams with five credits including English language and Mathematics.

Therefore where there are competent, capable and well-motivated personnel among other things, the educational system of a country can surely succeed.

### **Over Crowding**

The introduction of UPE brought with a sudden population explosion in schools and its resultant effects on teacher-pupil or student ratio. Overcrowding in the classroom is now the order of the day from Primary to University level. Because of the overcrowded classrooms, there are usually no enough places for the number of students in class/lecture rooms. This type of atmosphere is usually not conducive for effective teaching/learning process. Effective teacher/student relationship may not be possible in an overcrowded classroom. This probably explains why teachers in higher institutions of learning resort to the use of handouts (Akande, 2004). Therefore, to correct overcrowding in classroom, government at all levels must put hands on desk to ensuring more and well-ventilated classrooms are provided for the growing population of the country Nigeria.



### **Inadequate Infrastructure**

This refers to the physical and spatial enablers of teaching/ learning. They include classrooms, libraries, laboratories, workshops, play fields, school farms and gardens as well as provision of water and sanitation.

These have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching and learning condition.

### **Funding of Education**

The managers of primary secondary and higher institutions in Nigeria are in consensus that these institutions are grossly underfunded. This menace could be seen in the degree of dilapidation that characterizes the primary and secondary buildings in different parts of the country. The non-payment of teachers' salaries and allowances which most at times results in industrial actions. There is lack of necessary teaching and learning material at all levels of the educational system. Finally, the mismanagement and diverting of substantial resources from the educational system to other ends. The underfunding has been criticized and attributed to several factors ranging from military rule, diversion and mismanagement of funds and lack of focus (Victor, 2002, Dike 1999, Bolag 2002).

### **The Prospects of Education for Sustainable National Development in Nigeria**

The following are some of the suggestions:

- There is needs for allocation of enough funds to various educational institutions;
- There are need for a committee managing and supervising projects to ensure implementation of project design for a particular developmental programme in schools;
- For the purpose of achieving sustainable national development, there is need for learning under a conducive environment. As such, the dilapidated infrastructural facilities in schools and colleges must be improved;
- Teachers who are to disseminate knowledge must be properly motivated to give and put in their best. As such the need for salary increment and better working conditions;

- Government at all levels Federal, state and local must contribute their respective quota to the development of education. This will ensure a speedy achievement of sustainable national development.
- Gender disparity and boys and girls drop out should be discouraged by a particular enlightenment programme using media (such as radio, television, etc.)

## **Conclusion**

In conclusion, education, curriculum development and sustainable development is the process of achieving sustainable national development be it economic, human development and environmental potential and conservation. As such there is the need to invest, encourage and enlighten people on education. The roles of government at all levels are to facilitate the achievement of any development. Government should continue the contribution towards achieving this sustainable development. However, the need for monitoring, supervising and ensuring that all the financial and other investment on education for the purpose of achieving sustainable national development are not converted for other purposes.

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**Relationship between Met cognition and Achievement Goals of Senior Secondary Two  
Students in Geometry at Langtang North, Plateau State, Nigeria**

**Bitrus Guwam <sup>1</sup> and Dashe Naanman <sup>2</sup>**

*<sup>1</sup>Department of Science and Technology Education University of Jos*

*<sup>2</sup>Department of Mathematics, College of Education Gindiri, Plateau State*

**Abstract**

The study investigated the relationship between Meta cognition and achievement goals of students in the concept of geometry. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. One hundred senior secondary two students were sampled from a population of 1086 students using three-stage cluster sampling technique. Two instruments were used for data collection Meta cognitive scale in geometry (MSG) and Achievement Goals in Geometry (AGG). The instruments were adapted from Zepeda (2015) and Elliot and McGregore's (2001) 2x2 achievement goals questionnaire respectively. Reliability using Cronbach Alpha was 0.77 and 0.73 for MSG and AGG respectively. Data were analysed using Pearson Product Moment Correlation (PPMC) in Statistical Package for Social Science (SPSS). The results revealed that there were positive relationships between: (i) meta cognition and performance approach goals in geometry, (ii) meta cognition and mastery approach goals in geometry. However, further analysis showed that these findings were not significant. It was recommended that teachers should encourage students to develop Meta cognitive skills towards enhancing their performance approach goals and Meta cognition mastery approach goals.

**Key words:** Performance approach goals, Mastery approach goals, Meta cognition, Geometry, Achievement Goals.

**Introduction**

Meta cognition deals with how students think when doing academic activities. According to Amin and Sukestiyarno(2015), it involves reflecting, drawing conclusions on the analysis, and putting what has been taught in or out of school into practice. These processes enable students to think at the meta cognitive level as they change both their understanding and strategies when solving a mathematical problem especially geometry (Millis, 2016).Meta cognition describes the processes that are involved when students plan, monitor, evaluate, and make changes on their own learning behaviour. Its strategies help in

management, planning and monitoring learning activities (Das, 2015). It is worthy of note that meta cognitive thoughts do not come from students' immediate external reality but it comes from their internal mental representations of that reality which include what they know about that internal representations, how it works, and how they feel about it (Barbacena & Norina, 2015). Therefore, meta cognition is an intrinsic motivational force which enables students to develop strategies or skills that would enhance their understanding of concepts in geometry towards attainment of set goals.

There is no doubt that motivation is necessary for the realisation of students' achievement goals. If a student does not set achievement goals he or she would lack the motivation to study hard in school. Sometime a student just struggles in relation with other students. That is, he or she struggles not to be left behind other students (Performance approach). There are times when a student works harder in order to gain better understanding of concepts not minding what other students are doing (Mastery approach). But a student may not bother to carry out the learning activities (Performance avoidance) or not aspiring to attain excellence in learning contents of Mathematics (Mastery avoidance). There are studies that showed a positive relationship between students' metacognition skills and mastery approach goals orientation (Zepeda & Richer, 2015; Galoor, 2016; & Alotaibi, 2016). Other studies revealed a significant relationship between performance-approach goals and metacognitive skills (Peklaj & Pecjack, 2011; Kadioglu & Uzuntiryaki-kondakci, 2014)

Meta cognition as a self-monitory process helps students to gain achievement orientation, either mastery or performance, which in turn results in academic success (Gul & Shehzad, 2012; Oyuga, Aloka & Raburu, 2016). Research findings in the area of meta cognition and Mathematics achievement showed that there is a strong relationship between meta cognition thinking and Mathematics achievement (Hessels & Schwab, 2015; Nepal, 2016). This is an indication that meta cognition plays a critical role in enhancing students achievement in Mathematics (Izzati & Mahmudi, 2018; Howe, 2019). Other findings

suggested that a positive relationship exist between learning styles, attitude towards Mathematics and meta cognition (Baltaci, Yildiz & Özcakir, 2016; Ajisuksmo & Saputri, 2017).

There are studies such as Magi, Lerkkanen, Poikkanens, Rasku-Puttonen and Kikas, 2010; Badiie, Babakhani and Hashemian, 2014; and Abd-El-Fatta, 2018 that found a positive relationship between achievement goals and academic achievement. Some studies showed that a significant positive relationship exist between mastery goal orientation and academic achievement (Zare, Rastegar & Hosseini, 2011; Guwam, 2018). However, some studies (Rodriguez, Pineiro, Gomez-Taibo, Regueiro, Esteuez& Valle, 2017; Steinmayr, Weidinger, Schwinger, & Spinath, 2019) showed no positive relationship between goal orientation and Mathematics achievement. From the available literature, studies on the relationship between meta cognition and achievement goals in Mathematics are rare. So, the study investigated the relationship between meta cognition and achievement goals in geometry.

### **Statement of the Problem**

Meta cognition is an intrinsic motivation force that spurs students to think, not only when solving problems in geometry, but also in the course of setting achievement goals in geometry. Unfortunately, students' motivation to learn Mathematics dwindles as they see the subject as a stressor that should be avoided (Ajisuksmo & Saputri, 2017). In fact, students would like that if there is any subject that should be removed from the curriculum, then it should be Mathematics because they consider it difficult to understand than other subjects. It is not surprising that students are facing considerable difficulty in the development of reasoning skills required in dealing with problems of geometric nature (Lee & Chen, 2015). What is then the relationship between students' meta cognition and achievement goals in geometry?

## **Aim and objectives of the Study**

The study investigated the relationship between meta cognition and achievement goals of senior secondary two students in geometry. In specific terms, it sought to:

1. Find the relationship between the meta cognition and performance approach goals of senior secondary two students in geometry.
2. Find the relationship between the meta cognition and mastery approach goals of senior secondary two students in geometry.

## **Research Questions**

Two research questions guided the study:

1. What is the relationship between the meta cognition and performance approach goals of senior secondary two students in geometry?
2. What is the relationship between the meta cognition and mastery approach goals of senior secondary two students in geometry?

## **Hypotheses**

Two hypotheses were tested at 0.05 levels of significances:

**H<sub>01</sub>** There is no significant relationship between the meta cognition and performance approach goals of senior secondary two students in geometry.

**H<sub>02</sub>** There is no significant relationship between the meta cognition and mastery approach goals of senior secondary two students in geometry.

## **Methodology**

The study adopted causal comparative research design. The population was 1086 from senior secondary two (SS2) students of registered private schools with at least two arms in



Langtang North Local Government Area of Plateau State. A sample of 100 SS2 students was drawn using the three-stage cluster sampling technique. This is a technique in which a researcher obtains a sample from a population by taking a simple random sample of clusters. The technique was used to sample one school from the private schools in the study area using the following clusters: State Constituencies, Districts and Private Schools. Two instruments were used for data collection. Meta cognition Scale in Geometry (MSG) was adapted (Zepeda, 2015) and Achievement Goals in Geometry (AGG) was also adapted (Elliot & McGregore, 2001). The reliability of each of the instruments was obtained using Cronbach Alpha. Both MSG and AGG were administered to 30 participants and reliabilities of 0.77 and 0.73 were obtained respectively. Data collected were analysed using Pearson Product Moment Correlation (PPMC) in Statistical Packages for Social Sciences (SPSS) version 20.0

## Results

### Research Question 1

What is the relationship between the meta cognition and performance approach goals of senior secondary two students in geometry?

**Table 1:** Mean ( $\bar{X}$ ), Standard Deviation (SD) and Relationship (R) of Metacognition and Performance Approach Goals

Variable	n	$\bar{X}$	SD	R
Metacognition	100	77.8200	9.6624	0.096
Performance Approach Goals	100	89.1200	14.6345	

Table 1 shows the mean score and standard deviation of students' meta cognition were 77.8200 and 9.6624 respectively. While those of their performance approach goals were 89.1200 and 14.6345 respectively. The correlation coefficient of 0.096 indicates that the relationship between senior secondary two students' meta cognition and their performance approach goals was positive.

## Research Question 2

What is the relationship between the meta cognition and mastery approach goals of senior secondary two students in geometry?

**Table 2:** Mean ( $\bar{X}$ ), Standard Deviation (SD) and Relationship (R) of Metacognition and Mastery Approach Goals

Variable	n	$\bar{X}$	SD	R
Meta cognition	100	77.8200	9.6624	0.044
Mastery Approach Goal	100	92.8700	10.5281	

Table 2 shows the mean score and standard deviation of students' meta cognition were 77.8200 and 9.6624 respectively. While those of their mastery approach goals were 92.8700 and 10.5281 respectively. The correlation coefficient of 0.044 indicates that the relationship between senior secondary two students' meta cognition and their mastery approach goals was positive.

### Hypothesis One

There is no significant relationship between the meta cognition and performance approach goals of senior secondary two students in geometry.

**Table 3:** Pearson Product Moment Correlation Coefficient of Meta cognition and Performance Approach Goals

Variable	n	$\bar{X}$	SD	r-cal	r-tab	Decision
Metacognition	100	77.8200	9.6624	0.096	0.205	No Sig
Performance Approach Goals	100	89.1200	14.6345			

Table 3 shows that the calculated Pearson Product Moment Correlation Coefficient (r-cal= 0.096) is less than the critical coefficient (r-crit= 0.205). This means that the null hypothesis was retained. Thus there was no significant positive relationship between senior secondary two students' meta cognition and performance approach goals in geometry.

### Hypothesis Two

There is no significant relationship between the meta cognition and mastery approach goals of senior secondary two students in geometry.

**Table 4:** Pearson Product Moment Correlation Coefficient of Meta cognition and Mastery Approach Goals

Variable	n	$\bar{X}$	SD	r-cal	r-tab	Decision
Meta cognition	100	77.8200	9.6624	0.044	0.205	No Sig
Mastery Approach Goals	100	92.8700	10.5281			

Table 4 indicates that the calculated Pearson Product Moment Correlation Coefficient (r-cal= 0.044) is less than the critical coefficient (r-crit= 0.205). This means that the null hypothesis was retained. Therefore, there was no significant positive relationship between senior secondary two students' meta cognition and mastery approach goals in geometry.

## Discussion

It was revealed that the relationship between senior secondary two students' meta cognition and their performance approach goals was positive, but it was not significant (Tables1&3). This conforms with the view of Gul and Shehzad (2012) who found a moderate

positive relationship between meta cognition and goal orientation. However, it contradicts the findings that a significant relationship exists between performance-approach goals and meta cognitive skills (Peklaj & Pecjack, 2011; Kadioglu & Uzuntiryaki-kondakci, 2014). The study showed a positive relationship between senior secondary two students' meta cognition and their mastery approach goals, but it was not significant (Tables 2&4). This finding appears to support those of Zepeda and Richer (2015), Galoor (2016), and Alotaibi (2016) who reported that metacognition skills predict mastery approach goals orientation.

### **Conclusion**

The study showed that the relationship between senior secondary two students' meta cognition and their performance approach was positive, but it was not significant. Also, the findings showed that the relationship between senior secondary two students' meta cognition and their mastery approach was positive, but it was not significant.

### **Recommendation**

The following recommendations were made based on the findings of the study:

1. Teachers should encourage students to develop meta cognitive skills to enhance their performance approach goals in geometry.
2. They should encourage students to improve their meta cognitive skills towards enhancing their mastery approach goals in geometry.

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## **Effects of Pictorial Organizers on Upper Basic II Students' Performance in Trigonometry in Jos South, Plateau State, Nigeria**

**Habila Elisha Zuya PhD<sup>1</sup>, and Dashe Naanman<sup>2</sup>.**

<sup>1</sup>*Department of Science and Technology Education, University of Jos, Nigeria*  
<sup>2</sup>*Department of Mathematics, College of Education Gindiri, Plateau State, Nigeria*

### **Abstract**

*In an effort to improve the performance of students in trigonometry, the study was carried out to determine the effects of pictorial organizers on Upper Basic II students' performance in*

*trigonometry in Jos South LGA, Plateau State, Nigeria. A quasi-experimental non-randomized control group pre-test post-test research design was adopted for the study. The population for the study comprised of 2,254 Upper Basic II students in 20 public secondary schools in the study area. Two schools were randomly sampled using the simple random sampling technique from the 20 schools and a sample of 197 Upper Basic II students participated in the study. Three research questions were raised to guide the study and three null hypotheses were formulated and tested at 0.05 level of significance. An instrument titled: Trigonometry Performance Test (TPT) was used to collect data for the study. The treatment lasted for three weeks. Data collected were analyzed using mean, standard deviation, t-test of independent samples, and ANCOVA through statistical packages for the social sciences (SPSS) version 20.0. Findings of the study showed that there was a significant difference between performance means scores of the experimental and control groups in favour of the experimental group. Also, there was no significant difference between the performance mean scores of the male and female participants in trigonometry in the experimental group. One of the recommendations was that, Mathematics teachers should use pictorial organizers in teaching trigonometry to enable students participate activity in the learning process.*

**Key words:** Pictorial Organizers, Upper Basic II, and Performance in Trigonometry

## **Introduction**

Mathematics has been widely acclaimed to be the index for measuring any nation's economic and socio-political development. This is because it is applied in the field of science, medicine, law, social science, languages, engineering, technology, transportation and communication among others to improve the quality of life of the people. The study of mathematics helps to build in student's solid foundation for everyday living. It also helps to develop computational skills, foster the desire and ability in students to be accurate in solving problems to the degree relevant to the task at hand (Lassa, 2012). It equally helps to develop precise, logical, and abstract thinking ability in students. It stimulates and encourages creativity in students and it provides necessary mathematical background for further education. It is for this reason that the Nigerian government made the study of mathematics compulsory in the school curricula both at the primary and secondary school levels. Therefore, for any nation to survive and develop, serious attention has to be accorded to the teaching and learning of mathematics due to its unlimited benefits to students (Kapasa, Bobby & Mulendema, 2015).

Despite the importance of mathematics, it is very disappointing to note that students' performance in the subject has remained consistently poor. For instance, the National Examinations Council (NECO) Chief Examiner's Report for Junior School Certificate Examinations (JSCE) between 2014–2018 revealed that, the average performance of students in mathematics is below 50%. This indicates that, the general performance of students in mathematics is below average which is quite worrisome. Telima and Adelpia's reported by (Kapasa, Bobby & Mulendema, 2015) posited that students poor performance in mathematics is not unconnected to teachers poor method of teaching, teachers quality and quantity, inadequate and inappropriate use of concrete and visual materials, absence of interest on the part of the learners, phobia for mathematics by students among others. To mitigate this problem, this paper focused on the use of pictorial organizers on upper Basic II Students' Performance in Trigonometry.

Pictorial organizers are visual display which demonstrates relationship between facts, ideas and concepts. The idea of pictorial organizers was first conceived by Richard F. Barron in 1969 as a structured overview that incorporates the use of diagrams during classroom instruction. The art of using visual and spatial modalities as pictorial organizers help students to organize, comprehend and internalize new ideas. The process of using pictorial organizers

can be helpful to both the teacher and students as it simplifies the teaching and learning process by making it interactive, increases students' engagement thereby making learning more enjoyable. Pictorial organizers when used in the classroom provide hands on approach to learning. These tools when incorporated in the lesson, provide students with the opportunity to actively participate and contribute to the learning process. The design of the pictorial organizers and the act of organizing content serve to stimulate both the creative and logical parts of the brain. It also helps to develop team dynamics when given as a group activity. Moyer, Ulmer and Anderson (2012) posited that pictorial organizers facilitate cognitive processes. This means that through the use of pictorial organizers, various cognitive skills such as brainstorming, generation of ideas, organizing and prioritizing content, critical analysis and reflection can be develop. The exposure of students to the various tools helps to improve their capacity for active learning, aids retention and recall (Woolfolk, 2011).

The use of pictorial representation enables students to break down bigger ideas or concepts into smaller, simpler illustrations that are easily comprehended. Another primary advantage of this visual learning tool is its effectiveness in facilitating learning among students with disabilities. Githnaand Nyabwa (2007) found out in a study conducted that students taught using pictorial organizers had significant higher scores in mathematics achievement test than those taught with the conventional method. The performance of students in mathematics in general and trigonometry in particular in both internal and public examinations have been a matter of serious concern to researchers and mathematics education. Despite attempts made through researches, workshops, symposia and conferences organized by professional bodies such as mathematical Association of Nigeria (MAN), Science Teachers Association of Nigeria (STAN), National Mathematical Centre (NMC) aimed at improving students' performance in mathematics, such efforts do not appear to have yielded the desired results. In addition, many researchers are of the view that the teaching of trigonometry at upper Basic level of our schools in Nigeria has not been impressive and the resultant poor performance of students in trigonometry can be partly blame on poor teaching methodology, inadequate instructional materials and poor fundamental knowledge and understanding of trigonometry concepts (Kajuru & Kauru, 2014).

Gender difference in mathematics performance between male and female students has also become a global point of debate that has dominated most mathematics education research. Literature on students' performance in mathematics with respect to gender has continued to be of interest and remain inconclusive (Stoet & Geary, 2013). Ali and Bhagawari (2014) observed that male outperformed their female counterparts in mathematics. The greatest differentials in performance of students in mathematics between male and female is exhibited in trigonometry. This is because male students were observed to display greater confidence and ability in solving trigonometry problems, which is a strong predictor of mathematics performance (Zembar& Blume,2009). Findings by Linderberg, Hyde, Peterson, and Linn (2010) ascertained that gender differentials among male and female was converging indicating that the gap is reducing. This view was upheld by Alex and Mammen (2014) who found no statistical significant difference between the performance of male and female students in mathematics. However, gender differentials in mathematics and science continue to exist in most countries of the world, Nigeria inclusive (Zeigler,Stoeger, Harder, Portesowa, &Parath, 2014). It becomes necessary therefore to look for interventions that could improve students' performance in trigonometry in particular and mathematics in general. What is then the way forward? This study seeks to find out the effects of pictorial organizers on upper Basic II Students Performance in Trigonometry with a view to proffering measures towards improving students' performance in trigonometry.

### **Statement of the problem**

Mathematics teachers are expected to teach mathematical concepts using various teaching innovations such as the use of charts, models, graphics, real objects as well as

improvised materials to facilitate learning. However, studies have shown that, most mathematics teachers hold certain prejudice on the use of charts, models, graphics, real objects as well as improvised instructional materials. These prejudice held are; that the use of objects during learning process are not economical in terms of time and money, that the duration for mathematics lessons are often inadequate and that the use of these objects during mathematics lessons causes some kind of cognitive confusion (Holmes, 2013). This is probably, the reason why students perform poorly in mathematics in both internal and public examinations. In response to this, the study seeks to explore the use of pictorial organizers on students' performance in trigonometry.

### **Aim and Objectives of the study**

The aim of the study is to determine the effects of pictorial organizers on Upper Basic II students' performance in trigonometry. Specifically, the study seeks to achieve the following objectives.

1. To determine the Pretest performance means scores of Upper Basic II students in trigonometry in the experimental and control groups.
2. To find out the Posttest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups.
3. To find out the Posttest performance mean scores of male and female Upper Basic II students in trigonometry in the experimental group.

### **Research Questions**

The following research questions were raised to guide the study.

1. What is the difference between the pretest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups?
2. What is the difference between the posttest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups?
3. To what extent do Upper Basic II students performances in trigonometry on the posttest differ on the basis of gender in the experimental group?

### **Hypotheses**

The following null hypotheses were formulated and are tested at 0.05 alpha levels.

1. There is no significant difference between the pretest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups.
2. There is no significant difference between the posttest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups.
3. There is no significant difference between the posttest performance mean scores of male and female Upper Basic II students in trigonometry in the experimental group.

### **Methodology**

#### **Research Design**

The study adopted the quasi-experimental non-randomized control group pre-test post-test research design. This design was chosen because it was not possible to have a complete randomization of respondents. Intact classes were randomly assigned to the experimental and control groups by balloting. Both the experimental and control groups were given the same pre-test before the experiment and post-test after the experiment. The experimental group was taught trigonometry topics using pictorial organizers, while the control group was taught the same topic using the lecture method (LM).

### **Population and Sample**

The population for the study comprised of all 2,254 Upper Basic II students in 20 public secondary schools in Jos South LGA of Plateau State (2018/2019 academic session). Two schools with 197 sample size were randomly sampled for the study. Treatment and



control groups were randomly assigned to the different intact classes in the sampled schools by balloting. The treatment group was exposed to the teaching of trigonometry using pictorial organizers while the control group was exposed to the lecture method (LM) of teaching trigonometry.

### **Instrumentation**

The instrument for data collection for the study was trigonometry performance test (TPT) which consisted of 20 multiple choice objective questions with options (a–d). The instrument was developed by the researcher with items drawn from Junior School Certificate Examination (JSCE) in relation to the content of trigonometry to be taught during the experiment. The topics are: Angles of a triangle, isosceles and equilateral triangles, parallelograms, sine, cosine and tangent of angles all covering both lower and higher order questions. The lower order questions covered knowledge and comprehension of the cognitive domain while questions involving higher thinking covered application and analysis.

### **Validation of Instrument**

The instrument was subjected to content validity. The instrument was given to two experience mathematics teachers for proper scrutiny. These experts were required to carefully assess the instrument to see whether at a glance the instrument is a good representation of the content being investigated and to see if the instrument conveys detail description of the content coverage, objective, appropriateness, usability and comprehensiveness of the test items. The comments and suggestions of the expert’s were used to draft the final instrument for the experiment. The reliability coefficient of the instrument was determined by Kuder-Richardson- 20 relation.

### **Procedure for Data Collection**

The researcher sought for permission from the principal and management of the selected schools before the commencement of the experiment. The researcher equally sought for the cooperation of the mathematics teachers in the schools as well as the participating students. Here, the researcher in collaboration with the mathematics teachers administered a pre-test to both the treatment and control groups at the commencement of the experiment and the scripts of the students were collected, marked and recorded. Thereafter, treatment commenced where the experimental group was taught trigonometry using pictorial organizers while the control group was taught the same topic using lecture method (LM). The teaching exercise lasted for three weeks. Thereafter, a post test was administered to the two groups and the scripts were collected, marked and recorded before the analysis

### **Data Analysis**

Both descriptive and inferential statistics were used to analyze the collected data. Frequency counts, simple percentages, mean, standard deviation, t-Test, and Analysis of Covariance (ANCOVA) were used to analyze the data collected through Statistical Package for Social Sciences (SPSS) version 20.0. The three research questions were answered using mean and standard deviation. Hypothesis one was tested using t-Test for independent samples while hypotheses 2 and 3 were tested using ANCOVA at 0.05 level of significance.

### **Research Questions**

Research Question 1

What is the difference between the pretest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups?

Table 1

Pre-Test Trigonometry Performance Mean Scores and Standard Deviations of the Experimental and Control Groups

Variable	Group	Pre-Test on Trigonometry		Std. dev.	Mean Difference
		Number	Mean		

Trigonometry	Experimental	102	25.3922	8.6461	.6553
	Control	95	24.7368	8.9730	

From table 1, the result of the analysis shows the pre-test Trigonometry mean scores of the experimental and control groups were 25.3922 and 24.7368 respectively while standard deviations were 8.6461 and 8.9730 respectively. The mean difference was .6553 in favour of the experimental group.

#### Research Question 2

What is the difference between the posttest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups?

Table 2

Post-Test Trigonometry Performance Mean Scores and Standard Deviations of the Experimental and Control Groups

Variable	Group	Post-Test on Trigonometry			Mean Difference
		Number	Mean	Std. dev.	
Trigonometry	Experimental	102	34.5294	9.7450	3.1294
	Control	95	31.4000	11.9033	

From table 2, the result of the analysis shows the post-test Trigonometry performance mean scores of the experimental and control groups were 34.5294 and 31.4000 respectively while standard deviations were 9.7450 and 11.9033 respectively. The mean difference was 3.1294 in favour of the experimental group.

#### Research Question 3

To what extent do Upper Basic II students performances in trigonometries on the posttest differ on the basis of gender in the experimental group?

Table 3

Post-Test Trigonometry Performance Mean Scores and Standard Deviations of Male and Female Students in the Experimental Group

Variable	Group	Post-Test on Trigonometry			Mean Difference
		Number	Mean	Std. dev.	
Trigonometry	Male	51	34.1961	9.9379	.6667
	Female	51	34.8627	9.6354	

From table 3, the result of the analysis shows the Trigonometry performance mean scores of the male and female students of the experimental group were 34.1961 and 34.8627 respectively while the standard deviations were 9.9379 and 9.6354 respectively. The mean difference was .6667 in favour of the female students.

## Hypotheses

### Hypothesis 1

There is no significant difference between the pretest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups.

Table 4

t-test Analysis Pre-Test Trigonometry Performance Mean Scores of Upper Basic II Students in the Experimental and Control Groups

Variable	Group	N	Mean	SD	Df	t-value	Significant
Trigonometry	Experimental	102	25.3922	8.6461	195	.522	0.602
	Control	95	24.7368	8.9730			

From table 4, the result of the analysis shows that there was no significant difference between the Trigonometry performance mean scores of students in the experimental group (M=25.3922, SD = 8.6461) compared to those in the control group (M= 24.7368, SD= 8.9730),  $t(195) = .522$ ;  $p=0.602 > .05$ . Hence the null hypothesis was retained.

#### Hypothesis 2

There is no significant difference between the posttest performance mean scores of Upper Basic II students in trigonometry in the experimental and control groups.

Table 5

ANCOVA of Post-Test Trigonometry Performance Scores of Students in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8928.751 <sup>a</sup>	2	4464.375	59.882	.000
Intercept	4341.847	1	4341.847	58.239	.000
Pre-test	8447.044	1	8447.044	113.303	.000
Group	342.233	1	342.233	4.591	.033
Error	14463.168	194	74.552		
Total	238189.000	197			
Corrected Total	23391.919	196			

a. R Squared = .382 (Adjusted R Squared = .375)

Table 5 shows that  $F(1,94) = , P = .033 ; P < .05$ . Hence, the null hypothesis of no significant difference was rejected. It implies that there was a significant difference between the post-test Trigonometry performances mean scores of Upper Basic II students in the experimental and control groups in favour of the experimental group.

### Hypothesis 3

There is no significant difference between the posttest performance mean scores of male and female Upper Basic II students in trigonometry in the experimental group.

Table 6

ANCOVA of Post-Test Trigonometry Performance Scores of Male and Female Students in the Experimental Group

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2795.554 <sup>a</sup>	2	1397.777	20.362	.000
Intercept	3803.459	1	3803.459	55.408	.000
Pre-test	2784.221	1	2784.221	40.560	.000
Gender	50.211	1	50.211	.731	.394
Error	6795.858	99	68.645		
Total	131204.000	102			
Corrected Total	9591.412	101			

a. R Squared = .291 (Adjusted R Squared = .277)

Table 6 reveals that  $F(1,99) = , P = .394 ; P > .05$ . Therefore, the null hypothesis of no significant difference was retained. It means that there was no significant difference between the post-test Trigonometry performance mean scores of Upper Basic II male and female students in the experimental group.

### Discussion of Results

As a result of the unlimited benefits of mathematics to the economic and socio-political wellbeing of man, it becomes imperative to ensure that this noble subject is taught to students

in an active, thought provoking and meaningful manner to enable students grasp concepts taught for improved performance. The study was therefore carried out to investigate the effects of pictorial organizers on Upper Basic II students' performance in trigonometry in Jos South LGA, Plateau State. To achieve this aim, students in the experimental group were taught trigonometry using pictorial organizers while those in the control group were taught the same concept using lecture method.

Findings from the study revealed that participants who were taught using pictorial organizers performed significantly better in trigonometry than those taught with lecture method. This was evident in the mean difference of 3.1294 in favour of the experimental group (Table 2). This revelation is related to the findings of other researchers that the use of pictorial organizers significantly improves creativity, innovation, independence, problem solving skills and performance of students in mathematics (Moyer, Ulmer, & Anderson, 2012). Also in terms of gender, there was a mean difference of 0.6667 in favour of the female participants of the experimental group in trigonometry performance test (TPT). This means that the female participants did better in TPT when compared to their male counterparts but it was not significant (Table 3). Similarly, in the experimental group in table 6 it was revealed that  $F(1,99)=$ ,  $P= 0.394$ ,  $P > 0.05$  which shows that the null hypotheses of no significant difference was retained. This implies that the use of pictorial organizers is gender friendly in terms of performance. The finding is consistent with the study conducted by Shafiq (2013) on the effects of gender on algebra, geometry, and trigonometry performance and found no gender difference in the overall students' performance. Research evidence like that of Mutai (2016), Obi, Agwagah, Newen, and Nwoye (2017) and Tihamiyu, Salman and Issau (2017) also ascertained that there is no gender difference in students' performance in mathematics. This position is contrary to the findings from the study conducted by Rababh, Veloo and

Perumal (2014) who concluded that female students performed better than their male counterparts in mathematics problem solving.

### **Conclusion**

Based on the findings of this study, it is concluded that students taught trigonometry using pictorial organizers performed better than their counterparts taught same concept using lecture method. Also, the performance of male and female students is not different when exposed to learning using pictorial organizers which means that the strategy is gender friendly in terms of performance.

### **Recommendations**

In this study, some recommendations were made based on the findings and conclusions. they are as follows:

1. Mathematics teachers should use pictorial organizers in teaching trigonometry to enable students participate actively in the learning process.
2. Mathematics teachers should also use pictorial organizers in teaching other components of Upper Basic School Mathematics that student's exhibit weakness.

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## **An Appraisal of Language Policy Issues in Nigeria: A Catalyst for Over - Coming the Challenges of Nation Building**

**Amos Meshach<sup>1</sup> and Dang Chanshak Luka<sup>2</sup>**

*<sup>1</sup>Department of English, <sup>2</sup>Department of French all in College of Education, Gindiri*

### **Abstract**

*Nigeria being a multilingual society is no doubt must come up with official legislations through which government transactions will be carried out or conducted. It is to this end that this paper seeks to X-ray the positions of government on the issues of language policy as stipulated in the official government documents; with particular reference to the National policy on Education. It is hoped that, a look at the National language policy, bearing in mind the effective implementation of its provisions will help in achieving nation building in our contemporary Nigeria. Therefore, it is within the scope of this paper that a cursory look on the provisions of the national policy on Education, Nigeria's linguistic landscape, reasons for language policy and works done on issues relating to language policies are examined with a view to promoting nation building. The paper also recommends the need for implementation of the policies for effective nation building in our contemporary Nigeria among other points discussed.*

**Keywords:** Appraisal Language; Policy; issues; reasons; Challenges;

### **Introduction:**

Language policy underscores the roles languages are accorded in the polity. It deals with the roles languages are assigned officially in a given domain, languages are used, and to this end, any language policy effort must of necessity recognize all languages or groups of languages present in the society where the question of language policy issues is the point of focus.

In Nigeria however, the number of languages spoken is not clear as it is evident, there have been various views and opinions about that. On this note, many authorities have come up with varying figures regarding the actual number of Nigerian languages. Emenanjo (2003), put the figure at Three Hundred and Seventy (370). Hansforth, Bendor-Samuel and Stanford (1979), put the figures at Three Hundred and Ninety Four (394). While Osaji (1979), Bamgbose (1978), Brann (1990) put the number at about Four Hundred 400. Adegbeja (1991, 1989). However, the most recent speculation puts the number of languages spoken in Nigeria between Four Hundred and Fifty 450 and Five Hundred 500. (Omodiagbe 1992, Gital 1998 and Adegbite 2010).

There is no doubt that there are many languages in Nigeria both indigenous and foreign existing side by side. These languages are assigned different roles or functions depending on the domains of use. Therefore, it is pertinent to consider certain fundamental principles of liberal democracy where the question of language policy issues is subject of discussion; bearing in mind the multiplicity of the speculated number of languages in Nigeria. These principles include giving recognition to the level or degree of compliance of the people to whom the language policy may affect; how fairly and squarely can the languages be treated in the process of policy formulation in terms of equality, preservation of individual identity, access to social mobility and access to political participation etc. At the heart of the process, the view of Patter (2001:3) is captured as saying “A central point of contention has concerned whether the language of the local majority should be made the principal language of public business and services or whether and to what extent the language of local linguistic minorities should enjoy recognition too”.

Therefore, it is based on this background that the need for government to come up with legislation that would officially assign roles or functions to languages and by implication use that as regulations in carrying out their functions which necessitates the writing of this article.

This would further strengthen the centrality of language policy and by implication language planning in a multi-lingual society like Nigeria.

### **The Linguistic Landscape of Nigeria**

Nigeria is qualified to be tagged a complex country and with a complex linguistic groups that made up the polity. This position has played out to be a point of disagreement among authorities on the actual number of Nigerian languages Odewumi, (2015). In line with these fluctuated figures of Nigeria’s spoken languages, Oyetada (1992) cited in Odewumi (2015:9) pointed out that, Nigeria is extremely, linguistically fragmented. Nigeria is thoroughly multilingual nation.

Attempts have been made to classify these languages in Nigeria. This classification was done according to the different domains of the use of the various languages in Nigeria. These languages are classified into the following categories:

- a. Indigenous or native language with constitutional recognition given to Hausa, Yoruba and Igbo as the ‘major’ languages.
- b. Exogenous or non-indigenous languages: comprising of English, French, Arabic and other foreign languages which have a rather restricted functional scope and,

- c. Pidgin languages: represented by Nigerian Pidgin English, with a dual status of being at once and now endogenous.

Similarly, Ayodele (2004) classified the languages into three categories. But this time, he categorized them (languages) into:

- a. The major languages
- b. The medium languages
- c. The minor languages while

Iwara (2008) classified them as major, major-minority and minor-minority indigenous languages.

**The major languages:** are invariably the most developed languages in Nigeria – Hausa, Yoruba and Igbo. They are languages with wider coverage in terms of population of more than 10 million speakers and which have been reduced to writing. The languages enjoy wide used on the electronic media such as radio and television.

**The medium languages:** are the ones referred to by scholars as the developing languages because their orthographies have recently been developed or are being stabilized. For each of them there are some, but not numerous, literature. Odewumi (2015) Languages in this class are said to be as many as Sixty (60), and on the whole, they are said to account for about 10% of all the speakers in Nigeria. The most notable of these languages according to Odewumi are: Ado, Urhobo, Itsekiri, Isoko, Igala, Tiv, Nupe, Efik, Ibibio, Fulfude, Izon (formally known as Ijaw), Kunuri, Idoma, Gwari, Bachama, Kilba, Annang, Clon, Shuwa-Arabic, Atam, Esan, Itsoko, Ebira and Jukun. These languages champion the linguistic conflict posed to the domineering status of the major languages in Nigeria.

**The minor or small languages:** they are languages sometimes referred to as underdeveloped languages. This is because in most cases, the languages have not been reduced to writing. There are no written literatures in each of the them. The languages under this category are looked at and used as mother tongue by their speakers ranging between figures eighty and some tens of thousands speakers. Most of these minor languages are endangered on the bases of being used by a few people and unless conscious effort is being made by the speakers of these languages to redress the attitudes of the majority of the younger generation on the languages, these small languages may drift into extinction.

In spite of these numerous number of languages that made up the entity called Nigeria, the importance of English cannot be over-emphasized. Nigerian languages play some vital roles of interpersonal communication and even in the early years of children education at the pre-primary and primary levels. However, none is used as an official language. They can be

used in some official domains, but only to complement the English language which is used as the official language of the country. No wonder Adegbite (2004:23) puts it that, “It might not be possible to wish it away easily.”

On the other hand, is the pidgin language which is also a part of the Nigerian linguistic landscape. Odewumi (2005:26) saw it as “a language which cannot be restricted to a specific geographical boundary and is constantly developing.” Giving a similar view to that, pidgin is said to have the peculiarity of being a medium language used by many people across several cultural barriers and yet not reduced to writing, except some reflection of it in literature texts to depict sociolinguistic realities of the setting/or characters (Adegbite, 2004).

In the end, the multiplicity of languages in Nigeria as X-rayed above leaves the country to struggle with the identified challenges of inter-ethnic communication, national language question and the choice of what language should be made the medium of instruction in education. And it is against this background that a nation such as Nigeria is expected to make conscious, thorough and adequate efforts towards taking fundamental policy decisions on the management of its ethno-linguistic diversity in order to moderate the danger that multilingualism poses for the third world countries (Balogun; Odewumi & Adegun 2004).

### **Language Policy (issues) in Nigeria**

Odewumi (2015:5) viewed language policy as statement(s) or documents detailing with government’s deliberate direction or intervention in language issues within a country or state. This may include statements assigning roles or status to specific languages within the polity or statement(s) defining the course of government intervention in language development, moderation or engineering.

The national language policy provisions in Nigeria is the product of the prominent documents that contain statements that have to do with government positions on the issues that bother on language and its use in the polity. According to Odewumi (2015), these official government documents are the 1979 Nigerian Constitution and the National Policy on Education (FRN 1977, 1981, 1998, 2004, 2007 draft and 2013).

### **Language Provisions in the National Policy on Education**

Many of the reports of the conferences on the National Policy on Education have some of the sections focusing on the issues of language policy on education. These sections on the issues of language policy are directed towards proffering solutions to language related problems as:

- a. The problem of inter-ethnic communications;
- b. The national language question; and

c. Language in the education process.

However, attempt to curtail these problems as enshrined in the National Policy on Education statements are subsumed under the following sub-headings;

a. The multilingual provision; and

b. The medium of instruction in education.

Government position as stated in the National Policy on Education NPE (2013) concerning Nigerian Languages learning is clear when it reads:

*“Every child shall be taught in the mother tongue or language of immediate community for the first four years of basic education. In addition, it is expected that every child shall learn one Nigerian language (15-16)”.*

A look into the NPE documents of 1981, 1998, 2007 have not left anyone in doubt that government position in respect of promoting multilingual language policy in Nigerian school system have been made. It is part of its effort that it hopes to address national problems bothering on national unity, integration, inter-ethnic communication and the national language question.

The 2007 draft edition of the National Policy on Education which was 1981, 1998 revised put it thus:

*“Every child shall learn the mother tongue and language of the immediate community. In addition, it is expected that every child shall learn one of these three languages- Hausa, Igbo, Yoruba (p.9).”*

On the question of the language of instruction in the Nigerian schools, government attempts to address language policy issues through the National Policy on Education (NPE) provision. Government position on that was such that the medium of instruction should be in the child’s mother tongue. This position cuts across all the editions of the NPE.

A cursory look at this provision particularly on pre-primary education, section 2.11 (3) of the 1981 (revised) edition renders the position of the provision thus:

*“Government will ensure that the medium of instruction will be principally the mother tongue or the language of the immediate community and to this end: (a) develop the orthography for many more Nigerian languages, and (b) produce textbooks in Nigerian languages. Some of these developments are already being pursued in the university department of linguistics and under the auspices of some State Ministries of Education. The Federal Government has also set up a language center as part of the educational services complex*

*under the Federal Ministry of Education (FME). This language center will expand so as to have a wider scope (FRN 1981, .13)”.*

### **Language provision in the 1979 Nigerian Constitution**

The official language policy is embedded in sections 51 and 91 of the 1979 Constitution, as well as in section 55, and 97 of the 1999 Constitution of the Federal Republic Nigeria. The position of the Constitution as regards language policy is rendered in section 51: *“The business of the National Assembly shall be conducted in English and in Hausa, Igbo and Yoruba when adequate arrangement has been made thereof”* (NPE 2007). On the issue of the activities of the State House of Assembly, the position of the constitution as contained in section 91 is clearly stated:

*“The business of the House of Assembly shall be conducted in English, but the House may in addition to English conduct the business of the House in one or more other languages spoken in the state as the House may by resolution approve.”* (NPE 2007)

From the discussion so far, one can be quick to assert that the Nigerian language policy is the product of NPE and the 1979 Constitution. Although not clearly stated, English assumed an official status as language of use in Nigeria. Hausa, Igbo, Yoruba are to complement its function at the National Assembly, while at the State Assembly one or more indigenous languages that may enjoy the selection and approval of the House will complement it.

### **Reasons for Language Policy**

Four principal factors have so far been presented as fundamental in determining the language policy of a nation: the sociolinguistic situation, the national ideology, the existence of English as a world language, and notions of language rights. In its language practices, the United States has been and remains multilingual.

One of the reasons for language policies as clearly mention out by Federated States of Micronesia Language Policy is to assist in developing our multi-lingual society to be highly competent in our local languages and in English and other international languages. It is a joint effort between the National and State governments with important components assigned to both areas. The goal is to sustain, reinforce, and expand our local languages and to provide the foundation skills for acquisition of English and other international languages.

Secondly, Language Policy is designed to provide a framework at the National level and support the States with linguistics issues and in developing curriculum and instructional materials.

Thirdly language policy is designed to be used to foster a desirable and the real Nigerians philosophy of our forefathers.

Another reason is the centrality of language to the teaching-learning process, the importance of Nigerian languages to the protection, preservation and promotion of Nigeria cultures and the enhancement of human dignity and to necessitate the learning of a major Nigerian language for the purposes of promoting national unity and integration which have the constitutional backing in the 1981 Nigerian Constitution.

Last but not the least is to determine how languages are used in public contexts, by cultivating language skills needed to meet national priorities, or establish the rights of individuals or groups to learn, use, and maintain languages.

### **Challenges/problems of Implementation**

Laudable as it is, the above policy has proved to be difficult in terms of implementation. Many factors account for this:

First, the attitude of Nigerians is usually that of scorn for what is indigenous and warm embrace for what is foreign. This is why school proprietors especially the private ones prefer to use English even at the nursery level to teach the children. In fact, it has become fashionable to judge the standard of a school by the extent of the English the children are able to grasp or speak. Ironically, supervisors of instruction at the primary and secondary schools do not bother themselves about what is going on in the private schools, because they only restrict their visits (their supervision) to public schools. Scholars are divided in their opinions on the language that should constitute the medium of instruction. Although NPE has recommended the use English, some are still clamoring for the use of the first language in teaching at even the higher levels like secondary schools and universities (Fafunwa, 1969). The contention of proponents of this view is that the child is bound to benefit more from, school if taught in his first language, as a result of the controversies ranging in academic circles regarding the language of instruction. The actual implementation of this policy by those who have direct contact with the school children (teachers) has proved to be difficult. Effective communication in schools and particularly effective teaching and learning continue to be hampered because English is learnt or used as a second language (L2).

The Nigerian child learns English as a second language because he already has a language even before he enters school. Language learning is more complex, more time consuming and more demanding because having learnt and internalized his mother tongue

which now interacts negatively with the learning of the second language, the child always faces severe difficulties (Baldeh, 1990, Ike 2007). The situation becomes even more complex when it poses challenges in effective implementation.

The Nigerian child is not just grappling with English and his mother tongue, but with the two as well as with at least one other indigenous language, and French, the second official language. This brings the number of subjects expected to be taken by the child to four. If the problem of interference in learning between one language and another is anything to go by, one wonders how terrible the situation will be especially given the fact that the problem of linguistic interference is more profound with indigenous languages

Funding is another serious problem hindering the effective implementation of the language policy. With dwindling budgetary allocations to education (Opara, 2001: 199, Odo, 2005:8), the provision of necessary facilities, equipment and infrastructure for teaching and learning becomes more inadequate and this directly becomes more inadequate and this directly affects everything that goes on within the educational system including the implementation of the policy.

Directly linked with this is the lack of textbooks, the NPE clearly stipulates that “government shall produce textbooks in Nigerian languages” (NPE 2004:12). The actual situation shows that this is not being done.

Availability of teachers and adequate remuneration of the few that can be found are part of the problems. On many occasions the teachers responsible for teaching the students may not be sufficiently grounded in the languages that they are expected to use. They may also have come from a different language environment from that of their pupils. Sometimes the teachers may not have learnt enough English or French to be able to handle them, no provision for professional teachers to handle those subjects most especially the indigenous languages, French and Arabic. This situation becomes worrisome when we consider the fact that generally the remuneration is poor and therefore these teachers lack the motivation and zeal to put in their best.

In a situation where the languages of the environment, the mother tongue, English and perhaps French or Arabic are expected to be learnt, the problem of overcrowded timetable now manifests itself. How do you accommodate these languages and the other school subjects? Usually, when such a problem rears its ugly head, the school authorities may allocate periods that are so few that not much can be achieved from the whole exercise.

When these are added to the problem of ineffective supervision or monitoring which has become a feature of the school system today, then it will be seen that the gap between the



formulation and actual implementation of the Nigerian language policy is wide. Of course, this reinforces the claim that Nigeria is good at formulating policies but very poor in their implementation (Mkpado, 1989).

## **Conclusion**

The paper in an attempt to appraise the language policies tried to X-rayed some of the roles that languages are assigned in the government official document. Principal among the documents is the national policy on education and as well as, the 1979 institution of Nigeria. The linguistic landscape of the entity Nigeria was X-rayed and the positions of various scholars were examined.

The language policy was looked into and the position of government concerning that was referred to in the paper. Moreover, the paper also looked at some of the reasons that call for the language policies in the first place. Furthermore, the paper outlined some of the challenges associated with the language policies and principal among the challenges outlined is lack of proper or inadequate implementation of the policies as enshrined in the National Policy on Education (NPE) and the 1971 constitution and the 1999 constitution of the Federal Republic of Nigeria. In the end the paper comes up with some recommendations that, if put into practical terms, it will help in addressing some of the challenges identified that bother on challenges posed in the polity and foster national building in contemporary Nigeria.

## **Recommendations**

1. The paper recommends that instead of competing with one another about supremacy or prominence, we should joint hands and defeat the foreign language (English, French etc.) as this will enable our nation develop.
2. The paper also recommends that conscious efforts should be made by all and sundry to learn each other's language
3. The paper recommends that everyone should learned one of the three major languages Hausa, Igbo and Yoruba together with one's own dialect for equal representation and to avoid the issue of marginalization.
4. The paper further recommends that resources and man power should be put in place for the full implementation of the language policy.
5. It further recommends that wherever a child is from, in addition to learning the mother tongue, the child should learn the language of the environment and any two of the national languages; and that government should endeavor to implement this language policy on education in the early childhood/pre-primary schools as it will help foster an early sense of

belonging and national identity. It avails here to say that teaching different indigenous languages predominant in Nigeria would not be out of place if it starts from the early childhood/pre-primary schools. By the time the child is out from the secondary school, s/he must have had a good command of at least three indigenous languages. This can foster inter-marriage; hence a stronger relationship is initiated towards nation building. With this development we begin to relate as a people with one goal striving to build a great nation full of peace, tolerance and understanding.

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## **Curbing Economic Recession in Contemporary Nigeria**

**Nwanan, Patrick Joseph**

*Primary Education Department College of Education, Gindiri*

### **Abstract**

*Economic recession is an unpleasant experience to individuals, organizations and government. It is a state of general decline in economic activities over a period of time. It's a period when the standard of living of the people continually dwindles, from the level of affordability of human needs to hardship in all aspects of life. This paper examines the concept and nature of economic recession; the causes of economic recession in Nigeria which includes: insecurity, corruption, inflation, inadequate economic diversification and soon. The paper highlights some industries (investments) that thrive during economic recession. The paper recommends that families should do everything possible to minimize the impact of economic recession through: living within ones means; identifying ways to cut back on spending; growing an emergency savings, paying down on debts, improving your education and skills and finding means of supplementing income. For the nation, it is recommended that: Government should ensure adequate security of lives and properties; check and punish corrupt office holders; set measures in place to stabilize prices of goods and services; try to diversify sources of income for the nation; and borrow money only for economically viable projects.*

**Key words:** Economic Recession, Contemporary Nigeria

### **Introduction**

An economic recession is a significant decline in economic activity spread across the economy, that last more than a few months. This could be observed in real gross domestic product (GDP), real income, employment, industrial production, and whole sale – retail sales (National Bureau of Economic Research – NBER, 2012). When a Nation witness general decline in its economy resulting to unemployment, low gross domestic product and high inflation, the nation is said to be going through a recession (Paul, 2008). Wolfers (2020) is of the opinion that the rate of jobless Americans has risen to around 13 percent, an indication that there is a recession.

Law (2020) in an interview of economists in America admitted that the world was likely to go through a recession in 2020: George (2020) was of the opinion that: The global recession has already begun. In his words, the next great Recession begun this past week, as the U.S. virtually shut down its economy to prevent further spread of COVID-19. This shut down of economic activities was not restricted to the United States alone. Since it was a global shut down of economic activities, global recession is likely to follow. Rogoff (2020) also admitted that, probably the 2008 financial crisis was just a dry run for this --- this is already shaping up as the deepest dive on record for the global economy for over 100 years. Everything depends on how long it lasts, but if this goes on for a long time, it's certainly

going to be the mother of all financial crises” Nigeria being a developing economy cannot be exempted.

Apart from the Corona Virus pandemic that is affecting the economy of the world, Nigeria is experiencing some other problems that could result to economic recession. Avreson(2017), stated that, “in 2014 alone, payment for petroleum subsidy was reported to be over 400% of the capital expenditure on education and health”. If priority is not given to human resource development, this will eventually affect the economy of the nation in the long run.

This paper focuses on five areas: The concept and nature of economic recession; causes of economic recession; secured industries during recession; recommendations for minimizing the impact on families and on the Nation.

### **The Concept and Nature of a Receding Economy**

Schwarz (1997) defines *RECEDE* as “to go back, go farther off, become more distant; to go or draw back (From); to grow less, decline; to bend or slope backward in trade” it further saw recession as a state of being set back; a temporary decline in trade; economy on the other hand refers to the state of a country or region in terms of the production and, consumption of goods and services and the availability of money. The concept therefore means reduction or diminishing of wealth; or wealth continually declining from what it used to be. It refers to a period when the standard of living continually dwindles away from the level of affordability of human needs to hard times in all aspects of human activities to such an extent that a larger majority of the people raised an outcry on certain government actions and inactions.

A recession is a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real Gross Domestic Product (GDP), real income, employment, industrial production and whole –sale-retail sales (Federal Reserve Bank of San Francisco, 2007). Similarly, Paul (2008) also describe a recession as a general down turn in any economy. According to him, a recession is associated with high unemployment, slowing gross domestic product and high inflation.

Government in most nations review policies on financial standing aimed at meeting the reality of the dynamic economic situation. Others described recession as financial crisis, economic slowdown, economic downturn, economic Meltdown, depression, economic crisis and so on (Krugman, 2009). Considering all these terminologies as used in the business cycle refers to “irregular alteration of recession and expansions”... or “the boom-burst, boom-depression cycle of market economics” (Agwom and Sambo 2017).

In the United States of America, recessions are measured and confirmed by the National Bureau of Economic Research (NBER). This group of economists has a more detailed definition of an economic recession as stated by Law (2020):

A recession is a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real GDP, real income, employment industrial production and wholesale – retail sales. A recession begins just after the economy reaches a peak of activity and ends as the economy reaches its trough.

Law (2020) also identified twelve things that could happen during a recession to include:

1. Business profits take a hit and many go bankrupt.
2. People lose their jobs
3. It becomes difficult to find work and make ends meet
4. Young people entering the job market find it difficult to secure a job
5. Wages go down.

6. Many families have to relocate to avoid high rental costs or to find work. In this situation children have to change schools and the family loses its social support network.
7. Due to financial strain and other factors, families struggle and domestic violence increases.
8. People struggle to pay their debts, which damages their credit scores.
9. People default on their debts and families lose their homes, cars, lands and other assets.
10. The real estate market is flooded with people who can't afford their mortgages and those who need money. As a result, prices of houses go down.
11. Business investments go down and it becomes harder to start a business.
12. Most people have to restraint or control their lifestyle expanses. This means fewer leisure activities, vacations, dinning out and so on.

Tejvan (2012) had previously seen recession as characterized by high unemployment, falling average income, increased inequality and higher government borrowing.

### **Causes of Economic Recession**

Cause of economic recession are many and varied and in most cases very complex to understand. A recession has many attributes that can occur simultaneously and includes decline in component measures of economic activities such as consumption, investment, government spending and net export (Koo 2009). They range from natural hazards due to environmental conditions on human economic activities example is the corona virus pandemic that ravaged the economy of the whole world, and to particularly agricultural activities to human immoral actions. This paper focuses more on human related causes that could be controlled using appropriate measures. As for natural hazards- earth quake, corona virus pandemic and so on, man has little or no control over them except to take precaution.

1. **Insecurity:** The presence of insecurity in a nation is the greatest cause of economic recession the world over. Over the years, Nigeria has witnessed quite a number of security challenges ranging from Maitasine; Kalakato; Boko Haram, to the Niger Delta Militants and many other ethno-religions crises (Loimeier, 2012). As a result, huge sums of money is being used to maintain security operatives, and billions of Naira has been lost due to activities of the militants on oil pipelines, a situation which exerts pressure on Nigerian economic activities retarding development. In the North central and North eastern Nigeria, many people have become refugees and no longer involved in Agricultural production, trading, schooling and other activities which could have contributed to raising the gross domestic product of the nation, school attendance among girls in the north is said to be extremely low as a result of cultural obstacle, this is further worsen by insecurity concerns (Barna, 2014). The recent killing of 43 rice farmers by Boko Haram in Borno state is a huge lost to the Agricultural industry. Peaceful coexistence is paramount to the economic development of any nation and where the contrary prevails, the whole nation is negatively affected as large portion of its resources will be diverted to Maintenance of security. With the persistent insecurity in Nigeria, it is not in doubt that economic activities are negatively affected, this increases poverty and delayed the progress towards the attainment of Sustainable Development Goals (SDGS).
2. **Inflation:** This refers to a general rise in prices of goods and services over a long period of time. In Nigeria for instance, the naira buys a small percentage of goods or services. The Nigerian worker realizes that without any reduction in his/her salary, the money received can hardly meet the usual needs of feeding, transportation,

health care, accommodation and other bills. Because Nigerian economy is dependent on oil, any time oil prices are increased, traders increase prices of goods and services, sometimes the rise could be beyond the reach of the common man. Another notable reason for inflation in Nigeria is salary increase to workers. Anytime workers salary is raised up, prices of goods and service will increase even when manufacturers have not done so. Agreed, that because oil is the major revenue earner of Nigeria any rise in the price of oil could cause rise in cost of transportation and the cost of transportation could affect the prices of other commodities in the market. Raising the price of goods because salaries are increased has no connection whatsoever.

3. **Corruption:** Hornby (2014) defines corruption as dishonest or illegal behaviour as: giving or receiving bribe, embezzlement of public funds, making somebody change moral behaviour and so on. The transparency international manual of operation and corruption index 2014, defines corruption as “the abuse of entrusted power for private gain”. In Nigeria today, political officers sees such offices as primary means of gaining access to wealth, once they get to such offices they embezzle to gain wealth. Another cause of corruption is great in equality in the distribution of wealth, giving rise to so many other corrupt practices like kidnapping, armed robbery and the likes. Because monies meant for the busting of economic activities are embezzled by those in authority, a lot of things are not working in the country. Hospitals are becoming more like consulting centre without drugs. Schools are without adequate structures and learning materials. As a result of corruption, the Nigerian government despite the huge earnings from oil resources, the country continues to depend on other countries for finished products. Our industries are not enough to employ all school learner. We continue to refine our oil, outside the shores of this country. The gap between the rich and the poor continue to widen. Corruption is considered the greatest monster that complicates matters when it comes to economic development in Nigeria. Most accidents occur in Nigeria because the money we would have used to maintain the roads are diverted to personal use by those in authority. When accident victims are rushed to the hospitals, a good number of them died because facilities and drugs are not readily available due to corruption. Schools keep turning out graduates without prospect for employment due to corruption. Looking at the poor economic state of the Nation, one will be quick to link it to corruption.
4. **Inadequate economic diversification:** Diversification of the economy simply means developing different aspects of the economy to have varied means of income. A civil servant willing to diversify could set up a small business or start small farm- poultry. This usually is very important if something happens to the major source of income, the other ones could be helpful. Nigerian leaders have been practicing a monolithic economy. Nigeria have for long been over dependent on oil economy to the point that even during the oil boom era, leaders were unable to use the excess money to develop other sectors of the economy. Before the discovery of oil in commercial quantity in Nigeria, Nigeria as a country depended largely on Agriculture and mining of solid minerals. Today the area of Agriculture if properly exploited could create numerous jobs for Nigerian graduates. This country also has potentials for the mining of solid minerals when properly harnessed could earn huge revenue to the Nation.
5. **Internal and foreign loans/debts:** Leaders collect loans and accumulate debts on the fragile economy. In most cases these loans are not used for economically viable projects, leaders used money like someone who borrows money to add another wife. If the only thing leaders do is only to service loans and not paying back, then, there is

problem. It is no news that Nigerian debt toll has increased the suffering of the masses rather than improving their well being. Agwom and Sambo (2017) quoted president Buhari lamenting in the Nation Newspaper (2016) as saying: “In the face of dwindling oil revenues, the leadership is turning to debt. It has begun raising a \$1 billion Eurobond, the first in three years. Leadership is also raising debt from the world Bank, the African Development Bank (ADB), the Chinese Exim Bank and other development finance partners”. Nigerians hope that these loans when collected will be used for economically viable projects that will create employment and generate wealth for the country, not the type that our great grand children will continue to just service and not being able to pay back.

### **Secured Industries during Economic Recession**

Despite the fact that most industries suffer to varying degrees during an economic recessions, Constancio was quoted in Law (2020) as saying that “some industries benefit from economic recession.” So as an entrepreneur, investors or employee, it’s a good idea to keep these industries in mind. That will help Nigerians identify investment opportunities to increase family income during a recession. Some of these industries include:

#### **1. Grocery stores**

Food is a necessity, with or without recession. Without food, man will not survive. During a recession, if one will think of going into food production, business will continue, so engaging in either production or sales of food items or ingredients is a good business during recession.

#### **2. Consumer staples**

Although many people will cut down on luxury items during economic recession, the demand for consumer staples is like the demand for food. People are going to continue showering, brushing their teeth, using the toilet, and cleaning their homes. Production of these items or their sales will keep increasing your income during recession.

#### **3. Auto Repair and Maintenance**

During economic recession, many people will avoid going for new cars and choose to purchases fairly used car or repair their existing car. This shows that used cars dealers, auto repair shops and businesses selling car parts might experience an increase in sales during recession.

#### **4. Rental Agencies and property Management Businesses**

During economic recession, many people may not be able to buy a home. Unfortunately, some people will need to sell their homes if they need money or if they can no longer afford the mortgage. They may need to find rental accommodation. For this reason Landlords, rental agents, and property management companies made huge income during economic recession.

#### **5. Health care Providers**

During economic recession, everyone still need to maintain good health. Human health like food is a necessity. No one cuts down on health needs. Whether there is recession or not, people must patronize health institutions for health needs. Health care providers could increase their income during an economic recession.

#### **6. Funeral Services**

Death is inevitable. As a result, death and funeral service providers are likely witnessing consistent patronage of their services.

Investment in any of these areas will continue to witness good patronage during economic recession. If one is interested in building an income during economic recession, one can engage himself in any of these businesses highlighted above.



**Minimizing the impact of Economic Recession on families** Economic recession as already discussed is a bad situation, but there are things we can do as families to minimize the impact on our families. Few strategies helpful were identified by Law (2020) to include:

**1. Live within your means**

Here you avoid spending your monies before they are earned. When money earned is spent in advance, during recessions the condition will worsen. If you will plan a monthly budget to track your spending, it will be a good idea. Applying U.S. Senator Elizabeth Warren's 50/30/20, rule in your budget is a good idea. This rule suggests that you spend your income as follows:

- 50% on needs, such as house rents, groceries, utilities and health
- 30% on wants, such as shopping, dining out, and hobbies
- 20% on savings, such as emergency saving, and retirement plans.

**2. Identify ways to cut Back on Spending**

Since monies are scarce during recession, go through your budget regularly and look for ways of reducing expenses. This will help you cut non-essential expenditures and save more spend only on essential things.

**3. Grow your Emergency Savings**

The best way to grow your savings is to reduce spending on non essential things like new clothes, cars and so on. When you reduce spending on non-essential items, you will have more in your savings in case of disaster. When we are consistent in our savings, over time it will grow into huge investments.

**4. Reducing your Debts**

It is very important that you reduce your debts as quickly as possible. Avoid debts with high interest rates. With less debt, you will manage your finances better.

**5. Improve your Education and Skills**

You can improve your education and skills through extensive personal study. You can equally go for free online courses available. Improving your knowledge and skills will help you improve financially even during economic recession.

**6. Supplement Your Income**

Ultimately, the best way to overcome an economic recession is to make more money. One can do this by starting a small business. Individuals can even take another part time job, or work for more hours if you are self-employed, or your organization pay based on the hours you put in. Individuals can engage themselves in businesses that are likely to thrive during economic recession.

**Conclusion**

From the discussion, Nigeria is really going through economic recession. This situation is caused by multiple factors ranging from natural disasters like corona virus to human related causes like insecurity, corruption, inflation and the inability to diversify the nations' source of income. If the recommendations would be implemented, moving out of this recession will be possible in families and the nation.

**Recommendations to Reduce the Impact of Economic Recession on the Nation**

Based on the impact of economic recession on the Nation, the following measures that could help curb the impact of economic recession on the Nation are recommended:

1. Government should ensure the security of lives and property. It is when there is adequate security that businesses will thrive.

2. Measures should be put in place to ensure stability in prices of goods and services. Inflation makes it difficult for low income earners to live within their means.
3. Mechanism should be put in place to check cases of corruption, mismanagement of public funds and embezzlement. When properly checked and perpetrators brought to book, a lot of things in this country will begin to take proper shape.
4. Nigeria should diversify her sources of revenue, not to over depend on oil revenue. Having more sources of income will amount to better financial security for the nation.
5. Nigerian leaders should restrict the Nations borrowing to economically viable projects that will generate employment. Loans should be considered on the basis of the interest rates. Loans with high interest rates should be avoided.

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## **Enhancing Girl-Child Education for Sustainable National Development: The Nigerian Perspective**

**Velnoe Victor Linus**

*Department of General Studies, College of Education Gindiri*

### **Abstract**

*Education is the fundamental basis for the development of any nation. Education not only promotes development but also ensures that development attained can be sustained. Sadly, in*

*most countries in Africa and even across the world girl-child education is still far behind, Nigeria today in international ratings ranks very low with about fourteen million children out of school and sixty percent of these children are girls as a result of many societal factors such as cultural beliefs, social norms and parental factors amongst others. Education is of vital importance to growth and development; people's minds through informed thinking pave ways for developmental achievements in every area of human endeavour. For nations to fully access the benefits, of development there is no better way than through quality education. It is on this basis that the paper examines the relationship between girl-child education and national development and further identifies the benefits of educating the girl child and concludes that girl-child education is of utmost relevance and at the very core of national development.*

### **Introduction**

Over the years, there has been a rising debate across the world in respect to the promotion of equality and bridging of gender gaps in education; the issue of the girl-child having proper access to education is today still a rising and urgent global concern in many countries. Despite the various global programmes and implementation strategies as well as the gross amount of partnership across the world, many African and Asian continents suffer setbacks in the area of equal education especially for the girl-child. In accordance with the 1948 universal human rights declaration, access to education is one of the basic human rights, with article 26 clearly stating that every individual is entitled to the right to access free education at least in basic and foundational stages (U.N, 1948).

Since independence in 1960, the Nigerian government has put in efforts to increase its citizens access to education with greater focus on the girl-child in the 1980s (Dauda, 2007). This was done by the establishment and creation of various policy programmes and incentives such as policy on education, national policy on gender in basic education, national gender policy and the universal basic education act (Federal Ministry of Education, 2008). Despite all this policy programmes put in place, many Nigerian girl-children still suffer various obstacles to access and attain quality education. Education is an incentive that is likely to contribute to the development of any nation because it equips its citizens to be actively in its development process (UNICEF, 2000). Therefore, it can be said that education and national development are interrelated, producing high level of productivity and innovation likely to bring about national development (Boyi, 2014).

### **Concept of Girl-Child Education**

Girls constitute a larger percentage of the 7.6 billion people across the world; this shows the greater need to focus more attention towards issues affecting their education in relation to national development. Women and girls have strategic roles to play in the growth and development of their nations and once they are not able to meet up their quota it causes a strain to maintaining and sustaining any form of development, be it health, economic or political (Mulkah, 2015).

According to Ugwu, (2015), the word education originally in the Latin word is “educare” which means to mould or train.

Amale (2011) also explains education to be the overall enhancement of a child's skills and capabilities to fit into the needs of the society, making the child useful and productive to both himself and his nation leading to significant growth and development. To further buttress on the above point Sutherland (2001) describes a girl-child as one who needs proper guidance by individuals that she can pattern her life after through imitation and proper leadership, this means that a girl child is a functional member of her society, but in order for her to function properly, she needs to be properly trained, developed and built up to actualize and effectively

translate her aspirations, potentials and function in the rightful place in her community and society, and this can only be realized through proper education.

Okebukola (2014) further defines girl child education as a major way of ensuring that women and girls are strategically positioned properly to contribute effectively and efficiently towards national development. Education is a vital tool to ensure the development of any country because it brings out and develops hidden potentials making the girl-child a useful contributor to her community and for the sustenance of national development by developing her attitude, skills and productivity level achieved through the teaching and learning process (Fafunwa, 1974).

In most societies, especially developing ones have a particular perspective of whom and what a girl child should be, thereby, limiting the extent to which this child discovers and maximizes her full potentials. Research shows that education is very vital and efficient to the development and investment any nation can attain. Proper investment in education aids the accomplishment of various national development goals and increase the possibility that its progress will be sustained (Adebayo, 2000).

### **Concept of National Development**

National development can be described as a multifaceted process, which involves the restructuring and repositioning of a whole system which maybe in the areas of economic, political, education and even social development. National development could be at various levels but at the individual level it encompasses self-capacity in the maximization of skills and creativity leading to innovations and groundbreaking achievements (Ugwu, 2015). Bruntland Commission (1987) suggests that the major aim of national development should be to meet the needs of the present without jeopardizing the ability of the upcoming generation to meet their own needs. Obasi (2010) sees national development as a social process by which a nation is able to make resources readily available for the sole purpose of bettering and enhancing its citizen's standard of living by the provision of good jobs, social amenities such as quality education, proper infrastructures, and access to good medical care (Thom-otuya, Inko-tariah, 2016).

National development should create avenues to empower persons and communities to be able to discover and maximally put to use their skills and potentials to actualize their dreams and aspiration (Munasinge, 2004). Age (2005) pointed out that national development should be able to meet certain basic needs of its citizenry such as water, proper access to medical care, employment, infrastructure and access to quality education. For any country to experience national development of any kind there has to be a transformation in its intellectual and social outlook, for any form of advancement to take place there must be a revolution and liberation in human minds because anything that translates to a successful reality begins in the mind which is preceded by proper education that help remold, reorient and reorganize people's lives and that of the society. It is to this effect that Ugwu (2015) further emphasizes that a developing or developed nation should be able to prove its development process by the following identified factors:

- a. Quality education
- b. Poverty elimination
- c. Self-sufficiency of food production
- d. Capacity to solve internal problems
- e. Proper social justice
- f. Equal distribution of social services
- g. High level of employment

Causing overall restructuring and transformation of its society (Ugwu, 2015)

### **Girl-Child Education in Nigeria**

The girl-child accessibility to education in Nigeria especially in rural communities still remains very low (UNICEF, 2007). Many Nigerian girls no longer have access to education at a particular age due to many factors (Lawal, 2017). The best investment plan any country can make towards its development is in the educating and empowering of its girl-child population. In Nigeria today with almost seventy percent of its population living below poverty line many girl-children take to hawking on the streets, forced into early marriage leading to teenage pregnancies thereby lots of this girls end up dropping out of school even before they get to primary six (UNICEF, 2007). Other barriers hindering girl children enrollment and attendance of school in Nigeria also include social and cultural vices as well as religious misconceptions (UNICEF, 2015). It is as a result of this that over the years there has been rigorous and continuous debate on the concerns of girl-child education and many views raised which is, educating a girl-child can either be formal or informal (Okorie, 2007). Formal meaning a structured school programme setting which they obtain the best learning experience in different fields of study while informal involves education given to out of school girls for vocational training and skill enhancement enabling them to stand economically (Abdulkarim, 2014).

But most importantly according to Iwalaiye (2016) what matters most is that the process of educating a girl child is to be able to make her function effectively and thrive as a member of her society through the knowledge she acquires thereby allowing her to discover who she really is and enable her use her potentials maximally. The ability of any country to maximally use and enjoy the benefit of its human resources largely depends on education. Education directly impacts on the output a citizen is able to effectively contribute to his/her nation as every individual both male and female has quota to bring to the table and if there is no balance from any side causes as train and hinders national development.

### **Relationship between Girl-Child Education and National Development**

Education is an indispensable tool in the accomplishment of national development. For any country to experience growth it must reorganize and properly address the standard and quality of its educational system (Ugwu, 2015). Investing in a girl child brings about so much benefit that not only enhances but sustains national development. For example low mortality rate, educated girls knowhow to access proper medical care, better nutrition reducing the rate and spread of diseases etc. In simple terms when you educate a girl you educate a whole nation. Every country today is faced with various challenges but the main essence of national development is that these challenges should not define us. What should define us is the ability for us to proffer lasting workable solutions to deal with these challenges. The solutions can only come from an educated and enlightened mind. This is the reason why the human capital development of a nation should be equipped and used maximally only then can it translate into functional resources for national development (Mulkah, 2015). Therefore producing useful citizens that will play effective roles in Scio-economic development and in other sectors that make up the society lies in education (Ugwu, 2015). It is for this reason that Umoh (2005:224) describes education and national development as “two sides of a coin”. He also goes further to explain that education and national development are closely knitted, linked and interrelated. National development is largely focused on bringing forth and creating something new to enhance the living standard of its citizens while education is the mechanism that ensures that it sustains the desired development. Education therefore is crucial in equipping the girl-child with proper proficiency in discovering her capabilities and skills thereby boosting her level of self-confidence to see the challenges around her and contribute meaningfully in proffering solutions, enabling her play her part in the development process of her society. It can however be said that “the quality of our workforce is a direct reflection of our educational system” (President Jonathan in Ugwu 2015:2). Therefore “Education is the heart of national development and the source of quality human capital development that will

propel Nigeria among top world economies” if properly maximized and utilized (President Jonathan, in Ugwu, 2015:2).

### **Factors Hindering Girl-Child Education in Nigeria**

Education is the bedrock on which sustainable development can be achieved. Proper education enables citizens to be actively involved in the growth and development process of their nation by contributing meaningfully. Over the years there has been a collective effort on both national and international frontiers to see the total eradication and elimination of gender gaps in education. The benefits of girl-child education to a nation cannot be overemphasized and are inexhaustible but despite these various efforts through partnerships, policy programmes and incentives, there are still factors that hinder adequate accessibility to education for the Nigerian girl-child which are identified below:

1. **Early Marriages:** while the issues of early child marriage can affect both boys and girls, in most places across the world it affects the girl child the most (World bank, 2016). Girls who have no education are three times likely to get married by the age of 18 compared to girls with secondary or higher education (Girls not brides, 2019). Over sixty percent of women between ages 20-24 with no education were married before 18. Most girls in certain parts of Nigeria are given out in marriage once they hit puberty (British council, 2012). Most parents who don't see the relevance of education often see marriage as the best option for them, while parents who can't afford to bear the educational burden as a result of poverty see marriage as an economic value through the payment of bride price (British council, 2012), making these girls drop out of school and most often returning is too difficult because of the burden of their new responsibilities.
2. **Poverty:** In Nigeria with about seventy percent of families living below Poverty lines most girl children cannot afford the cost of being in school because most times after payment of fees other demands like textbooks, uniforms are unaffordable for them as a result of this, most of these girls are sent into the streets to hawk to support their families, or given out as domestic staff in other homes, or married off to relieve the family of the burden to support them. An estimate of 15 million children in Nigeria work full time and majority of this figure are girls who have to meet certain family need forcing them to drop out of school even before primary six (UNICEF, 2004).
3. **Lack of Proper Policy Implementation:** Policies no matter how well formulated and introduced without it been properly implemented it is of little or no importance. The major aim of any good policy is its ability to be successfully implemented. In Nigeria, there are a lot of beautifully penned down policies as regards girl-child education with many not translated to reality. Most at times these policies are half way kick-started but never successfully implemented either because of change in governance which leads to lack of continuity or lack of political will because of corruption and siphoning of funds meant for these projects leading to no progress whatsoever.
4. **Socio- Cultural Barriers:** It is most common that cultural beliefs influence the decision making of parents over their children. In most communities boy children are preferred to be sent to school with the believe that they will inherit and carry on the family name while the girl child will be married off to another family (Mahdi, in British council 2012). Most often educating a girl child may be seen as a waste of time and resources and these girls would rather be prepared for marriage and taught house chores.
5. **Religious Barriers:** Certain Religions see western education as a means and form of introducing the western way of life (Garba, 2012). Most parents prefer sending their

children to quaint schools rather than formal schools (Ishaq and Ali,2014).Most religions believe that formal education introduces strange western cultures moving girls from the respect and values instilled in them. These religious barriers towards girl education can be eradicated if religious leaders stand strongly behind the girl-child being educated (Lawan,2017).

6. **Security Barriers:** Due to the traumatizing insecurity challenges in Nigeria especially in Northern states have hindered a number of girl children from attending schools estimating the number of out of school's children to 7million (UNESCO,2012).Using the example of the kidnapped Chibok girls, no exact number of these has been determined as many have been forcefully married off, misplaced or separated from their families by this insecurity challenge. Security measures should be taken seriously and given utmost importance to ensure that these children are not deprived of proper education. (Lawan, 2015).The recent event of missing girls also in Dapchi proves a big hindrance to school enrollment and attendance due to insecurity in these areas (Mark,2018).

### **Benefits of Girl-Child Education to National Development**

A girl's education not just empowers families but communities and economies. Educating a girl-child helps nation building because once you educate a girl you educate a whole nation. Through education humanity tend to find sustainable ways to solve national and global problems such as health issues, economic, political and social challenges. Educating a girl-child not only is a basic human right, but also is a big necessity in the world today because a girl would become a woman and a procreator tomorrow shaping the lives and destinies of civilization. Below are the relevance of educating a girl-child towards attaining sustainable national development:

1. **Poverty Reduction:** When a girl or woman is educated either formally or skillfully it helps them become useful to themselves, families and the society by securing paying jobs or become producers of wealth rather than becoming liabilities. This makes them financially independent, develop their abilities and boost their confidence and making them self-reliant (Manisha,2016). This leads to poverty alleviation and improved standards of living causing national development for country (Ofodile, 2009).
2. **Improved Health Rate:** Women with proper education are able to protect both themselves and their families against various health risks through proper knowledge on the importance of immunization and proper nutrition for their children. Educating a girl-child brings about improved health and transformational benefits that can also be passed to the upcoming generations. Most importantly, educated women and girls if well oriented and trained about the risks and dangers of HIV/Aids and other sexually transmitted diseases will drastically assist in reducing the rate of diseases having a positive impact on a country's national development. According to Shannon (2016),for each girl that is educated it reduces the rate of infant mortality by 5 percent, prevents early birth by 59 percent this is because educated girls would be well informed enough to be able to access proper medical care. High mortality rates are as a result of lack of proper education.
3. **High level of Political Participation:** If young girls are given educational opportunities it develops their confidence level enough to want to participate and get involved in taking up leadership roles preparing them to become individuals that will make inputs and contribute meaningfully to the society thereby promoting national development. Girl-children are functional members of any society. So therefore for a



society to function as a whole everyone must play an active part. If more women and girls are educated there will be an increased rate in political involvement and participation making them change agents in their communities and society at large. Women are saddled with the responsibility of instilling proper values to their children and if given the best of education, material awareness and post-natal orientation, they will be a broadened and better view towards societal development.

4. **Eradication of Child Marriages and Early Child Births:** Around the world today there is an estimate of 15million girl children who gets married before the age of 18, this hinders them from having access to or completing their education because they begin to carry out traditional roles such as child bearing and taking care of a family. Most of these girls as a result of early births suffer various reproductive complications such as IVF and if not properly handled gets complicated leading to deaths. Many families due to poverty give out their girl-children in exchange for economic value inform of bride price while others are given out in marriage as result of certain cultural and religious norms. If girls have access to basic education, child marriage would drop by 64 percent therefore promoting a high level of sustainable national development.
5. **Builds Tenacity and Self-Confidence:** If a girl-child is educated it builds her confidence to explore and fully maximize her potentials despite all odds. Education also rises the level of one's self-esteem to actualize and fulfill their dreams; an educated girl will have the confidence to contribute meaningfully and become a change agent in various spheres of influence be it politics, Academia, economy, entrepreneur and health. Proper access to education builds up a girl's tenacity pushing her to be determined and persistent attributes that can make an individual be all they desire to be.

### **Conclusion and Recommendations**

For great development and achievements to take place in a nation the minds of its citizen must first be reformed. The country need a generation of individuals whose minds are transformed and informed and this is only achievable through quality education, translating to national development all round. Girl-children are a part of a nations human resource and should be seen as an asset and if properly educated can yield so many benefits such as increased productivity, development of skills, increased output, economic change and improved quality of life leading to long-lasting national development.

### **Recommendations**

Arising from the above, the following recommendations are put forward:

1. Effective implementation and enforcement of government policies and laws regarding girl child education at federal, state and local levels such as compulsory education laws, education finance for the girl-child be imposed.
2. Eradication and Elimination of social and cultural forces that tend to shape the preference and attitude towards girls education should be enforced.
3. Legal Laws towards Child rights as regards child marriage should be effectively enforced with penalties attached for states still reluctant to enforce it effectively should be implemented
4. Proper reform plans towards the sustainability of Girl-child education policies.

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**Hautsina Kolmomi Wajen Koyo Da Koyarwa**  
**Danat, Blessing Bitrus<sup>1</sup> and Fwangpup, Nentok Monday<sup>2</sup>**  
*<sup>1 & 2</sup> Department of Hausa College of Education, Gindiri*

**Tsakure**

*Manufar wannan mujilar shi ne ta zurfafa bincike da nazari cikin matsalar hautsina harshen Hausa da kalmomin da ba na Hausa ba a wajen koyarwa (Language arts) a lokaci guda musamman a wannan fanni. Binciken ya tattauna domin ya tattara bayanai daga manazarta da hira da masana da sauransu. Sakamakon binciken, ya nuna mana cewar al'amarin hautsina harshen Hausa da wani harshe wajen koyo da koyarwa, yana da amfani sannan kuma yana da illoli tattare das hi, amma a fahimtar wannan bincike musamman a hanyar koyarwa, illolin sun fi fa'idojin yawa a wannan fanni hautsina harshen Hausa da wani harshe a hanyar koyarwa a wannan fanni. Domin harshe shi ne ginshikin koyo da kuma koyarwa a kowane irin rukuni da al'umma, musammam a wannan fanni da muke ciki da kuma mai zuwa nan gaba.*

**Gabatarwa**

Hautsina harshen Hausa da wani harshe a lokacin koyarwa a iya cewa wani salon Magana ne na zamani wanda ake amfani da shi a yau a wajen koyarwa wanda hakan yana mai da al'amarin koyarwa baya ga dalibai. Abin nufi a nan shi ne Magana ce wadda ta kunshi

kalmomin Hausa da na Ingilishi ko larabci a lokacin da ake aiwatar da koyo da koyarwa ga dalibai. Domin masana da yawa sun fadi albarkacin bakinsu a kan salon maganar wanda ta kunshi halakar hautsina kalomomi daga harsuna biyu ko fiye da haka a lokaci guda wajen koyarwa. Jowitt, (1990) ya zayyano salon hautsina zance fiye da biyu. Masana sun bayyana misalai da wurin da malami yake gabatar da darasi yana sassaka kalmomin Hausa da na Ingilishi domin fahimtar dalibai a lokacin koyo da koyarwa.

Har ila yau, matsalar amfani da hautsina harsuna fiye da daya a lokacin koyarwa, malamai suna aiwatar da haka ne a lokacin koyarwa ba tare da sun sani ba, wanda hakan yana dakushe tsarin koyo daga malami zuwa dalibi a dalilin hautsina harsunan fiye da biyu a lokacin koyarwa.

Haka kuma ana iya samun irin wannan matsala ba wai a harshen Hausa ba, wannan matsala a wannan fanni ta zama ruwan dare a sauran harsunan kasar nan misali, a harshen Yeroba da harshen Igbo ta yadda ake samun malami yana kokarin hada harshen Yeroba da harshen Ingilishi ko kuma malami yana hada harshen Igbo da harshen Ingilishi a lokacin da yake aiwatar da koyo da koyarwa a wannan fnrni.

Haka kuma wani lokacin a yayin koyo da koyarwa ana samun wata matsala a tsakanin dalibi da malami, domin sau da yawa yara suna zuwa makaranta ne da tunanin harshen uwa wanda kusan shi ne ginshikin koyo da koyarwa a wannan fanni kamar yadda hukuma take yekuwar a dawo dawannan hanya domin it ace, hanya sahihiya wajen cusa ilimin farko ga dalibai a matakin farko da mataki mai bi masa.

Kodayake, wasu masana suna nuna goyon baya game da yin amfani da irin wannan tsari, amma a tasu fahimtar suna kallon haka ne ta hanyar wani abin burgewa da nuna bajinta a lokacin Magana, idan an lura da kyau kuma a dauki wannan fahimtar a hanyar koyo da koyarwa, za a gane cewa wannan hanya ba'a bin birgewa ba ce, kuma ba nuna bajinta ba ce a hanyar koyo da koyarwa.

Saboda haka, irin wadannan masana masu fahimtar yin haka wata gwaninta ce sun hada da Dustan (1966) da Pride (1982) da Jowitt (1990) da Heller (1988) da Myers-Scotton (1993, 1998) da Wardhaugh (2006) da makamantan su wadanda suka yarda cewar akwai alfanu tattare da hautsina kalmomi daga harsuna biyu ko fiye da haka.

Har ila yau akwai manazarta masu ra'ayin akasin haka wadanda suke ganin cewar haustsina kalmomi daga harsuna fiye da daya na tattare da illoli iri-iri musamman a lokacin koyo da koyarwa, daga cikin illolin da ake iya fahimta sun hada da ko dai malamin yana da karancin kalmomi a tare das hi, haka ya haifar masa da hautsina kalmomi biyu ko fiye a lokacin koyo da koyarwa. Sauran matsololin sun hada da rashin basira ta harshe wacce kan haifar da toshe kaifin tunani, kakarewar tunani a harshe daya ko fiye da haka tare da rashin cikakkiyar fahimtar abin da mai koyarwa yake fadi a lokacin koyarwa da sauransu. Ire-iren wadannan manazartan sun hada da Chomsky (1965) da Weinreich (1974) da Finegan (2004) da Edwards (1994) da Eckert (1991) da Agbedo (2007) da sauransu.

### **Dalilin Hautsina Harsuna**

Har wa yau, wasu masana suna ganin wannan hanya abin sha'awa ce, masana irin su Sadik (2009) da Berstein (1971) da Dorian (1981) da Cheepen (1988) da Gardner-Chloros (1991) da Eggins da Slade (1997) da Auer (1998) da Crystal (2000) da Makamantar su. A fahimtarsu, abu ne mawuyancin gaske a sami harsuna bila adadin a wata kasa daya (Kamar Nijeriya inda ake iyasin cewa akwai harsuna kusan dari hudu, Zaire wajen harsuna dari-biyu da shida, Habasha wajen harsuna casa'in da bakwai, Kamaru wajen harsuna dari da tamanin da biyu, Tanzaniya fiye da harsuna dari da ashirin, Ghana fiye da harsuna saba'in, Amurka fiye da harsuna dari daya ban da Ingilishi, da sauransu) ba tare da hautsina kalmoni tsakanin harsuna ba saboda dalilai na zamantakewa kamar kasuwanci da Auratayya da mulki da bulaguro da suaran huljoji na yau da kullun.

Haka huma sun kara da cewa zai yi wuya matuka a sami Hausawa biyu ko fiye da haka wadanda suka janjama ilmin zamani daga firamare zuwa jami'a suna zantawa da juna na tsawon minti biyar ba tare da sun haustina Hausa da Kalmomin Ingilishi ba. Bugu da kari, idan aka saurari hirarakin da ake yi da manyan mutane da jami'an gwawmnati a kafafen yada labarai na rediyo da talibijin, za a gano ire-iren shirgar giza-gizai a kalmomin kimiyya da fasaha da su kan hautsina Hausarsu a lokacin da ake hira da su.

Saboda haka, duk da yake wadancan masana suna fahimtar yin haka ta hanyar hira, shi kuwa wannan bincike yana kallon yanayin ne, ta hanyar koyo da koyarwa. Duk da yake masana na ganin hira a wani dalili, ita kuwa wannan mujila tana fahimtar lamarin ne, a matsayin wata hanya wadda za ta kawo cikakwas a hanyar koyo da koyarwa a dalibai.

### **Jama'a**

Haka kuma jama'a a kusan ko'ina ana samun irin wannan hautsina kalmomin a lokacin hira da sauran wurare na jama'a, domin ba kawai malamai ne ba ko'yan book ne kawai ke hautsina Hausa da kalmomin Ingilishi, sai nazarin ya fahinci 'yan kasuwa na birni da karkara su ma suna yi. Misali 'Kaya sun yi delay' a maimakon 'Kaya sun yi jinkiri' ko kuma jama'a su ce 'Yara sun yi Over' a maimakon 'Yara sun yi Yawa' da sauran su.

Har ila yau, matasanmu kuma na matukar nuna sha'awa da koyi da irin wannan salon hautsina zance. Misali 'Akwai Going' a maimakon 'Zan tafi' haka huma 'Ya yi Accident' a maimakon 'Ya yi hatsari' ko kuma 'Yayi damage' a maimakon 'Ya yi rauni matuka' saboda haka akwai akasin haka da mutane ke nuna wa a lokacin sauraren irin wannan salon maganar.

Saboda haka kalmomin harshe na iya salwanta ta irin wannan hanya. Za a iya tabbatar da wannan batu idan an yi la'akari da yadda nazarin ya yi bayani a baya. Kuma irin wannan hanya za ta taimaka wajen yi ma hanyar ilimi, musamman a lokacin koyo da koyarwa.

Har wa yau, Ingausa na toshe kaifin tunani da fahimta ya kuma haifar da rudani tare da daburcewa a zukan masu amfani da harshen, musamman a lokacin koyo da koyarwa. Yana kuma haddasa talaucin kalmomi lokacin da mai magana a harshen Hausa ya laluba ya rasa wata kalma, sai kurum yamaka ta Ingilishi a madadin ta.

### **Kammalawa**

Nazarin ya fahimci cewa hautsina kalmomi musamman a wajen hanyoyin koyo da koyarwa, sannan kuma nazarin ya fahimci wannan dabi'a ta halakar kalmomi fiye da daya ko biyu a hanyar koyo da koyarwa, ko kuma a harkokin jama'a suna haifar da karancin kalmomi a harsunan al'umma. Haka kuma idan aka dubi tsarin manhajar karatu wajen bada ilimin farko ga dalibai musamman harshen Uwa wanda shi ne ginshikin karatun farko a rayuwar yara, saboda haka yana da kyau malami ya kiyaye wajen amfani da harshe wajen koyo da kuma koyarwa, ta haka ne za a inganta ilimin farko ga dalibai, idan malamai sun inganta kuma sun kiyaye rumbunsu na kalmomi a hanyar koyo da koyarwa.

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## **Methods of Teaching Reading Skills among Children; a Guide for English Teachers’ Improvement**

**<sup>1</sup>Kurnim Tau and <sup>2</sup>Hassan Dorothy Moses**

*<sup>1</sup>English Department, College of Education, Gindiri*

*<sup>2</sup>Adamu Tafawa Balewa College of Education, Kangere, Bauchi State*

### **Abstract**

*Reading skills form one of the key language skills. It is imperative for the pupils to have the ability to write, speak and perform critical roles in the society. Many methods have been used by various teachers at different times. It is very obvious however, that students performances in reading classes, as well as in performing certain roles in the society, deemed with poor comprehension of reading skills in schools. It therefore, becomes very critical to empower teachers in language education with the necessary strategies and pedagogical skills that will help them empower their pupils to become good readers. This paper sets out to draw the roadmap for achieving this purpose, noting the challenges involved in teaching reading for beginners. It goes further to proffer solutions as suggested by experts in the field, and the researcher’s practical experience. Recommendations are made for further research and for general improvement of teaching reading.*

**Keywords: Reading Skills, Challenges, Methods of Teaching**

### **INTRODUCTION**

One serious problem facing primary education today is illiteracy. An alarmingly high percentage of primary school children are not learning to read, and a lot more do not know how to read to learn. And yet, one critical objective of primary education as provided in the National Policy on Education (NPE 2013), is to inculcate in children, permanent literacy and the ability to communicate effectively. Children are failing to learn to read because they are not being taught reading in any meaningful way (Oyetunde, 1998, 2002).

Poor methodology is the main cause of children's reading failure. Many primary school teachers simply do not know how to teach reading. It should, however, be pointed out that this is not the fault of the teachers. The teacher- training programme is inadequate. Most teacher-training institutions are not adequately equipped and oriented to prepare teachers meaningfully for reading instruction at the primary school level. For example, investigations of the curriculum in teacher-training colleges have shown that reading methodology is either ignored completely or is very poorly taught within the English methods course. The reason for this is that most tutors or lecturers of English methods in teacher-training institutions have a faulty understanding of the subject matter, or a background which does not include the teaching of reading at the primary school level. As a result, teachers enter primary school classrooms with a faulty understanding of nature of reading process and what to do in order to meaningfully teach it to children.

This situation is vividly illustrated in a report by Omojuwa (1991) Oyetunde, (2010). It is observed that reading instruction in English and Hausa in six Hausa- medium schools in Zaria. She found that reading in both languages were introduced simultaneously in primary one, despite the fact that the children were unable to speak or understand English. Reading instruction in English consisted in chorus "reading" of words or sentences which children did not know the meaning: It was pointed out that the teachers demonstrated very limited understanding of the basic principles of reading instruction, either in a monolingual or bilingual context. She concluded that "the level of competence and performance revealed by these teachers seem clearly inadequate to support their teaching of reading effectively in any of the two languages" (p. 413). All of this implies the need for the retraining and re-orientation of primary school teachers. This scheme is an effort in this direction.

### **The Nature of Reading**

It is important for teachers to understand what reading is, because this will greatly influence how they teach it. Reading as the ability to obtain information from prints, and to make sense of the content of what is read, is a literacy skill which Reading goes beyond being able to pronounce the words on a page, and it is not memorizing words. It is also not the ability to recite the letters of the alphabet. Evidence of reading includes the ability to answer questions on what is read, the ability to retell what is read, the ability to explain in one's own words what is read, or the ability to apply or use the information obtained from what is read.

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language process. It is also a means of language acquisition, communication, and

sharing information and ideas. Reading scheme according to Wikipedia is a series of books that have been carefully written to support the process of learning to read and to help children make progress as readers.

### **Importance of Reading**

The most important skill teachers can develop in their pupils is the ability to read. This is because once pupils can read, they will be able to cope with the academic demands associated with schooling. And reading is the tool they need for a lifetime of learning and growth.

### **The Goal of Teaching Reading**

Teachers should aim at developing in their pupils the ability to interact with print meaningfully and to form a habit of reading. That is, they should help their pupils learn to read and read to learn. The way teachers handle the teaching of reading will determine how pupils will see reading, whether as a boring activity or as something important and pleasurable. Successful teachers of reading are those who help their pupils not only to read but love to read. Helping pupils form a positive attitude to reading is the goal that every primary school teacher must strive to achieve.

### **How Children Learn to Read**

Children do not learn to read by chance; they have to be taught to read. They learn to read by being exposed to meaningful literary or literacy activities consistently and regularly. Generally, children tend to go through five stages in learning to read. These stages may be labeled for convenience, as follows: oral language foundation stage, print awareness stage, word recognition stage, phono- phonemic awareness stage, and comprehension stage.

- i. Oyetunde & Muodumogu (1999), oral language foundation stage is the foundation of competence and reading success. They say, if we expect pupils to be able to read and write in English in a meaningful way, we must first of all give them the ability to express their experiences and feeling in the language.
- ii. Print awareness stage: pupils need to have an understanding that black marks on a page are meaningful or that books communicate information and are enjoyable. This understanding will help pupils to form a positive attitude to reading and will encourage them to muster the necessary effort and enthusiasm to learn to read.

- iii. Word recognition stage: this is the stage where children are helped to acquire what is called sight words. Sight words are individual words pupils can recognize instantly at sight. When a pupil recognizes a word, it means he can pronounce it and he knows its meaning. When pupils can recognize most of the words in a given book, they will begin to read or mark sense of the book. This means that to help pupils learn to read, the teacher must first of all teach them some sight words. The look and say method has been found to be very effective in his regard.
- iv. Phono-phonemic awareness stage: at this stage pupils are not only helped to have an understanding that letters represent sounds blended together, they are also taught to combine individuals letter sounds and group of sounds(syllables) to form words. Being able to do this will enable pupils to decode or decipher new words for themselves. Being able to do this is a critical step towards achieving reading independence.
- v. Comprehension stage: all the previous four stages are a preparation for the comprehension stage. This is the stage where pupils are taught to use reading as a tool of learning. In other words, they are taught to read to learn implying that they have passed the stage of word recognition. Reading instruction at this stage emphasizes silent reading as opposed to oral reading, a prominent feature of the previous stages. It should be noted that the ultimate goal teaching reading is comprehension — is why anyone reads.

### **Methods of Teaching Reading**

In his book: Beginning Reading, Oyetunde (2009) says that there is no one best method of teaching reading, but whatever method a teacher chooses to use, must take into consideration, the particular circumstances and levels of readiness of the children to be taught. There are two basic methods of teaching beginning reading as according to him, the **whole language method** and the **phonic method**. The whole language method begins the teaching of reading with meaningful units of language, such as words or sentences: the phonics method starts with the abstract units such as letters or sounds (phonemes). It is important to note that in a second language situation, such as the case is in Nigeria, where the average teacher is not very skilled and most children come from homes where English is hardly spoken and the resources for teaching reading are severely limited, it is best to introduce reading to children in a very meaningful way. The phonic method will be effective with children who already

have a substantial vocabulary and adequate syntax, and who already can pronounce clearly most of the phonemes that constitute the English language. Most Nigerian children reach school age without knowing a word of English. That is, it is at school that they discover that there is a language called English. So it is advisable to begin the teaching of reading to children in a second language situation in a way that is meaningful. This meaningful way will involve any method or technique that enables children to see that communication is interesting and serves important purposes. Looking at the whole language method the term as used here, refers to any reading method that begins with such meaningful units as words, sentences or stories. That is, it does not begin with letters or sounds. There are two common forms of the whole language method- look and say method and whole sentence method. Look and say is the method by which children learn to recognize a word by sight after being exposed to it a number of times. The sentence is usually accompanied by a picture, according to Baker (1980) in Maduekwe (2007). The advantage of this method is that it helps children to see reading as a meaningful activity, and they also learn that reading is done from left to right.

**The Phonic Method:** this method seeks to teach children right early that a written word is composed of letters or letter groups and a spoken word or speech is made up of a series of individual sounds. That is for example the spoken word cat is composed of a series of sounds, or phonemes, /k/, /a/ /t/. The advantage of this method is that once children have this understanding, they are able to decode new words for themselves. However, it is more meaningful and effective, especially in a second language situation, to teach children phonics after they can recognize a number of words by the whole language method.

### **Reading Skills and Concepts**

The following are some basic concepts and skills that children need to possess to learn to read. It is important to note that awareness of these concepts or acquiring these skills is both a consequence of learning to read and a prerequisite of learning to read. The word skill refers to ability, being able to do something or perform an activity. It is a demonstration of a skill, for example, if children can express their experiences and feelings in English. The word concept, on the other hand, simply refers to an awareness or understanding of something. For example, children may have an understanding that print or black marks on a page communicate information but may not have the skill to decode or make sense of the marks.

It is important to always bear in mind that children will easily learn to read and will enjoy reading, if the necessary reading readiness skills and concepts are developed in them.

The term reading readiness is a gradual development from non-reading to beginning reading. Readiness is in itself reading progress in the initial stages of learning to read. In reality there is no sharp demarcation between reading readiness stage and beginning reading. But it is helpful to note that in practice readiness simply means that children are at a point where they are ready to begin the process of learning to read, and it also suggests that certain activities or experiences prepare children to cope with a given learning task. For example, children who already have a stock of some sight words are ready for instruction in phonics.

The following are some important readiness skills and concepts that pupils need in order to profit from beginning reading instruction.

Oral language competence: the children must be able to understand and express their feelings and experiences in English.

### **1. Book concepts**

- Books give information and pleasure.
- Printed words represent meaning.
- Books contain pages to be turned from left to right.
- Pictures and books have a top and bottom, a front and back
- Picture resembles familiar objectives, etc.

### **2. Language concepts**

- They must understand that spoken language is made up of words and sentences
- They must be aware of the sounds that begin the words they speak
- They must understand that spoken language is represented in print with letters, that printed words are made up of letters with spaces in between words, that words in a row with a period at the end make up a sentence, that the words follow a left to right and top to bottom progression.

### **3. Visual Discrimination and Visual Memory**

They must have the ability to recognize similarities and differences in letters and words; and they must remember visual images of printed symbols.

### **4. Auditory Discrimination**

They must be able to hear difference and similarities in letter sounds and word sounds.

### **5. Letter Names**

When they see a letter (capital or small) they should be able to say its name. (This is not the same as being able to “sing” ABCDEFGH.... It should be noted that children can be taught to read before they are able to recognize all of the letters of the alphabet.

## **6. Sequencing**

- They must develop the habit of left-to-right progression in reading books in English and in Nigerian languages. Particular care must be made to help children who attend Koranic schools to develop this habit.
- They need to be able to tell (or retell) a story with a correct sequence of events. (not all children enter school with the understanding that a story has a beginning and an end and is made up of a series of events that follow one another.)

## **7. Confidence**

They must have confidence that they will be able to learn to read- that reading is not an impossible task or a necessary evil. It is the responsibility of teachers to build the needed confidence in their children.

## **Recommendations**

Children do not learn to read by chance but have to do so by an enabling scenario. For this, parents and the home teachers should create the enabling environment for their wards, within their abilities. This would spur children aspire better to being good readers.

Learning to read, being a product of exposure to meaningful literary or literacy activities consistently and regularly, require teachers to ensure that it is done to achieve the maximal expectation of its importance as language skill. Reading should be separately included on the school time table and effort be made to ensure its effective implementation by language Supervision and monitors.

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## **Towards Improving Pronunciation Proficiency of Trainee Teachers Requisite for Functional Education in Nigeria**

**<sup>1</sup>Comfort Theni Haruna and <sup>2</sup>Kurnim Tau**

*<sup>1</sup>Department of English*

*Kaduna State College of Education, Gidan Waya*

*<sup>2</sup>Department of English College of Education, Gindiri*

### **Abstract**

*The National Policy on Education prescribes English as the language of instruction from the fourth year in the primary school up to the highest educational level in Nigeria. Accordingly, the English language syllabus for college of education in Nigeria is designed to prepare trainee teachers to be more competent in their use of English for effective teaching. Yet researches have revealed that teachers' education in Nigeria has been on the decline. As a result, many trainee teachers of English come unskilled; they find it difficult to appropriately pronounce basic but key lexical items in English. Therefore, how can they teach correct pronunciation when they become teachers? This challenge in the language of instruction, has the prosperity to affect the academic performance of the students and subsequently impede overall national development. A number of strategies if implemented could go a long way in reversing this current undesirable trend; these include an extension of the duration of the Nigerian Certificate in Education (NCE) English programme to four years. This way, the curriculum expanded to include the award of a separate certificate for oral competence to graduate trainee teachers of English; adequate funding and regular monitoring and evaluation of the colleges will no doubt, bring about remarkable change to English Education in Nigeria.*

### **Introduction**

Education is a crucial sector in every nation. The trained engineer, teacher, artisan, lawyer, medical doctor and so on, are all products of education. And so, without education, a nation cannot get the needed manpower for material development and enlightenment of the populace. This explains why the state of education in Nigeria continues to be a discussion with writers like Ali (2010) and Gajere (2013) asserting that in Nigeria, education is largely perceived as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural and economic aspirations. But will also inculcate in the individual knowledge, skills, dexterity, character and desirable values that foster national development and self-actualization. It was therefore, a firm step in Nigeria that policy in Education was published. It is document that contains the aim and objectives of education. And to affirm the role of education in Nigeria, the federal government specified therein that, Education shall continue to be highly rated in the national development plans because education is the most

important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution. Also, to achieve the stipulated goals and objective of education, the English language is prescribed to be used as the language of instruction thus, ‘‘from the fourth year’’ English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subject (NPE, 2004, p. 6;12). In other words, the ultimate means to achieve the goals of Education in Nigeria is the English language. It is the major factors that impact the academic process of the Nigerian education system. And so, no doubt presages the very survival of the Nigerian nations, hence the need to uphold and sustain the expected quality and standard of English taught in the country. Similarly, Omachonu (2013) maintain that competence in the use of English, determines to a great extent, the quality of education, calibre of man power, social status and prestige of the nation’s workforce, consequently, the level of development to be attained by the nation.

However, there is a general consensus evident by researches that teacher’s education that has been on the decline this points out why many trainee teachers of English find it difficult to pronounce basic key lexical items in English. Thus, how can such trainee teach correct pronunciation when they are teachers? Abubakar (2012) has observed that difficulty in pronunciation has been one of the problems of teaching in Nigeria; Iyiola (2010) believes that the persistence of this difficulty in pronunciation is as a result of the fact, that, over the years, much attention has not been paid to the teaching of the speech sounds of English in school. Unquestionable, this problem in the language of instruction has the propensity to affect the academic performance of students and subsequently, impede nation development. In affirmation, Banjo, Ayodele & Ndahi (2008), while discussing the poor performance in English over that this condition was largely responsible for the perceived general low standard of education in the country. In the same vein, Omachonu (2013), asserts that learners’ inability to perform academically well is as a result of their poor background in English language. Adding that competence in the use of English, determines to a great extent the quality of Education, calibre of man power, social status and prestige of the nation’s workforce, consequently, the level of development to be attained by the nations.

### **English Education in Nigeria**

English education in programme in Nigeria are offered in colleges of Education whose statutory responsibility is to prepare students towards professional licensing and preparation in the teaching of primary and junior secondary -level English. For this, students are required to be versed in their academic subject matter, skilled in the methods of teaching curriculum and classroom management techniques. This serves to affirm one of the objectives of teacher education as contained in the country’s educational policy which states, ‘‘provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations’’ (NPE, 2004, p30).

Accordingly, to achieve the goals of teacher education in Nigeria, the National Commission for college of Education (NCCE), a parastatal of the Federal Ministry of Education, is saddled with the task of maintaining uniform standards of Education and development curriculum and syllables for College of Education throughout the country. Hence as stipulated by the NCCE, the objective of the programme for English in Colleges of Education, are design to cater for the growth and academic development of teacher trainee in

the field of English language teaching. As such on arrival, it is expected that candidates qualified for English program, should have learn and passed English as a subject a ‘O’ Levels of education and be fairly proficient in the language; they must be candidates who have written and passed with credit pass in the English language and at least a pass in Literature in English at the ‘O’ level final this is in addition to the general requirement; and any other qualification that may be added by accredited authority from time to time. At the end of the training, or to qualify as teacher, trainees are expected to have offered all the necessary courses of English alongside other approved courses in General Education and general studies; teaching practice, and any other subject and extra curricula activities as needed. Therefore, it is quite necessary to state that, it is assumed that by the end of their study, trainees would have been thoroughly equipped and trained as teacher of English in both written and spoken aspect of the language respectively, (Minimum standards for Languages, 2012). Therefore, a closer look at the courses outlined by the NCCE for skills acquisition in teacher training colleges is quite necessary;

### **Courses for Skill Acquisition for Trainees of English**

The philosophy behind the idea of having a separate program for English as a single major is intended to make students competent in both the writing and spoken aspects of the English language. In other words, the English syllables at the college of Education level, aims to discipline trainees in the art and the ability to proficiently use the English language to discriminate, react and respond appropriately to what read or listen. Thus;

Courses offered with reference to literature, prepare trainees for all the other courses in the syllables. Here trainees are introduced to the great critical debate so that they would see how different schools of thought perceived literary production. As a result, it equips trainees with the needed skills for interpreting and evaluating literary texts.

Grammar courses on the other hand, are central to the teaching and learning of English as a second language. These introduce trainees to the basic knowledge of the English language structure in the core areas of syntax, phonology and semantics. The goal is to make trainees communicate effectively in diverse situation in formal, non- formal, written, spoken and so on.

Courses in Methodology above all, provide the trainees with relevant methods available for the teaching of English and literature. The courses train the trainees to recognize the needs of their learners and to be creative in meeting those needs.

The last but not the least, is the oral aspect of the English language courses. They are aimed at exposing the trainees to models of English speech and drills to help them reduce to the minimal, element interference. Conversely, though relevant, the oral skills which includes the teaching of pronunciation has received little or no attention in recent times.

### **The Importance of teaching pronunciation to Trainee Teachers of English**

To be competence in the use of English is to use language proficiently in speech and writing via the acceptable standard which is, Standard English. Standard English according to Mirriam-Webster dictionary is the English that with respect to spelling, grammar, pronunciation and vocabulary is uniform though not devoid of regional difference, and is

widely recognized as acceptable wherever English is spoken and understood. (Merriam-Webster, 2017). This definition is synonymous to the RP (Receive pronunciation) which is the standard of English spoken in Britain. The study of RP is concerned exclusively with pronunciation. It aims intelligibility among speakers where ever English is spoken. On the relevance of RP in Britain, Roach (1997), and in Nigeria, Williams (2004) assert that the standard model of English that has been chosen b teachers to teach learner of English is standard English, again whereas Roach, recommends foreign learners of English concentrate on RP, Williams, observes that except during the pre-school period, an individual learning to pronounce words in a second language cannot do so with anything approaching native-like accuracy, hence he must be taught systematically.

More importantly, on the teaching of pronunciation, the decision to focus on trainee teachers of English was based on three reasons. Firstly, it is commonly accepted that age is a factor that affect the learning of pronunciation, in fact children up to 12 years of age seems to have a higher sensitivity to phonetics details in speech than the older learners and therefore, are presumably, better at imitating what they hear (Slattery & Willis 2001). Secondly, as Nixon and Tomlinson (2005) state that it is much easier to teach and correct pronunciation at an early age than it is to correct time-compounded pronunciation errors at a later one. In addition, Dawes and lavarone (2013) emphasize that it is vital that children receive a good model of pronunciation from the very beginning of their foreign language experience. Thirdly, Kocchar (2007), declares that the quality of education depends largely on the of the teacher. Three points suggest that phonetics training for primary school teachers is very important.

Another reason for focusing on teaching of pronunciation to trainee teachers, lies on the fact that although English occupies an esteemed position as a language of education, a core subject in school, a lingua franca, it is also serves as a prerequisite for admission into Nigeria tertiary institution of learning, yet, pronunciation which is necessary for intelligible communication has continued to received less attention. A study by Henderson, Frost, Tergujeff and Kautzch (2012) that involved English language teachers from various European countries, found that ‘teachers training in relation to the teaching of pronunciation is woefully inadequate. This also happens to be the case in Nigeria. Iyiola (2010) laments that over the years, much attention has not been paid to the teaching of the speech sounds of English in schools. In addition, Banjo and Ndahi (2008) while expressing concern over the failing standard of English in all tiers of the nations educational system recommend that anything that can be done to ameliorate the situation shall be welcomed.

Generally speaking, the English language plays very important role in communication the world over. As the world, major; language, it is spoken in many countries and has become the official language of many minority languages as is the cases with Nigeria. McNeil and Cran (as cited in Kollhn &Funk 2009. Moreover, language is the primarily spoken and good pronunciation is an essential part of good communication. Besides, Yule, (2007, p.9) stress, that ‘a very large number of languages found in the world today are used only in the spoken form. ‘this implies that many indigenous languages in Nigeria are not written and if they are do not have experience that reflect or portray the language of science, technology and arts. This makes Nigerian languages inadequate for conveying information on innovations and new discoveries in the aforementioned fields, in the academia and other areas of research and development. Hence Wiredu and Oyeleye (1998) could thus assert that English language due

to its complicated structure is highly productive and therefore has a great capacity for speakers to form new utterance which are able to accommodate new trends in science. Technology and arts, therefore, it becomes readily available and perfect tool for effecting educational achievements and national development in essence, the teacher relies on speech to convey instructions and conversely, learners need speech to respond. Thus, good pronunciation in English is absolutely necessary for efficient communication in the Nigerian school system.

### **Causes of Pronunciation Problems**

Many factors are responsible for the problem of pronunciation among Nigerian learners of English language. Few are discussed as follows:

#### **Inadequate Preparation of the Language Teacher**

It is widely accepted that pronunciation is one of the most neglected aspect of English language teaching in schools and teacher training institution. It is pertinent to stress that pronunciation has not been neglected in the classroom settings, but also in the teacher preparation program in Nigeria. The writer observed that the English program contained in the current Minimum Standard for NCE 2012 edition, has only a semester in a 1 to teach phonology at the entire years of teacher training. This proves to be grossly inadequate. The time is too short to achieve the objective of the course which involves, as stipulated by the NCE, relevant training in phonetics and phonology with sufficient drills and practice exercise. these require a functional language laboratory. Unfortunately, the laboratory is available and where there are, the equipment is obsolete or non-functional.

Suffice it to say that teaching pronunciation is an essential component of communicative competence which must be an important aspect of language learning. This consideration suggests that teaching pronunciation is crucial to help the students develop skills that are necessary to communication effectively in their use of English. But what is obtainable is a far cry from what is required as spelt out in the curriculum.

#### **Interference of the Mother Tongue**

Learning language is not just a matter of linguistic knowledge but also of conceptual and factual knowledge. The second language learners bring to the classroom is a complex mass of conceptual and factual knowledge. And so, the mismatch of these concept and facts, present and most fundamental problem in language teaching and learning. For instance, most Nigerians at first, acquire the indigenous language of their immediate environment and may only come in contact with the second language (English), at a later time – perhaps at the beginning of school. And so, in learning English as a second language, such as individuals may have to grapple with the challenge of mother tongue interference, one of which is the situation that arises from learners attempts to discriminate and produce sounds in the target

language (English) and when the interference is negative, most often it results in bad pronunciation.

Interference in pronunciation is as a result that English obviously, has sounds that are similar and some different from most Nigerians language consider the following instances of interference on Nigerian learners of English as explained by Chitulu and Ajemanza, (2015).

-A learner who cannot perceived the difference between the voiceless bilabial plosive, /p/ and the voiceless labiodentals plosive, /f/ will not be able to tell the difference between the pronunciation of the words, pan/'paen/ and fan/faen/'faen/.

- Same English sounds are absent in most Nigerians languages, as such learners tend to replace them with the nearest sounds available from their mother tongue for example: the voiceless dental fricative /θ/ is replaced with voiceless alveolar plosive /t/ in the word three /θri/ which becomes 'tri' / 'tri/

- where there is no sound from the mother tongue to replaced that English, the sound is totally omitted, for example: the global fricative /h/ as in the word, history /'hɪstri/ becomes 'ɪstri'

- Another reason for many learners' problem is the difficulty in pronunciation is the "difficulty" in pronouncing English sounds correctly. Learners interchange in English because such sounds patterns are element of the mother tongue that are so ingrained in them, for example: the voiceless alveolar lateral /l/ and the voiced post alveolar liquid /r/as in the word, right /raɪt/ which becomes /'laɪt/.

-More importantly are the prosodic features of stress and information.

### **The Inconsistencies of the English Orthography**

In the Wikipedia (2019), the English orthography is described as the system of writing conventions used to represent spoken English in writing form. And like the orthography of most world languages, English orthography has standardization. However, unlike most languages, there are multiple ways to spell nearly every sound in English; most letters have multiple pronunciations, depending on their position in the word and the context they are being used therefore constitutes a problem in pronunciation to most learners of the language. Omachonu (2010), acknowledges that the inconsistency of the English orthography consists an impediment to the teaching and learning correct pronunciation in English in Nigeria. Part of the problem according to him is that English has more vowels than most Nigerian languages and these vowels are highly unpredictable and more difficult to pronounce than the consonants. Consider the following instances;

- The letter 'u' in the word 'put' /'pʊt/ does not sound the same as the 'u' in the word 'but' /'bʌt/.
- A phoneme, always has the same value whenever it occurs. For example;  
/i/ has the same value in the words, 'keep' /ki:p/ and 'meat' /mi:t' /

In view of this, Roach (1997) highly that it is particularly important to think of English pronunciation in terms of sound rather than letters of the alphabet.

Again, Roach (1997) and Awonusi (2009) in describing the English orthography accentuate that they are notoriously confusing, complex and inconsistent as such the spelling system cannot be described as fully phonetic. Consider the following instances

- Words are not pronounced as they are spelled.

In 'man' maen / and 'many' / 'menr/ the latter 'a' has different sounds.

- Some words sound identical but are spelled differently, like:

'you' /ju/, 'yew' /,ju:/, 'ewe' / and so on

- In certain words, some letters are not pronounce as in the case of:

The 'p' in words like 'recipe' /ri' sit /, 'coup' /'ku:/, pneumonia /nju:' meanie/;

The 'k' in words like 'knife' /'nait/, 'know' /'neo/and so on

- The more notorious examples if English spelling are:

'Enough' /innf/, 'thorough' /onre/, 'bough'/'bao/, 'bough' / bo:t/

Another subtle but of grave concern about the causes of pronunciation difficulty, is the sound-to-mismatch of the English orthography as illustrated by Akmajian, Dermes, farmer and Harnish, (2008, p.72). situation of a single letter representing two or more sounds and conversely, a single sound represents two or more letters below:

- 't' represents voiceless alveolar plosive /t/ in the words 'n' /'tin/, and the voiceless palatal fricative /f/ in the word 'nation' / 'neifn/

- Conversely , the voiceless alveolar: /k/ is represented by many letters of the alphabet as in the following 'k'as in king /kin/; 'ck'as in pick cow /pik/

'ch' as in chemist /';'qas in quay /'ki: 'c'in cow /kao/.

### **Strategy for improving pronunciation proficiency**

Intelligible pronunciation is an essential component of communicative competence of Standard English, yet it is one of the most neglected aspects of English language teaching in Nigeria. However, the emphasis in recent times on the phonic methods of English at the primary school level, and the inclusion of an oral English component in the Senior Secondary Certificate Examination syllables according to Iyiola (2010), is an indication of renewed interest in correct pronunciation. Therefore, number of strategies if implemented, could go a long way in buttressing the current desirable trend of emphasis on pronunciation teaching. A close look at these strategies as briefly discussed is as follows;

## **Extend the NCE English program**

Teaching pronunciation is different from teaching other aspect of English language. It is more than 'listening and repeat'. Pronunciation includes features of language, vocabulary and grammar; and the speaking and listening skills. But then again Williams (2004) expands, that the teaching of pronunciation is more restricted than the teaching of oral English which is general in the sense that it pays attention to the various skills and aspect of language: listening and speaking, reading and writing; involving at the same time correct and appropriate use of phonology, lexis and syntax. Yet, like vocabulary and grammar, pronunciation is learned by noticing and understanding rules and patterns which lie beneath the surface of speech. As such William again, emphasize correct modelling of sounds and the appropriate aids as essentials tools for promoting competence at the receptive and productive levels. This is a clear indication that teaching pronunciation needs to be painstaking and time oriented. Therefore, a semester work cannot cater for maximum proficiency and competency on the part of graduates of the program except be described as Kazeem (2010, p. 231) reports, 'in fact, some people see them as half-baked, lacking in practical skills, not properly grounded in the teaching skills and unable to communicate in the English language.'

In view of the foregoing, in order to reduce to a great extend this problem of pronunciation difficulty, the it is vital the school children, receive a good model of pronunciation from the very beginning of their English language experience, to achieve this therefore, extends the English program for trainee teachers to a year so as to have sufficient time to learn the theories of pronunciation and practice in speech work. At the end of the course a standard oral examination should then be conducted and a separate certificate for Oral Competence in English be awarded to candidates who excel. This will no doubt reverse this menace to English Education in Nigeria.

## **Proper Funding of the College of Education**

Inadequate funding is the major challenge facing the educational sector in Nigerian. The Nigerian government over the years has not been meeting the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total budgetary allocation to the education sector. This assertion is supported by John and Aluko (2019) who report that the budgetary provision for education in the 2019 budgetary in Nigeria, has again fallen below the 15% and 20% minimum allocation for developing country UNESCO. To this effect, Odemeko (as cited in Ali 2010) observes that underfunding is prevalent in Nigerian schools, from the primary school to the higher institutions in both public and private schools whom he said have experience shortfalls ranging from 30-70% furthermore, Ali, while discussing funding in education points out that underfunding is the bases for low standard in education. He laments that under this condition much expenditure requirements are left out, training and retraining of man power suffers, facilities and equipment's are not provided.

Consequently, when government neglect funding education, the ultimate quality, focus, relevance and sustenance of all aspect of College of education alongside all other educational institutions suffer. More so, Muduabum (as cited in Kazeem 2010) observes that a situation where teachers in this country are selected from our failures, is bound to enthrone mediocracy in our education system. Hence, the suggestion of an overhaul of the funding



structure of education in the Nigeria through the development of a funding parameter for all colleges of education and the periodic review of these parameters to ensure total compliance formula as stipulated.

### **Evaluation of the College of Education**

It is stipulated in the NCE Minimum Standard for language that Oracy (Listening and Speaking Skills) and literacy (reading and writing skills) should be emphasized in the English classroom. And that effort should be made to reduce to the minimal elements of LI interference in their speech. Thus, it is expected that classroom practice reflects what is mandated in the curriculum. However, some studies on pronunciation in Nigerian context reveal that teaching pronunciation has been neglected.

The monitoring and evaluation of the activities of Colleges of Education is necessary. Piwuna (2002), affirms that educational evaluation is the continuous inspection of all available information concerning the students, teachers, educational programmes and the teaching learning process to ascertain the degree of change in students and to form valid judgement about the students and the effectiveness of a programme. In other words, the sole purpose of evaluation in education has been to bring about quality improvement in education by providing feedback regarding students learning classroom teaching effectiveness of curriculum and course content. However, there is the need for talk about standard of education in the country, remains a fair cry. Therefore, there is a need for the NCCE to adequately monitor the academic programme and other activities of the college of Education across the country. Regular evaluation and monitoring will enable the body to assess the worth of the programs being run by the institution and will equally help to assess the strength and weakness of the institution in general. Against this backdrop, this paper recommends that, regular evaluation should not be on students' performance only but also on the facilities both physical and human recourses that are necessary for a successful implementation of any educational programme.

### **Conclusion**

Some 42 years ago, Nigerian education sector could be said to be used 'manual-driven' but like most other developing countries. Nigeria has and still undergoing rapid economic, social and political reforms. As such it is only quality education that responds to the changing needs of the society that will guaranty national development. The English language occupies an esteemed position in the Nigerian educational system such as an official language and the medium of instruction. Failure in English therefore, means failure in education consequently, failure in the struggles of survival in this age of globalization. That is why all effort possible must be put in place to evolve and sustain standard English education in Nigeria. While the government develops a founding parameter for the colleges and other institution of learning, the NCCE must rise to the occasion of regularly monitoring and evaluating the college and other teaching training institutions in the country. This will no doubt readdress English education and revers the ugly trend of incompetence of trainee teachers of English in Nigeria.

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## **Identifying Barriers to Mother Tongue Education in Ron Language and the Concomitant Challenges of Nation-Building**

**Mashingil Malo Mafwal and Garose Dauda Dyek**

*Department of English, College of Education, Gindiri*

### **Abstract**

*It is increasingly becoming more and more difficult for minority and local languages to survive the kind of rapid changes that are sweeping across due to rapid urbanization, wars, shift in allegiance to dominant languages and lack of commitment to local languages by all tiers of government. The paper suggests that unless resuscitation efforts like setting up language centre's, writing books, language translation and broadcasts, music and training of teachers are embarked upon, no meaningful development would take place. The paper concluded that nations like China, Malaysia, and Japan have advanced tremendously because they used their languages as media of instruction in their schools, thus laying a solid foundation for scientific and reflective thinking as language and development are intricately linked.*

*Keywords: mother tongue education, Ron language, challenges.*

### **Introduction**

The 21st of February every year is observed as International Mother Tongue Day. The aim of setting aside the day is to preserve minority and local languages from dying or going extinct. Infact, it has been observed that it is increasingly becoming more and more difficult for smaller languages to survive the kind of changes that are sweeping across the entire universe. It has been observed that during the last 100 years, the rate of disappearance of languages has dramatically increased as factors that threaten the survival of languages have themselves increased. Many languages of Australia and the Americas have become have become seriously decayed in post-colonial times, Crystal (2000). Welmers (1973), has also painted the gory fate of minority languages in Ghana, where Efutu language which had been the original language of the coastal town of Winneba almost totally disappeared in favour of Fante.

On a local level, the same fate befell the Ron language around the 1940s with the incursion of multinational corporations and conglomerates like Gold and Base, Jenta, Ex-lands and the Amalgamated Tin Mines of Nigeria Limited for mining and excavation of tin, columbite, kaolin and precious stones. While the mining activity lasted, Ron language came in contact with dominant languages like Hausa and English. Speakers of Ron language began to shift their allegiance to these dominant languages to take advantage of the economic climate offered thereby necessitating a delicate balance in the language of communication among the Ron speech community. After all, the fate of language is intimately linked to the fate of the speakers, Fromkin, Rodmans&Hyams (2007).

The effect of this shift resulted in the distortion of the language, culture and norms of the Ron people. This dire situation thrived and blossomed from one generation of speakers to another such that only few people could communicate fluently in the Ron language today. This cry was also echoed in the editorial of Vwyar ti Butura (2000), entitled: "Tin Mining in Plateau State: the Butura Village Example," where the plight is captured in these sorrowful words: "it is a pity that neither the elders of the community nor the youth can conveniently

communicate in their dialect. In fact, none would pass a vernacular test without straining his memory.” So we can see clearly that without a community of people to speak a language and pass same on to the next generation, language cannot survive as there is no viable environment and the so called users of that language do not view their language as a central part of their identity. A similar situation played out in places like Ireland, Wales, and the Isles of man where there was no motivation to maintain their language, Fishman (2001). So this paper advocates the use of mother tongue as a medium of instruction in our schools. The aim of this paper to discuss the challenges affecting minority languages and proffering solutions towards ameliorating them to pave way for their application for instruction in our schools.

### **Mother Tongue**

According to Akindele & Adegbite, (1999:49) mother tongue can be defined as “the language in which a bilingual or multilingual person conducts his everyday activities in which he has the greatest linguistic facility or intuitive knowledge.” This is the language that fully identifies with the personal or native culture of the bilingual person in all aspects. Akindele and Adegbite (1999), add that it is the recognized standard variety that serves as a target model for formal education, Mother tongue is so important to a people as it gives them a world nation without a heart. He who loses his commentary in support of the ANC language policy proposal in 1993 that: “if you speak in a language they understand, you speak to their head, if you speak in their own language you speak to their heart.” Fishman(2001:12).

### **Mother Tongue and Education**

According to the 1992 Ouagadougou declaration, one of the goals of EFA is “Ensuring that by 2015, all children in difficult circumstances and ethnic minorities have access to complete, free and compulsory education of good quality,” FGN (2004). The idea behind the use of local languages is to enhance national cohesion, guarantee social interaction and above all preserve the unity and diversity the country. In the same vein, it is meant to

safeguard the fundamental right of the child as enshrined in the constitution of the Federal Republic of Nigeria and the National Policy on Education (2014) Section II Sub-section 14 page 8 and section 5 Sub-section 19 (E) Page 12; which are anchored on the medium of instruction in schools at the junior level of education. Freedom to communicate in a viable language is the hall mark of democracy and a demonstration of sensitivity towards cultural diversity. As a countervailing measure, a return to literacy in our local languages is urgent and most compelling as substantiated by the Hon, Minister of Education in the Guardian of 18<sup>th</sup> May, 2002. Education is thus an instrument for effecting national development and change.

### **Importance of Language**

The new surge of interests shown by Scholars on minority languages suggests that most nations-stated all over the world have uncovered the usefulness of language as a tool for nation-building. The ruin of any nation begins when its people refuse to use or speak its God-given language. Language is that bridge that helps a people cross over from its sate of doldrums to the new frontiers of development. The true power of a nation resides in the use of its language to harness its resources to tell the story of its people's exploits. That is why a 17th century political theorist called John Locke cited in Mazanaje (1993:7) defines language as that "great conduit where men convey their discoveries, reasoning and knowledge from one to another. "By that he means the transmission of thought across space and time is achievable through language. Language helps us to pull our various kinds of knowledge, skills and abilities together as nurses, teachers, doctors, accountants, brick layers and blacksmiths. From the fore going, nation building cannot be divorced from language through which resources are harnessed productively and prudently for man's beneficial and equitable redistribution. This much is exemplified in Genesis 11:s 1 where we find that "the whole earth was one language and one speech, "resources that enabled the people of Babel to be strong, made steady progress and ventured to reach God; until He came down, confounded their language and scattered them upon the face of the earth. This is testament to the fact that without harnessing

the resources of language properly, no effort at economic and social development will be effective. Language therefore provides the tool that holds the hope of advancement by any speech community and gives identity to a people and consolidates their unity. Language serves as the only means of service to God and humanity.

### **Ron Language**

Evidence gathered from language scholars like Greenberg, Fagg and Blench suggest that Plateau state consist of two major ethnic groups: the Benue Congo which has Berom, Anaguta, the Afizere, the Pyem, the Tarok, Amo and Buji on the one hand and the Chadic group on the other. The Chadic group include: the Ngas, the Geomai, the Mwaghavul, the Chip, Mupun and the Ron ethnic nationalities, (Puuskat Journal, April, 2018). The term Ron refers to the people as well as the language. It is a Chadic language which belongs to the Niger-Congo phylum, Welmers (1975), Childs (1984) and Crystal (1995). “The language has six dialects distributed across the sub-tribes or communities,” Ngyak(2006:6). They include: Mundat, Sha, Karfa, Shagau, Alisi Ron and Lis ma Ron. Also, linguistic research has shown some affinity between Ron language and Fier language as “both languages and dialects are mutually intelligible,” Jungraithmayr (1970:16).

### **Barriers**

The first barrier to the development of Ron language is the attitude of Ron people to their indigenous language. As stated by Akindele and Adegbbite (1999:71), “English language was so valued that this led to the down grading... of indigenous languages... by both their colonizers and the colonized,” and so the people resorted to the use of other languages as status-symbols.

Another barrier to the development of Ron language is the question of too many varieties of the language. It is estimated that there are well-over six dialects of Ron language distributed across the sub-tribes or community Ngyak (2006). These dialects include: Shagau, Karfa, Sha, Mundat, Lis Ma Ron and Alis I Ron. There is stiff competition as to which

variety should be used for education, standardization, broadcast and Bible translation. Following the introduction of local languages for news translation at the PRTVC, this started off a chain reaction of controversies as to which variety to choose from these dialects before finally settling for both Lis ma Ron and Alisi Ron. Thus, necessitating the alternate use of Lis ma Ron and Alisi Ron after every week of broadcast.

There is also the lack of political will by the government. Instead of voting the prescribed minimum 26% of annual budget to education to enhance research in education and especially, language education, government in all tiers are only paying lip-service to this sector instead of setting up language centres as stated in paragraph 85d of the NPE by the federal, states and local governments.

Urbanization came with a lot of ripple effects like miscegenation use of other languages as status symbols and lack of pride in the local languages. Due to the large influx of people to the area, some Ron people inter married with them and ended up losing most Ron words there-by bringing into the language hybrid words.

In spite of the remarkable efforts at translating the Bible into Ron, the language is still plagued with problem of evolvement. Ron language is still evolving and undergoing standardization. There are still problems with new characters, spellings, use of diacritics, what letters represent what sound system that should be adopted.

Hence, there is no analysis of the sound system of the language in different word forms with the same orthography as is the case in bal-plenty with consonant /b / and bal-shoulder with sound /P/

There is no certain resolution as to the representation of vowel length in many words thereby allowing many shades of spelling in words like:

Gaatol \_\_\_\_\_gatoI

Kukuum \_\_\_\_ kukum

Ushaash ----- Ushash



Vaat ----- vat

The same thing goes for tone. Even though two tonemes of high and low tones are recognized, the degree of tone marking and the convention to be employed in these words below becomes a problem orthographically:

Lo ----- meat /↑ /

Lo ----- greeting /→ /

Lo ----- gently / ↓ /

Meaning in the cases above can only be gleaned from the context because the convention to be employed is nowhere settled.

Last but not the least, is the prevalence of digraphs in Ron language and how to effectively integrate them in the Ron sound system and alphabet as shown below:

/gb/ voiced velar and bilabial sound

/kp/ voiceless velar and bilabial sound in such words as:

Gbaf --- Wickedness

Gbum --- much

Kpak ----- compulsory

Cukpak ---- jump

Kpukpong --- pull

Since there is no standardization committee to redress this weakness identifying tonal notations, spelling of affixes, enclitics and standard dialects to be used in popular literature, these problems cannot be easily wished away like that without any surmountable efforts.

### **Challenges to Nation Building**

Nation building and development go hand in hand. Hence, we should not conceive them narrowly in economic and monetary terms as earnings or rate of growth of industries and the technological state of a given society. We should rather see development from the

perspectives of growth and change because these are much broader than the narrow economic concepts. Development according to Ibileye (2000) refers to what extent are human resources of the society mobilized for action participation in the process of nation building reminiscent of the tower of Babel. Mobilization for whatever reason cannot be effectively done without the instrumentality of language. Joshua (1998) and Essien (1998) in Ibileye (2000) support this assertion Essien (1998), sees nation building as all the indicators of development such as the rate of growth of per capita income, the degree of mass mobilization and participation in the political process. Nation building becomes a challenge when it narrowly conceived as most people do. So development has to be looked at holistically to include all aspects of our national life: political, socio-cultural, legal, administrative and above all linguistic. Language therefore, serves as the denominator of these multi-dimensional aspects of development. After all, they say ideas move the world, and language is that frame work on which ideas are hung.

We can only bring our productive energies together to contribute too community wealth through language by stimulating growth and development to guarantee the survival of any organization whether as an individual or as group, language is an instrument of affiliation. Language has been identified by experts, especially mother tongue, as a portend tool employed by users in “Expressing their nationalistic spirit”. When used in education the incoming generation, it becomes an effective instrument for national development. On an international scale, most societies that have witnessed robust socio-economic and political advancement like Japan, China, Singapore or Malaysia did not jettison their mother tongue. Patriotism and nationalism go hand in hand with the use of mother tongue as language holds the key to national advancement.

### **Resuscitation Efforts**

As stated by Ager (2009), a country without a language is a country without an identity. In spite of the numerous threats to Ron Language, it can still be revived. After all,

Modern Hebrew was revived and enriched as a mother tongue. We can also borrow a leaf from Hebrew by reviving and preserving Ron language through the following ways.

We could relentlessly sponsor and hold conferences and workshops aimed at reviving the language by inviting experts to continue from where pioneer linguists like Jim Apker, Barbara Frank, Ames, Gun and Jungraithmayr stopped.

All churches and mosque service in Ron Land should be conducted in Ron language rather than in English and Arabic as is currently the practice. After all, a large chunk of the Bible has been translated in to Ron language.

We should build language nests where nursery schools and junior primary schools are deliberately staffed by Ron language experts and elders who would use Ron as medium of instruction modelled after Maori Community in New Zealand called Kohanga reoto get results promptly.

Ron language enjoys the status of a lingua franca in Bokkos LGA and some districts of B/Ladi LGA. As such, it is well positioned as a medium of instruction in schools, commerce, language of the media and as an effective tool for the provision of services in all facets of life. We should take advantage of that to invest in publication of books, journals, newspapers and training of teachers. We should further reinforce that by churning out music in video cassettes, audio tapes, monographs, dictionaries and other documented sources.

Last but not the least, government should focus on curriculum development for minority languages to remove problem inhibiting the development of mother tongue.

## **Conclusion**

We can only tackle squarely the challenges of nation-building if we decide to use our mother tongue in education. According to Gambo (2018:8), “the current thinking in development studies is knowledge-driven economy and not natural resources endowment as was claimed in the recent past.” We can only be enroute to development when we can mainstream through our mother tongue. They neglected rural majority of our people by

mobilizing them to participate in the political, social and economic running of our society when we make resuscitation efforts through music, writing books language translations or broadcasts to revive our moribund language. Then can we mobilize our people to effectively participate in the political and social uplift of our society.

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## **Sociolinguistic Analysis of Male and Female Speech of Students of College of Education, Gindiri**

**Na'omi James Gwang<sup>1</sup> and Daniel Toma Kyarawal<sup>2</sup>**

*<sup>1</sup>Department of English Language College of Education, Gindiri*

*<sup>2</sup>Department of General Studies Gindiri Theological Seminary*

### **Abstract**

*The study of gender is important to the study of language, and the first step to study gender is to explore the difference between males and females use of language. In the light of this, this paper argued that there are significant differences between male and female speech and further postulated that factors such as innate differences, male dominance and cultural values were responsible to these differences in the speech. To achieve this, 80 NCE one students of College of Education, Gindiri (40 males and 40 females) speeches were used. A survey design was used for this study. Sample was selected using simple random sampling technique. Data collections were done through questionnaire and the students' conversation; while Lakoff's theoretical framework approach was adopted for the data analysis. The study finds out that there are gender related differences in the use of English language and in conversation both gender interrupt conversation. The paper concluded that indeed there are differences in the speech of male and female students of School of Languages, College of Education, Gindiri. It recommended that these differences should never be seen as a weakness to any of the gender innate tendencies.*

**Keywords:** Sociolinguistics, Gender, language, linguistics, speech.

## **Introduction**

The most means of communication in any society is an accepted system of arbitrary symbols which follows certain sets of rules and patterns. This system is what is called language. The relationship between man and society gives rise to communication which is crucial for existence. Primarily, it is through the employment of language that human communication takes place. Language could, therefore, be viewed as part of the total behavior of man, and this behavior in turn influences his language.

Fewer (1975:8) says, ‘...knowing about the values and pre-occupation of a society is a qualification for belonging to it...language serve to reinforce cultural identity and in a less intellectual conscious manner’. This view supports the Sapir-Whorfian hypotheses which state that language is a network of cultural patterns of a civilization and that it is a guide to social reality. Sapir further opined that ‘...we see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. Thus, the study of the relationship between language and the society is what we refer to as ‘sociolinguistics’ (Hudson, 1980:24).

According to Bell (1974:25), sociolinguistics emerged from these initial attempts to distinguish and identify the regular relationship between linguistic form and social function. It explores the capacity of a human being to use language appropriately by selecting element which matches the communicative needs of the particular situation.

Thus, Sociolinguistics could, therefore, be said to be the study of language in a relation to society that tries to analyze the social factors which lead to the diversity of human language. It studies the characteristics of language varieties, the characteristics of their functions and the characteristics of their speakers. More so, it is a well-known fact that the major topic in sociolinguistics is the connection if any between the structures, vocabularies and the ways of using a particular language and the social roles of the male and female who speak these languages. It focuses upon the entire gamut of topic related to the social organization of language behavior, including not only language use per se but also language attitudes and overt behavior towards language users. It also seeks to provide an answer to the question of what accounts for differential changes in the social organization of language use and behaviors towards language.

It is against this foregoing that we intended to conduct an investigative study on the speeches of male and female students from a sociolinguistic perspective. It has been established that

our speech is conditioned by some sociolinguistic variables which affect our use of language, and these variables include social context, age, ethnic, educational background, social background, gender (sex). These variables could, in turn, affect the speech among male and female students. However, for the purpose of this work, emphasis will be on gender and how it affects English language speech among male and female students of the School of Languages, College of Education, Gindiri.

### **Language and Gender**

Hiscock ( 1986:34) cited by Cameron ( 1990:27) postulates that ‘ language is in one sense the inalienable birthright of every human being, regardless of gender...it is commonly assumed that males and females use language differently and what is less often perceived is that there are differences in the ways in which matters relating to sexes are expressed verbally.’ To Wodak (1989:4) gender is ‘not a pool of attributes ‘possessed’ by a person, but...something a person does...and varies between different racialized ethnic and religious groups as well as for member of the different social classes’. To give more light on the gender issues, Thorne and Henley (1983:7) opined that, the term gender

Does not refer to grammatical gender ( the system to be found in some language of organizing certain words classes into contrasting of categories of masculine, feminine, neuter) but referred to social categories based on sex but encompasses behavior, roles and images that, although not biologically determined are regarded by society as appropriate to its male and females members.

Therefore, Gender is distinguished from sex in that, sex is taken to refer to biological characteristics of male and female whereas gender encompasses what is socially learned and acquired. Hence, gender could be said to be a key component of identity.

More so, Sociolinguistics study of gender demonstrate that variations in the use of language according to gender is intimately connected to socio-cultural patterns which reflect socio-economic and political inequality and male dominance in many society. Thus, better explanation for almost all, observed that male and female language differences are to be found less in the biological constitution of the human body and more in the social and psychological formation of the human subject. Thus, accordingly Cameron (1998:9) opines that

...men and women do not only learn and then mechanically reproduce ways of speaking ‘ appropriate’ to their own sex; they learn a much broader set of gendered

manning that attach in rather complex ways to different ways of speaking and they produce their own behavior in the light of these meanings...

It is seen that in all society gender has a bearing on the distribution of roles and the ascriptions or achievement of status which then affect access to domains of economic and social activity and the education that prepares for them. All of these factors in turn affect language use. A present day linguist who dealt with linguistics variation very influentially is Lakoff (1975:12). Her overall claim is that women's language or speech as a whole reveals women's social powerlessness and is thus dominated by stylistic features signaling insecurity and lack of assertiveness. She went further to argue that female speech is consequently heavily influenced by pragmatic principle of politeness which basically rules adaptive social behavior.

### **Differences between Male and Female Speech Features**

Linguistic difference between the speech of women and men may be one dimension of more extensive difference reflecting the social hierarchy as a whole. Sells (1991) opines that the putative differences are often assumed to be a direct result not of socialization and restriction of opportunity, but of innate differences between male and female. Bodine (1975) distinguishes two kinds of sex differences in language: sex-exclusive and sex-preferential.

According to her, sex-exclusivity means that certain linguistic forms that are reserved for the use of one sex or the other, while sex-preferential means that one sex tends to use them more often than the other. Lakoff is among the linguists who argued most strenuously that sex-preferential differences are important in English, rendering the female register less assertive and direct than the male register. Women, she believes, frequently use empty words or imprecise intensifiers, like 'adorable', 'lovely', and 'divine'. She further argues that, women use more commonly empty tag-questions, sentence half way between statement and questions formed either by speaking a statement with the rising inflection typical of a question at the end or by tagging a short question such as ' isn't it?' at the end of a statement. In many ways, Lakoff says women hedge their statement.

Furthermore, in experimental research conducted to compare stereotype of male and female speech Krammer (1994:34) asserts that men were described as using simple more direct and assertive language whereas women tended to adorn their speech and soft, evolution adjectives



such as ' nice' or ' pretty'. The experience indeed supported long-rooted belief in hash versus polished speech as the dominant masculine and feminine features. While Jespersen (1990:23) finds the most significant differences between the speech of either sex precisely in the field for vocabulary and style. According to him, women use more innocent and euphemistic words than men and also shrink from coarse and gross expression. He further argued that women use fewer lexical items, are less prone to lexical innovation, and their speech is punctuated by numerous evaluative adverbials. On the other hand, Krammer (1977:34) reports that men's speech ( particularly the native English speakers) is forceful, efficient, blunt, authoritative while women's speech is weak, trivial, ineffectual, hesitant, hyper polite, euphemistic, often characterized by gossip and gibberish.

On prestige, Thorne and Henley (1975:7) claimed that women use status linguistic forms than men. They argued that women, compared with men of the same social class, age, and level of education, more often choose the form closer to the prestigious or 'correct' way of talking. Trudgill (1975:22) also affirmed this, when he said that women constitutently produce linguistic form which more closely approached those of standard language than men. Also, pitch has been suggested as an index for the measure of women's language inferiority. Brend (1975:15) affirmed that women make greater use of pitch in that they use four contrastive levels. Her findings do support the stereotype of women's language as high pitched in that women use high pitch more than men.

Traditionally, it is observed that women are talkative. However, research findings contradict this position. Swalker (1975) had her thirty four informants (seventeen of each sex) talk in a type recorded. She found out that men talk much longer than women. Similarly, Arggle (1968), Strodtbeck et al (1957) and Wood (1966) designed studied to measure account of talk found out that, it was men who talked more. Akindele (1988) in the study of Yoruba English family conversation reported that men talked more than women and that it is very rare for women to initiate and control discourse.

Furthermore, studies on interruption phenomena in conversation also shed more light on gender differences in language. Spender (1980) opines that according to the stereotype of women's language, women are supposed to nag, chatter, talk too much and listen too little and therefore prime suspects on any measures of interruption. However, research findings reveal the opposite. Zimmerman and West (1975:34) cited in Femi Akindele and Wale Adegbite (1984:7) affirmed that 98 percent of interruption in mixed sex conversation was made by men. They further argued that male interrupt females and even determined turn-taking procedure

and concluded therefore that frequent interruption of females by male is a mark of dominance. It should be stressed that interruption is a mechanism by which males can prevent females from talking in order to gain the floor for themselves. It is thus a mechanism by which males engineer females' silence. There is a whole set of belief which reinforce this asymmetry and ordain that it is not proper for a woman to interrupt or contradict a male particularly in public.

In addition, verbal aggressiveness is more common among male than female speakers. One linguistic manifestation of it is the tendency to interrupt. Studies on interruption phenomena in conversation shed more light on sex difference in language. Zimmerman and West (1975) assert that 98 percent of interruptions in mixed sex conversation were made by males. They further concluded that men deny equal status to women as conversation patterns with respects to right to full utilization of their turns and support for the development of the topics. They also see this as another example of male dominance as men exercise control over talk of women.

However, Robin Lakoff later established a set of gender features that seems to be a confirmation of an existing power imbalance reflected in linguistic expression (Lakoff, 2004). Although counting as one of the first – if not the first – contribution to feminist linguistics, some of Jespersen's sexist assumptions are carried over into her work. Lakoff's data does not originate in empirical research, but is based on observations and introspection and thus does not necessarily reflect the reality of the female and male speech community. Especially her lexical gender markers lack accuracy and stand as mere stereotypes, possibly rooted in women's socialized role from the past. She claims, for example, that women use weaker and almost sweet-sounding swear words such as "oh dear" or "goodness," whereas men use stronger expressions such as "shit!" or "damn!" (Braun, 2004: 13). Any person overhearing conversations of men or women in a variety of social classes, situations and English dialects would find this very hard to accept. It seems that such assumption can only be valid for certain social contexts. Along the same lines, women are said to use adjectives evoking frivolity and triviality.

Despite the fact that such features fail to reflect the true nature of women's speech, they are nonetheless a representation of actual stereotypes based on existing ideologies of women's speech in society's collaborative mind

Linguists agree that the way we speak is gendered, and that women and men do talk differently from each other (Frederike Braun, 1997; Anja Gottburgsen, 1997; Ulrike Grässel, 1997; Robin Lakoff, (2004). The speech of men is usually considered the norm, and women's

speech to be deviant from the norm. An example of this can be seen in the frequently encountered stereotypical opinion that women talk a lot, but never that men talk little. Linguists' opinions differ as to the extent to which these distinctions exist. Also the interpretations as to why the differences exist are based on widely different theories.

Three generally accepted approaches also referred to as frameworks, have been established for analyzing female speech; these can be explained broadly by concepts of deficit, dominance, and difference (Cameron, 1990: 14-15). • The “deficit framework suggests that women’s ways of speaking are, whether by nature or nurture, deficient in comparison to men’s” (Cameron, 1990: 14). Robin Lakoff supports this view of gendered female language. Sometimes, women who feel that their way of speaking is deficient and that they lack something (e.g. credibility or power) due to their language usage go to classes offering such subjects as assertiveness training, which basically teach them to “talk like man.” In the documentary *Venus Boyz*, Diane Torr teaches aspiring drag kings how to talk, move and behave like males in order to gain respect, power and credibility. Like the assertiveness training for women, her course confirms the notion of the deficit framework: Women lack something that men have. • The “dominance framework suggests that women’s ways of speaking are less the result of their gender per se than of their subordinate position relative to men: the key variable is power” (Cameron, 1990: 14). In this case, female speech is an interlocutory device signaling subordination. Finally, the “difference framework suggests that women’s ways of speaking reflect the social and linguistic norms of the specifically female subcultures in which most of us spend our formative years” (Cameron, 1990: 14). It was the anthropologists Maltz and Borker who originally created this framework (Maltz and Borker, 1982: 196-216). They compared sex differences to culture differences, and in those two “cultures,” boys and girls “learn to do different things with words in a conversation” (Maltz and Borker, 1982: 200). Proponents of this framework (e.g. Maltz and Borker, 1982 or Deborah Tannen, 1990) often base their research on data from interaction between and among same sex groups only. When criticized for ignoring the factor of dominance or power imbalance between the sexes, they claim that this factor may exist on the locutionary level, but it is not intended by the speaker. Knowing that their research does not consider the interaction of mixed sex groups, it is not surprising that they do not find an intended dominant linguistic behavior of males over females (Uchida, 1990: 285- 287). Sometimes it is not completely clear which of the frameworks a theory belongs to because they may interplay and cannot be seen as totally isolated from each other (Ulchida, 1990: 289). When Shelly Mars, a protagonist from the documentary *Venus Boyz*, says: “So what we do when we are in a

gender is perform an already socially constructed script,” (Boyz, 2001) this can justifiably be regarded as an opinion confirming the difference framework.

However, the actual performance of that socially constructed script may indicate dominance of males over females and thus confirm the dominance framework. The differences in speech between men and women discovered by Lakoff, such as the “female register” marking politeness and non-assertiveness, both being an expression of a weaker role or position compared to the male, could likewise be interpreted according to the deficit framework or the dominance framework. Ulchida strongly criticizes the one-sided view of many proponents of the difference framework. However, she does not want to advocate using another approach instead. She points out that the approaches of difference and dominance are to some extent contiguous, and to gain a realistic insight into the reasons for differing speech behavior of men and women, she suggests establishing a new, holistic framework to see how we “are doing gender through use of language” (Ulchida, 1990: 289). Ulchida also finds fault with the difference framework for ignoring the existence of other identity markers such as race, class, age, or sexual orientation (Ulchida, 1990: 184). All these markers may influence the linguistic behavior of people. In fact, this criticism can be applied to all frameworks, since whenever an utterance is made it is not only made by an individual of this or that gender, but by an individual consisting of many different identity markers that all influence the way we speak. As we have seen, the linguistic behavior of women in relation to that of men can be looked at from different angles. Depending on the viewpoint, the social role of the genders varies somewhat. Interpreting female speech with the deficit framework theory, we can see that women are deficient in relation to men. This is, of course, the position taken by Jespersen (1990), unconscious or otherwise. Women represent the inferior gender which lacks something the other gender has or can do. The theory of the dominance framework also implies that women are inferior to men, but the difference between the two frameworks is that the dominance variant shows them not to be inferior due to something they lack but portrays their inferiority as rooted in passive or active subordination. The theory of the difference framework is the least judgmental. It simply accounts for the fact that the genders do have different roles and a different status in society, and that this variation in upbringing or training is the explanation for the differences in their speech behavior. In addition to the theory of those three frameworks, other interpretations of varying speech norms have been presented that relativize the inferiority and suppression of women (Fishman, 1990; Tannen, 1990). Yet, whatever the roots and reasons for women talking this way and men talking that way, their speech does vary.

## **Theoretical Framework**

Many theories have been proposed to explain why women and men differ in the language they used. Barbara and Gene-Eakins (1978) have categorized the cause of sex difference postulated by these theories into six overlapping groups. However, for the purpose of the paper only three theories have been considered, that is: innate differences, male dominance, and differing value system. Innate differences are biological in nature, represented by different reproductive systems, physique hormonal balance and possibly different structure in the brain. Social scientists examining sex differences in language have largely discounted biological causes of vocabulary and other significant verbal phenomena. Thorne and Henly (1975) argued that male dominance has powerfully shaped the meaning of words referring to both sexes, thus words associated with males more often have positive connotations; they convey notion power and leadership. In contrast, female words are word often negative, conveying weakness, inferiority, immaturity, a sense of the trivial.

Feminist writers have indicated male dominance as the chief cause of language differences between males and females. Lakoff (1975) maintains that women are forced to learn a weak, trivial and deferential style as part of other socialization, which is essentially training in how to be subordinate. In other words, she regards women's style as a reflex of their powerlessness and men's power over them. We shall also refer to this as the dominance approach. Furthermore, if the style and form of language are greatly determined by the value of the speaker, than different value system possessed by the two sexes will produce linguistic differences.

From the foregoing, it is evident that innate, male dominance and different value system are some of the factors responsible for sex difference in the use of language by gender. And this sex different (linguistic different) could be seen in the area of pronunciation, grammatical form, vocabulary, choice of words, use of code. Affirming to this, Smith (1979) proposed that linguistic sex difference can be studied from the point of views of pronunciation, vocabulary, grammatical form, choice of words, etc. He went further to argued that women produce more standard or rhetorically correct pronunciation... the female group members may have the tendency to use more of the standard or prestige variety than the male counterpart

Thus, this paper tends to look at sex difference in the speeches of male and female students in the vocabulary, grammatical form, choice of words, using Lakoff (1975) approach as its theoretical framework which will be used in the analysis of the data of this study.

## Methodology

The focus of this paper is to investigate the differences of male and female student's speech, using English language as a case study. The data are drawn from the students of NCE one School of Languages, College of Education, Gindiri. Thus, 80 students (40 males and 40 females) were selected using simple random sampling technique for this purpose. Survey design was employed for this study alone participants observation and structural questionnaires were used. The respondents were asked questions at different places and period within the school. Others techniques like personal discussion, listening to conversation of both gender are also used in the collection of data for this paper. The method of data analysis in this paper is based on Lakoff's (1975) level of analysis. Lakoff shifted the focus of research on gender difference in syntax, semantics and style. The author further identifies a number of linguistic features which she claimed were used more often by women than by men and which in her opinion expressed uncertainty and lack of confidence. The topics to be considered using Lakoff analysis for the paper are: verbosity, lexical, hedges, tag question, adjectives, and intensifiers, hypercorrect grammar, strong swear words. What we mean here is that for each data collected, it is grouped under the relevant topics above as seen appropriate.

## Data Analysis

The method of data analysis of the data collected is based on Lakoff's level of analysis. The presentation is immediately followed by the analysis through discussion. In the questionnaire and the oral interview which were the method used in data collection, eighty (80) students (40 males and 40 females) drawn from the School of Languages, College of Education, Gindiri. Thus, the data is being presented in a tabular form, using percentage in the analysis.

### Question 1: Are there differences between men and women speech?

Response	Respondents	Percentage
Strongly agreed	60	75%
Agreed	20	25%
Undecided	0	0%
Strongly disagreed	0	0%
Disagreed	0	0%
Total	80	0%

Table one presents, 60 respondents representing 75% and 20 respondents representing 25% respectively answered in the affirmative to the question and hold that male and female speech differed and this is as a result of the different linguistic forms chosen by both gender in communication. From the analysis, we can infer that there are differences between male and female speeches.

**Question 2: Are innate differences, cultural values and male dominance factors responsible for the speech differences?**

<b>Response</b>	<b>Respondents</b>	<b>Percentage</b>
Strongly agreed	36	45%
Agreed	24	30%
Undecided	4	5%
Strongly disagreed	12	15%
Disagreed	4	5%
Total	80	100%

Table two presents, 36 respondents representing 45% and 25 respondents representing 30% agreed that innate differences, cultural values and male dominance are factors responsible for the differences in the male and female speech. While 12 respondents representing 15% and 4 respondents representing 5% disagreed that innate differences, cultural values and male differences are factors responsible for the differences in male and female speech. However, 4 respondents representing 5% are undecided. From the foregoing, the above table shows that innate differences, cultural values and male dominance are factors responsible for the differences in the male and female speech.

**Question 3: Does context of situation influences their choice of words?**

<b>Responses</b>	<b>Respondents</b>	<b>Percentage</b>
Strongly agreed	40	50%

Agreed	24	30%
Undecided	10	15%
Strongly disagreed	0	0%
Disagreed	4	5%
Total	80	100

Table three presents, 40 respondents representing 50% and 24 respondents representing 30% agreed that context and situation influenced their speech. While 4 respondents representing 5% disagreed. However, 10 respondents representing 15% were undecided. It therefore means that from the above analysis it is evident that context influences male and female speech. They further maintained that in formal setting such as the lecture hall, especially during lectures, they used formal language (i.e standard English) whereas, before or after lecture within the department, in the hostels, they employed the informal language ( i.e non standard English ) such as slang, pidgin, broken varieties of the English language, and sometime even their native languages depending on the context they found themselves.

**Question 4: Do female students speak more fluent and standard English than the male students?**

Responses	Respondents	Percentage
Strongly agreed	24	30%
Agreed	16	20%
Undecided	4	5%
Strongly disagreed	24	30%
Disagreed	12	15%
Total	80	100%

Table four presents 24 respondents representing 30% and 16 respondents representing 20% affirmed that female gender speak more fluently and standard English . While 24 respondents representing 30% and 12 respondents representing 15% disagreed with the above assertion. However, 4 respondents representing 5% opined that level of fluency and correctness in the use of English of both sexes are equal. Thus no sex should claim to speak better than the other.

But from the about analysis of our data it is evident that the female gender tend to be more fluent and speak Standard English than their male gender. This assertion affirmed to Trudgill



(1974) who argues that people who see themselves as almost within reach of higher social status will use prestigious speak as a means of gaining acceptance to or signing actual membership of a higher social group. He went further to assert that women may use better speech as a means of gaining entry into social group of higher status.

### **Summary**

Males and females use language differently. Differences in the choice of vocabulary, grammatical patterns, and prosodic means are distinct enough to speak of male and female speech styles (Cameron & Coates, 1988; Coates, 1993; Crystal, 2003; Holmes, 2002; Tannen, 1990 ). The existence of the two speech styles is the linguistic reflection of social relations: until recently men have exercised more power in society and the tendency is still rather strong. Males' verbal behaviour is more aggressive as it is supposed to demonstrate a position of dominance. Women were assigned a submissive role both in the work place and at home, which accounts for more co-operative and less aggressive female speech strategies.

As was shown, males and females seem to talk in different ways. A set of features characterizing the speech of men and women was compiled on the basis of relevant works and theories in the field of gender linguistics. According to these, women tend to speak more grammatically correct and use more well-formed sentences, speak more politely, and have a tendency to facilitate and foster conversations. They also tend to ask more questions, to hedge more frequently, and to speak in a more personal and emotion-related way. Males' speech, on the other hand, includes more colloquial language, is more direct and factual, and revolves more consistently around them. The differences seem to be linked to a different social status of males and females, and females holding a disadvantageous role in society that is deficient or subordinate to that of males. This deficiency or subordination is then expressed in language. Although there are interpretations of gendered language that deny an existing deficiency or subordination of women in language, the language features as such strongly suggest a power imbalance in society between the sexes. However, this power imbalance may be based stronger on ideology than on reality, and likewise also the established language features, because otherwise, the separation of men and women into those two groups just seems too strict and too absolute. If the genders talk in different ways, then a person can construct a sort of "customized" gender identity by using different combinations of the conventional language features. Adding the aspect of camp to that language creates a sexual identity because it puts the gendered language to perform a gender identity. Their speech did show several of these features as part of gender identity construction. It was found that, while

their speech did show a number of those features to be part of gender identity construction, it was more often the paraverbal features which lent weight to that identity. The created gender identity was then translated by means of the language features marking masculinity or femininity in the target language. Since both the English original and its translation as German subtitles were analyzed on the basis of the same constituents, it could be convincingly demonstrated that the two language cultures have very similar gender ideologies, and that a translator can adequately render the text in the target language without any specific knowledge of the gender culture in question.

## **Conclusion**

It seems that in all societies' gender has a bearing on the distribution of roles and the ascription or achievement of status which then affect access to domains of economic and social activity and to the education that prepared for them. All of these factors in turn affect language use. Thus the material and discussion presented in this paper has shown that there are gender related differences in the use of English language among male and female students. In shaping them, gender may be neither the only nor the overriding factors where males and females are treated differently in language, it is seldom a case of separate but equal; the unequal is an extension of the prevailing power relations, barely touched on here, of the psychological, social and material consequences of gender discrimination seems of course, language can be and has been used to identify and challenge harmful discrimination and the linguistic forms in which it is manifested and to suggest alternative dispensation and forms.

## **Recommendations**

The following recommendations were made

- These differences in gender should not be seen as weakness to any of the gender, but rather it should be seen as a natural thing deposited by God on each of the gender.
- Gender should be deconstructed on the basis of linguistics difference in order to reflect gender equality of both genders in the society
- In conversation, both gender interrupt conversation, therefore the female gender should not be seen to be talkative.

- The society should not construct gender in line with male dominance as the basis of linguistic differences as against female gender as weak and powerless
- Linguistics differences should not be seen as the main determinant of the gender inequality between male and female in the society

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## **Preparing Language Teachers for ICT Challenges in the 21<sup>st</sup> Century for the Educational Uplift of Nigeria**

**Mohammed Ibrahim Hamza and Ladi Jonathan Mashi (Mrs)**

*Hausa Department College of Education Gindiri*

### **Abstract**

This paper discusses ICT challenges that beset the teaching and learning of languages by teachers and students alike even when research has proven that the application of ICT to the teaching and learning of languages can readily enhance and fast track learning by the students. The use of ICT offers unlimited benefits to teachers and learners alike. These advantages include: giving autonomy to learners for independent learning, creating a globalised village and broad-based learning in a variety of ways, improved reading, speaking and writing skills to meet-up with emerging trends through a faster means of exchanging information. Despite these advantages identified, these key propellants of globalization appeared to be marred in Nigeria Educational System by acute shortage of funds to procure ICT technologies, epileptic power supply to schools, inconsistent government policies, inadequate exposure of teachers to ICT to align their teaching to modern trends of imparting knowledge. As a result this paper recommends that more teachers should be sponsored for ICT training by redesigning and restructuring teaching to meet up with contemporary challenges.

**Keywords:** *ICT, Language Teacher, Challenges.*

### **Introduction**

Information Communication and Technology (ICT), refers to the technologies and techniques used to capture, process, store, produce and communicate information, According to Chafe (2006), in Mohamed (2008), these technologies include: computers, printers, projectors, interactive white boards and digital image technology and video conferencing. It is this an umbrella term which include all technology is for the manipulation and

communication of information. Akpabio and Ogiriki (2017) added that ICT is a digital processing and utilization of information by the use of electronic computers and technologies which are used for collecting, storing, editing and passing information in various forms. ICT could be any of these media of recording information: Magnetic Disk/tape, Optical disk (CO/DVD), flash memory, technology for broadcasting information-radio, television, and technology for communication through voice and sound or images, microphone, camera, loudspeaker, telephone or cellular phone and language laboratories.

There is a nexus between these ICT technologies and the language teacher especially in the adoption of modern trends of teaching to attend proficiency in teaching and learning language. With the burgeoning number of students in our classrooms today, ICT is one of such globally accepted technologies in teaching language, since it is a key propellant of development in the 21<sup>st</sup> Century. A language teacher is one who teaches any foreign or local languages like French, Arabic or Spanish, or a second language like English or Local Language like Hausa, Igbo or Yoruba prescribed in the syllabus.

Education is the bedrock of all forms of development. Nigeria as a country has accepted education as a dynamic instrument of change and for effective national development (NPE, 2014) revised edition. So what does education entail? According to Obasanjo (1991), education is “a lifelong formal and informal process of equipping an individual to be fully aware of his environment and to exploit, manage and dominate same for the benefit of society”.

### **Problems Militating Against the Use of ICT in Language Teaching in Our Schools**

Mohammad (2009) identifies these problems militating against the use of ICT to include:

- (1) Constant power outage in the country poses a serious problem to the adoption of ICT in our educational institutions. Institutions that wish to use the technology effectively are forced to provide additional funds for power backup thus adding to the cost of providing education.
- (2) Inconsistency and selective nature of training of teachers in the use of ICT in schools. Training has to be on-going and regularly updated to meet new demands posed by rapidly evolving technologies for ICT to be effectively integrated across curriculum. So all teachers will have to receive initial or in-service training, not simply a few for purposes of teaching computer literacy. Supporting this idea Dwyer (1996). Cited in Chafe (2006) indicates the need for two level types of training:
  - (i) Introduction to the technologies and preparation to operate and manage the hardware and
  - (ii) Training in pedagogical use of the technologies. The later poses a challenge since it ushers in a relatively new era of teacher education.
- (3) Most of the efforts at introducing computers in education centre on the provision of computers. Very few schools can afford such computers that can be reading accessible to teachers and students.
- (4) The over dependence of educational institutions on government for everything has limited institutions' ability to collaborate with the private sector to seek for alternative sources of funding ICT educational initiative.
- (5) Lack of computer literacy for language teachers in almost all our schools.
- (6) Most of the classes are over populated to deploy computers to teach them.
- (7) Epileptic power supply or total absence of electricity especially for schools in the villages.

- (8) Attitude of Government in policy implementation.
- (9) Lack of resources to procure computers in our school.
- (10) Lack of practical in ICT in our school - only theory is taught.
- (11) Most schools do not have computers and facilities to house them.
- (12) Problem of theft and handles of the ones made available to some schools.

### **Benefits of ICT to the Teaching and Learning Process**

It has been demonstrated by researchers that the use of ICT teaching/learning situation enhances more learning than the traditional methods.

- The interactive nature of ICT makes it highly interesting and motivation of even to learners who may not be willing to come to the usual school environment.
- It provides opportunity for learners to practice basic skills in their own time and pace.
- It permits learners to utilize the information acquired to solve problems and formulate new problems and explain to the world around them. For example, computer applications have potential to store massive data, plot curves, conduct statistical tests to stimulate real life experiment, build language models and procedure and report all these with speed and accuracy.
- It provides access to world-wide information resources.
- It may be the most effective, and in some cases, the only means of bringing the world to the learners.

### **ICT and Language Teacher Education in Nigeria**

Educational institutions in Nigeria rarely offer students the possibility of getting familiar with the new Media used worldwide in teaching and learning. Even ICT knowledge is given; it is merely theoretical in nature, in some cases without students having a glimpse of the computer. It is in the light of these shortcomings that NEPAD has developed a draft curriculum which:

1. Will help in realizing the primary educational aims (such as development and extension of the elementary or primary educational systems).
2. Integrate ICT into educational instruction and especially the training of teachers (NEPAD) 200(B).
3. Introducing ICT to the training of teachers in Africa raises two major problems: access to economical hard and soft ware's as well as the meshing of productive networks is strongly attached the financial possibilities of the end training providers who may be willing to carry out such programmes with multiplies effects on the education sector which can be solved through stronger financial support.

Another issue of concern arises from the difficulty in the appropriation and distribution of budgets in Africa.

Finally, all forerunner institutions of ICT still lack a general scientific theoretical framework within which new criteria can be set to make the training of teachers more efficient (Renta, 2002).

### **Strategies in the Use of ICT**

Language teachers can deploy ICT resources to attend proficiency in Language teaching and learning thereby bringing so much changes and innovation to the method hitherto used in teaching and learning. The new method of teaching aligns teaching with real life multimodal needs of the 21<sup>st</sup> century teacher. Through these strategies



language teachers can communicate information to students and collaborate across cultural and national boundaries. These ICT resources can afford students unprecedented ways of interpreting, appropriating and interacting face to face or virtually for local and global communication:

Electronic books can be used to send materials which are published in digital forms where students can log on to download books, handouts and materials prepared by the teacher of language and feed-back techniques used to assess level of progress of students.

Another strategy to fast track learning is the use of E-mail to exchange messages from author/teacher to any recipient/student by in-boxing materials to students in their various e-mail boxes for them to download thereafter.

There is also the Websites group of World Wide Web used to link learners' on-link as a great means for acquiring knowledge at students' convenience and pace.

Another important strategy for virtual learning is the use of social media tech giants like twitter, YouTube, Face book, goggle and WhatsApp that can be exploited by the teacher apart from computers to facilitate quick learning process by the student to improve reading and writing, improve speaking and writing, offer variety and support collaborative learning among students. These and other strategies are the modern trends in Language teaching in the context of globalization.

### **ICT Use in Teacher Education in Nigeria**

In teacher's professional development in Nigeria, ICTs are seen as essential as they have the task of preparing students for their role in modern society. According to UNESCO 2005 survey, only 35% of already trained teachers in Secondary schools in Europe, Asia and Africa have basic skills in ICT; which leaves the remaining 65%

of the teaching work force in the three continent still in need to fill the gap in teaching force to seek new strategies and programmes to enhance the integration of ICT in education. The construction of African CPS could be one way of improving the communication processes in the area of education.

Global Organizations have joined forces with our governments, ministries and institutions in implementing ICTS in different sectors. Institutions of learning are reforming their systems to accommodate new media learning. Within this framework, Africa is seeking to establish and improve its competence in ICT. In 2002, African established the New Partnership for African Development (NEPAD) with the major objectives to strongly focus on the dual strategies of ICT Development to enhance the overall development of Africa.

Also, it is not possible to name all organizations and stake holders involved in the process of harnessing African's education with ICTS. It is not also within the scope of this paper to list all the programmes of ICT teacher in teacher education but to illuminate some of the major and current activities in ICT use. The solution to the shortage of teachers to realize the goals of EFA in the long run of providing the most cost effective means of equipping the existing 60 Million, mostly unqualified teachers with technological skills to enable keep abreast of new developments. UNESCO (2002) observes that teacher training in ICT have been mostly developed outside of Africa,

The information for Development programme (Infos Devi 2005) also observes in its report that no standard or methodology exists to evaluate ICT in education programmes. AT this point, COPS could stimulate the construction of Africa education paradigms. Unfortunately most teacher training institutions are too under resourced to meet existing expectations of ICT training. There is shortage of public

funds which is a fundamental challenge to build skills in ICT, will have to receive initial in-service training, not simply a few for purposes of teaching computer literacy. Supporting this idea Dwyer (1996) cited in Chafe (2006) indicates the need for two level types of training:

### **Recommendations**

- (i) There should be assistance given to language teachers to acquire computer skills and knowledge through regular training of the teachers at all levels of education.
- (ii) Governments at Federal and state levels must ensure money is made available for the establishment of Computer Laboratories and purchase of both hard and Soft ware's in all schools.
- (iii) Support the take-off of ICT in our schools through effective legislation to back up its policy statements practically and give incentives for students that embrace the scheme.

Apart from providing the necessary infrastructure for the take-off of the scheme, language teachers must be given sufficient time to learn ICT skills to integrate same to the courses they teach. They therefore, require refresher Courses in this direction.

- (iv) Language Laboratories must all be digitally driven and manned by skilled technicians for effective teaching to take place.
- (v) International donors agencies and well-wishers, philanthropic organizations could supplement government efforts by donating hard ware's, soft ware's and buildings as well as cash to support the programme.

### **Conclusion**

Research has shown that the use of ICT for language teaching and learning has benefits that outweigh the Old Method of imparting knowledge to students. This is because ICT tools have the capacity and capability of offering unlimited objective educational advantages to both students and teachers alike. This is because it provides quality, learning materials and support collaborative learning. It also supports independent and virtual learning by students in the absence of the teachers, thus permitting students to learn on their own at different places and locations apart from freeing the teacher to widen his scope and teaching.

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## **Exploring Literary Perspectives on Nigeria's Political Paradigm for Sustainable Development**

**Gwang Naomi James & Jacobson Emmanuel Kwakfwaan**

*Department of English College of Education, Gindiri*

### **Abstract**

*The basic thrust of this paper is to succinctly explore literary perspectives on Nigeria's political paradigm as a pedagogical imperative instructional for sustainable development. The ardent observer would attest to the fact that so much is left to be desired of the rather dismal political cum socio-economic theatricalities of the Nigerian nation state. The evidence of a nation quite reluctant to forge the path of growth, progress and development is on an upward spiral —brazen corruption, in all its ramifications. In order to attain this lofty objective of incorporating literary imperatives as panacea for Nigeria's sure way to forging political paradigm for sustainable development, Funso Ayejina's poem '**And So It Came To Pass**' and Wole Soyinka's play '**A Play Of Giants**' are sampled and juxtaposed in terms of related reviews, setting, background and thematic disposition. Consequently, it is strongly recommended that along with the model strategies for teaching literature in the 21st century, Literature should be accorded a core/compulsory status as English and Mathematics at the primary and secondary levels of the education process and programme and adequate motivation and material facilitation for the teaching and the learning of Literature as panacea for sustainable political development in Nigeria..*

### **Introduction**

It is almost needless to reiterate that Nigeria is exceedingly endowed with both human and natural resources in all ramifications; the sheer numerical figure of well over two hundred million human strength endowed with varying enabling vocational and aptitude dispositions and the staggering deposits of mineral and other natural deposits scattered all over the regions surely attracts significant levels of covetousness from other nations.

However, Nigeria is also willingly trapped in the tragic web of terminal global waste that principally informs its halting, if not retrogressive, developmental pace. Quite clearly, the political class, more than any other player in the grand scheme for collective determinism for steady growth, progress and development, is the immediate culprit. This unwilling disposition is corroborated by Lindsey and Carlson(1976) who observed early into the celebration of some form of independence that evidences abound ‘of a world plunging toward self-destruction is everywhere: accelerated lawlessness ... political unrest ... revolutions ... super weaponry ... population explosion ... declining morals ... disintegration of families. Tension and pressure are tightening their hold on many who are being pushed over the line of despair.’

The deafening magnitude of public outcry over the political upheaval experienced in Nigeria and its attendant implications have been conveyed and echoed by the media, novelists, playwrights, musicians, poets and other artistes; albeit with very little, if any, significant transformations and improvements. In this vein, Dairo(2011:) lamented that ‘over the past few months, I have seen some of the people I admire most take a stand and demand that enough is enough in Nigeria. I have seen both young and old Nigerians demand that we end the hypocrisy and corruption that have eaten so deep into our political system and crippled us as a nation.’

Timah(2002) further decried the fact that ‘There are very brilliant people among Nigerian elites but some of these elites have employed their intelligence to deliberately move Nigeria backwards ... Nigerian politics is rife with deceit, duplicity, and outright manipulations ...’

Omotunde(2011:21) admonished that ‘Starting point is the realization that this nation is not lacking in ideas as to what needed to be done to make life meaningful for the populace. The problem has been why those great ideas are hardly executed ...’

Odunuga(2011:7) warned that ‘I may not know how long the deceit will last but I do know that it won’t take long before nemesis catches up with those who are presently lying their way through truth.’

Perhaps, this has been the political journey of Nigeria so far —disappointing and pathetic. But all hope must not be lost! This paper cannot pretend to be in any way exhaustive in expounding the political theatre of Nigeria but an appreciable degree of exposition has been attempted, with particular reference to the literary storehouse as a necessary facilitation resource in political education for sustainable development.

### **Conceptual terms defined**

Hornby (2005) defined the term ‘literary’ as; “connected with literature, liking literature very much; studying or writing literature” and the term “literature” as “pieces of writing valued as works of art, especially novels, plays and poems ...,” whereas the term ‘perspectives’ as ‘the ability to think about problems and decisions in a reasonable way without exaggerating their importance’p. 1085.

Thus, ‘literary perspectives’ would imply the aggregate of distinctive interpretation, report, positions, points of view or communications that are articulated or conveyed by novelists, dramatists, poets and any such other artistes on topical issues for several purposes that include information and education which overall goal is to effect desirable or positive change in attitude—in this case, for sustainable development.

### **Political paradigm**

Hornby (2005) defines the term ‘political’ as ‘connected with the different groups working in politics, especially their policies and the competition between them ... concerned with power, status, etc. within an organization ...’ whereas the term ‘paradigm’ as ‘a typical example or pattern of something’p. 1056. ‘Political paradigm’ would imply the overall process of

assuming leadership positions and the management and distribution of resources, hopefully, for optimal benefits in a way that engenders sustainable development.

### **Sustainable development**

Hornby,(2005) defines the term ‘sustainable’ as ‘that can continue or be continued for a long time’ whereas the term ‘development’ as ‘the gradual growth of something so that it becomes more advance, stronger, etc.’ p. 400. Thus, the term ‘sustainable development’ would imply a steady continuous improvement and enrichment in any given field of human endeavour for better living. In other words, this work attempts to appraise the potential impact in literature as a methodological tool that would facilitate political education for sustainable development.

### **Literary perspectives**

The media is replete with concerns that vituperate the political landscape of Nigeria; through the literary lens, quite a lot has been and still being revealed with the aim of engendering positive, patriotic and progressive world view in the political gladiators.

#### 1. And So It Came To Pass FunsoAyejina

*And so it came to pass  
many seasons after the death of one savior  
that a new crop of saviours, armed with party programmes  
came cascading down our rivers of hope;  
5     poised for the poisoning of our atlantic reservoir  
they sought out the foxes in the family  
to whom they gave their thirty pieces of silver  
in local and foreign exchange  
for the secrets of the passage—  
10    way into the castle of our skins ...  
men we had taken for fearless warriors  
as protectors of our secret recipes*



*suddenly turned crabs, caprices and all  
shedding shame like water from duck-backs,  
15 seeing sideways beyond the good of all  
To the comfort of the selves;  
and with their divination bags of tricks  
slung over arrogant shoulders  
they crawl over our dreams  
20 under cover of moonless nights  
Sidestepping traps, destroying our hope  
they turn our green august of rains,  
of showers with which to persuade crops  
towards harvest-circles  
25 around whose fire we would have exchanged  
happy tales of toil  
into an orgy of furious flames ...  
And so it came to pass  
that our saviours gave us a gift of tragedy  
30 for which we are too dumb-struck to find a melody*  
(Amaechi 2005)

### **Setting**

The socio-politico-cultural and geographical setting of this poem is the Nigerian nation state, captured particularly within the post-independence political period.

### **Background**

The background is essentially the lamentable neo-colonial manipulations and tendencies of the Nigeria's successive alternating military and civilian regimes from 1960 to date.

The whole scenario and experience, to say the least, is a macabre orchestration of political brigand by a desperate opportunistic cabal.

## **Themes**

The preoccupation of the poem cuts across almost every conceivable sphere of Nigeria's political experience.

First, the recurring political instability fueled more by the scramble to grab power for its attendant opportunities (lines 3, 4 & 26)

Second, very poor service delivery is conveyed all through the verses

Third, betrayal of trust implied all through the verses

Fourth, the looting of public treasury implied all through the verses

Fifth, faulty electioneering process implied all through the verses

Sixth, selfish cult affiliations (lines 1 -30) implied

Seventh, stifling the welfare of the civil service

2. A Play of Giants                      Wole Soyinka

## **Setting**

The immediate ordinary locale is the Bugaram Consulate in New York, the seat of the United Nations Organization.

The extended setting is the neo-colonial adventurism of particularly the despotic African regimes—with very grave implications.

## **Background**

The playwright's attempt to reveal or mirror, with a deep sense of nostalgia, the very dismal theatricality of a crop of despots 'giants' African rulers whose regimes were characterized by general stagnation and retrogression. The Nigerian experience is a clear and present case in point—it's our target territory in this discourse.

## **Themes**

The issues that the playwright is preoccupied with, and which reverberates throughout the text would include the following:

One, despotism and all that it stands for

Two, vulgarism and barbarism

Three, looting of national treasury

Four, poor and faulty economic reforms

Five, subversion of justice

Six, human rights violation

Seven, poor infrastructural development

Eight, epileptic educational process

Nine, political instability

Ten, poor social and cultural emancipation

## **Reviews and Analysis**

The rating of the political journey of the Nigerian nation-state, could be stated without any contradictions, has been rather disappointingly tediously too slow with very little positive attainments; a few remarks, sampled, shall suffice.

Omotunde (2011) observed that

*‘as politicians are plotting to adopt crooked and unconventional tactics to get into power, they are exploiting the poverty they invoked on the land by recruiting the citizens who are ready to spill blood and without blinking ... simply because government remains the major source of income ...And this is why we see no significant performance in their tenure.p. 21*

Agekaneh,(2011: 21) concurred that ‘the average Nigerian has suffered untold hardship in the hands of purposeless, visionless governments put in place in the past.’

Ola’ode,(2011) adds that

*a great many of us are changing loyalties, candidates and political platforms as socio-economic and political experiences demand ... It is just one of many such ironies that their coverage has failed to imbue us with much needed conviction and trust we ought to repose in our preferred contender to power.p. 21*

Thus, it can be deduced from the foregoing samples that the themes maintained by the literary artistes captures the prevailing political situation of Nigeria.

### **Prescription pattern**

Education, in all its ramifications, has remained the bedrock of peace, stability, dignity, progress and development.

Olarinho (2011) stresses that

*‘..., the most important moral assignment in 2011- 2015 is to get the education and examination pass rate up to 65-70 percent by*

*2015 election ... We must get education right. A nation whose children do not read cannot make progress. 'Books build brains' except in Nigeria.'* p. 21

It is a truism that proper value orientation develops positive mind-set and desirable character disposition. Decision (2011) admonished that

*as the next elections are about to commence ... for the country to get back on the path of sanity ... Nigerians must embrace justice, honesty, integrity, freedom and responsibility that reflect the normative standards all human beings must discover and develop through living together in a heterogeneous society like ours.* p. 21

A deep sense of responsibility for, and in the collective decisions made helps societies to be accountable. Decision, further asserts that 'our votes should speak our minds on whether we want change or not...' p. 21. It is therefore imperative that a guided sense of delivery becomes the impetus in the struggle for emancipation at all levels in all ramifications.

Aminu, (2011: 21) encourages that 'The politicians ... be catalysts for change ... people who are purposeful, pragmatic, pro-active and patriotic ... ready to sacrifice that self-destructive urge to satisfy the whims and caprices of a few cronies at the expense of the common good.'

Thus, it is imperative that all the people of Nigeria are decisively guided by a deep sense of collective determinism in order to attain appreciable progress and development.

### **Model Strategies for Teaching Literature in the 21st Century**

- The education industry is highly dynamic in all ramifications ranging from key stakeholders to content, methodologies, and assessment to evaluation procedures. The 21<sup>st</sup> century in its bid to knowledge seeking to a new level has had to initiate and

evolve better strategies for teaching of literature and other disciplines. The model strategy for teaching of literature in the 21<sup>st</sup> century are as follows:

- Use **combinations of media**—classic and modern together, leveraging one against the other.
- Have students **analyze diverse media forms** for their strengths and weaknesses—and involve both classic and digital forms.
- Have students **turn essays into videos into podcasts** into letters into simply-coded games into poems into apps.
- Allow students to choose media while you choose themes and/or academic and/or quality standards.
- When designing units, choose the media first, then the standards (yes, this likely goes against what you were taught—but give it a try).
- Insist *all student work* ‘leaves the classroom’ and is published—then design units accordingly.
- Use RAFT: Role, Audience, Format, and Topic/Tone/Theme. Then have them revise media in response to new roles, audiences, formats, or topics, tones, or themes. Martin Luther King’s ‘*I Have A Dream Speech*’ in a new format (a video?), or to a new audience (modern hip-hop artists?), or with a new tone (angry?). Students experimenting here are experimenting with media design, which is exactly what authors do.
- Use a thematic focus to design units, assessments, project-based learning—whatever activities students ‘touch.’ One of the hallmark characteristics of classic literature is that it endures. This is, in part, due to timelessness of the human condition. Love lost, coming of age, overcoming obstacles, civil rights, identity, and more are all at the core of the greatest of literary works.

- The ability to the texts to nail these conditions gives them their ability to endure, so teach through that. The author (e.g., Shakespeare) or media form (e.g., a play) may not seem relevant to a student—and that’s okay. The author chose that form based on prevailing local technology. Help them focus on what is being said and why—and how.
- Create social media-based reading clubs. Establish a hash-tag that anchors year-long discussion of certain themes, authors, text, or whatever other category/topic that makes sense for your curriculum.
- Have students create and produce an ongoing podcast or YouTube channel on, as above, relevant themes, authors, texts, etc.

### **Some benefits of teaching and learning literature**

- Literature reserves a fundamental educative function as it strives to improve the lot of humanity through systemic exposure to knowledge in every facet of life.
- Literature makes constructive criticism and commentaries on society and life thereby informing society of its drift towards development or destruction with a view to balancing society’s overall focus and expectations.
- Literature provides diagnostic, analytic, preventive and prescriptive commentaries on the essence of life.(Amaechi, 2005; Ibitola, 2005; Fom, Mandong, Ogundare&Chirman: 2002)

### **Conclusion**

It would be quite appropriate to admit that Nigeria’s political expedition, so far, is not a celebration of any positive impact and attainment. This is informed largely by the lack of political will to give the education sector due consideration. This paper advocates strongly that literary studies should be entrenched as a core instructional facility for greater enlightenment in the quest for holistic sustainable development.

## Recommendation

- Literature should be accorded a core/compulsory status as English and Mathematics at the primary and secondary levels of the education process and programme to ensure an early start in the business of building future leaders.
- Literature should be incorporated as a compulsory course in the General Studies Department of all tertiary institutions of learning so as to have an enlarged encompassing population of students involved in the inculcation of political cum social values that would engender greater peace, tolerance and harmonious coexistence.
- Literature should be accorded Double Major course status in the Minimum Standard course structure of Colleges of Education and such other affiliate catchment institutions in order to enable sustained conscientisation of students on national issues.
- There should be adequate motivation and material facilitation for the teaching and the learning of Literature as a discipline as panacea for Nigeria's political development.

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## **Effects of Family Values and Corruption on National Development: Reflections in Douglas Kaze's *When My Boy Grows Up***

**<sup>1</sup>Noah G. Z. Daspan and <sup>2</sup>Bulama Titus Vachaku**

**<sup>1</sup>*Department of English, College Of Education Gindiri***

**<sup>2</sup>*English Department, College Of Education Hwong, Adamawa State***

### **Abstract**

Literature and society are naturally symbiotic as they both relate deeply in the sense that literature reflects the day-to-day experiences of a society at the political, social, economic, moral, and spiritual levels, with the aim of transforming the society into a better one. Literature is therefore the expression of a society. Through the lenses of literature, this paper attempted to examine the extent of moral depravity and the terrible decay of operational standards in the Nigerian socio-political system via the mirror of literature, with a close reference to Douglas Kaze's short story *When My Boy Grows Up*, published in *The Cavalcade: A Journal of Writing, Criticism, and Art* (Abuja, Nigeria, 2009). This paper posits that the deterioration of family values is mainly responsible for the extreme corruption and weak national development in Nigeria.

### **Introduction**

Literature is generally believed to play a key role in the formation of national consciousness. It is used as a very strong weapon of constructivism for a variety of societal issues—political, moral, social, religious, and economic, to mention a few. It is in light of this that Ngugi Wa Thiong'o asserts in *Homecoming* (1972) that: "Literature does not grow in a vacuum; it is given impetus, shape, direction, and even areas of concern by social, political, and economic forces in a particular society."

This assertion is supported by committed Nigerian literary artist Wole Soyinka. While commenting on the role of the writer in his society, Soyinka asserted:

The writer is the visionary of his people: he recognizes past and present not for the purpose of enshrinement, but for the local, creative glimpses and statement of the ideas future. He anticipates, he warns. It is not always enough for the writer to be involved in the direct political struggle of today; he often cannot help but envisage and seek to protect the future, which is the declared aim of the contemporary struggle (Gogora, 2000, p.12).

Based on the foregoing assertions, the relationship between literature and national development cannot be overemphasized. Most writers try to shape the course of nations by projecting their dreams in their literary writings; thus the writer is a teacher and moulders of national consciousness (Onyewuchi, 1996). A typical example of this phenomenon is

demonstrated in the short story *When My Boy Grows Up*, written by Douglas Kaze. Dr. Kaze is a young prolific Nigerian writer, and a Senior Lecturer at the University of Jos, Plateau State, Nigeria.

### **Definition of Terms**

#### **what is a family?**

A family is “a group of persons forming a household, including servants, etc. A succession of persons connected by blood, name, etc; a house, life clan, tribes; race etc” (*Webster’s Comprehensive Dictionary of English Language, 2004*). The family is the first agent of socialization—it is the first point of contact through which the child interprets circumstances, people, and attitudes in the world. J.A. Illori supported this idea when he asserted that:

The family remains the major agency of socialization. It is a primary group who’s close, intense, and enduring emotional attachments are, as we have observed, crucial not only as the prototypes of subsequent ties, but also for the adequate socialization and emotional development of the child. It (Family) is a world with which he (The child) has within to compare (14).

### **Values**

The term ‘values’ is subjective by definition; It can be viewed from different viewpoints, including “the worth attached to an item, commodity, event, or a person (in quantity or quality), that is either on emotional or financial terms.” Generally, values are not sentimental, or emotional, nor even individualistic. Values are shared and upheld by a group of people as a matter of collective welfare.

Robin Williams (cited in Illori 2000, p.75) lists four qualities of values:

1. They have a conceptual element which is more profound than mere sensations, emotions, or needs in this sense; values can be thought of as abstractions drawn from one’s experiences.
2. They are effectively charged, or involve understanding which has an emotional aspect. Emotion may not be actually expressed but is always a potential.
3. They are not concrete goals of action, but do relate to goals in that they serve as criteria for their selection. One strives for those things he places value on.
4. They are important matters and not in the least tribal to the individual this can be seen in the fact that values relate to choices, which in turn precede actions.

Therefore, a working definition we will establish for *family values* is those feelings about what is desirable or undesirable, or about what should or should not exist, according to the moral standards of a given family.

### **Corruption**

To be *corrupt*, according to the Webster's Dictionary (1988) is:

- To be depraved.
- Changed from a sound to a putrid state.
- Dishonest, opened to bribery.
- Not genuine, full of errors,
- To pervert (or to allow one's self to be perverted).
- To make wicked.
- To defile.
- To taint.
- To falsify.
- To break completely (from the cherished norms and values of a responsible community (emphasis ours)).

### **National development**

National development can also be defined from different viewpoints—political and economic, in particular. A nation can be said to be developed economically if the Gross Domestic product (GDP) of the country indicates a progressional increase. On the other hand, politically, the development of a nation involves “a framework of declared principles according to which the country is to be developed” (Awotunde, 2005).

Curle (1973, p.118-119) summarizes the ingredients or qualities of national development to include:

**Safety** in that society is generally non-violent, and that individuals are protected from victimization by the state, or the police, or each other,

**Sufficiency** in that they have enough food, clothing, and other material things so that they are not prevented from making full use of their potential,

**Satisfaction** in that their lives are generally pleasant and that sufficiency is not achieved at the cost of psychological and cultural disruption and disturbance,

**Stimulus** in that the people are kept aware of their intellectual, emotional, social, or spiritual potentiality, and encouraged to fulfill it.

Thus, a society is said to be developed—i.e. to achieve a state of true national development—if it meets the above requirements. When a country has achieved these qualities, it is termed as *developed*; however, it is termed as a *developing* country if it is still in the process of striving to achieve these goals, yet has not yet met them (Awotunde, 2005). Nigeria is an example of a developing country.

### **Plot in *When my Boy Grows Up***

*When My Boy Grows Up*, Douglas Kaze's first published short story, captures the tragic moments in the life of a poor Nigerian family. Through a gradual process, the family comes to finally break up, when the relationship between the husband (Sambo, a police inspector) and his wife, Agyer, a petty trader completely breaks down in the presence of a mob in the police station where Inspector Sambo works. Sambo mistakenly kills his son during a gun shoot-out with a notorious gang of robbers known as the Akasa Gang.

The title of the story is tragically ironic, because the inspector claims to have great dreams for his son, Afan, whom he hopes will grow up to become the first lawyer in his village (an unnamed village, but certainly in the Eastern Plateau where the short story is set). Yet unfortunately, the fifteen-year-old Afan, who is a very brilliant child, must discontinue his secondary school studies on account of his father, who fails to pay Afan's school fees. Instead of paying for Afan's schooling, Sambo squanders his salary on a young woman and his beer parlour friends, at the expense of the welfare of his wife and children.

Several characters in the story exhibit terrible social and moral values that do not only affect the family's development but also have a strong tendency towards affecting the development of the nation at large. The characters' actions and the events of the story shall be closely examined under the following sub-headings:

- Family values in *When My Boy Grows Up*
- Corruption in *When My Boy Grows Up*
- Corruption and national development in *When My Boy Grows Up*

### **Family Values in *When my Boy Grows Up***

As observed earlier, a child's family is his very first agent of socialization. It is the first world which the child inhabits; developing from it a value system that will shape the perceptions and attitudes he takes into his adult life, including his perspective of his vocation and occupation. A great philosopher was then right to say, "Give me your child to train in the first two years of his life, and grow to become whatever I have set him to become." (Daspan, 2000, p.11). It is also no wonder that the Holy Bible says: "Train up a child in the way he should go, when he grows old, he shall not depart from it" (Proverbs 22:6, NIV).

In *When My Boy Grows Up*, Kaze, a naturally gifted storyteller, captures his own immediate environment in order to create a fictionalized account of the corrupt aspects of contemporary Nigerian life, focusing on the ones he considers most critical and in dire need of redress.

*When My Boy Grows Up* uses a nuclear family as a microscopic representation of Nigerian society. This family comprises a father, mother, and fifteen-year-old son, who become the main characters of the short story.

Through the series of events that occur around this family, and as seen through the characters' eyes, the author depicts with disgust how government workers, especially security personnel, seem to have no decency and direction. For instance, the newly ranked Inspector of Police, AjijiSambo, whose child is very sick at home, drives his wife out of their home, very late at night when the place is dark and extremely cold, to go buy medicine for the child on credit. Meanwhile, AjijiSambo is busy spending his salary buying beer for his friends, at the expense of his family's welfare. Other targets of Kaze's satirical attacks are corrupt businessmen—particularly landlords, who are eager to sleep with the wives of their tenants in lieu of collecting unpaid rent bills. Inspector Ajiji's landlord seeks to take advantage of a young and beautiful woman who has been married for seventeen years. The landlord's behavior is only one example of the indecent family values common to several Nigerian ruling class members, "who show gross moral decadence in their actions of exploiting the proletariat". The author's satirical presentation of such people is expressed through the thoughts of Afan, one of the major characters:

The lantern light fell on his protruded belly only and almost made Afan laugh... After the landlord's threatening to chase them out of the house, however, "Something was beginning to rise in Afan's heart and he did not know what it was, but it was burning hot and resolutely. It was not particularly new, but it was stronger and seemed it was going to create an action this time: He looked at his helpless mother and did not feel like laughing at their

landlord's paunch anymore. He had shifted his focus to the landlord and all he could see was the devil himself (p.74).

The above passage depicts men who have the reputation of being high-class businessmen, yet who have no upright family values at all. The author describes the landlord as "the devil himself" (p. 74). Worthy of note, however, is the source of temptation for this "devil landlord": Agyer (who is good and commendable), Officer Sur, Inspector Musa bad-Ajiji, his fellow landlord-friend; his girl-friend, and so on.

Obviously, Inspector Ajiji Sambo opens the door of temptation for his wife to be approached by the landlord. This is because he seldom comes home to check how his family is doing. An undisciplined police officer, he has totally neglected good virtues in favor of the beer palours, where he is lured to spend his entire salary on his friends—and even strangers, whom he buys beer as they eulogize his new ranking as an Inspector (p. 71-72). Meanwhile, his wife knows it is her husband's payday; she has collected medicine for the baby on credit and hopes that he will pay for it, and also pay Afan (his son's) school fees. But Afan knows his father so well that he is sure he will not fake responsibility for managing his home: "Well your father gets his pay today. He'll settle you tomorrow, I believe," said Ajiji's wife, but Afan looked at her face and knew that she did not speak with any conviction" (p. 73).

The author lampoons a similar delinquent attitude in describing a character in the story "who foolishly left his wife and spent all of his earnings on a prostitute who later denied him" (p 69). All of these moral vices affect the family and the children growing up within the family. In the words of Daspan and Agada (2004):

The things that mar a family are the exact opposite of the ingredients that make a family which includes falsehood, being secretive over developmental issues, crooked behaviours, overt or covert spirit of distrust, being lazy, being weak-minded or easily discouraged, etc. A child that finds himself in the family that exhibits attitudes is very likely to learn such undesirable attitudes (p. 17).

There are no better words to use than the ones above. For it is profoundly true that the state of the family has the greatest influence on the later personal traits of every individual in a society, irrespective of the position he/she holds in public. Inspector Ajiji Sambo is said to have a "large scar on the right side of his face," and tells stories about how it was caused by adventures in his youthful days. This connotes that he was a very stubborn and difficult fellow, as we see exhibited in his current lifestyle which his son Afan imitates and does even

more, by going to join the Akasa robbery gang, where he meets his death by gunshot precisely from his father.

Eventually, the young, brilliant schoolchild who could have positively contributed to the national development of the country dies aimlessly, sequel to the inability of his father (like many parents in our Nigerian society) to uphold the good and responsible family values expected of them, especially when their children (like Afan) are in the Junior Secondary School.

Daspan and Agada (2004) again opine that parents and the wider society should appreciate the fact that, in the Junior school, the emphasis is mainly on helping young people to understand:

- Their own personal development.
- Their changing relations to other persons.
- Their responsibility in making their family relationship satisfying and
- Their own personal development vis-à-vis their roles in national development.

### **Corruption in *When My Boy Grows Up***

The story *When My Boy Grows Up* also exposes several dimensions of corruption, where a person or group of people breaks completely from the normally cherished and acceptable norms and values of a responsible community. Salisu (2009) gave an overview of issues in contemporary Nigeria, which is characterized by corruption, drugs, human trafficking, advanced fee fraud (419), financial malpractices in banks and other financial institutions, money laundering, lawlessness and insecurity, religious bigotry, abuse of democratic processes by public officers (who often practice nepotism), individualism, excessive greed that leads to looting of national resources (or the “National Cake,” as they are commonly referred to), among several other ill-developments. These issues have “converged to be a serious deterrent to national development.” Salisu further explains that before the takeover of missionary schools and hospitals, (in 1975), corruption was barely associated with public institutions. Absenteeism from duty (and apathy to work) were almost unknown, fraud and financial scandals were unheard of, and tribalism or religious bigotry were not the bases for locating missionary institutions or performing any duty at all. This shows that the then newly-independent Nigeria had virtuous and positive values by which to live. Initially, employees were committed to their duties and law abiding. This resulted in positive national developments until 1975, when outright corruption—morally, societally, politically, and



economically—were witnessed, leading to series of coup d'états by the military force in the country, with the aim of bringing sanity to the Nigerian polity.

This type of situation is clearly illustrated in Achebe's famous book "*A man of the people*." In *When My Boy Grows Up*, Inspector Sambo is actually referred to as "a man of the people" several times. He is called a man of the people when he pleases the masses, doing immoral things for them such as drinking and squandering his earnings.

The military juggernauts performed even worse than their civilian administrators. They threw parties everywhere, losing control of law and order; this became a normal practice in Nigeria, to the extent of accepting negative vices as part and parcel of the Nigerian populace, a phenomenon popularly referred to as 'the Nigerian factor'. In other words, when bribery is to be given or collected, one is called upon and persuaded to "be a Nigerian." By implication, to "be a Nigerian" and practice the standard norms and values of Nigerian society, one must do something that gratifies his personal selfish ambition, and even go against the interest of the state, his fellow countrymen, and the common good. All of these attitudes and negative qualities are what we see in *When My Boy Grows Up*. For instance, one of the main characters, Inspector Ajiji Sambo, is observed drunk while he is on duty as a police officer, and is observed going to work late. He is even reminded by a non-police friend, Atsen, that he is late for work. And he does not even feel remorse, as he tells the barking dogs and other animals "To hell with the DPO"... 'I'm so late, so what! I'm Inspector Sambo, for your information! And you bloody dogs, shut up or I shoot!" (p. 78). He eventually arrives at the station very late and continues sleeping deeply until the early hours of the morning, when he is called upon to go out for a shoot-out with the gang of robbers.

The statement "shut up or I shoot" is an allusion to the common statement heard from police and army officers during the military regimes, when they determined law and order with their guns and uniforms. They often broke the very laws and order that they have set. Any attempt to question this and hold them accountable, called for a gun shot or a threat at least. This eventually led to the 'brain-drain' syndrome in Nigeria, in which several young professionals and intellectuals fled the country for their lives.

Salisu corroborated this idea in his assertion that:

Unfortunately, since the regime of Gen. Murtala (1975), corruption has grown in proportion that the Gen. Murtala Mohammed regime declared a fight against corruption. Since then corruption has been on the increase. Armed robbery

hitherto unknown surfaced, burglary and theft became more scientific, election rigging became perfected, prostitution was professionalized with human trafficking adding value, and virtually all census figures were falsified. Hard drugs and cocaine pushing became a new order, 419 took the centre of stage, religious and ethnic crisis became the order of the day, kidnapping, man slaughter, cultism, cutting corners, kickbacks, and all sorts of fraudulent activities became the order of the day. The implication of all these is that our schools became rotten, with negative effects on the products of such schools; hospitals, roads, industries, agriculture - all suffered.

Another form of corruption is exhibited in *When My Boy Grows Up* is how the D.P.O. is portrayed. This DPO is said to be fully aware of Inspector Sambo's indecent behavior, yet keeps quiet, for unknown reasons. It may be because of an exchanging of bribery between them, or that they are both engaged in vices like drinking and womanizing. Moreover, Sambo's dream for his son to become a lawyer would have been a highly commendable and plausible one, except that his dream is ill-motivated by a selfish ambition. Sambo's desire to ensure that Afan eventually has the ability to oppress a particular man, and give him (Sambo) the right of ownership to a piece of land that does not belong to him.

The landlord's attitude of approaching Sambo's wife for sex in return for the unpaid rent shows the same level of moral corruption that is portrayed in Chinua Achebe's *Man of the People*, in which Odili chooses to form a new political party (The Common People's Convention) to rival the corrupt politician's party (chief Nanga's The People's Organization Party). While Odili and his friends wish to combat the nefarious activities and socio-political exploitation carried out by the members of the P.O.P, Odili confesses that he has a selfish personal ambition: "I must say that I was immediately taken with the idea of the common people's convention. Apart from everything else, it would add second string to my hold when I came to deal with Nanga who snatches his girlfriend Elsie" (p. 88).

All of these examples show that family values are critical in eliminating all forms of corruption, which have their roots in selfishness, greed, and individualism. Corruption and moral vice have their roots in individuals: they spread from there into families, then wider into the community, and ultimately into the larger society. If Nigeria is to achieve any meaningful national development, there is no amount of time that could possibly be wasted in efforts to fight corruption and seek to prioritize the establishment and upholding of strong family values.

## **Literature, Family Values, Corruption, and National Development**

The process of democratization is gradually underway as Nigerians look to implement policies informed by grassroots politics—for example, a situation where an intending national public officer has to gain clearance from the ward level. This impulse towards “grassroots politics” is aimed at stirring up the Nigerian masses at the grassroots level—i.e. the nuclear family, the community, the village—and finding the groups of people are the roots of the nation. Finding citizens who practice virtue and family values and pass them on to their children and empowering them to hold public office in their nation is essential. For a credible and transparent democratic regime to ever be established, we need people from the grassroots level (from nuclear families and small virtuous communities) to serve as statesmen. For the government, is a reflection of the people, because the government is made up of people. The government cannot be any better than the people whom it consists of. Writers play a role in this movement too. Writers shape the course of the nation by projecting their dreams through their literary activities. They create political songs, lyric poems, drama, short story telling, and other sub-genres of literature that are essential for any political movement to succeed. Thus, the writer is a teacher and a moulder of the national consciousness as briefly showcased in the short story, *When my Boy Grows Up*.

### **Conclusion**

In conclusion, literature and ideology have a significant role in bringing societal transformation in Nigeria. Somewhere along the lines of historical milieus, Nigeria lost her once highly upheld virtues and values at the individual and family levels, or vice-versa, which led to corruption and an absolute deterrent to the country’s national development. These vices or corrupt tendencies such as nepotism, bribery, embezzlement, extortion, sexual exploitation, etc. can be uprooted through grassroots concretization, using good stories and various literary genres and styles as a means of communication. This is simply because literature entertains, educates, and inculcates morals at the same time. After all, the mission of every literary artist in Africa according Sofola (2004) is to heal and restore the life of a sick and battered humanity and to mobilize a collective conscience for a particular desired objective.

With these in mind, the writer recommends the following towards reclaiming Nigeria’s once strongly upheld family values which will go a long way in eliminating corruption and quickly facilitating the country’s national development.

### **Recommendations**

- i. The National Assembly should emphasize the use of Mother-Tongue or First language in teaching in the lower primary secondary school, which helps conservation and transmission of very good cultural values in young children as contained in the National Policy on Education (FRN, 1994).
- ii. In schools, offices, places of worship, etc. Nigerians should have a value creed which reminds them of certain value systems shared by all Nigerians which include:
  - a. Every individual is his brother's keeper.
  - b. Perform family obligations.
  - c. Show respect for elders.
  - d. Practice hospitality.
  - e. Bringing up children is a corporate responsibility, and
  - f. Remain chaste before marriage, among others.
- iii. Citizenship Education should be enhanced. This will go a long way in inculcating patriotic qualities in young Nigerians.
- iv. Ensure enforcement of discipline according to the constitution, by the correct authorities. Failure to do so should attract automatic loss of job and penalty in the court of law.
- v. History lessons should be brought back into the Nigerian curriculum of primary and secondary schools as compulsory courses. This will help in a great way towards value reorientation and reviving our value system as Nigerians and Africans at large.

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**Curbing Lexical and Syntactic Interference of English Language on the Effective Learning of French Language among Nigerian Learners: A Panacea for National Development**

**Gurumtang, Parlong**

*Department Of French, College Of Education, Gindiri*

***Abstract***

*Bilingualism in today's world is doubtlessly a major requirement that facilitates interconnectivity of the world as a global entity, taking into cognizance that no single person or nation exists in isolation. It is based on this need that Nigeria adopted French language in effort to making its citizens become bilingual at the international level for obvious benefits to them as individuals and to Nigeria as a country. In this light, scholarly efforts have always been made to create awareness in Nigerians for acceptability and subsequently, activate interest in the learning of the language. In the course of the study, it was established that lexical interference occurs as a result of the learner's inadequate acquisition of vocabulary in the target language, hence transferring English words being modeled in French way into*

*French expressions. This leads to expressions often said by learners as: “Que Dieu vous blesse!” in attempt to say ‘May God bless you’. This goes on and on. But, this work has come timely.*

**Key terms:** *Language Interference, Lexical Interference and Syntactic Interference.*

## **Introduction**

It is no longer news that French is the second official language of Nigeria after English. English, as stated in the National Policy on Education (2014 ed.) has become Nigeria’s national and official language due to the country’s cultural and language pluralism. This assertion was proven in a study conducted on fifty people who were randomly picked from different locations within Abuja to identify their ethnic identities. It was amazing to record thirty-three different ethnic entities. Invariably, this indicates that Nigerians would have encountered difficulty existing as a country if English had not been retained to serve as a bridge language.

On the other hand, the government of Nigeria, knowing the existing multilingual nature of the country, went on to adopt French as the country’s second official language. The rationale behind this is stated in the National Policy on Education (2014 ed., p.7)) which is to enhance smooth interaction with the francophone countries surrounding us. Cherry (in Unoh, 1986) regards the world as people in communication. This means that the benefits for learning French go beyond communicating with the neighboring countries since the world today is a global village.

So far, learning French in Nigeria has made remarkable progress to the point that doctors and professors of global standard are produced from our learning institutions. Despite all these successes, there are still challenges threatening the effective learning of the language. Among which is the English interference which forms the focus of this study. For the sake of the study, English will be considered as the learner’s home language, background language or first language (L1), and French as the learner’s target or second language. Specifically, the

study aims at analyzing the tendencies of committing lexical and syntactic errors as a result of English interference on the acquisition of French by Nigerian learners.

### **Language Interference**

Linguists have identified language interference as a major error source that students battle with in language learning. It is a general problem that occurs in bilingualism. Language interference has been viewed by scholars in many ways. Le Nouveau Petit Robert in Alabi (2007) defines *interférence* in these French words as “*une intervention contradictoire, une immixtion, une conjonction de faits.*” Lott (1983:256) sees interference as errors in learner’s use of foreign language that can be traced back to their mother tongue. Ellis (1997:51) refers to interference as ‘transfer’, which he says is ‘the influence that the learner’s first language (L1) exerts over the acquisition of second language (L2). On his part, Martin (1978) describes it as “when an individual’s understanding of one language has awkward impact on his or her understanding of another language, that individual is experiencing language interference.”

Alabi establishes the synonymy between interference and error. This, he explains in French thus: “*Il y a un lien entre les erreurs et les interférences et que la plupart des erreurs notées proviennent des interférences de la langue maternelle ou de la langue seconde*” (2007). According to him, the interference or error can come either way. On the other hand, Yule (2004, p.34) sees error in language learning as being a normal phenomenon. His words:

*“An error then is not something which hinders a student’s process, but is probably a clue to the learning process being made by a student as he or she tries out ways of communicating in the new language. Just as children acquiring their mother tongue produce certain ungrammatical forms in the acquisition process, so we might expect the second language learner to produce overgeneralizations at certain stages”.*

He identifies two forms of language transfer: **negative transfer**, otherwise known as interference or error occurs when the understanding of one language complicates the



understanding of another. In other words, negative transfer is when the transferred feature from one language does not fit in the system of the other language. Conversely, *positive transfer* is such that knowing one language can aid in developing skills in another.

### **Forms of interference**

Ellis (1997) identifies three major causes of language interference: first, limited vocabulary of target language, which leads to lexical interference; second, disloyalty to target language structure, which leads to syntactic interference; third, disloyalty to the target language phonemes and accents which of course leads to phonological interference.

### **Lexical Interference**

The word 'lexical' comes from 'lexis' which is synonymous to 'vocabulary.' The Oxford Advanced Learner's Dictionary (9<sup>th</sup> ed.) refers to 'lexis' as all the words and phrases available in a language. Lexical interference is therefore the negative transfer of words and phrases from the background language to the target language. According to Yule (2004), this happens due to vocabulary deficiency in the target language. He stressed that the acquisition of enough vocabulary will equip the learner with communicative competence in the target language. Alabi (2007) on his part notes that the most noticeable form of interference as a result of this inadequacy is '*anglicism*.' He sees 'Anglicism' in these words that he puts in French:

*Anglicism, il s'agit de la formation des mots français avec des bases anglaises. Puisque l'étudiant éprouve des difficultés à trouver des équivalents à cause de son vocabulaire inadéquat et du manque du mot approprié, il a seulement ajouté le suffixe des verbes français en ER pour former un autre verbe avec une base anglaise et un suffixe français, qui, après tout, n'a pas de sens ni en français ni en anglais. Ce*

*problème est causé par le fait de vouloir trouver très facilement et rapidement un équivalent au mot anglais.*

The problem occurs in both spoken and written expressions.

Words in the two languages are grouped into parts of speech (classes of words) based on the context of their use in the expression. Dan'Azumi *et al.* (1998) identifies the following as the parts of speech (classes of words) which exist in the two languages: noun (le nom), pronoun (le pronom), verb (le verbe), adjective (l'adjectif), adverb (l'adverbe), preposition (la préposition), conjunction (la conjonction), interjection (l'interjection) and article (l'article) in some cases. It is therefore needed to compare the parts of speech in the two languages to ascertain their level of similarity and difference as a way to unravel the mystery in lexical interference. However, doing this, we will focus on only noun and verb.

### **Noun / le Nom**

Politzer (1965) views noun as a word which should be able to provide answer to the questions: 'Who?', 'What?' and 'Where?' In another sense, a noun is a word that is used for identification. It serves as subject and object of verb in the sentence. According to him, nouns in English exist in three gender forms.

i. *Masculine nouns (names)*: Patrick, Joseph, father, bachelor, actor, lion, etc.

ii. *Feminine nouns (names)*: Esther, Josephine, sister, girl, actress, lioness, etc.

iii. *Neuter gender or non-gender nouns (names)*: They are neither masculine nor feminine unless when used in a personified sense. He states that majority of English nouns are non-gender based. Ex: school, book, road, river, bed, leg, peace, wisdom, Nigeria, Jos, mango, etc.

On the other hand, Purkis (1971) notes that nouns in French exist basically in two gender forms - masculine and feminine.

i. *Masculine nouns / Les noms masculins*: Jacques (James), Pierre (Peter), un acteur (actor), un arbre (tree), un papier (paper), un chien (dog), le père (father), le pain (bread), le Nigeria (Nigeria), le fruit (fruit), etc.

ii. *Feminine nouns / Les noms féminins*: Pauline (Paulina), Danielle (Daniela), la soeur (sister), une règle (ruler), une école (school), la paix (peace), la viande (meat), la France (France), etc.

However, names of towns and cities in French are treated as neuter nouns. Ex: Jiblik, Gindiri, Jos, Abuja, Berlin, Paris, etc.

From the above, it is noted that unlike English nouns, French nouns are greatly attached with articles which do not function as determiners in the context. Let's observe the following:

English	French	
	(Interfered version)	(Correct version)
I want peace	Je veux paix	Je veux (de) <i>la paix</i> .
Nigeria is my country	Nigeria est mon pays	<i>Le Nigeria</i> est mon pays.
Food and drinks	Nourriture et boissons	<i>La nourriture et les boissons</i>

Similarly, nouns exist in singular and plural forms. Again, Purkis asserts that the majority of nouns in English and French form their plural by adding 's' to the singular. The article attached to a singular French noun will equally change to plural. Ex:

English		French	
Singular	Plural	Singulier	Pluriel
biro	Biros	un stylo (biro)	des stylos (biros)
car	Cars	une voiture (car)	des voitures (cars)

In the same vein, English singular nouns ending in s, x, z, ch, sh, o, generally take ‘*es*’ for plural. While Travis (1964) states that French nouns ending in s, x, z, remain unchanged but only the articles reflect the plural forms. Ex:

English		French	
Singular	Plural	Singulier	Pluriel
gas	gases	un bras (arm)	des bras (arms)
fox	foxes	le prix (prize)	les prix (prizes)

Also, nouns ending in ‘*al*’ in English take ‘*s*’ for plural, while in French, the ‘*l*’ is replaced with ‘*ux*’.

Ex:

English		French	
Singular	Plural	Singulier	Pluriel
hospital	hospitals	l’hôpital (hospital)	les hôpitaux (hospitals)
animal	animals	un animal (animal)	les animaux (animals)

Furthermore, proper nouns which are used as collective nouns form their plural in English by adding ‘*s*’ to the name. In French, the name remains unchanged but the article reflects the plural form. Ex: - English: *The Guruntangs* were here. - French: *Les Gurumtang* étaient ici.

**Possessive Nouns:** These are nouns that show ownership. They act as adjectives. This exists in English by adding apostrophe s (‘s’) to the name. For nouns already ending in s, it is more decent to add only the apostrophe. French translates this by: *possession + de + name of possessor*. Example:

- i. Nanret’s book / *le livre de Nanret*
- ii. Jesus’ disciples / *les disciples de Jésus*

**NOT:** Les Jesus’ disciples.

## **Verb / le Verbe**

Yule (2004) defines verbs as words used to refer to various kinds of actions (run, write) and states (be, seem). It is said you talk to a person to tell him or her what to do or what is, else there's no point talking. Even in verbless expressions, the verbs are implied if not nothing will be understood. Ex: *Waiter! One bottle of coca, please.* This confirms why verbs are considered as the most integral part of a sentence. Travis (1964) identifies verbs in groups of finite and non-finite. It is worthy to note that both English and French verbs undergo the process of conjugation.

## **Finite Verbs**

These are verbs that show tenses, number and 'gender' in particular to French. Travis goes on to say that these forms of verbs perform the basic verbal functions in sentences. The tenses are: past, present, and future.

## **Present Tense / Le Présent**

This tense exists in four forms:

### **a. Simple present / Le Présent de l'indicatif**

In both English and French, the verbs are used as they are conjugated in the simple present form.

- English: I  *speak* French.

- French: Je  *parle* français.

### **b. Present continuous / Le Présent progressif**

French uses the same tense in simple present or the verb phrase - *être en train de* + *infinitive*.

English uses 'be' in simple present and present participle of the verb. Ex:

- English: He  *is speaking* French.

- French: Il  *parle* français.

- English: He  *is reading*.

- French: Il  *est en train de lire*.

**c. Present perfect / Le Présent antérieur**

English uses present simple of 'be' or 'have' and the past participle form of the verb. French uses '*le passé composé*'.

- English: They *have eaten*.                      - French: Ils *ont mangé*.

**d. Present perfect continuous / Le Présent antérieur progressif**

English employs simple present of 'have', past participle of 'be' and the present participle of the verb. The simple present is used in French. Ex:

- English: It *has been raining* all day.                      - French: Il *pleut* toute la journée.

**Past Tense / Le Passé**

There are four forms:

**a. Simple past / Le Passé simple**

English employs the simple past form. French uses '*le passé simple*' which according is used basically for historic narrations. However, '*le passé composé*' is the form mostly used in this expression (Chollet & Robert, 2006 ed.). It is formed with the present simple of the auxiliary verb 'avoir' or 'être' and the perfect form of the verb. Ex:

- English: We *ate* rice.    - French: Nous *avons mangé* du riz.

**b. Past continuous / Le Passé progressif**

English uses past simple of 'be' as auxiliary and the present participle of the verb. French uses the imperfect tense.

-English: I *was listening* to news.                      - French: J'*écoutais* les nouvelles.

**c. Past Perfect / Le Passé antérieur**

English expresses this with past simple of 'have' and past participle of the verb. In French, it is the imperfect as auxiliary and the past participle of the verb.

- English: If they *had come*, I would not have gone out.
- French: *S'ils étaient venus*, je ne serais pas sorti.

#### **d. Past Perfect Continuous / Le Passe antérieur progressif**

English uses simple past of 'have', past participle of 'be' and present participle of the verb.

French uses the imperfect.

- English: I *had been studying* throughout last week.
- French: J'*étudiais* toute la semaine dernière.

### **Future Tense / Le Futur**

There are also four forms.

#### **a. Simple future / Le Futur simple**

In English, it is expressed with the modal verb 'shall' or 'will' and the base form of the verb.

French forms the tense by first deriving the root form of the verb and second, add the corresponding suffixes to the root. Ex:

- English: It *will rain*.
- French: Il *pleuvra*.

#### **b. Future continuous / Le Futur progressif**

English uses the modal verb 'shall or will', the base form 'be' and the present participle of the verb. French still uses the simple future. Ex:

- English: We *will be dancing* during the celebration.
- French: Nous *danserons* pendant la fête.

#### **c. Future perfect / Le Futur antérieur**

English uses the modal verb 'shall or will', base form of 'have', and past participle of the verb. French uses future simple of 'avoir' or 'être' and the past participle of the verb.

- English: I *will have met* him before next week.
- French: Je l'*aurai rencontré* avant la semaine prochaine.

#### **d. Future Perfect continuous / Le Futur antérieur progressif**

English uses the modal verb 'shall or will', base form of 'have', past participle of 'be' and present participle of the verb. French uses the conditional form of 'avoir' or 'être' and the past participle of the verb. Ex:

- English: He *will have been sleeping* by then.      - French: Il *serait endormi* à ce moment-là.

### **Non-Finite Verbs**

Politzer (1965) defines these forms of verbs as those verbs that when they are used alone in sentences they lose performing verbal functions. This is because they do not show tenses. For them to perform verbal functions, they must need auxiliary verbs. Politzer identifies three types of non-finite verbs as, infinitive, participles, and gerunds in both English and French.

#### **Infinitive / L'Infinitif**

These verbs are identified in French by their endings such as ...er, ...ir, and ...re. In English, they are identified by having the preposition 'to' preceding their base forms. Ex:

-French: *donner*,                  *choisir*,                  *lire*  
-English: to give,                  to choose,                  to read

Travis maintains that using infinitive verbs alone in sentences makes them perform more of nominal functions. Ex:

- English: *To err* is human.                  - French: *Voir c'est croire*.

#### **Participles / Les Participes**

There is present participle (le participe présent) and past participle (le participe passé). In English, the present participle is the verb form ending in ...ing (jumping, eating, etc). While the past participle forms end in ...ed and ...en (pleased, visited, taken, etc). In French, the present participle is formed by adding 'ant' to the stem of the 1<sup>st</sup> person plural verb in simple present form. Ex: nous donnons = donn + ant = donnant. Few verbs like *être*, *avoir*, *savoir*



have different stems in this regard. On the other hand, the past participles are those verb forms ending in *é, u, i,* and *is* (mangé, répondu fini, compris, etc).

In English, the present participle form can be used with auxiliary verb to function as verbs in present, past and future continuous forms. French does not use this structure for these expressions rather it uses simple present for present continuous, imperfect for past continuous and the simple future for future continuous etc, as already treated under finite verbs. However, both languages use auxiliary verbs to make past participle forms give verbal functions but when used alone they (present and past participles) give more of adjectival functions.

Example of present participle as verb:

- English: The baby *is crying*.
- French (Interfered version): Le bébé *est pleurant*. (Correct form): Le bébé *pleure*.

Example of present participles as adjectives:

- English: He likes the noise of a *falling* rain. - French: Aujourd'hui, on a un soleil *brûlant*.

### **Gerund / Le Gérondif**

This form of verb in English has the same form as the present participle (singing, reading, eating, etc). The difference between them according to Ellis (1997) is that, as present participle expresses verb and adjective, the gerund expresses noun. In French, the gerund also uses the present participle form but preceded by the preposition 'en' as in - en lisant, en étudiant, en se levant, etc. English gerunds are mostly translated in French by infinitives, the French gerunds are translated by – *while / upon / by* + present participle of the verb.

- English: I like *travelling* (J'aime voyager. NOT - J'aime voyageant).
- French: On peut lire *en mangeant* (One can read while eating).

### **Syntactic Interference**



Yule (2004, p31) notes that inversion word-order works effectively in French whether in a statement or question form. In English, it does not work in statement form, but for the question form, only the auxiliary verb is inverted. However, inverting 'have' and 'be' as finite verbs is normal in the two languages.

Ex:

i.a. English: Are you happy?  
                   V      S  
 b. French: Êtes- vous content?  
                   V      S

ii.a. . English: What are they eating?  
                           V(aux)  S      V  
 b. French: Que mangent-ils?  
                                   V      S

C. **(Descriptive) Adjective + Noun word-order** Travis (1964)

notes that adjectives in English are placed before the noun. In French, some come before the nouns and others come after the nouns. Some of those placed before the nouns are: petit, grand, gros, bon, mauvais, beau, joli, jeune, vieux, nouveau, etc. When any of them is in plural, the article *des* that precedes it becomes *de*.

i.a. English: She is my little sister  
                           Adj      N  
 b. French: Elle est ma petite soeur  
                                   Adj      N

ii.a. English: He has beautiful children  
                           Adj      N  
 b. French: Il a de beaux enfants.  
                                   Adj      N

On the other hand, adjectives of colours and of nationalities come after the nouns in French.

i.a. English: He has a white shirt  
                           Adj      N  
 i.b. French: Il a une chemise blanche  
                                   N      Adj

ii.a. English: Mwanret is a Nigerian girl.  
                                   Adj      N

b. French (Interfered): Mwanret est une nigériane filles  
   Adj      N

b. French (Correct): Mwanret est une filles nigériane.  
                                   N      Adj

Note that nationalities used as adjectives do not take capital initials as in English.

#### D. Subject + Verb + Object Pronouns



in the activities of Cercle Français which is one of the vibrant avenues to practice the language for it is said, “Practice makes perfect”.

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## **French Language Education Policy in Nigeria, Issues and Challenges**

**<sup>1</sup>Bentu Inusa and <sup>2</sup>Ezekiel Bonaventure Amaru**

*<sup>1</sup>Department of French COE Gindiri*

*<sup>2</sup>Department of French FCE Pankshin*

Abstract

Generally, speaking language and communication is very vital in the acquisition of knowledge be it scientific, technical or vocational in any given society. There cannot be a meaningful and successful discussion without the use of language. Every social interaction recognizes the importance of language in the Nigerian society. The Nigerian policy on education gave language learning a top priority in its curriculum. Thus this paper aims at highlighting the provision of French language policy and x-raying some of the challenges associated to its implementation and suggestions for positive results.

## **Introduction**

Language is an indispensable instrument in human communication and interaction. Without language, human interaction will be purposeless and meaningless. Language importance is encapsulated in the Biblical story of the tower of Babel (Gen. 11:9) where sequel to diversity in language, human effort was portrayed as not having achieved any useful purpose.

During the period of the scramble for Africa by the European and American Colonial powers in the 19<sup>th</sup> Century, the British Government succeeded in conquering and seizing the territory around the River Niger Area. After this conquest and seizure, the area was named “Nigeria” From that time to date; English language has been the official language in the country.

On 14<sup>th</sup> December, 1996, however, the late Nigerian Military head of state, General SanniAbacha declared, at the Nigerian Institute of International Affairs, that French would soon be introduced as a second official language in the country, to be studied compulsory from the primary, secondary and post-secondary levels of our educational system. Subsequent to the presidential statement policy formulation committee was set, members of the task force Dr. Y.M Macangwa (Chairman) Prof. S. Ade and Prof. TundeAjiboye, clearly formulated the national language policy of bilingualism. As stated in the national policy on education:

*Government appreciates the importance of language as a means of promoting social interaction and national cohesion and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the three Nigerian languages Igbo, Hausa and Yoruba for smooth interaction with our neighbors; it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in schools (FRN, 1998:9).*

The policy statement by the late president, the setting up of the task force on the French language project and perhaps the formulation of the new language policy making French a compulsory subject in schools and a second official language in the country had definite impact- sensitization of Nigerians to the need to learn French. They created a sudden awareness of the importance of French to Nigerians.

French is at the moment a foreign language in Nigeria because it is a language which is indigenous to another country. In other words, we mean that it is a language which great majority of educated Nigerians do not speak or need at all and which almost all uneducated Nigerians know nothing about. It is also a language learnt in the four walls of the classroom and spoken mostly by French teachers and students in French classes. Thus French is not a

means of communication among large number of Nigerians. These writers have not seen any social gathering such as wedding ceremony, church or mosque service where the medium of communication is French. No family in the country who communicate among family members in French even Nigerians who study French and have academic or professional degrees in the language do not see many people to speak it to. Most of the public schools in Nigeria do not teach French. It may be probably due to the fact that French teachers are not usually available from Junior Secondary 1 to Senior Secondary 3 in some schools. The slow pace of French language penetration in Nigeria caused a great barrier between the Nigeria speaker and non-speaker. In most cases, a teacher teaches French from JS 1 to JS 3 and stops there.

### **Policy Provision**

The national policy on education clearly reiterates: the importance of language which it identifies as an important means of promoting school interaction and national cohesion and preserving cultures? A summary of the provision of the policy as it concerns language learning and or use in schools as is given as follows:

1. That every child shall learn language of the immediate environment. This language is to be used in giving instruction to the pre-primary and lower primary schools the understanding here is that by promoting the acquisition and use of this first language (L1) of the child in this manners, the child will be well grounded in it. Of course this language must not necessary be one of the three official Nigerian languages.
2. That every child shall be required to learn one of the three Nigeria languages Hausa, Igbo and Yoruba. Where the language of the immediate environment differs from these languages, the understanding that the child acquires from one of these in addition, it shall be the language of instruction at the pre-primary and lower primary levels and thereafter become, one of the subjects studied in the school.
3. That government shall develop the orthography of many more Nigerian languages. In other words apart from the ones already developed (Hausa, Igbo and Yoruba) government intends to develop the orthography of more languages as a way of facilitating the use of languages.
4. That from the 4<sup>th</sup> year of primary schools English shall progressively be used as a medium of instruction while the language of immediate environment and French shall be taught as subjects. It is worthy of note that during the pre-primary and lower levels when the medium of instruction was the language of the immediate environment, English was studied as a subject.
5. That French shall be the second official language in Nigeria; accordingly, the study of this language shall be compulsory in primary and junior secondary schools but non-vocational elective at the senior secondary school. According to the policy document the reason for recommending the study of French language is to ensure a smooth interaction with our neighbors. Nigeria being surrounded by French speaking countries.

## **Challenges**

The implementation of the policy has faced many challenges. The first and most important of these is financial. Huge amount of money running into billions of naira is required for the effective and successful implementation.

This is because the policy required the training of large number of French teachers to handle the subject in schools of the nation's educational system. More instructional facilities such as language laboratory and more of French books are needed.

More so, important national documents such as the constitution, national anthem and the pledge should be published in French so that the learners of the language will

Learn the French versions of these without any hindrance.

Poor policy planning and implementation of national policy on education permits the use of mother tongue as a medium of instruction for the first three years of basic education. It is ideal that numerous factors have contributed to the low attainment of the educating goals of the basic education in Nigeria. Leading among the factors is poor planning. Implementation of educational policies can succeed to stand the test of time when after the policy formulation, the planning is well handled. For education to record success in all ramification, it has to be carefully planned. The plan must take into consideration all the realities of the environments which are very important for its survival.

A teacher quality and curriculum material poses threat to the survival and subsequent growth of French language in Nigeria. Another key challenge of French policy in Nigeria is capability problem. There are not much teachers of the language to handle it in our schools, in other words, there are no graduate teachers of French language in the right quantity and quality. There is also non availability of teaching materials particularly relevant textbooks, language laboratory. Only quality teachers and their availability can serve as a propelling force to proper implementation of any curriculum.

## **Multilingual challenge:**

It is estimated that Nigeria has about 500 different languages and this confirms that linguistic hierarchy is a serious concern in the Nigerian linguistic situation. Consequently upon Nigeria's linguistic diversity is the issue of national disunity and cultural aversion of the people. This nonexistence of linguistic unity among citizens led to the emphasis placed on English language and the educational section. Most of the schools look at English language and the indigenous languages as technique and thus, an introduction of second foreign language will not go well with their programme. Some schools downgrade French language to the background and promote the teaching of English language only.

## **Conclusion**

We have attempted to argue in this paper that the Federal Government's policy on French language in Nigeria, a policy that makes French a second official language in this country is bound to face many intractable problems, prominent among these problems is lack of funds, to implement the policy effectively and successfully. Though it is not openly admitted by the stake holders, the Government is broke. The revenues accruing to the Government dwindle



everyday as a result of ceaseless attacks on crude oil and gas pipelines by the Niger Delta Avengers; the cost of prosecuting the war against Boko Haram in the North East is mounting and this will make it difficult for Government to embark on a costly luxury like this policy, since the prosecution of the war on terror takes precedence over all other things. Moreover, the destructive activities of the Fulani herdsmen and those of the members of the Mass Movement for the Actualization of the Sovereign State of Biafra (MASSOB) gulp millions of naira in security cost. As already stated, all these and other problems are not most likely to make it possible for government to embark on such a policy in spite of its many benefits to our country and its citizens

### **Recommendations:**

For effective implementation of French language policy in Nigeria for positive results in teaching and learning of French, the following recommendation could be helpful:

- a. The ministry of education should ensure that the language policy, as stated in the national policy in education, is implemented in all schools.
- b. The government should make available sufficient funds for implementing educational policies.
- c. There should be adequate training of teachers of French.
- d. Language education programs should be introduced for schools at basic educational level.
- e. Based on the foregoing, one can infer that successful implementation of French language policy requires the participation of seasoned educational administrator. He is needed for the supervision of the teachers of the language in schools. He is needed for he alone is in the best position to provide the discipline necessary for the optimal performance of the school system. The prudent manager of the funds provided for the execution of the goals of the policy in Nigeria is required from the administrator before the policy will have a lead way. Finally, it is not out of place to say that the educational administrator is an important link in the chain of the Nigeria language policy.

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## **The Role of Language in the Teaching and Learning of Chemistry, the Challenge of Nation Building**

**<sup>1</sup>Umaru Ayuba Alfa and <sup>2</sup>Agal Anko Anfi**

*<sup>1</sup>Department of Chemistry School of SciencesCollege of Education Gindiri*

*<sup>2</sup>Department of Physics School of SciencesCollege of Education Gindiri*

### **Abstract**

*Language and Sciences in general are viewed as two extremes subjects opposite to each other. However, the importance of language in the teaching of sciences most especially the language of chemistry cannot be overemphasized. Effective teaching and learning required the appropriate usage of language whether orally shared in the classroom or using textbooks because Chemistry teaching/learning involved the use of a combination of languages. The teacher must explain terminologies in the languages used and student must be allowed to ask questions. This paper reviews difficulties in teaching and learning of both language and chemistry as it requires the understanding of Latin, International Union of Pure And Applied Chemistry (IUPAC) and English languages, the paper recommend some strategies required in making the teaching and learning of Chemistry in the laboratory and also the classroom meaningful and also effective.*

## **Introduction**

Research involving a wide range of educators in different countries around the world has consistently found that the teachers/ lecturers do most of the talking in the classroom from the introduction of a concept to the conclusion (Simon, Vanessa and Douglass 2018). This implies that language plays a crucial role in the formation and development of science concepts, it also creates a condition for meaningful learning in the classroom. According to Tiber (2015) teaching and learning of Chemistry concepts using a variety of languages is known for a long time. In the olden days teaching and learning of Chemistry was focus on the learning of nomenclature and new chemical terminologies and this was seen mainly in terms of memory work (Fang, 2006). However nowadays we are aware that the role of language in the teaching and learning of chemistry is more diverse and quite challenging especially with the nature and diversity of the student's population, languages, culture and their ability in learning (Simon et al, 2018).

The inability of students in using linguistic skills, asking unfamiliar questions in the classroom, lack of investigation and also wrong report of data usually discourage students toward science Lessons, but the above activities support inquiry based learning, support student language development skills and therefore pursue the aims and objectives of scientific literacy (Markic, Broggy and Childs, 2013). It is therefore very important for students to have knowledge in chemistry that they can comprehend and explain in clear language the fundamental science concepts, thus the promotion of linguistic skills is one of the key objectives of chemistry teaching and learning (Lee, 2005). Correct language development should be one of the central aims of teaching and learning chemistry. Therefore it is very important for students to learn the language of Chemistry that include all the technical terms chemical formulae symbols with Latin names, IUPAC nomenclature, structural pattern (Silvija and Peter, 2016). It means that if students are having difficulties in the skills of

understanding and using the language of chemistry, the more difficulty they will have in using teaching and learning materials in their future chemistry education and also understanding scientific concepts. This then means that the culture of raising students scientific language ability, provide the opportunity for the students understanding and increase the ability for the students to observe, think logically and also communicate effectively (Taber, 2015).

### **What make Chemistry Teaching and Learning Difficult**

The common trend in the study and learning of chemistry is the increasing number of student dropout; also even the students that do manage to graduate always graduate with lower grades. This paper identifies the following barriers that do prevent students from learning chemistry.

#### **A Combination of more than one language in Teaching/learning Chemistry**

The teaching and learning of chemistry is difficult due to the fact that it requires among other things the understanding of Latin language, IUPAC nomenclature, apart from the everyday spoken English language, this is because some of the elements in chemistry have Latin names and symbols and the therefore requires students to learn both languages in the study of these elements and their symbols (American Chemical Society ACS, 2012). Examples of some of these elements are as follows:

<b>S/N</b>	<b>English Name</b>	<b>Latin Name</b>	<b>Symbol</b>
1	Potassium	Kalium	K
2	Iron	Ferrum	Fe
3	Sodium	Natrium	Na
4	Copper	Cuprum	Cu
5	Silver	Argentum	Ag
6	Gold	Aurum	Au

7	Mercury	Hydrargyrum	Hg
8	Lead	Plumbum	Pb
9	Antimony	Stibium	Sb
10	Tungsten	Wolfrum	W

### **Abstract nature of Chemistry concepts**

Chemistry is a branch of science that deals with the study of matter and its transformations. This definition has made it too broad, abstract, difficult and less meaningful to students, because typical chalk teaching pedagogy will not promote students comprehension of the abstract concepts in chemistry; learning matter requires a good understanding and skill of several concepts that transcend from micro to macro and symbolic representation. Most of these abstract concepts especially the concept of electron, proton and neutron in an atom in which one cannot see, provide inappropriate and irrelevant instructions compare to the real world situation (National Science Teachers Association NSTA, 2012).

### **Complex nature of naming compounds**

Another area of difficulties in teaching and learning of Chemistry is that almost all the Chemicals synthesized from nature or artificially in the laboratory have a common, chemical or IUPAC name apart from their English names, this then means that one single chemical or compound have more than one name which requires the student comprehension of both names using a combination of languages, this then make the concepts both complex and abstract (Lee, 2005). Examples of some of these chemicals are as follows:

<b>S/N</b>	<b>Common Name</b>	<b>TUPAC or Chemical Name</b>
1	Alcohol	ethanol
2	Alum	Potassium aluminum sulfate decahydrate

3	Aspirin	Acetyl salicylic acid
4	Baking powder	Sodium bicarbonate
5	Chalk	Calcium carbonate
6	DDT	Dichlorodiphenyltrichloroethane
7	Hypo	Sodium thiosulfate pentahydrate
8	Table salt	Sodium chloride
9	Sugar	Sucrose
10	Vitamin C	Ascorbic acid

### **Effective Strategies of Teaching and Learning Chemistry**

Apart from the appropriate usage of combination of languages in the study of chemistry, the paper suggest the following effective strategies that can facilitate students conceptual understanding, making chemistry relevant and promote students interest, curiosity and understanding (Yazachew, 2015).

**Intellectual Competence:** The teacher/lecturer must have good knowledge of the subject matter; this is a knowledge that should be deep and also broad. This means that the teachers/lecturers knowledge of the area of specialization must go beyond merely repeating or duplicating the information in the text books or handouts. Lecturers/teachers must be able to demonstrate qualified skills that will explain the meaning of concepts in different ways with concrete examples (Oyatunde, 2018).

**Pedagogical competence:** Knowledge of the subject matter in teaching chemistry is not always enough; the teacher or lecturer must be grounded in pedagogy. It means that lecturers/teachers need to be able to teach what they know in ways that are meaningful,

understandable and also transferable (Yazachew, 2015). The major concern is not what to teach but how to teach it. The essential responsibility in this regard on the part of the lecturer/teacher is to consider the nature of the topic to be taught, its cognitive demands and the strategies of learning the topic. The requirement is that the topic to be taught should not be too broad but be broken down into learnable or manageable content or units, each unit having measurable and observable objectives and also an outline of class activities for achieving the stated objectives (Oyetunde, 2018).

**Emotional and Social Competence:** In this form of competence the teacher/lecturer must communicate fluently and have confidence in himself, he must also be able to get along with his students; (Markic, Broggy and Childs, 2013). The teacher/lecturer should not demonstrate any form of superiority or inferiority complex (avoid statement that will discourage students in the learning process), in such situation or condition students learn meaningfully if the teacher/lecturer is approachable, friendly and trusting. The point to note here is that a cheerful and optimistic disposition on the part of the teacher/lecturer is a powerful condition for effectiveness in the classroom. (Silvia and Peter, 2016).

**Fairness and Spiritual Competence:** The attitude of being fair to all, not bias to some of the students and having the conscience towards God the ultimate Judge of our actions and conduct in the daily dealing with our students promote student learning in the classroom. Also teachers/lecturers attitude towards their work and also their conduct, the sense of accountability to God almighty has a way of encouraging teachers/ lecturers and students to be at their best to achieve the goals of teaching and learning (Oyetunde, 2018).

### **Using Models during Teaching:**

Chemistry concepts can be well understood by students if the lesson contents can be well explained using models, graphs, pictures and at best real materials. Chemistry as a subject deals with atomic and molecule phenomena that cannot be observed in the classroom

situation, in order to help students understand these abstract concepts teachers should use analogical models in addition to the languages of chemistry in order to make the concepts more accessible and meaningful to learners (Yazachew, 2018). Models always help to make science relevant and interesting; they provide means for exploring, describing and also explaining chemical and mathematical ideas thus making science relevant and worth learning (Felicia, 2007). Models usually act as aids to memory they are also called explanatory tools and learning devices, therefore teachers/lecturers need to plan the use of models during lesson presentation; the main point is that educators focus is on the topic and model familiarity. However, the teacher/lecturer should not totally rely on models in lecture delivery because it is used to increase the learners thinking skills.

#### **The use of information and Communication Technology (ICT):**

Information and Communication Technology (ICT) has open a new educational world of creativity for both the teacher and students studying science; it plays an important role in the planning and delivery of lecturers; Therefore in meeting the needs of the 21<sup>st</sup> Century teachers and students of science require a technology that is almost replacing the traditional chalk board method of teaching and learning Chemistry (National Teachers Institute NTI, 2010). The use of computers in Science subjects particularly Chemistry has a specific advantages, because the learning of Chemistry includes the ability to think on these cognitive levels, microscopic, macroscopic and symbols, since almost all students found it difficult in understanding the microscopic particles, the interactive multimedia using ICT will provide an effective means of meaningful learning (Yazachew, 2018). Educational technology has the power to enhance communication, with help of a laptop computer and an internet connection, students and teachers may access research and resources beyond the walls of their school and share paperless reports that are rich in content and appearance. Teachers can respond to students at any time from any location via e-mail and social networks. Teachers can, if



desired, interact online with colleagues throughout the world, in real time from their classroom desks; engage in professional development and conference calls, complete with audio and video components. Teachers/lectures must strongly be encouraged to take advantage of using chemical language combine with educational technology tools to make chemistry lesson interesting, learnable and meaningful.

### **The use of evaluation and assessment**

Using special chemistry language in the lesson plan and regardless of the lesson format that is chosen, teachers must prepare appropriate questions in advance to assess student understanding during each phase of the lesson. These questions include an engaging question at the beginning of the lesson to determine what students already know, probing questions during the lesson to guide student learning, and end with closing questions to gauge what student learned at the end of the lesson (Oyetunde, 2018). The opening question should be answered by students with the understanding that the purpose of answering the question is to confront students' initial ideas, not for students to have the right answer. For example, a lesson about intermolecular forces could begin with a question about how pollutants dissolve in water. Often these questions uncover native ideas or misconceptions which will be addressed later in the lesson. During the lesson, effective and reflective questioning techniques help students develop their critical thinking skills, as well as their ability to solve problems. The question should help students make connections to other learning techniques. To determine what students truly understand, open-ended questions are much more effective than questions that have only one answer. In chemistry, a well planned lesson includes effective questions, students interaction with new ideas, and student reflection all focused on the conceptual learning goal (Yazachew, 2015).

### **Conclusion**

In order to make chemistry easy to learn, meaningful, and applicable, there is the need for teachers/lecturers and students to be well versed in the original language used in textbooks to explain chemical concepts. Also the used of appropriate instructional materials by the chemistry teacher/lecturer while using an appropriate chemical language, will make the lesson interesting, meaningful and also its delivery very effective.

### **Recommendations**

The following recommendations if assiduously implemented shall go a long way in improving the teaching and learning of chemistry;

1. Teachers and school administrators should articulate, implement and support teachers learning opportunities in chemistry education. This means that training and retraining of teacher educators should be supported by school administrators and government.
2. Since English language is the official language use for communication in Nigeria. There is the need to retrain teachers of chemistry on effective communication skills while teaching some difficult chemical concepts.
3. Attention should be paid to building teachers practical skills and also scientific practices to make chemistry learning interesting and effective.
4. Pedagogical content knowledge and skills should be abided with by all science education teachers/lecturers. Because knowledge of the subject matter is not always enough, teachers/lecturers must be grounded in pedagogy.

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## Science Education as an Inter Face between Language and Nation Building

Dashe, Nanchen Peter<sup>1</sup> and Taukek, Emmanuel<sup>2</sup>

<sup>1 & 2</sup> *Dept. of Biology College of Education Gindiri*

### **Abstract**

*This paper emphasizes the contributions of science and language education in nation building or development in a contemporary Nigeria. It observes that a nation develops in relation to its achievement in science education and the understanding of the language it uses in building up her education. This explains why contemporary Nigeria is striving hard to meet up with other attention in terms science and technology education as an instrument for national developmental into a world of scientific and technological advancement in terms of living conditions and development. This is because, science education, in the life of a nation, is the bed rock for nation building. It is also the backbone of any nation's defense and it has been observed that no nation rises above the level of its education. Seeing science education in this point of view calls for appropriate funding from federal, state and local governments to make the sector produce the desired results which will stimulate nation building in our contemporary Nigeria. In Nigeria, much is not being obtained from the science and technology education due to lack of political will, corruption, and policy discontinuity.*

**Keywords:** Science education, language education, nation building and contemporary Nigeria.

### **Introduction**

Regarding the fact that the image of this country has been battered, the development of a nation depends on it image and its connectivity to her language development and technological knowledge. We as Nigerians would have love that the country should be transformed from her present state of poverty, hunger, kidnapping, terrorism, arm banditry etc, for a developed, peaceful, progressive and good living country. Where security of lives

and properties will be guaranteed to build a national unity that will bring about the development of our nation by creating a good atmosphere that could attract investors (Emerson, 2017).

This explains why contemporary Nigeria is striving hard to meet up with world attention in science and technology education as an instrument per excellence for nation building into the world of science and technology and with significant hope for human advancement in terms of living conditions and to develop a conducive environment for investors. However, Linn, (1987), observes that science education extraordinary leap of scientific and technological innovation started since the middle of the century when there was persistent demands on nation building. This is because, science and language education, are the bed rocks for nation building in any nation. It is also the backbone of any nation's defense and it has been observed that no nation rises above the level of its education (Maekae, 2013). Seeing science education in this viewpoint calls for appropriate funding from federal, state and local governments to make the sector produce the desired results which will stimulate nation building in our contemporary Nigeria.

When we talk of Nation-building in a country like Nigeria we have to deal with the problem of tribalism which looms almost everywhere to be disordered by force (Omonijo, etal, 2015). Nigeria has a multiplicity of overlapping and competing political communities, and, as a result, its peoples have established no single and convincing political identity. The major elements in nation building in "Nigeria's science" and "language education" is the lack of sense of identification with the nation which belief in a common and distinguished history and tradition (Emerson, 2017).

### **The concept of science education, language, and nation building**

Science education is a systematic study, and a process of investigation, which attached itself firmly on verifiable facts, it deals with nature and natural phenomena, it engages observation and experimentation as instruments (Shaw, 2019). Thus, science education is a systematic process of obtaining testable/verifiable knowledge about nature and natural occurrences, utilizing careful observation and experimentation. This definition is appropriate for science education because it emphasizes the process and product nature of science (Okeke, 2007).

Science education should give all students an awareness of the nature and scope of science and technology-related careers to prepare them to make informed career decisions regarding jobs related to science and technology which could lead to nation building. Careers such as scientists, engineers, technicians, equipment designers, computer programmers, laboratory assistants, as well as in jobs which apply scientific knowledge in agriculture, nutrition, medicine, pharmacy, etc (Duit, 2016).

Science education in the 21<sup>st</sup> century requires the understanding of the official language used by the country especially in contemporary Nigeria. These, in turn help the students to understand the nature of science education better in “their mother tongue”. This is what is obtainable in other countries around the world, for instance, in Japan, China, Singapore, Malaysia, and so many others. Science and language education are two sides of the same coin that are inseparable (Ammon, 2011).

However, Amano, González-Varo, and Sutherland, (2016) observed that the use of *different languages* has been a barrier in the transfer of scientific knowledge in science education which could hinder the development of nations. The researchers believed that if only English could be used as the global language for science education, it might have solved

many problems of language barrier in science education, thereby fostering national development.

The development of science and language education among pupils/students in a country, is the beginning of nation building. Most developed countries of the world started with the understanding of their language in order to develop their technological knowledge (Anaeke, & Nnaka, 2017). Language is the medium or the means for an effective communication, therefore, the fundamental of science education is the language of the people which could help the students to understand the meaning of science education (Ünsal, et al, 2018). The more they understand the language used in communication, the easier scientific concepts will be understood and will improve the thinking ability of school children which can fuel their country's development (Amano, González-Varo, & Sutherland, 2016). The global society has attained extraordinary breakthrough in technology and persistent changes in many facets of life through science education and the understanding of the spoken language of that particular society (Bendix, 2017).

Nigeria is underdeveloped because her citizens are still emotionally and economically colonized. Political confusions, economic depression, and unemployment have hindered the development in Nigeria as a nation. It is optimistic that the solution to Nigeria problems would be achieved one day through science education (Anaeke, & Nnaka, 2017). The language of science education supposed to help the students to build up scientific attitudes and help them to acquire skills for self-reliance, effective intellectual ability, and creative thinking for nation building (Ezeudu, Ofoegbu, & Anyaegbunnam, 2013). It is only science education that can help Nigerian youths become confident and disposed to survive the harsh social and economic conditions of our times. The question is: has science education been able to achieve its objectives in nation building? The clear answer is "No" because science

education in Nigeria has not been given due attention for it develop (Ezeudu, Ofoegbu, & Anyaegbunnam,2013; Anaekwe, & Nnaka, 2017).

International concerns for advancing science education have intensified their efforts in recent years and show no signs of drop in their quality. Science educators, policy makers, business and industrial organizations, just to mention a few, are stressing the need for improving science education skills to meet current and future social and economic challenges for nation building (English, 2016).

Science education is becoming increasingly imperative, as one of the most essential and noted skills for nation building in the 21st century (Sauermann, & Franzoni,2015). However, the need to infused language education to aid the understanding of science education is equally important because both exists within a system, rather than only at the level of individual processes. By so doing, a nation could be undergoing a systematic development (Henriksen, Mishra, & Fisser, 2016; Anaekwe, & Nnaka, 2017).

### **Science Education in Nigeria**

The objectives of science education in Nigeria are beautifully designed at the secondary school level as paraphrase from National Policy of Education (2013) as follows:

I. To promote an understanding of the role that science education has had in the development of societies:

- (a) History and philosophy of science as part of human history and philosophy;
- (b) Interaction of science and technology;
- (c) Effect of science on health, population growth and distribution, development of resources, communication and transportation, etc.

2. To promote an awareness of the humanistic implications of science:

- (a) Moral and ethical problems in the use and misuse of science;



(b) Science for leisure-time activities.

3. To develop a critical understanding of those current social problems which have a significant scientific component in terms of their cause and/or their solution:

(a) Depletion of natural resources;

(b) Pollution of water and air;

(c) Overpopulation;

(d) Improper use of chemicals,

(e) Science for the consumer.

4. To promote understanding of and development of skill in the methods used by scientists:

(a) Processes in scientific enquiry such as observing, hypothesises

(b) Intellectual abilities such as intuition, rational thinking, creativity, and critical thinking;

(c) Skills such as manipulation of materials, communication, solving problems in groups, and leadership.

5 To promote assimilation of scientific knowledge:

(a) Emphasis on fundamental ideas;

(b) Relevance of scientific knowledge through inclusion of practical applications;

(c) Application of mathematics in science;

(d) Interrelationships between the sciences;

(e) Open-mindedness of science and the tentativeness of scientific knowledge.

6 To develop attitudes, interests, values, appreciations, and adjustments similar to those exhibited by scientists at work.

7 To contribute to the development of vocational knowledge and skill:

(a) Science as a vocation;

(b) Science as background to technical, professional, and other vocations.

If the above policy statements could be put into practice, using a comprehensible language, science education in the contemporary Nigeria could have a different look. But

because the above policies are just policy statement that could not be put into practice but ends in the class. Science education in Nigeria is not delivering the desired results that could lead to nation building. There is need for all hands to be on deck to promote science education in this nation. Science education should be practically seen and not be taught as history.

### **The Benefits of Science Education**

Science education serves as the key to nation building in our society today. In a real sense, scientific and technological knowledge, skills and products now dominated our lives that we are forced to become increasingly dependent on them for nearly everything (Okeke, 2007). Most people cannot do without handsets, laptops, desktops, radios, television, lights, ATM machines, cars, just to mention but few. There are other benefits such as:

1. It gives the students an opportunity to expand their view of the world.
2. Advances students' skills and creativity in order to contribute in the building of their society.
3. Enabling the handicapped to learn something in science which thereby improving the quality of their lives. For instance, computer science.
4. The knowledge of science education will have a significant positive impact on students throughout their lives time.
5. It will help students to be self-reliant and employer of labour.
6. It improves the living standard of the beneficiary thereby help in nation building.
7. "Science education can help develop informed citizens who are prepared to deal intelligently with science-related social issues, to vote responsibly, and to influence where appropriate, policies relating to the impact of science on the society (DeBoer, G. E. (2000))"
8. It helps students to think critically, know when to use it on themselves and generate knowledge for nation building/development.
9. Okeke, (2007) states that "the applications of science and technology have resulted in improved health status and longevity of human species. For instance, scientific and technological knowledge, skills and attitudes in medical fields have greatly changed our responses to prevention, spread, control and treatment of common diseases such as malaria, transmittable diseases such as HIV-AIDS, genetically inherited disorders such as sickle cell anaemia, and other health related phenomena such as multiple births."

## **Challenges of Science Education in Nigeria**

Despite the numerous benefits of science education, there are hinderances attached to it which could stop Nigeria from progressing scientifically in this modern age of science and technology. Notwithstanding, the central place held by science education in our society today and related areas, has only recently been integrated to a limited extent into our curriculum for teaching and learning programs (Machluf, et al, 2016).

The challenges of science education in Nigeria are as follows:

- Science teachers often fail to understand that students are constructing a world view of them and fail to emphasize the interdependence of scientific disciplines. Students learning biology need to have the knowledge about chemistry and physics because they are interwoven.
- There is always poor allocation for science education in the yearly distribution of budget due to lack of political will in science education by our politicians.
- Innovations in our science curriculum fail to persist unless they are reflected in similar innovations in testing. However, some science educators are adamant about curriculum change.
- Research findings developed by science educators are not mostly used which discourages scientific investigation.
- Most of our science education teachers are computer illiterate which could hinder their research horizon, making them to give outdated knowledge to the students.
- Lack of strong foundation in innovation in science education impedes understanding of the nature of science learning in students.

- Poor and inadequate infrastructures in our science laboratories result to poor outcome of science results.
- Language of communication in science classes may not be understood by all student due to language barrier

### **Recommendations**

- Information, Communication and Technological (ICT) age has revealed that learner calls urgently for sweeping change in the science curriculum.
- Studies in science education should be innovative to evaluate the new goals for the curriculum to be effective in nation building.
- Linn (1987) recommends that “as our understanding of learning and instruction grows, a new view of the teacher’s role is emerging. The teacher’s perspective about the learner and the subject matter determines how instruction proceeds”.
- Develop and evaluate new procedures for assessing student learning in science education
- Create and evaluate new teacher training methods in science education
- Examine innovative practice in the community and encourage collaboration with precollege teachers.
- Research in science education should reflect and respond to real instructional needs.
- Political will for supporting the development of science education should be encouraged.
- Develop our “indigenous language” and use it as a medium of communication in school for science teaching.

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**The Role of Libraries, Information and Librarians: A Panacea for Insecurity and Youth Restiveness in Nigeria**

**Alexander Charles Daze & Patience Bwai**

*Library Department, College of Education Gindiri*

**Abstract**

*The future belongs to youths who make productive use of information and knowledge. This paper examines the significance of libraries, information and librarians in curbing insecurity and youth restiveness in Nigeria. The paper drew the conceptualization of libraries, information, insecurity and youth restiveness, which went further to state the importance of youths in the society. It examines the causes of insecurity and youth restiveness, the role of libraries and librarians in solving insecurity and youth restiveness and the role of information in reducing insecurity and youth restiveness. It also examines the roles of libraries and librarians -in promoting national security in Nigeria. It is in this regard that the library has a social responsibility in national security. Conclusion and recommendations were also made as librarians must present information on the consequences of insecurity and youth restiveness as well as information on current employment and educational opportunities, locally and internationally. The level of restiveness witnessed among youths will be drastically reduced if they have access to the right information; at the right time.*

**Keywords: Library, Information, Insecurity and restiveness**

## **Introduction**

Today, it is important to note that security is a concept that is paramount to the state, and the state is created in order-to provide that concept. Hobbes in Omoyibo and Okpomera n.d argued that the state is in fact, the only way to provide security. Young people all over the world are a vital and important segment of the society in which they live. A disciplined, focused, and law-abiding-youth can create a bright "future for any nation. Conversely, a lawless, indulgent, and violent youth is a great threat to a nation's peace and security (Anisi, 2010). Restiveness among youths globally and those in Nigeria has become a behavior pattern which has deteriorated -into a topical global issue. Youth restiveness portrays man's negative side of social development. This negative development is rather unlucky and has become one of the many security challenges facing man in the contemporary society. In many occasions, lives and properties worth millions of naira have been lost or destroyed and some annihilated down by restless youths.

According to Chukwuemeka and Agbara (2010), human society and in fact the entire universe is simply and squarely a complex entity. In view of this, individuals and groups have their complications, needs, aspirations, hopes, goals, opinions, views and values which could be social, economic, religious, psychological or political. Consequently, there is bound to be restiveness among different groups of people especially youths who are at their prime age.

Libraries play a vital role in inculcating positive values, attitudes, and behaviors that promote harmonious relationships. Libraries help ensure that people have access to information that will help them make informed judgments and decisions.

Information is new ideas or knowledge extracted from the environment for human use with the aim of modifying behavior, effecting changes, and enhancing efficiency in all human

endeavors (Ajegbomogun, 2008). Information helps create enlightened and responsible citizens. The library is the gateway to information. It is a place where information is acquired, processed, repackaged, preserved, and disseminated.

### **The concept of library, youth, restiveness, insecurity and Information**

According to Ogunsola (2011:34) “traditionally libraries were collections of books, manuscripts, journals, and other sources of recorded information. In the last 50 years, libraries have increasingly developed into a provider of information resources and services that do not even require a building.” The Library’s traditional lasting objective is to provide access to relevant information resources. The aim of this is to give high value to the needs and expectations of users. Generating and sharing information is useless, if there’s no way to locate, filter, organize and access it. Traditionally, librarians are in the forefront of information dissemination and they will continue to be there (Ramos, 2007). Libraries collect, stock, process, organize, disseminate and distribute information/knowledge recorded in documentary and non-documentary sources/formats. Since knowledge and information are so vital for all round human development, libraries and other institutions that handle and manage knowledge and information are indeed invaluable in national security. According to John (1998:45) “of all the roles that librarians and libraries play, two are critical to modern society as we know it. The first is the role of the library as the place where the information seeker can access information without restriction - the access role. The second role has been the world-wide effort of libraries to archive, protect and provide ongoing access to information and the world’s cultural heritage for the long term - the preservation role. These two fundamental roles have differentiated libraries from all other institutions.” In this vein to propose that libraries are “in the midst of a revolutionary phase, with new assignments crowding the librarian’s agenda, is to state the obvious” (Mokogwu, in Ossai-Ugbah, 2013). This is where the civic and social responsibility of the library takes center stage.



Adewuyi (2008), defines the youth as people between ages 15 to 24 years. In Nigeria, the people within the age limit of 30 years are considered as youths hence they are allowed to participate in the National Youth Service Scheme (NYSC). In this paper, the NYSC definition of youth is adopted. Youths are filled with energy and when this energy is positively channeled or guarded, they are highly productive, and hence they are likely to contribute to the overall development of the society. On the other hand, when the energy is negatively channelled, restlessness and its resultant effects are likely to be felt.

Chika and Onyene (2010) observed that to be restive is to be unable to stay still, or unwilling to be controlled especially because one is bored or not satisfied with certain decisions, changed or existing laws considered to be unfavorable. Youth restiveness involves the combination of actions, conducts and behavior which establishes unwholesome, socially unacceptable behavior exhibited by youths in the society.

Elegbeleye (2005:64) defines youth restiveness as “a sustained protestation embarked upon to enforce desired outcome from a constituted authority by an organized body of youths.” It is marked by violence and disruption of lawful activities.

Vocabulary.com (2014) defines insecurity as a feeling of uncertainty, a lack of confidence or anxiety about yourself. In line with United Nations in Omoyibo & Akpomera (n.d) defined security as a condition that prevent‘: unauthorized persons from having access to official information that is safeguarded in the interest of national security or it can be a measure taken by military unit, activity or installation to protect itself against all acts designed to impair its effectiveness.

Public, corporate and government leaders with other security professionals have thought about how effectively security in general was approached. In Nigeria today, we are faced with many security challenges. Since independence, Nigeria has witnessed crises caused mainly by political, social and religious factors. In recent times crises in Plateau, Taraba,

Kano, Benue, Borno, Kaduna, Nasawara and the Niger — Delta have left us with image problem. (Gurama, 2010).

### **Importance of Youths**

Youths occupy a protuberant place in any society. Apart from being the leaders of tomorrow, they outnumber the middle-aged and the aged. Besides numerical superiority, youths have energy and ideas that are society's great potentials (Onyekpe, 2007). FGN (2001, p.1) asserts that:

*Youths are the foundation of a society. Their energies, inventiveness, character and orientation define the pace of development and security of a nation. Through their creative talents and labour power, a nation makes giant strides in economic development and socio-political attainments. In their dreams and hopes, a nation finds her motivation; on their energies, she builds her vitality and purpose. And because of their dreams and aspirations, the future of a nation is assured.*

The statement above recognizes the role of the youth in the peace and stability of a nation. As the most active slice of any society, youths are the major determiners of peace and stability of a nation (Ozohu-Sulaiman in Anasi, 2010). Peace is a forerunner of development. The absence of peace means that no meaningful development can take place. The FGN (2001:72) affirms that the extent of the youth's "responsible conduct and roles in society is positively correlated with the development of their country".

### **Causes of insecurity and Youth Restiveness in Nigeria**

Numeral of studies has identified factors responsible for insecurity and youth restiveness. Ofem and Ajayi (2008) identified lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes, unemployment, inadequate recreational facilities, lack of quality education, indiscipline among the enforcement agencies (police, navy, air force, custom, army) and so on, as the

reasons for incessant challenges (insecurity) and youth restiveness. Some of the factors responsible for insecurity and youth restiveness are:

### **Poverty**

Poverty means inequality and social injustice and this hurts the poor. More than 70 percent of people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than US \$1 dollar per day which is equivalent to less than N175 (best on the Naira-dollar rates of Wednesday 26th November, 2014) (Zakaria in Anasi, 2010). This figure includes mass of youth in urban centres in Nigeria who struggle to work out for a living by hawking chewing sticks, bottled water or pure water, sugar-cane, stick-meat, fish, orange, hoes, handkerchiefs, belts, vegetables, etc. The sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line. Disenchanted, irritated, and disappointed, they seek an opportunity to express their anger against the country or nation or state. Aworawo and Zakaria in Anasi (2010) agreed that there is a link between poverty, loss of livelihood, inequality, indiscipline in insecurity and youth restiveness as evidenced by the numerous violent protests against the wielders of power in Nigeria.

### **Depraved Governance**

Decent governance is required for the growth and development of any nation. Regrettably, in Nigeria corrupt governance is more common than good, resulting in disorganized development. World Bank (1992) identifies the main characteristics of bad governance to include:

- failure to properly distinguish between what is public and what is private, leading to private appropriation of otherwise public resources;

- inability to establish a predictable frame work for law and government behaviour in a manner conducive to development, or arbitrariness in the application of laws and rules;
- excessive rules, regulations, licensing requirement and so forth which impede the functioning of markets and encourage rent-seeking;
- priorities that are inconsistent with development, thereby resulting in misallocation of national resources; and
- exceedingly narrow base for, or non-transparent, decision making.

These and many more are the features of most administrations in Nigeria. For instance, Onyekpe (2007) observes that successive administrations in Nigeria have not allocated much to the needs of the youth, and, worse still, the meager allocation are often diverted by government officials to their private accounts or relations and projects. Thus, youth are restive and agitated when they perceive that resources meant for them are being wasted by those in authority.

### **Non-existence of Basic Infrastructure**

Most rural communities and urban slums in Nigeria have no access to portable water, health facilities, electricity, communication facilities, industries, commercial facilities, good roads, etc. Behind insecurity and youth restiveness in the country is the agitation for equitable distribution of resources (Anasi, 2010).

### **Unemployment**

Unemployment has become a major problem bedeviling the lives of Nigerian youth causing frustration, dejection and dependency on family members and friends, who also have their own problems to contend with. The high rate of unemployment among the youths in Nigeria has contributed to the high rate of poverty and insecurity in the country.

Unemployment is worldwide economic problem, causing poverty and lack (Ajufu, 2013). Unemployment is a hydra-headed monster which exists among the youth in all developing countries. Experts believe that the number of jobless youth is twice as high as official estimate. Ozohu-Suleiman in Anasi (2010) notes Nigerian youth are trapped by unemployment. Zakaria (2006) believes that “the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents’ provocateurs. These include aggrieved politicians, religious manipulators, and greedy multinationals that employ these youths to achieve their selfish ambitions. Zakaria (2006) strongly believes that the absence of job opportunities in developing countries is responsible for insecurity and restiveness with disastrous consequences.

### **Insufficient Educational Opportunities and Resources**

Quality education has a direct bearing on national esteem, greatness, and cohesion. The knowledge and skill that young people acquire help determine their degree of patriotism and contribution to national integration and progress. Between 2000 and 2004, about 30 percent of Nigerian youths between 10 and 24 were not enrolled in secondary school (Population Reference Bureau, 2006). Perhaps the prohibitive cost of acquiring education is responsible.

The aftereffect of this situation is that thousands of young people roam the streets in cities in Nigeria. Those who manage to complete secondary school have no opportunities for tertiary education. Having being denied the chance to reach their potential, they are disorientated and readily available for antisocial (terrorism, arm-robbery, kidnaping, ritual, and so on) actions (Onyekpe, 2007).

Worse still, some who struggle to enroll in various educational institutions drop out due to lack of basic learning facilities. This situation is attributable to the dwindling resources of government at federal, state and local levels as a result of an economic meltdown.

### **Laughable Communication and Information stream**

Communication creates apartment for sharing information. It helps people express their thoughts and feelings, clarify problems, and consider alternative ways of coping or adjusting to their situation. Such sharing promotes social solidarity. People must have access to communication facilities, to communicate with the people making the decisions that affect them. Sadly, rarely do people in Nigeria participate in decision-making processes on issues that affect their lives. Ifidon and Ahiauzu (2005), in their study, revealed that inadequate communication and information flow is one factor responsible for insecurity and youth restiveness in the country.

Elegbeleye (2005) identifies three major factors that are responsible for insecurity and restiveness in Nigeria as; the peer motivated excitement of being a student, the antagonistic pursuit of patriotic ideas, and perceived victimization arising from economic exploitation.

### **Role of Libraries and Librarians in solving insecurity and Youth Restiveness**

There is evidence demonstrating the importance of the library in the promotion of peace and social unity. Omotayo (2005:13) and Echezona (2007) demonstrate the place of the library in reducing insecurity and youth restiveness, in Nigeria in particular, and in Africa as a whole. The primary role of the library and the librarian is to acquire, process, preserve, and disseminate recorded information. It is therefore the responsibility of the library to enlighten the youth and other members of the community it serves by presenting them with factual information that will guide their actions and help make good conclusion that will promote

peace and security of the nation. This will reduce the amount of terrorism, violence, hostility, and confrontation. Omotayo (2005) observed that:

*In war situations in enlightened, societies, use of libraries increases as users flock to libraries to find information to guide them. Information that can promote peace, unity, progress, peaceful co-existence, and melodious relationship among all the communities must therefore be available in libraries. Librarians, therefore, in promoting access to this information, act as agents of the promotion of communal peace and reconciliation.*

Libraries are positioned as hearts for formal and informal learning. School libraries, academic libraries, and public libraries support the education of the youth. Information obtained from libraries can change the behaviour, attitudes, and mindset of youth. Such libraries should not only be stocked with educational materials, they should have recreational facilities where pent-up energies and emotions can be dissipated (Anasi, 2010).

Elegbeleye (2005) strongly believes that:

*Recreational facilities provide scope for students to let off steam and become less stressed. Being stressed... has always precipitated a feeling of frustration in this category of youths, a development that more likely than not is capable of predisposing them to take recourse to violence (insecurity).*

Libraries create opportunities for youth employment. For instance, in Nigeria, the University of Lagos Library and Federal University of Technology, Yola, Library employ students under a work study scheme to perform routine jobs such as packing and sorting books, shelving books, pasting book pockets, and cleaning the libraries. Once engaged, these students perform their duties with zeal and enthusiasm and without prompting. This initiative helps to understand the dignity of labour as well as alleviate the suffering of indigent students who could have dropped out of school (Ndagana and Ogunrombi, in Anasi, 2010).

In addition to providing job opportunities, many libraries create an environment for acquiring skills and for career development such as in the bindery section of a library. Libraries may go beyond collecting books on various professions to organizing seminars and workshops on career development. These programmes provide career guidance and

counseling and will help reduce the number of idle, frustrated youth who roam the streets aimlessly, and who might at the least provocation take recourse to violence.

### **Role of Information in Reducing insecurity and Youth Restiveness**

According to Ifidon and Ahiauzu (2005:16) information is “structured data that causes a human mind to change its opinion about the current state of real World and contribute to a reduction in the uncertainty of the state of the system”. Information is a transformation agent, a reinforcer of ideas and opinions. It is the responsibility of leaders to ensure that youth have access to information that will guide their actions. Clearly, most Nigerian youth who participate in terrorism and protests across the country are ignorant.

Information is a critical resource for individual and collective liberation and progress. Sokari (2006) agrees that information is necessary for people to be liberated from the bonds of ignorance, misconceptions, economic immobility, social unrest, and political instability. Social interconnection cannot be achieved without timely, accurate, and relevant information.

Information plays a vital role in wealth generation. Information is the critical economic resource in today's world (Sabaratnam, 1997). Youth must be economically empowered through access to business and economic information. They need information on employment opportunities in all nations and communities. Access to entrepreneurial information will make youth inaccessible to those who want to recruit them for terrorism and other anti-social actions.

Nigerian youths as leaders of the future need access to a wide range of information which will help reposition them to take their rightful place in the comity of nations. Such information, according to Onyekpe (2007), should be geared towards;

- creating the awareness that the future belongs to them and that it must not be destroyed by them;
- sensitizing them to the fact the future and its nature depend on the decisions and choices they make;
- creating in them a sense of history, especially of the noble and heroic contributions of the youth in the past to the development of Nigeria, in comparison with the ignoble role of many youth today; .
- sensitizing them to embrace the rule of law and democratic ideals;
- liberating them psychologically and mentally from the control of self-seeking business and political elites;



- encouraging them to raise issues relating to unresolved problems of nation building and the problem of neglect of the youth in the development process at every fora;
- mobilizing them against abuse of the system through sanctions;
- sensitizing them to seek greater employment and educational opportunities as a means of redirecting their energy and ideas from anti-social activities to creative efforts.

### **The Roles of the Library and Librarians in National Security**

Historically, libraries have always been a key contributor to national development and it is appropriate that they take a leadership role in the current movement on national security. The Word ‘national security’ is used by politicians and military leaders in the line of a policy objective. However, national security loosely defined refers to the protection of the interests of a country. This is where it takes a wide meaning as all-embracing dimension of national life (Hussain, 2008 and Iradia, 2011) because threat posed to any element of national power creates security problems. The role of the library in national security is not just to spread information in a particular area but to offer a holistic approach, around all aspects of the policies of the country, Nigeria. Currently, the war on terror and terrorism is not only fought by the armed forces but the whole nation is engaged in the economic, scientific, political and social activities and happenings in all practicable fields of life. For the library, this is a feasible objective which is achievable through the information and dissemination process of the library (Hali, 2003).

National security is the requirement to maintain the survival of the state through the use of economic, diplomacy, power projection and political power (Ossai-Ugbah, 2013). Information is therefore a crucial factor in national security. This is because the line between security and insecurity lie in information given or information withheld. The ability to use information and its associated tools is a source of power for any nation (Bordbar in Ossai-Ugbah, 2013) which the library and librarians are best equipped to do. In Nigeria’s current security challenge, citizens and government must recognize this need for information use and

literacy as a means of national security (Noruzi, 2006). Information remains the only product which the library handles and this includes all media in which the information is shaped. The only means through which the real integration of people living in political, economic, religious and ideological poles could be brought together is through the actual cooperation and exchange of vital information between the two: the terrorist and the terrorized.

## **Conclusion**

Notwithstanding the sinister light of importance thrown over libraries and librarians, they still serve a needed role in Nigeria and are utilized regularly by patrons seeking information (Ossai-Ugbah, 2009). It may be that the majority of government policy makers and drafters are unaware of what the government can achieve through the library as a base for information transactions. On the other hand, it may be that many are willing to trade their rights to privacy, free speech and unhindered intellectual pursuits for a sense of security (Ossai-Ugbah, 2013). Libraries and librarians should be seen as important tools in national security. National security is possible through the utilization and collaboration of library, human, and material resources.

The high rate of insecurity and restiveness activities spearheaded by Nigerian youths of late, needs urgent solution if this country is to remain an indivisible entity that is the dream of its founding fathers. Armed robbery, suicide bombing and mass destruction of lives and properties are becoming astronomical and alarming. The youths are undoubtedly the future hope of any nation.

For Nigerian youths to become more sensible and useful, they require in addition, to the right information at the right time both at home and in their institutional libraries. With adequate information in the library, Nigerian youth can achieve their potential and participate actively in local and international affairs in a manner that can give a wide berth to violence (insecurity) such as arm robbery, terrorism, kidnapping and so on. Librarians must present

information on the consequences of insecurity and youth restiveness as well as information on current employment and educational opportunities, locally and internationally. The level of restiveness witnessed among youth will be drastically reduced if they have access to the right information at the right time based on Ranganathan law of library and libraries must be repositioned to serve the leaders of tomorrow.

### **Recommendations**

The future belongs to youth who make productive use of information and knowledge.

Therefore, this paper has apprehended the place of library, librarian and information in solving insecurity and youth restiveness in Nigeria. In line with Anasi (2010) to curb insecurity and youth restiveness in Nigeria, this paper recommends that librarians should;

- improve on information flow among youth through Workshops, seminars, and lectures;
- use all channels of information to enlighten youths on the adverse effects of acts of rebellion;
- equitable distribution of information and telecommunication facilities in both urban and rural areas;
- assimilate available sources of information to enhance accessibility and visibility of youth information needs;
- partner with multinationals to ensure the development of functional and well-equipped libraries in all educational institutions;
- ensure accessibility of information for skill acquisition, self-employment, job opportunities, and self-reliance among youth.

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**Use of 21<sup>st</sup> Century Digital Skills by Librarian in the Retrieval of Information Resources  
in Academic Libraries of Nigeria**

**Maren, Luka kam and Andong, Joseph Bulus**

*College of Education Gindiri Library*

**Abstract**

*Use of digital skills in the 21st century society is an era marked by much technological advancements from cradle to adulthood. These developments have affected the whole essence of an individual's life and libraries. Digital devices ranging from cell phones to MP3 players to digital cameras, and computers are changing our day to day lives, which are used by a wide range of people worldwide. This paper x-rays the concept of digital library and digital skills. Purpose of digital library was identified and the resources that are found in digital library. Uses and Services rendered in digital library, advantages and the skills needed in digital environment were highlighted. Some challenges of using digital resources are lack of constant power supply, lack of adequate supply of computers, bandwidth and lack of technical know-how are some key problems being faced in using digital resources. It was recommended among others that the Library schools in Nigeria should offer adequate project-based training to their graduates. Sufficient training opportunities should be provided*

*for academic librarians and para-librarians in Nigeria to increase their knowledge of applying different security measures to protect digital contents. Joint efforts are required by library schools, library associations and different training groups to develop digital skills of academic librarians and para-librarians. Adequate provision of digital equipment should be made by government.*

**Keywords:** Library, digital library, digital skill, Digital resources and digital environment.

## **Introduction**

The 21<sup>st</sup> century academic library is experiencing a remarkable change as a result of introduction of information communication technology (ICT) into library services. This transitional change has led to the emergence of digital environment. Singh and Pinki (2009) noted that the new technology is influencing the academic libraries to focus more on the new technology innovation, technical complexities, social and legal issues, cost, risk, competencies, skills of staff and technology itself. As the librarians' skills are affected, they have to act in a proactive manner in order to support the 21<sup>st</sup> century educational challenge. In their own view, Thomas, Satpathi and Satpathi, (2010) emphasized that the emerging challenges posed by the contemporary environment are digital repository, open access, user centric services (e-learning-teaching, information literacy, orientation program), Web based library services, application of social networking, Library co-operation including consortia and legal issues among others.

Libraries have always been repositories of learning resources. From earliest time, they have provided access to information for scholars and researchers. The constantly increasing amount of information been generated and published, the expanding formats of information storage and retrieval, and ever changing education and research needs of library users make it difficult for any library to be an effective learning resource. The primary role of the library is to provide information service to support the educational, recreation, cultural, economic and technological endeavours of members in their respective communities. The National Policy on Education (2004) identifies the library as one of the most important aspects of educational support services. They are used as media for disseminating information and enhancing literature search and as tool for the development of intellectual compatibilities and promotion of cultural and social integration. Onohwakpor (2006) stresses library as a store of knowledge, indispensable to the success of any functional education. He further said that education without the services of library is half-baked education that can only produce narrow minded individual which will not be productive to their community. Efforts are therefore made to acquire, process, preserve and make available the resources to the users. In doing this,



educational levels, information needs and the objectives of the user community should be taken into cognizance. This is because provision of services in a manner most useful to the library's clients is the ultimate target of all efforts towards effective and efficient services. With the proliferation of information, information is scattered in many areas and in order to keep track of these information, many libraries have started embracing the recent developments in information technology to help them for effective library services.

### **Concept of Digital Library**

Digital libraries emerged as a result of information explosion and the use of ICT in management and organization of information. These are libraries with digital resources and specialized staff for the acquisition, organization, storage, retrieval and dissemination of information (Ifeanyi, Ezema, Ugwuanyi, & Ugwu, 2014). The terms, which have been in vogue at different times, include paperless library, virtual library, and electronic library online library, desktop library, and polyglot library, library without boundaries and more recently digital libraries. The term Digital library in broad sense is a computerized system that allows users to obtain a coherent means of access to an organized electronically stored repository of information and data.

- Collection in which complete contents of documents are created and converted to computer possible form for online access.
- Online databases and CD-ROM information products.
- Computer storage devices on which information repositories reside such as optical disc, Juke bases DVD ROM towers etc.
- Database including library catalogue accessible through the Internet.
- Computerized networked library system.

A digital library is a kind of an electronic information system that provides access to organized digital sources of information. It is a collection of services and information sources that make digital sources of information available for users. Ralston et al. (2000) stated that the digital library provides access to digital collections via algorithms or real-time data feeds.

Arms (2000) defined the digital library as an organized collection of information with associated services which are provided in digital form and used via computer or a network of computers. A review of the above definitions suggests that a digital library is a collection of digital information and services where information is stored in a digital form and made accessible via digital means, while offering those information sources in a managed and organized way (Adamou and Ntoka (2017)).

### **Purpose of Digital Library in an Academic Set Up**

- To expedite the systematic development of procedures to collect, store, and organize, information in digital form.
- To promote efficient delivery of information economically to all users
- To encourage co-operative efforts in research resource, computing, and communication networks.
- To strengthen communication and collaboration between and among educational institutions
- To take leadership role in the generation and dissemination of knowledge
- It gives room for Institutional collaborations and exchange programmes

### **Resources in Digital Library**

Digital resources are those information resources that can only be accessed by the use of computers and other ICT devices. These materials may require the use of a peripheral device directly connected to a computer, for example, CD-ROM drive or a connection to computer network, for example, the Internet. There are different types of digital/electronic resources such as Compact Disc Read Only Memory (CD-ROM), Internet, Online Public Access Catalogues (OPAC), electronic books, electronic journals and electronic index. The use of digital resources has given rise to new modes of organising the educational environment in tertiary institutions most especially in the libraries. Dadzie (2005) opined that digital resources are convenient to use since users are able to access

information from the library, Internet café, offices and private residence at any time of the day or night. Lawal (2017) identified resources found in digital library as discussed below

•**The e-Granary Digital Library:** Thee-Granary, also known as “The Internet in a Box”, is an initiative of the Wider Net Project which uses an off-line technology deployed over 400 sites in developing countries. It includes millions of Open Educational Resources (OERs) including Wikipedia, MIT’s Courseware, Khan Academy and over 200 open source journals in various disciplinary fields. The e-Granary provides millions of digital educational resources and contains built-in tools for subscribers to upload and edit local materials as well as create and edit their own websites which are stored locally. The e-Granary Digital Library represents the collective efforts of hundreds of authors, publishers, programmers, librarians, instructors and students around the globe (Patten, 2012).

•**Electronic Databases:** Electronic databases are information sources that can be accessed online from a network, including the Internet. They are usually delivered primarily via a web browser and often purchased for a specific period of subscription. Examples include JSTOR, Ebsco Host, and e-granary.

•**Institutional Repository (IR):** Institutional Repositories (IRs) generally contain digital contents of their institutions. IRs have gained more popularity in recent years and globally, the creation and deployment of IRs has become one of the major factors for institutional visibility of quality research output on the Internet which also influences their global ranking on the world scale. like in June 2009, the University of Jos Library became the first institution in Nigeria and the second in West Africa after the University of Science & Technology, Ghana to establish an Institutional Repository (IR) using D-space, an open source self-archiving software (Akintunde & Anjo, 2010).

• **Open Access Resources:** Open access resources refer to information materials that provide free, immediate, permanent online access to the full text of research articles to users. The rising cost of journal subscriptions in academic libraries has led to sustained efforts in providing more free access to scholarly information online for researchers particularly in developing countries on the condition that the copyright of the authors are recognised and acknowledged.

• **Open Educational Resources (OERs):** Open Educational Resources (OERs) refer to any educational resource including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and other materials that have been designed for use in teaching and learning (Educause, 2010). They are usually available freely for use by educators and students, without an accompanying need to pay royalties or license fees.

• **Online Information Literacy tutorials:** As part of the efforts towards developing students' information skills, librarians in various subject disciplines have designed online information skills tutorials aimed at assisting students in the use of information resources in their respective fields (Lawal & Akintunde, 2014).

• **Web-based services:** The integration of Web 2.0 such as blogs, Face book, Twitter, social book marking sites, and so on into the Library's user information services have also helped to encourage collaborative research especially with the adoption of the e-learning system in the institution.

• **Cloud computing:** The use of virtual technology has become popular with academic libraries. The limited capacity of libraries to host their own resources in its entirety necessitates opting for alternatives in the cloud. Due to the exponential growth of information resources and challenges of efficient access, cloud computing technology offers great advantages for libraries to connect their services in various formats to clients (Kaushik, & Kumar, 2013).

- **Library learning spaces:** Academic libraries are central to the teaching and learning processes of their institutions, the concept of library learning spaces help provide access to various learning resources in more convenient ways (Fister, 2015).

### **Use of Digital Skill by Librarian**

Digital librarian as one who manages large amount of data, preserve unique collection, provide faster access to information, facilitates dealing with data from more than one location and enhance distributed learning environment. The use of digital skill by librarian enables him as identified by (Screenivasulu, 2000) to:-

- ✓ .manage the digital libraries;
- ✓ Organize digital knowledge and information;
- ✓ Disseminate digital information from the computer-held digital information;
- ✓ Provide digital reference services and electronic information services;
- ✓ .provide knowledge mining from the emerging knowledge warehouses;
- ✓ Handle the tasks of massive digitization, digital storage process, and digital preservation;
- ✓ Provide universal access and retrieval of digital knowledge, ultimately access to all;
- ✓ Catalogue and classify digital documents and digital knowledge.

### **Services of Digital Library**

After converting a traditional library into a digital library the following services can be provided.

1. **E-mail:** The E-mail stands for electronic mail and It is a service of Internet as well as Digital library

2. **File Transfer Protocol (FTP) File:** Transfer Protocol (FTP) is the standard mechanism provided by TCP / IP for copying a file from one host to another. Transferring files from one computer to another is one of the most common tasks expected from a network or internetworking environment.
3. **Remote Login:** When a user's wants to access an application programs utility located remote login. Here the planet (TELNET) client server programs come into use. The users send the keystrokes to the Terminal deliver where the local operating system accepts the characters but does not intercepts them.
4. **World Wide Web:** The World Wide Web is a repository of information spread all over the world and linked to other. The www has a unique combination of flexibility portability and user-friendly features that distinguish it from other services provided by the Internet, www today is client sever service in which of client using a browser can access a service using a server
5. **Automated Web Search (Search engines):**It is technique of document searching for document searching the system is used is called search engine. The software will help for retrieve the documents of specific information fast by using broken logic operators and truncation of search terms.

#### **Advantages of a Digital Library over a Traditional Library are Listed Below**

Khan and Bhatti (2017) identified advantages of digital library to include: Nearly unlimited storage space at a much lower cost; Re-allocate funds from some staff, collection maintenance, and additional books; No physical boundary; Round the clock availability; multiple access; Enhanced information retrieval; Preservation for some print material; Added value; Universal accessibility

- **Speed:** As we go from traditional to digitalization concept we feel that the speed becomes faster the speed factor may be realized in respect of working of office worker or students/ user working. With digitalization, the user retrieves information faster.
- **Accessing Power:** Digital Library provides accessing power to user. In digitalization environment, the user accesses the latest information. User can interact with larger no of datasheet. The user also accesses the worldwide information through digital library.
- **Supporting Power:** In Digitalization concept, The Digital library support wider range of material. It also increases the ability to deal with large datasheet.
- **Space power:** The Digital Library increases the space power. It means that we are making portable system for materials. As the Technology increases the portability also increases AS example like compact disk, DVD system minimize the larger data and store it larger. So there is no storage problem.

Kumbharand Harake(nd) assert that digital library has some challenges which they highlighted them below: Lack of Specialized staff; Lack of Sustainable Funding; Inadequate knowledge for retrieval of Digital Information Resources; problem of protecting the intellectual property rights; problem of Right Management and Access Control in Digital Library; Band with problem; Preservation problems

### **Digital Skills**

Trepanier in Khan and Bhatti (2017) defined digital skills as the capability to use digital information systems including computer hardware and software to apply appropriate security measures and protect digital information. It is also the ability to use digital tools and work in computerized environments. Digital competencies are the skills necessary to work in digital library environments and manage electronic library infrastructures and services. Ferrari (2012) elaborated on digital competence as the knowledge, skills, attitudes and digital literacy that are needed for developing and managing digital information systems. Ilomaki *et al.*

(2011) pointed out that digital competence consists of technical skills to use digital technology in a modern information environment. In the current digital information environment, it has become inevitable that staff, students and librarians need to acquire digital competencies (Graham, 2003).

Digital skills' is described as the ability to harness the potential of digital tools. IFLA, (2017) promotes an outcome-orientated definition –to be digitally literate means one can use technology to its fullest effect -efficiently, effectively and ethically –to meet information needs in personal, civic and professional lives.

Digital skill is the set of attitudes, understanding, training and experience to handle and communicate information and knowledge effectively, in a variety of media and formats (Bawden (2008). Bell and Shank (2008) quoted in their work that Digital literacy or skill is the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. It is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. It is also a person's ability to perform tasks effectively in a digital environment. A digital skill includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. Digital Literacy means the ability to use technology competently, interpret and understand digital content and assess its credibility, create, research, and communicate with appropriate tools.

It is also the application of the knowledge gained, therefore, the awareness of necessary knowledge or development with the attendant ability to use them to satisfy the users' information needs is the basic concern of a digital librarian and other staff. CARL (2010) maintains that for students to thrive well in digital environment they must have traditional knowledge of library and management skills and information technology skills. This was also supported by Gulati and Raina (2006) when they argue that students in digital



environment need to have the traditional core skills of use of library know the basics of IT, particularly in the area of computer, communication and networking technologies.

Four essential qualities of skills required by both staff and students are:- Communications; flexibility; ability to work under pressure and dealing with a range of materials or resources.

There are also personal characteristics required of professionals in a digital environment. Along the same line Feret and Marcinek cited in NonthacumJane (2011) categorized digital library skills into five namely: communication and training skills, IT skills, managerial skills, commitment, subject knowledge or profiling and teamwork skills,.

### **Skills Needed in Digital Environment**

Digital environment makes use of web 2.0 technologies to provide library services especially in public service division. Online reference service is a service prevalent in digital environment propelled by web 2.0 services such as social networking (blogging, electronic group, Wikis, RSS and podcasting) services and instant messaging. Arif and Mahmood (2010) stated that the adoption of web 2.0 technology for library services require internet skill. Partridge, Lee and Munro (2010) noted that librarian 2.0 requires transferable skills and interpersonal skills together with attitudinal change and way of thinking towards ICT. They also identified technology, communication, teamwork, user focus, business savvy, evidence based practice, learning and education, and personal traits as essential skill attributes to be possessed in a digital environment. Hsieh-yee (2002) advocated for leadership and management, mission and value skills, co-operation and collaboration, communication and interpersonal skills, problem solving skills (analytical, creative and flexible), managerial skills, growth and change. Librarians in the digital environment are expected to adapt to the dynamic changes of the environment. Therefore, to align with the current trends in the emerging environment, Singh and Pink (2009) recommended the combination of generic

skills, traditional and ICT related skills like digital archiving, content development, developing metadata, electronic database searches, networking, consortia access etc

1. personal skills (enthusiasm, flexibility, self-motivation)
2. generic skills ( interpersonal communication, general computing, teamwork) and
3. Disciplines specific knowledge or professional skills (professional related experiences customer services, chartered librarian, cataloguing, classification and metadata).

Khoo (2005) elaborates these skills as follows:

**Personal skill** which has to do with appropriate attitudes, values

**Personal traits generic skills** represent skills which cut across disciplines such as communication, critical thinking, information literacy, teamwork etc.

**Discipline specific knowledge** learned in LIS program in undergraduate and postgraduate levels such as collection development, digital library architecture, digital library software, metadata etc.

### **Types of Digital Skills by Level**

Sanou (2018) summarizes the types of digital skills by level: basic, intermediate, and advanced. Many strategies reference these levels. Digital skills exist on a spectrum, from basic to more advanced, and encompass a “combination of behaviours, expertise, know-how, work habits, character traits, dispositions and critical understandings.”

#### **Basic skills**

Basic digital skills enable us to function at a minimum level in society. They are foundational skills for performing basic tasks, and there is growing consensus that basic digital functioning corresponds to a foundational literacy, taking its place alongside traditional literacy and numeracy. Basic skills cover hardware (for example using a keyboard and operating touch-screen technology), software (for example word processing, managing files on laptops, managing privacy settings on mobile phones), and basic online operations (for example email, search, or completing an online form). Basic skills enrich our lives, enabling us to interact with others access information and provides e-resources to our patrols.

### **Intermediate skills**

Intermediate skills enable us to use digital technologies in even more meaningful and beneficial ways, including the ability to critically evaluate technology or create content. These are effectively job-ready skills since they encompass those skills needed to perform work-related functions such as desktop publishing, digital graphic design and digital marketing. For the most part, these skills are generic, meaning their mastery prepares individuals for a wide range of digital tasks needed to participate as engaged citizens and productive workers.

### **Advanced skills**

Advanced skills are those needed by specialists in ICT professions such as computer programming and network management. Globally, there will be tens of millions of jobs requiring advanced digital skills in the coming years. These include artificial intelligence (AI), big data, coding, cyber security, Internet of Things (IOT), and mobile app development, with some economies predicting a talent gap for workers with advanced digital skills and others, ranking ICT specialists among their fastest-growing roles. Jobs requiring advanced digital skills also generally pay much more than jobs requiring basic digital skills or none at

all. Advanced skills are typically acquired through advanced formal education, and other channels for learning, such as coding boot camps, that are viable options for many countries. Thus, library staffs are advice to acquire one of the digital skill levels in order to provide effective library services to its users

## **Conclusion**

The acquisition digital skills by librarians and para-librarians have been discovered to enhance individual service delivery and career progression. For librarians and para-librarians to fulfill their primary aim of meeting the information needs of users and the institutions, the library staff must be empowered with all necessary digital skills to accomplish their mission. Librarians and para-librarians of this present age have very low knowledge of DLS according to study conducted by Emiri, (2015) in the sampled states with a little level of use and proficiency in the skills. Skills have can be acquired through informal means like through colleagues, trial and error and sometimes through assistance from friends. Librarians are asset to libraries, therefore training and development of DLS will enhance productivity. The level of expertise of the librarians will determine to a large extent how effectively they are able to perform their jobs and carry out routine jobs in the library. When libraries are automated and functioning, the staffs are also very satisfied with how they perform their jobs and they are also well motivated and progress on their career. However, the challenges with the utilization of these skills must be checked and corrected.

## **Recommendations**

To ensure that the potential of digital technologies is realised for all, and makes a full contribution to equality and development, digital skill needs to receive the necessary recognition and investment. As highlighted, while many citizens will find ways to develop digital skill on their own, many others require the support of institutions such as libraries. Libraries of course will have to take steps. They should position digital skill as a core service

of libraries, with adequate planning, budget and staff. For librarians to be able to teach digital literacy, they may need training themselves. It may be necessary to form partnerships with external actors in order to provide best service to users.

- They should achieve higher levels of practical skill in the areas identified in this study. Library staff should attend training opportunities and workshops to acquire digital skills.
- It is recommended that academic libraries should get sponsorship from IFLA and nongovernmental organizations to increase their funds and develop necessary IT infrastructure and skilled staff.
- Library schools in Nigeria should offer adequate project-based training to their graduates. Sufficient training opportunities should be provided for academic librarians and para- librarians in Nigeria to increase their knowledge of applying different security measures to protect digital contents.
- Joint efforts are required by library schools, library associations and different training groups to develop digital skills of academic librarians and para-librarians.
- It is recommended that librarians and para-librarians themselves must take an interest in acquiring digital competencies or skills on their own initiative to stay relevant
- Adequate provision of digital equipment should be made by government.

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## **Entrepreneurship Education for Sustainable Development in Nigeria**

**Sallau Audu Gebe**

*Department of Economics*

*College Of Education, Gindiri*

### ***Abstract***

*This paper focuses on the actualization of sustainable development through entrepreneurship education. The paper stresses the importance of entrepreneurship education towards enhancing sustainable development in Nigeria. Entrepreneurship education encourages self-reliance, when an individual is engage in productive activities. Entrepreneurship education*



*help in training Entrepreneurs who are capable of taking risk and uncertainty so that the problems facing the country ranging from high rate of poverty, youth and graduates unemployment, overdependence on foreign goods, low economic growth and development can be achieved. Increase in productivities lead to increase in employment and better standard of living. The paper recommends that educational programmes at all levels should provide the youths with the required entrepreneurial skills. It also recommends that government should give adequate attention by providing good economic environment for entrepreneurs to function maximally.*

**Key words: Entrepreneurship Education, Economic growth and development, self-employment**

### **Introduction**

Entrepreneur in Nigeria is a key driver of the economy (Chu 2010). Entrepreneurship is the corner stone and at the heart of free enterprise economy. (Popoola2004), entrepreneurship is an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organising, markets, processes, and raw material through organising efforts that previously had not existed (Shanes and Venkataraman 2000).

Wealth and employment creation was evolved by entrepreneurially minded individuals, many of whom ultimately managed big businesses. There is creative freedom for people who are exposed to entrepreneurship education.

In the 21<sup>st</sup> century, Nigeria and other developing countries have witnessed high level of unemployment among graduates at various levels of education. The rate of unemployment among school leavers and graduates is so alarming. Government at all levels (federal, state and local government) is making frantic effort to encourage self-reliance initiatives through entrepreneurship development. Government in her effort to encourage self-reliance has tried to introduce entrepreneurship education at all levels of education (Aliyu, 2011). The Sustainable development of a society depends on entrepreneurship development and education. School leavers at all levels must be educated to encourage them to engage in

production of goods and services. The ability of an individual to seek out investment opportunities to establish and run an enterprise successfully will depend on the level of entrepreneurship education. Also the ability of an individual to identify, develop and bring vision to life depends on the level of entrepreneurship education. The ability of an individual to take financial, Psychological and social risk depends on the level of entrepreneurship education.

### **Objective of the Study**

The main objective of this study is to determine the impact of entrepreneurship education for sustainable economic development in Nigeria, using narrative textual case study (NTCS) analysis. NTCS is a social science research method that intensively used information data and academic materials made available and easily accessible by information and communication technology facilities such as internet, internet world wide web, on line data base, e-libraries etc other objectives of this study are to:

- Analyse the importance of entrepreneurship education in economic development
- Examine the challenges of entrepreneurship Education in Nigeria.
- Recommend mitigating strategies to contain the challenge

### **The Concept of Entrepreneurship and economic development**

The concept of entrepreneurship is nebulous and many academic disciplines have contributed their perspective on the concept (Oteh 2009). The difficulties in defining and measuring the extent of entrepreneurial activities are the measurement of their impact on economic performance. Understanding the role of entrepreneurship in the process of growth requires a framework since there are various intermediate variables or linkages which explain how entrepreneurship influences economic growth and development. Examples of these intermediate variables are innovations, variety of supply, entry and exit of firm (competition), specific efforts and energy of entrepreneurs etc. Existing definition of entrepreneurship in

literatures come from different discipline including economics, sociology, psychology and management.

The word entrepreneur was derived from a 17<sup>th</sup> century French word “entreprendre” meaning undertaking. It was used to describe those who undertook military expedition ( Gana 2001). It was later viewed as those people who undertook contract at high profile government projects such as construction of roads, bridges etc. The word entrepreneur was later used to refer to those Architects who designed high profile building project.

Aliyu (2012), defined an entrepreneur as an individual that identifies develop and brings vision to life under condition of risk and a considerable uncertainty. The vision may be an innovative idea, an opportunity or simply a better way to do something

Entrepreneurship is a form of human resources involved in production of goods and services which are generally referred to as labour. However, this is an aspect of human input which is categorized differently mainly due to its centrality and vitality in every production mechanism and this special aspect of human labour is referred to as entrepreneurship ability (Aliyu,2012).

It can also be seen as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risk, and receiving the resultant rewards of monetary and personal satisfaction (Mamman, 2012).Entrepreneurship education seeks to provide recipients with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education is offered at all levels of schooling from primary through graduate university programs.

Agu (2010), posits that entrepreneurship can be viewed from different perspectives. Most times, the term is associated with business. It is believed that entrepreneurship is limited to business activities, this is erroneous. Entrepreneurship is multidisciplinary. For instance there

is entrepreneurship in school, because a teacher can be an entrepreneur. There are also entrepreneurs in business, among other sectors.

Schumpeter (1934), who sees entrepreneurship from the point of view of value creation and defines an entrepreneur as a risk-taking innovator needed for rapid economic development, through the process of “creative destruction”, by which obsolete technologies and ideas are replaced by new one. Although this definition comes from the field of economic, but the basic ingredient is value creation which has the capacity of introducing change in the form of economic development.

Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity to bring something new or improve on the existing one in the same form (Wikipedia, 2018)

Entrepreneurship education is a lifelong learning process starting as early as elementary school and progressing through all levels of education including adult education (Mamman, 2012).

### **Sustainable Economic Growth and Development in Nigeria**

The Nigerian economy is one of the developed economies in Africa. According to the UN classification, Nigeria is a middle income nation with developed financial, communication and transport sectors. It has the largest stock exchange in the continent. The petroleum industry is central to the Nigerian economic profile. It is the 12th largest producer of petroleum product in the world. The industry accounts for almost 80 percent of the GDP share and 90 percent of the total exports. Outside the petroleum sector, the Nigerian economy is highly amorphous and lack basic infrastructure. Several failed efforts have been made after 1990 to develop other industrial sectors (Economy watch, 2010).

The concept of sustainable development requires balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life. Sustainability includes intergenerational equity, gender equity just and peaceful societies, social tolerance, environmental preservation, poverty alleviation and natural resource conservation. The major essential tools for achieving sustainable development include the following:

- a. Improve the quality of basic education.
- b. Reorient existing education programmes to address sustainable development.
- c. Develop public awareness and understanding.
- d. Provide training for all sectors of private and civil society.

The Nigerian government has taken the bull by the horn to face the reality of the need of the country. The country need to break the vicious cycle of poverty that has engulfed the nation and also infrastructural decay, corruption and other social problems. Still after 46 years to date of independence, no one can argue that Nigeria has attained her optimum level of development (Kolawale and Omolayo, 2006).

With the introduction of the entrepreneurship education at various level of education this laudable objective may be achieved. The introduction of entrepreneurship education at various levels will mean making this form of education to form part of the curriculum. This will go a long way in inculcating entrepreneurial ability at all levels, which will make school leavers to take up the challenge of undertaking risk and uncertainty. This will lead to the increase enterprise and other businesses which will lead to sustainable economic development. **Entrepreneurship Education in Nigeria**

Entrepreneurship education in Nigeria is geared towards enhancing sustainable development and skills which remain vital in the real sector and sustenance of economic development. It has become very important for government to pay attention to this subsector. The problem of

acute poverty facing our youths and graduates unemployment, over dependence on foreign goods and technology, weak economic growth and development has forced government to face reality, hence the introduction of entrepreneurship education (Sunday2013).

This will help equip students with skills to be self-reliant. The history of education in Nigeria during the colonial era has shown that educational institution remained a factory for the production of manpower relating to white collar job. There was no professional or entrepreneurship education in our educational system; even if there is any there was no benchmark to assess the quality of entrepreneurship education. Entrepreneurship education in Nigeria seeks to provide students in tertiary institution with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures.

Entrepreneurship education is also offered at the primary, secondary and under graduate university program. In recent time even those at the post graduate school offer courses relating to entrepreneurship. The concept of lifelong learning process at all levels is essential to the competitiveness of the knowledge economy. It applies to all stages of life education and learning and at all levels, it involves different form of apprenticeship. The government of Nigeria through the various ministries of education has made entrepreneurship education one of the compulsory general studies for students all over the Nigerian universities and other higher institutions of learning, this is a positive step, it will help inculcate self-reliance among youth.

### **The Objectives of Entrepreneurship Education in Nigeria**

Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives, to:

1. Offer functional education for the youths that will enable them to be self-employed and self-reliant.

2. Provide the graduate youths with adequate training that will enable them to be creative and innovative in identifying novel business opportunity.
3. Serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduate with adequate training in risk management..
5. Reduce high rate of poverty.
6. Create employment opportunity.
7. Reduced rural urban migration and the attendant negative consequences.
8. Provide the young graduates with enough training and support that will enable them establish a career in small and medium size business.
9. Inculcate the spirit of perseverance in the youth and adult which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to modern industrial economy.
11. Inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture the y embark on.
12. Create smooth transition from traditional to modern industrial economy.
13. Create smooth transition from traditional to modern industrial economy.

### **Methodology of the Study**

The methodology employed in this paper used both descriptive and explanatory, narrative-textual case study (NTCS) method, which is preferred, because of the absence of sequential data relating to entrepreneurship Education and sustainable economic development in Nigeria. NTCS is a social science research method that intensively used information data and academic materials made available and easily accessible by information and communication technology facilities such as internet, internet world wide web, on line data base, e-libraries etc(Abouzeedan and leijon2007). The choice of this method is informed by the fact that NTCS combines the use of quantitative and qualitative observation, text content analysis and

available official statistics in different proportion for problem-solving or problem-identification depends on the objectives of the research.

### **Importance of Entrepreneurship Education**

According to the national content standard(2016), Entrepreneurship is the key driver of an economy, Wealth and a high majority of jobs are created by small businesses started by entrepreneurial minded individual, many of whom go on to create big businesses. People expose to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and overall greater sense of control over their lives. As a result, many experienced business people, political leaders, economists and educators believes that fostering a robust entrepreneurial culture will maximize individual and collective economics and social development on a local, national and global scale. It is with this in mind that the national standards for entrepreneurship education were developed to prepare youth and adults to succeed in an entrepreneurial economy. This means that entrepreneurship education is a key to sustainable economic development. Entrepreneurship education leads to the development of business which leads to higher level of employment hence better living standard.

### **Benefit of Entrepreneurship Education**

Entrepreneurship education has a lot of benefits to the individuals and the nation at large. Entrepreneurship education brings about sustainable Economic growth and development by creating more job opportunities which are normally reflected in a higher standard of living.

Gana (2001) and Adah (2003) enumerated some benefits of entrepreneurship education as follows:

1. Creation of new technologies, products and services: Entrepreneurship education encourages creativity and innovation among individuals. This will lead to the creation of



technology, products and services. The development of products like the computers, aero planes and various softwares for computers to solve a particular problem.

2. Increase in productivity: Entrepreneurship education provide people with more knowledge and access to information in the use of resources, money and time to increase productivity in the economy i.e. goods and services.
3. Market competition is better enhanced due to entrepreneurship education: As a result of increase in technology there will be corresponding increase in output in the economy. Market monopolistic completion is enhanced and consumers will always have a variety of goods and services.
4. It enhanced effective domestic resource utilization: Nigeria is blessed with a lot of human and natural resources like land, good weather, mineral resources etc, effective entrepreneurship education can lead to better and effective utilization of these resources for sustainable development. The establishment of many enterprises will lead to better utilization of local raw materials like cotton etc, which will help reduce the over dependence on foreign goods and imported products.
5. Employment generation: Entrepreneurship education helps to generate employment forthe youths when people are taught to utilize their time and resources around to better their lives and build the nation at large.
6. Wealth creation and income generation: Wealth is a given quantity of resources under the ownership of individuals or nation. Income is the amount of money earned by individual or a nation due to an engagement in any form of legitimate economics activity. Entrepreneurship education leads to technological advancement and wealth creation which are normally occasioned by research and development. When wealth is created individual or nation can generate a lot of income in form of wages and taxes.
7. Economic growth and development: Economic growth means an increase or an expansion of national income and the volume of goods and services in the economy while economic

development on the other hand refers to the improvement of the quality of the life of the people due to the expansion of the national income and the volume of available goods and services, it implies an increased and sustainability in the living standard of the people. Entrepreneurship education can bring about economics development as a result technological advancement and the establishment of many firms.

### **Conclusion/Recommendation**

It has been shown that Nigeria is still behind in training her workforce for the challenges of the 21<sup>st</sup> century in a global economy.(Aliyu A 2001) Nigeria cannot move forward without entrepreneurship development. It is therefore recommended that:

- a. Entrepreneurship education must be part of the curriculum of the Nigerian education system at all level.
- b. Adequate attention must be given to entrepreneurship education in Nigeria by making it compulsory and by providing entrepreneurship centres in most parts of the country.
- c. A good economic environment must be provided to encourage individual to participate in businesses for example by making funds available in the form of loans and infrastructural fertilities must be available.

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## **Teaching of Arabic Language for Effective Understanding of Islamic Studies through Information and Communication Technology (ICT) for Nation Building**

**Abubakar, Muhammad Gindiri PhD and Muhammad Salisu Ibn Buba**  
*Department of Islamic Studies, College of Education Gindiri*

### ***Abstract***

*Information and communication technology (ICT) is the global trend that has revolutionized all aspects of global transactions and communications. ICT has been found to be very useful in language teaching and learning. Experts are of the opinion that teaching and learning language are better done with the use of ICT. It has been applied in many languages of the world with great success. Nigeria, as a country is of recent applying ICT to her educational system especially the languages. Government has laid down many strategies for the use of ICT in enhancing teaching and learning in the education sector. Arabic language is said to be in dire need of ICT to achieve functional teaching and learning Islamic studies education. This paper examines some problems that debar the functional use of ICT in teaching Arabic language for effective Islamic studies education to include; poor perception and lack of interest on ICT among Arabic language teachers, non-integration of ICT into the school curriculum, lack of adequate ICT software in Arabic language etc and finally recommendations were provided such as ; provision of ICT infrastructures, inclusion of ICT*

*in Arabic curriculum, provision of adequate and contemporary Arabic learning software among others.*

## **Introduction**

Information and communication technology has become the trend in the global transactions, studies, sports, communication, publishing and dissemination of information. ICT has also attracted great attention in the teaching and learning in the education sector as well as acquisition of languages. Nigeria is not left out in this global trend in her educational sector, hence the numerous measures that the government has taken to ensure that ICT is used in the educational sector to enhance teaching and learning. However, Arabic language should not be left out in this new development. This is because of its central role of understanding Islamic religion correctly as such its teaching and learning need to be intensified in the school system. Language experts and scholars are of the opinion that ICT will play a major role in enhancing qualitative teaching and learning of Arabic language which will also assist in enhancing the understanding of Islamic studies in the school system. On a closer look, the application of ICT in the teaching of Arabic language seems to be a task too hard to be accomplished, judging by the present situation of teaching and learning of Arabic language in the school system. This paper will take a look at some of the challenges that are on ground to impact the smooth implementation of ICT in the teaching and learning of Arabic language for effective understanding of Islamic studies in the school system.

## **The Concept of ICT**

Information and communication technologies according to Mejiuni and Obilade, (2006), are electronic and non-electronic technologies, infrastructure, systems, and services used to publish, store, retrieve and transmit information, to communicate idea, and to generate facilities capturing, processing, transmission and display of information through digital electronic devices, telecommunication, world wide web, virtual realities and cyber space. According to this school of thought, the potential of ICTs is providing equitable education that is widely accepted by all.

While Meadowcroft (2006) opines that ICT is the technology used to store, manipulate, distribute or create information. It is also the tool that we use to perform calculation, to store, and manipulate texts, and to communicate. Yusufu (2007) sees ICT as electronic technologies used for accessing, processing, gathering, manipulating and presenting or communicating information. It encompasses software, hardware, and even the connectivity. Olushola and Alaba(2011), maintain that ICT has provided viable platform for generation,

adoption and exploitation of knowledge through open and distance education. Information and communication technologies (ICTs) perceived in this way can give a boost to open and distance learning. ICTs guarantee the inalienable access of the individual to education using the entire global system. Moore and Tait (2002) point out that ICT open up new horizons for progress and the exchange of creativity and inter cultural dialogue. From the above explanations one will see that ICT is a global trend that is at the helm of all global affairs including education.

### **The Role of ICT in Education**

In contemporary society ICT is playing an imperative role in all sectors of life globally as such it is contributing toward nation building. Yusufu (2007) states that when ICTs are employed in education, given the right condition, they can accelerate, enrich, and deepen basic skills in reading, writing, mathematics and the sciences and they can motivate and engage students to learn as they become more independent and responsible for their learning. This assertion points to the vital role ICT plays in the teaching and learning sector.

However, Ugochi(2005) cited Cradler and Bridge Forth (n.d) opine that ICTs help to relate academic to the practices of modern work. Information and communication technologies, especially network technologies have been found to encourage active learning, support innovative teaching, reduce the isolation of teachers, and encourage teachers and students to become active researchers and learners. ICT can also strengthen teaching and learning through the provision of powerful tools to teachers and students. The British educational communication and technology agency, BECTA, (2004), comments that ICTs can assist in reducing teachers workloads through its use for lesson preparation and work sheet, writing and analyzing students attainment information for target settings, recording and analyzing attendance and disciplinary measures and maintaining links between the school and parents to ensure parental environment in school activities. ICT helps teachers to be, up to date in their knowledge of their subject matters. It also helps students to study and explore their world of academics on their own.

ICTs assist in teacher's development, for instance, the internet. In the context of teachers development, e-learning can be used for both initial and continuing development through courses, workshops, and other activities, formal and informal, where students and practicing teachers learn about integrating ICTs across curriculum to support learning. Yusufu (2007) further says that ICTs shift focus from teachers-centered to students-centered learning, where learners, produces and participants in the learning progress, produces and shore knowledge, and participate and learn in collaboration with others. Thus, teachers become

learning facilitators, collaborators, coaches, mentors, knowledge navigators, and co-learners and not mere dispenser of knowledge.

However, teaching and learning has gone beyond the teacher understanding in front of a group of pupils and disseminating information to them without the student's adequate participation. ICT make students to be actively involved in what the teachers is doing at the same time. (Ajayi, 2008). He stated again that with the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create vital environments to experiment and explore. This new era of teachers without ICT skill are fast going, and any teacher that do not key into the trend will lose focus and become irrelevant to the system. Any classroom teacher with adequate and professional learning and internal and external examinations.

In addition, ICT can be multi-media for instructional delivery. Instructional content can be delivered in textual, audio-visual forms. Thus, equity can be ensured for all categories of learners (disabled, geographically disadvantaged, those who cannot attend regular school, etc). Several studies have indicated the benefits of ICTs in education. Kulik, 1983; Kulik& Cohen, (1980), reported that the computer-assisted instruction was found more effective in all education levels and with lower achieving students, information and communication technologies significantly improve students problems-solving skills, provide opportunity for students-constructed learning, increase mastery of vocational and work skills, increase the preparation of students for most careers and vocations, and improve confidence and attitude of students. ICT helps students work at home independent of the teacher. It also helps them to widen their knowledge by individualizing their studies as individuals or as a group. ICT help students to discover more facts by themselves and also help the students to solve problems themselves. From the forgoing, it will be seen that the role of ICT in the education sector cannot be overemphasized especially in the teaching and learning process.

### **Arabic Language and Islamic Studies Education**

Arabic language is one of the most popular across the world as such it serves not only as a powerful symbol of Muslim identity because it is sacrosanct language of the scripture of Islam (Qur'an) as such it is closely related with the Islamic faith. However, the attempts to explicate and preserve scripture ultimately engendered the sciences of learning that become synonymous, with the tradition of Arabic linguistic thought, andfor many centuries. Arabic served as the as the linguistic vehicle through which many of Islamic civilization's religious, cultural, and intellectual achievements were articulate and refined.

Arabic language gained its relevance as a result of the spread of Islam in the 7<sup>th</sup> and 8<sup>th</sup> centuries. During this period Arabic language came into contact with European languages and enriched them. Even though little changes took place in Arabic language during the last century. It got refined with new words and technological terms during the last century, it is written in the golden paper of history that Arabic language has contributed immensely to the advancement of science, medicine, and philosophy. The valuable knowledge of the Greek, Roman, and Byzantine cultures was preserved for the world through the Arab libraries. Arabic has also made significant contributions in literature, mathematics, navigation, astrology, and architecture. Knowledge of Arabic language through the usage of ICTs will help us to explore this vast body of knowledge in their original form.

In contemporary world, Arabic language is of utmost importance not only to Muslims but to national building due to the economic significance of the oil producing Arabic countries in the global scenario. Learning and teaching Arabic language with the usage of ICTs can open doors to employment in the oil and travel industry. Knowing the Arabic language can help us find a career in a variety of fields such as journalism, business and industry, education, finance and banking, translation and interpretation, consulting, foreign services and intelligence etc.

With the growing importance of the Middle East in the international affairs, there is a shortage of people who are well versed in Arabic language and culture in Nigeria. Apart from this, numerous business opportunities are available in Arabic world as a result of the exposition of markets. Studying the Arabic language will give a cutting edge in once endeavor towards becoming an international business oriented towards the ever-growing Arabic market. Arabic language has played an important part in shaping the Islamic future in the world of globalization and conflict of civilization.

### **Challenges of Using (ICT) in Teaching Arabic Language**

As earlier said the teaching and learning of Arabic language can be better done with the use of ICT. This is possible where and when the necessary machineries needed for its application are put in place. Arabic language is among the languages that ought to benefit from the good intensions of ICT usage. However, this cannot be achieved through the use of ICT due to the following factors;

#### **Poor perception and lack of interest on ICT among Arabic language teachers:**

Many Arabic language teachers operating in both the secondary level and tertiary schools do not have a good perception of the intents of ICT. This to a large extent has made it impossible for them to imbibe the idea and ideals of ICT hence, they cannot use it in the



teaching and learning of the Arabic language. Teachers do not show any genuine interest in acquiring the knowledge of ICT so as to use it in the teaching and learning of the language. Some say it is expensive and time consuming to learn.

#### **Non integration into the school curriculum:**

Though the National policy on Education made provisions for the ICT programmed in the school system, the use of ICT is not integrated into the Arabic education curriculum. The curriculum did not provide for the use of ICT in teaching Arabic language, though there is a provision for language laboratory, it did not make any specific provision for the use of such gadgets as the internet, computers to enhance learning.

#### **Lack of Trained Indigenous ICT personnel in school**

ICT needs specially trained personnel to handle and manipulate the gadgets. These personnel are all lacking in the school system, the vacuum in underemployment in even teaching staffs in our education system is making it very difficult to engage these personnel in the school system, and where a few chances are employed, corruption and sentiments leads to the employment of unqualified personnel.

Scholars have made substantial research finding on this issue for instance Kwacha (2007) and Debasaki (2005) submitted the lack of skilled manpower to manage available systems and facilities ICT hinders its use in school. Their opinion was collaborated by Kwacha (2007), who remarks that most institutions lack computer literate teachers and ICT experts that would support and manage the internet connectivity and/or application computing in teaching-learning processes. However, in spite of the provision of some few computers to schools by government and non-governmental agencies there is poor maintenance culture by most of these schools. This has made its very difficult for the schools to meet up the ICT needs of the school.

#### **Inadequate ICT Facilities in Schools**

Most schools in Nigeria do not have the necessary facilities that the teachers need in teaching especially the Arabic language. Such items like, computers monitors, prospectors, film trips, printers, generators, internet connections, computer houses, computer teachers, or instructors, etc. even in the tertiary schools, most Nigerian language departments do not have these ICT facilities that are necessary to enhance the teaching of language. The schools that run programs on ICT do not have functional gadgets and qualified manpower to teach the program. Ajayi and Ekundayo, (2009) observed that Nigerian secondary schools are lagging

behind in the level of application of ICT in the teaching-learning process. The capacity for using ICT by both teachers and students is also very low. Infact, the number of language teachers that are ICT compliance is still very low in the entire country.

### **Lack of Electricity Power**

The absence of power and the instability of power in Nigeria have also made it very difficult to apply ICT in language teaching in most schools in the country. In some of the schools that have some of the facilities, the power to run them is not available and where they exist; frequent interruptions frustrate the whole idea. Olusola and Alaba (2007) buttress the above assertion by saying that lack of internet access; epileptic power supply and non-availability of basic amenities and equipment in the rural areas pose enormous challenges to ICT development.

### **Lack of Teacher Commitment and Preparedness**

Indeed, for any ICT program to be successful, both the teacher and the student must be fully prepared and committed towards it. The teachers basic skills and knowledge in ICT must always be update to enable them acquaint themselves with the latest development in the area of teaching. They must also be ready to put into use the latest inventions in their professional field e.g. the use of e-learning as tools for effective teaching and learning.

### **Lack of ICT Software in Arabic Language**

Using ICT to teach Arabic language has a long journey to go as a result of lack of software in the Arabic language. The computers and internet facilities are yet to get the soft ware in the Arabic language; hence, it constitutes a big problem. Where they exist, they are very expensive and may not be easily procured by the students and the teachers. Yusufu (2005), commenting on the quality of software says that there is lack of personal access to resource due to lack of hardware, poor organization of resources, poor quality hardware, inappropriate software, and lack of personal access to internet connections for teachers and students. Nigeria government is yet to imbibe the idea of working up on the issue of Arabic language so as to incorporate the ICT hard and software.

However, from the above discussions one will appreciate the problems that are making it very difficult to use ICT in propagating the teaching and learning of the Arabic language in the nation's school system. These problems are big challenges to Arabic and other languages teaching and learning in Nigeria.

## **Recommendations**

Following the problems identified above that are hindering the effective use of the ICT in teaching Arabic language. The following recommendations are proffered with the aim of ameliorating the problems.

**Provision of ICT infrastructures:** provision of infrastructures needed for the implementation of ICTs in schools should be made and this has several dimensions. In the first instance, schools should be equipped with necessary ICTs facilities as envisaged in the national policy. For a start, shared ICT centers can be established for schools within a defined location to use on rotational schedule basis. The NITDA initiative in mobile computer laboratory can also be explored where the teachers at all levels should be assisted to acquire personal computers through loans obtained in other countries, such teachers should have laptops or palmtop computers which can be at various setting (home, offices, classrooms, workshops, etc).

**Making ICT education mandatory at all levels of education:** all levels of the educational system should be made beneficiaries of ICT projects and proposals. Computer/ICT education should be made compulsory for all.

**Provisional of power:** the present epileptic power supply in the country should be previously taken into consideration if the objective of ICT education isto be attained. The government and the school administrators should consider the use of solar energy to generate power in the schools to run the ICT facilities.

**Government should increase ICT funding and facilities:** the government at all levels must begin to take funding of ICT serious in the country. All levels of education should be adequately funded and adequate ICT facilities as computer, internet connections, language audio and visual gadget, and projectors should be made available in all schools.

**Teachers to be ICT Trained:** teachers in Nigerian system of education especially the language teacher should be trained not only to be competent in the use of ICTs but capable in their usage and integration for instructional purposes in the classrooms. Since lack of teacher computer skill is the single largest barriers to ICTs usage in education, initial teacher training in Nigerian schools should incorporate necessary ICTs training, and staff development should be mapped out for all teachers, in the state and federal levels.

**Needs for regular seminars, workshops for Teachers:** there should be prompt programs for serving teachers to keep them abreast of development in the field of ICT as they relate to education.

## **Conclusion**

This paper discussed the challenges of using ICT to teach Arabic language. The paper examined the concept of ICT, the importance of teaching Arabic Language in relation to the enhancement of understanding Islamic Studies, it also highlighted on the importance of Arabic language. This paper discovered that most of the teacher of Arabic Language are not ICT complaints and cannot handle a simple computer nor do they own it. Also, lack of interest, time and cost were among the factors that make Arabic language not to take ICT serious. Government and the school administrators are also seen as frustrating the smooth implementation of ICT in teaching and learning of Arabic language. A clarion call was made to the government as well as members of all levels of education. Also, the need to create and equipped an ICT awareness and implementation committee were also made among others.

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## **Curbing Religious Violence through Language and Religion for Nation Building**

**Buba, Muhammad Salisu and Muhammad, Abubakar Gindiri PhD**

*College of Education Gindiri Department of Islamic Studies*

### **Abstract.**

*The interplay between language and religion has been neglected by linguists and researchers in contemporary Nigeria. Language and religion have a significant relationship among people this paper is going to present whether language and religion can be used effectively in curbing religious violence in contemporary Nigeria. It aims at expanding upon this point and intends to scrutinize different viewpoints about language and religion, such as religious violence, activism of Christians and Muslims adherents and to see how language play an integral role in peace and conflict for building a nation and also their impact on curbing religious violence. The way religious language can inspire and arouse feelings in people which may lead to violence is the main argument. Finally a conclusion and recommendations will be made.*

**Keywords:** Language, Religion and Violence

### **Introduction**

The interface between language and religion is so palpable throughout the world that it cannot be ignored. Today's modern world, besides its complexities and due to its diverse and

intense relationships among different cultures, countries and people, do definitely has special relationships of attitudes and religion within and between people of societies. Specifically, language is the medium and means of communication. Herman (2008) posited that many human activities can be described as linguistic and there is a temptation to treat language as the name of substantive entity beyond the phenomena. Holistically language by its subparts in the macro level and micro level can be the medium of every communication. Atomistic ally, the basis of communication can be different in different contexts, genres, and situations. Empirical studies in discourse analysis indicated that participants of a relationship and the interact ants decide when and where participant Asays X. We can allude to what Holliday (1994) proposed in systematic functional put it that there is a debate over the issue whether form follows function or the way round i.e. form precedes function for Holliday (1994) language is functional, it means, to see it functionally, form follows function. This paper we will present that, since religious affairs and practices are essential functions which people want to fulfill then Nigerians have a functional perspective. These functions that are positive in the practice of religion may include, the prayers, citation the rosary, leading a procession, giving a sermon, performing burial and funeral rites among others, it can also include verbal and nonverbal uses of language to fulfill a function. Different contexts and different discourses restrict and delimit the use of languages to perform an action. Furthermore, social status of people, their pedagogical place and policy making of the society may directly interfere. Sociological and sociolinguistic policies in a society and culture can influence the use of language. Different divisions can model the society in different countries across the world.

However, in contemporary Nigeria language is negatively use especially by religious adherents which in most cases resulted in religious violence. It is against that backdrop that this paper attempts examine the, importance of language and religion in curbing religious violence thus leading to nation building.

### **Conceptual definition**

**Language**-The Advanced Learner's Dictionary sees language as a "System of human expression by means of words" to make ideas and feelings known. As a tool of communication, language expresses the cultural, linguistic and literacy concerns, language are the instrument used by creative writers to conceive and produce their literacy works. Language is the most important tool in any discourse because it is the medium through which individuals, groups and societies articulate and express their ideas and feelings in their attempt at projecting their vision of man and society and how man should relate with (God).

According to Taiwo (1986) Language is the mirror of the writer's personality and his peculiar circumstances: A writers (Speech) language is a mirror held up to his personality and his peculiar circumstances through the use of language that he reflects his individual awareness of a given society. Ngugi (1986) opined that the choice of language and the use to which it is put is central to a people's definition of themselves in relationship to their natural and social environmental or even relation to the entire world.

Language is very vital in all human activities. It distinguished man from other creatures. Animals make noise while man is the only creature that uses an organized form of communicating ideas and feelings through language. Spair (1970) posited that "Language is purely human and non-instructive method of communication by means of a system of voluntarily produced symbols" This shows how important language is to human interaction it is the highest and only means of conveying man's culture and tradition. However, language can be seen as a functional medium of communication that makes interaction between people simple and can be utilized positively or negatively which may lead to conflicts.

**Religion**-Religion is a matter of belief and practice it is a universal social phenomenon which seriously concerns almost every living humans. Generally, religion is understood by many as a belief in the supernatural power or the Supreme Being and their relationship with the nature that surrounds them. Man, being a social animal is also therefore, considered a religious being. Religion is also accepted as one of the strongest sources and means of social control. It is considered as one of the earliest institutions of mankind and is found in all the societies of the past and present. Scholars from different disciplines have conceptualized the definition of religion such as, Durkheim (1915) in, the elementary forms of the religious life viewed religion as a unified system of beliefs and practices which unite into one single moral community called a church, and all those who adhere to it.

Contributing Frazer (1976) buttressed that religion is a belief in a power superior to man, which is believed to direct and control the course and nature of human life from (Rao1990). On the other hand Nothingham (1985), defined religion from the perspective of emotional and sentimental attachment of the traditional practices of the past as the determining criteria for religious belief, that "religion is for many people so much an affair of the heart so often inexplicable even to themselves, so coloured by their own special feelings for the particular belief and ceremonies that have become sacred to them through long association"

Similarly Hamilton (2001) posited that "religion is seen to be the product of psychological factors inherent in all human beings and on the other side it is seen as providing support for

social values and social stability”. Hamilton believes that religion originates from the mind out of fear and security for the group cohesion guided by the moral principle of social values to stabilize the social system. However, religion can be seen as an institutionalized system of beliefs, culture, values, norms, that are practiced by social groups for the benefit of all.

**Religious violence-** Nigeria is characterized by a multiplicity of religious traditions including indigenous religions, the various strands of Christianity and Islam, as well as spiritual science movements. The major religions are Christianity and Islam, both of which are deeply influenced by the indigenous religions. Census figures on the numbers of Christians and Muslims are controversial in the context of the ongoing debate on Nigeria’s Status as a “secular” state. As there are no concise official figures, the unauthenticated percentages of Christians and Muslims are projected between 40-50 percent for either of the traditions, depending on the information source. It is assumed that the indigenous traditions share 10-20 percent of the population. Religion has become a matter of political significance and tension in Nigeria (Palmer 2004).

**Violence-**this means physical assault or the threat of physical assault against a person or property, it occurs in almost every society. All aggression and violence can be seen as attempts to correct a perceived injustice, much violence occurs in the world today due to serious injustice in the society (Grinnel,& Williams 1990). Dentan (2000) defined violence as an act of aggression and abuse that causes or intends to cause injury to person(s) or animals or property. Violence is when the word is used to denote the use of (legal) political force, such as executed by the police or military force. (Appleby, 2000). According to the Webster Dictionary(2002)violence is the use of physical force so as to injure, abuse, damage, or destroy. Less conventional definitions are also used such as the World Health Organization’s (1999)defined violence as “the intentional use of Physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood or result in injury, death, psychological harm, mal-development or deprivation.

**Religious violence:** is a term that covers phenomena where religion is either the subject or the object of violent behavior. Wellman, &Tokuno(2004) Religious violence is, specifically, violence that is motivated by or in reaction to religious precepts, texts, or doctrines. This includes violence against religious institutions, people objects, or events when the violence is motivated to some degree by some religious aspect of the target of by the precepts of the attacker. Religious violence does not refer exclusively to acts committed by secular groups against religious groups.



The religious tension is clearly connected to the growth of uncompromising Christian and Islamic activism. The relationship between Christians and Muslims is problematic among the adherents not on the content and textual teachings of the two religions have led to a growing culture of religious violence particularly in northern Nigeria.

Moreover, the interplay of religion and politics is not a new development in Nigeria. Historically, religion has been a major part of politics and this situation has not radically changed. Although Nigeria is a multi-ethnic and multi-faith society, the idea of serving religion from politics is reflected in the secular nature of the country. Being a secular country does not preclude the practice of religion but it does not encourage the interference of religion in politics. While many Nigerians strongly support the swear clause in the institution successive governments have not remained totally neutral as to ensuring fair treatment to all religious groups. Nigeria, grapples with several crises and conflicts, many of which are associated with religion. In some cases, the causes of the conflicts and violence are either remotely related or not at all related to religion but because of the sharp religious divide, the country is vulnerable to religious violence. Since 1980, or more specifically, since 1999 when Nigeria returned to a democratic rule, there have been many instances of religious riots, which have claimed thousand, of lives and ended in the destruction of properties. (Kajom, 2015).

However, it is not the involvement of religion in politics or politics in religion but the language use in articulating those goals and objectives of religious groupings especially the two most dominant religions in which various statements are usually given from their organizations such as the Christian Association of Nigeria (CAN). This is seen by almost all Christian as protectors of Christianity while on the other hand the Jama'atulNasil Islam (JNI) which Muslims consider it as their mouth piece. From all indication most of the kinds of statements they give out are detrimental to the peaceful co-existence of the two religions which have the some origin i.e. from Prophet Ibrahim (Abraham). As such language is very vital in creating cordial atmosphere and for nation building when language is use appropriately even in a state of provocation it has the tendency to calm the most difficult of hearts which will make it to be more acceptable to all.

### **The Role of Language and Religion in Curbing Violence and Nation Building in Peace**

Language plays a dominant role in human existence. It is a means of communication and medium of instruction in schools. It is also a means of preserving people's cultures, enhancement of peace and conflict resolution in the society. Language is also used for regional integration; it serves as a means of public enlightenment, debate and addressing socio-economic problems in the media. Unfortunately some factors hinder the use of language

for peace, conflict resolution and nation building. These factors are religious sentiments, lack of adherence to the teaching of Christianity and Islam on peaceful co-existence and the universal spirit of humanity, in most cases perpetrated by the leaders of these religious groups others are high illiteracy level in the country, lack of local or indigenous language, poor recognition of indigenous language as people's culture and inadequate time in the Media to address social problems using appropriate register that promote peace and nation building.

The role of language for peace and conflict resolution could only be appreciated when Nigerians recognize that language being integral part of people's culture still stands out as a medium of interaction and ways of expressing thoughts and feelings in a society. Cohen (2010) gave more light on this assertion that communal life is possible only because members of a community possess a set of shared meanings which enables them to make coherent sense of the world. That this stock of meaning institutes the common sense of the community and undermines all communication and organized activities. That also the other systems of symbols meaning that characterize communication are religion, popular culture and non-verbal behavior.

However, since it is indisputable that language is the key of all human activities, it is the main medium of explaining human socio-economic activities. It becomes imperative to accept that language is only instrument for peace and conflict resolution. Cohen (2001) threw more light on this when he stated that from the premise that language constitutes a community's shared stock of meaning, we can conclude that the study and understanding of language may provide an excellent entry point for investigating how members of a group understand and handle conflict. Seweje (2005) commenting on the role of language as peace, war and conflict resolution stated that language can cause war, and breed peace she remarked that having too many language and diverse dialects within a nation can affect mutual co-existence and understanding and this may lead to conflict. However, her assertion may be correct with the issue of religious groupings and associations in a pluralistic society like Nigeria where religious crises become popular.

### **Conclusion**

The paper was able to pinpoint the role of language in human society and the need to always study it and understand it and make use of it appropriately. Religion as an embodiment of human nature which is taken for granted used in manipulating adherents for self-interest and when that is being done it create violence in the society and will hinders nation building.

### **Recommendations:**

1. The government should continue to encourage the teaching and learning of religious studies in our schools.
2. The religious groups and association should be regulated by the government at all levels.
3. There is need for mass literacy programs in Nigeria
4. Enough time should be created in the media for the use of languages to address social problems that cause violence conflict and lawlessness in the society.
5. The mass-media should always use the appropriate language when dealing with religious issues. In that aspect religious studies specialist should be courage to take a programs in journalism and public relation.

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## **Peace Education: An Instrument for Enhancing Democracy and Good Governance in Nigeria**

**Dakup, K. Callistus and Filim, Daniel Maren**

*Social Studies Department*

*College Of Education, Gindiri*

### **Abstract**

*Democratic government is designed to allow all citizen irrespective of their social status, religion, ethnic or gender status to have a voice in decision making, thereby promoting good governance and enhance socio-economic development of the country. This paper review peace education, democracy, and good governance. The enhancement of a good democracy and good governance through peace education is considered. This paper recommends that curriculum planners should include peace education as one of the core course in our*

*institutions of teaming and INEC should organize seminars, conferences and workshops on voter's education and good governance. Also, government should direct more of tile fund spending on the dividends of democracy and tackle some of factors that cause insecurity example, unemployment, hunger, poverty, depravation and illiteracy.*

**Keywords:** *Democracy, Good Governance and Peace Education,*

## **Introduction**

Human beings are generally peace loving by nature. They are either hunting for peace or inclined towards living in peace. However, this does not happens all the time, since people struggle for power and societal recognition which may lead to social injustice, abject poverty, corruption and terrorist activities. These shake the basis for harmonious living in a democratic society. Nigeria is intermittently unsettled by sporadic ethnic and religious conflict leading to loss of human lives and valuable property. These armed conflicts are recorded because Nigeria is ethnically heterogeneous, and the three ethnic groups with Christianity, Islam and African traditional religion (ATR) as religious body are constantly struggling for supremacy and theocracy. All these have cast a spell of mutual suspicions and fear on Nigerians, leading to accusation of marginalization against one another a situation that has bred tension and bridge unrest that are threatening the continuity of democracy and good governance. (Gushop, 2016).

The most perturbing phenomenon that religion which preaches peace and love and should therefore be a powerful instrument for peace education in Nigeria, has become one of the major causes of conflict that resulted to insecurity and hindrance to democracy and good governance.

## **The Concept of Peace Education**

Jacob, 2004 defined Peace Education as "helping learners to develop on awareness of the processes and skills that are necessary for achieving understanding, tolerance, and goodwill in the world of today". It is a process of promoting the knowledge, skills, values and attitudes needed to bring about behavioural

change that will enable people to prevent conflicts and violence, both overt and structural; whether at an interpersonal, intrapersonal, intergroup, national or international level.

Fountain (2012) posited that peace education is designed to build in learners a sense of commitment to global solidarity, peace acceptance of differences in opinions, social justice and environmental awareness since it aims at empowering the children to participate in bringing about constructive change both locally and internationally instead of resorting to violence as medium for displaying their un acceptance of public policies or programmes. Peace education on the ether hand is concerned with helping learners to adopt develop on awareness of the process and skills that are necessary for achieving understanding, tolerance, and good will in our society and the world of today. Succinctly, peace education as the type of education that allows for creative Education is a global imperative. It though and societal progress in an atmosphere where staff and students can learn new and better ways of responding to societal issues. Peace Education is a global imperative. It consist of education and actions by citizens and societies, at all levels of world communities, to reduce the suffering and despair caused by violence, and to create, instead, communities that are inclined to promoting peace, human rights and democracy (Jacob, 2004).

Peace education is the deliberate attempt to inculcate and educate children and adults in the dynamic of conflict and the promotion of peace building strategies at home, school, the communities, and the wider world, using all the channels and instruments of socialization.

### **Democracy and Good Governance**

Democracy is a system of government based on the acquisition of authority from the people, the institutionalization of the rule of law, the emphasis on the legitimacy of rulers, the availability of choices and cherished values including freedom, transparency and accountability (Belfut, Jurji & Olusegun, 2014). Osakwe, 2001 defined democracy is a “Political system in which the people in a country rule through any form of government they choose to establish”. In modern

democracies, supreme authority is exercised for the most part, by representatives elected by popular suffrage. Hence, democracy is rule by the people. In democratic government, people exercise their governing power either directly or through representatives periodically elected by them, provide institutions for the expression and the supremacy of the people will on basic issues bordering on socio-political decisions policy-making, political and economic equality.

### **The Pillars of Democracy**

Pillars of democracy are the factors that contribute towards the sustainability of democratic system. In other words, pillars of democracy are the people and those institutions that support, the sustenance and good running of democracy in a country like Nigeria. Other pillars include political institutions, the rule of law, transparent electoral process, majority rule and minority right.

- i. **The People:** In all the democratic nations, people participation represents the engine and the building block on which the democratic values stand. The elected representatives are the voice of the majority who rise to organize and harness others pillars and see to the success of democratic system.
- ii. **Political Institutions:** There include political parties, electoral commission (INEC), pressure group and the arms of government. All play key roles and in the process towards the actualization of democratic principles as well as dividend of democracy.
- iii. **The Rule of Law:** The rule of law is the supremacy of law over all citizens in the society, making all citizens irrespectively of social status are equal before the law. The rule of law is the strongest pillar of democracy because it supports the application of fundamental human rights. Democracy becomes impossible where the rights of individuals are restricted and the Executive arm central and interfere with the judiciary, therefore, the rule of law ensures a viable and sustainable democratic process.

- iv. **Transparent electoral process:** The Independent National Electoral Commission (INEC) is assigned the role of conducting elections in Nigeria. INEC should be free and fair to all and sundry. Rigging and falsification of election results should be avoided. Transparency in all the election stages sustained democratic system.
- v. **Majority Rule:** The democratic system is vested on the decision of the majority. Therefore, the political party or candidate that rule through the votes of the majority, has the legitimate support of the people.
- vi. **Minority Right:** The minority has the rights to elect their representatives and to be part of the privileges provides, for example, the policy of rotational elected positions and principles officers in the house of assembly.

Good governance deals with how those who make the authority of the state make efforts to achieve the goals or the ends of the state: the maintenance of law and order the provision of welfare for its citizens and the pursuit of national interest in the global area. Government exists to achieve these goals. Modern democracy believes that "good governance" entails the existence of democratic institutions and values. However, the principle of good governance includes participation, equity, and the rule of law, transparency and accountability. as well as the effectiveness and efficiency in the delivery of public goods and services. Democracy and good governance seek to involve every stake holder in the control of Economic and Political power in a way that reinvigorates his or her faith and commitment in the corporate reality of the nation. This will guide against the monopoly of state powers by the so-called political god-fathers.

To ensure a sustainable democracy and good governance in Nigeria, the three (3) arms of government must be restructured to make them amendable to proposed political and socio-economic restructuring. The Judiciary, the Legislature and above all, the executive arm of government will be required to change their character. This is ordinarily translated into the



radical transformation of the character of Nigerian state. There cannot be democracy without a viable state just as good governance cannot be attained in the midst of prebendalism, piracy, indolence and ineptitude. (Jega, 2002).

### **Theory of Good Governance**

- i. Broad Consensus: Good governance practice requires consensus orientation, coalition building and mediation among the different interest and social forces in society on order to have a general agreement as far as a country's overall interest can be defined and admired Harrison, 2005 Shang, (2012).
- ii. Equality and inclusiveness: This theory guarantees the dignity of the human person, equal rights and freedom from and discrimination. Also, embracing and encompassing for all members of the society. Equality and inclusiveness emphasizes the well being of the society which is generally nurtured by the sense of belonging to the society by all citizens.
- iii. Participation: Participation in the degree of involvement of the citizens election of a country in the election of their political leaders and ultimately their representatives in government. Participation is a core characteristics of good governance, stipulates every adult must have a say in the process of making decision either by him or her directly or by him or her accredited representatives (Osmani, 2007).
- iv. Responsiveness: Another important index in responsiveness should serve all concerned citizens in the society within an appropriate period of time. Responsiveness, as a key principle of good governance theory, stipulates that a good government requires the ability and elasticity to accommodate rapid changes in the society, with due consideration to the views of civil societies on what should be the overall interest of the general public (Gisselquist, 2012).

- v. Rule of law: The rule of law guarantee equity, fairness and justices in the society. Good governance theory stipulates complete entrenchment of individual and group rights and unbiased observance of the laws which in turn require an independent judiciary as well as an impartial and incomputable police force (Harrison, 2005 & Shang, 2012). The rule of law also emphasized that it is the law that rules not man. Therefore, the laws of the land should be fair, impartial and no respecter of any body. There must be emphasizes on fairness to all as well as impartial enforcement of laws and fundamental human rights. To guarantee good governance practices, government policies are to openly disseminated to the entire citizenry and the policies should be such that citizens can easily develop confidence in the intensions.
- vi. Strategy Vision: The principle of strategies vision stipulates that the government should be liberal and futuristic in its thinking about governing issues. A government is said to be good, when it takes a liberal and futuristic direction on governing matter or issues with the urgency required and also with the knowledge of history, culture and sociology of the direction.

### **Enhancing Democracy and Good Governance through Peace Education**

Peace Education inculcates in the learners the need for collective responsibility which must include good governance by the leadership and effective loyalty by the people. it is the type of Education that will enable young people to translate knowledge, skills, values and positive attitudes acquired through the process of education into action to cause cooperation and conflict free society which spur democratic values and good governance. When state are excessively aggressive, internally repressive or too weak to govern effectively, they threaten democracy and good governance.

Fundamentally Peace Education in Nigeria is the desire to integrate the diverse people (ethnic, religious, tribal e.t.c) of Nigeria through the inculcation of a sense of national consciousness. This is

by inculcating the need for integration in the learners and discouraging an attitude that may cause disintegration and disunity. Positive attitude and values such as respect for one another, dignity of labour, honesty patriotism, loyalty among others which are necessary ingredients for democracy and good governance are better inculcated in a Peace Education class.

Teaching and learning should not only emphasize on literacy and numeracy but need to cover the area of knowledge, skills, value and attitudes which are required to live and work in dignity and participate in development. There is need for interaction that will bring about satisfaction of those needs, that implies responsibilities to promote democracy and good governance, social justice, acceptance of differences and world Peace. Peace Education serves as a life-wire for above stated objectives in the classroom interactions.

United Nations International Children's Emergency Fund (UNICEF) (1996) viewed Peace Education as essential learning tools for children needed to gain the knowledge, skills, values and attitudes critical to their own lives, the well being of their families and their constructive participation in the society. Peace Education, when effectively caught must address the prevention and resolution of all forms of conflict and violence that may interrupt the democratic process. Ibrahim and Shehu (2007) opined that, Peace Education has the potential of "catching them young" in meaning; it prepares the young learners' mind for effective citizenry and cooperative living in the country. It teaches the learner the importance of good governance and duties of citizens to the growth and development of any nation. The pursuit of democracy and good governance requires collaboration of the state and its inhabitants in detecting, preventing, controlling and eliminating source of perceived source of political set- back, whether internal or external which threaten the collective interest of the nation.

## **Conclusion**

Conflicts always occur in any human society but what is important is the dispositions in resolving it without violence. Peace is an indispensable ingredient towards a sustainable democracy and good

governance. Nigeria must therefore strive to live in harmony in order to promote understanding, tolerance and friendship among its citizens that will help in maintaining peace, democracy and good governance.

### **Recommendations**

Based on the discourse, the paper suggests the following measures for peace, democracy and good governance in Nigeria.

- i. Curriculum planners should include peace education as one of the core courses in our institutions of learning, and there should be recruitment and training of personnel to install peace education of various levels of education in Nigeria.
- ii. Government should invest more on Peace Education instead of spending so much on security by acquiring armory.
- iii. Government should organize seminars, conferences and workshops on voters education and good governance.
- iv. Government should direct more of the funds spent on democratic dividends and structures and maintain security through military tactics and strategies to provide those things that cause insecurity, for instance: unemployment, hunger, poverty, deprivation and illiteracy.
- v. Education enlightens the people through the relevant school subjects for instance social studies and peace education; that law enforcement/security operatives are partners in progress, and not enemies of democracy and should not be seen as government agents assigned to harass law-abiding citizens and good governance.
- vi. The paper suggests that if the Nigeria government through its agencies and boards would promote effective delivery of peace education in Nigerian schools, the problem of democracy ideas and structure will have been addressed squarely.

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**La Critique Littéraire Surl'alcoolisme Comme Vice Social Dans Verre Casse D'alain Mabanckou**

**Fomson, Meshack Simon**

**Department of Frence, FCE Pankshin**

**Résumé**

L'existence de l'alcoolisme est comparée à l'existence de l'homme. On ne peut pas mentionner la première personne qui avait pris de l'alcool. La prise de l'alcool est basée sur la pensée et aussi l'intérêt de chaque personne. On boit de l'alcool pour faire la fête d'un mariage, d'un anniversaire, d'un baptême, une réussite à un examen et pendant l'enterrement. On le consomme aussi pour une vie sociale et cela se fait dans toutes les parties du monde entier. L'alcoolisme est défini à la fois un mésusage (mauvaise utilisation) de la consommation de boissons. C'est à cause de cela que nous présentons la critique littéraire sur l'alcoolisme comme un vice social dans *Verre cassé* d'Alain Mabanckou. Ce travail regarde aussi la consommation de l'alcool en général, la raison de consommation, la conclusion et la recommandation.

## **Introduction**

Dans presque tout le monde, l'alcool se vend pour des raisons économiques, il se boit aussi pour des raisons sociales ou pour des fêtes diverses : anniversaire, mariage, fête traditionnelle, même pendant l'enterrement aussi pour quelques raisons personnelles. La consommation n'est pas une destruction de matière, mais une destruction d'utilité. En ce qui concerne les habitudes de la consommation dans certaines sociétés, c'est interdit dans certaines sociétés. Dans d'autres sociétés encore elle fait partie intégrante des événements dans leurs vies culturelles. L'alcoolisme dans sa nature est le résultat de la consommation de l'alcool. Boire une quantité modérée de l'alcool ne vous fera pas de mal physiquement ni psychologiquement, mais à cause de l'abus ou la surconsommation sur lequel l'on peut devenir dépendant, ivrogne ou bien voir quelques problèmes de la santé.

La consommation de l'alcool est bonne pour quelques gens mais interdit pour les autres selon un choix personnel. Dans la société où les gens sont influencés par l'alcool, leur relation vis-à-vis les autres sont affectés : ce qui provoque quelque fois des conflits. Au domaine de quelques religions, c'est interdit de consommer l'alcool mais pour les autres, la consommation est permise. Dans la situation où il y a une basse consommation d'alcool, la société est caractérisée par des vices sociaux comme : le vol, le crime, le banditisme et le changement négatif qui affectent leur développement.

## **La définition du terme alcoolisme**

Il y a plusieurs définitions d'alcoolisme selon des écrivains différents. *Microsoft Encarta* définit le terme comme : « consommation progressive puis chronique et excessive de boissons contenant de l'alcool ». Selon *Micro Robert dictionnaire de français* (1978), « alcoolise est abus des boissons alcooliques, déterminant un ensemble de troubles morbides ». L'Organisation Mondiale de la Santé (OMS), fondée le 7 avril 1948, est une institution spécialisée de l'Organisation des Nations Unies (ONU)

qui reconnaît l'alcoolisme comme une maladie et le définit comme des troubles mentaux et troubles du comportement liés à l'utilisation de l'alcool.

L'alcoolisme est un mot qui trouve sa racine du mot alcool. Selon le dictionnaire de notre temps : l'alcool est un « liquide incolore, d'odeur agréable et de saveur brûlante, produit par la distillation des jus sucrés fermentés de betterave, de raisin, de céréales, etc. ». C'est aussi des composés organiques possédant un ou plusieurs groupements hydrauliques de formules OH. C'est une boisson spiritueuse à fort titre en éthanol obtenue par la distillation de produits de fermentation. Alcooliser est un acte de faire mêler de l'alcool à d'autres liquides, consommer trop d'alcool, devenir alcoolique, par exemple, il s'alcoolise à la bière.

### **La critique littéraire sur l'alcoolisme comme un vice social**

Il est supposé que l'alcoolisme est le résultat d'une combinaison de facteurs physiologiques, psychologiques, sociaux et génériques. Il se caractérise par une dépendance psychologique et physique à l'alcool, ce qui provoque fréquemment des lésions qui peuvent être graves.

L'alcoolisme touche plus souvent les hommes que les femmes, mais il augmente chez les femmes et chez les jeunes. La consommation d'alcool est apparemment en augmentation aux Etats-Unis, en Europe et en Russie, particulièrement en Afrique depuis 1980. Il en est de même pour les pays en voie de développement.

L'alcoolisme chronique, indépendant d'une consommation excessive mais exceptionnelle d'alcool, est considéré comme révélateur d'un stress psychologique ou social. On considère depuis peu de temps, et sans doute à juste titre, qu'il s'agit d'une véritable maladie complexe. L'alcoolisme se développe d'habitude sur plusieurs années. Parmi les premiers symptômes, souvent discrets, on note le fait d'accorder une importance excessive à la possibilité de trouver de l'alcool. L'assurance de cette possibilité influence fortement les choix de l'individu qu'ils soient professionnels ou personnels. L'alcool est, dans ce cas, une drogue agissant sur le moral et non plus une simple boisson.

Au départ, un alcoolique peut faire preuve d'une bonne tolérance à l'alcool, buvant plus que les autres et présentant moins d'effets secondaires. Par la suite, il va se mettre à boire même si cela va à l'encontre de ses propres intérêts, comme si l'alcool était devenu plus important que ses relations personnelles, son travail, sa réputation ou même sa santé physique. Il perd alors facilement tout contrôle



sur sa consommation et devient incapable de dire quelle quantité d'alcool il a consommé à un moment donné, s'il a bu ou s'il n'a pas bu. La dépendance devient telle que la prise d'alcool se fait tout au long de la journée pour éviter d'être en manque.

Dans le domaine de la santé médecine, l'alcoolisme est défini, à la fois, comme mésusage (mauvaise utilisation) de la consommation de boissons. On peut considérer l'alcoolisme aussi comme dépendance dans ces contenus dans les boissons alcoolisées, précisément l'absence du sentiment de santé de satiété. L'alcoolisme est une substance psychoactive à l'origine de cette dépendance, mais elle est également une substance toxique induisant des effets néfastes sur la santé de l'homme. On peut le voir comme une dépendance à l'alcool. La dépendance à l'alcool désigne le fait de consommer de façon excessive et répétée sans réussir à arrêter. Cela devient un résultat de la consommation habituelle de l'alcool. Elle désigne aussi une maladie qui entraîne de graves problèmes de santé diverses dans la vie humaine.

### **L'alcoolisme dans *Verre cassé***

*Verre cassé* d'Alain Mabanckou, est un roman qui capture l'expérience humaine surtout de l'homme noir en Afrique post indépendante. L'Escargot entêté, le patron, avait eu l'idée d'ouvrir son établissement après un séjour à Douala, dans le quartier populaire de New-belle où il avait vu la Cathédrale, un bar camerounais qui ne s'est jamais fermé depuis son ouverture. Dans ce bar, l'Escargot entêté avait changé en stature qu'il a commandé une bière flag appliquée au Crédit a voyagé, un bar congolais qui reste fonctionnel et il dit:

Le Crédit a voyagé est ouvert en permanence ; les gens sont heureux. Ainsi, ils ne surveillent pas l'heure, ils ne craignent pas l'utilisation d'un serveur pressé de rentrer chez lui, un serveur qui viendrait beugler que l'établissement va fermer dans quelques minutes : « videz vous verres, rentrez chez vous, bandes d'ivrognes indécorables, allez rejoindre vos femmes et enfants et tâchez d'avaler un bon bouillon de poissons de mer afin d'éliminer l'alcool qui est en vous » (p. 40).

Le roman couvre la manifestation de l'alcoolisme dans la vie des personnages fréquentant le bar Crédit a voyagé. Il montre aussi l'exubérance humaine à travers des personnages qui sont influencés par l'alcool. Il s'agit aussi de la déchéance de l'existence humaine qui amène les personnages de faire des choses déraisonnables. Le narrateur raconte un peu le calvaire que leur patron a vécu en relation avec les

gens de l'Eglise qui s'aperçoivent que le nombre de leurs fidèles diminuait les dimanches. Il raconte aussi les désavantages du bar le « Crédit a voyagé » où les habitués du bar prétendent que:

Si leurs femmes ne préparaient plus de bonne nourriture, si leurs femmes ne les respectaient plus comme les dames du temps jadis, c'était pour beaucoup à cause du Crédit a voyagé, ils ont dit que ce respect c'était important, qu'il n'y avait pas mieux que les femmes pour respecter les maris parce que ça a toujours été comme ça depuis la création d'Adam et Eve, et ces bons pères de famille ne voyaient pas pourquoi on devait révolutionner les choses, fallait donc que leurs femmes rampent, qu'elles suivent les consignes des hommes, ils ont dit ça, mais en vain aussi, et puis il y a eu les intimidations d'une vieille association d'anciens alcoolos reconvertis en buveurs de flotte...(p. 14).

La manifestation d'alcoolisme sur Verre cassé comme personnage principal est marqué par la mort de sa mère et l'échec de son mariage avec Angélique. Sa femme n'acceptait pas sa présence dans le bar Verre cassé, il l'a ignorée en disant que:

Je dois préciser qu'Angélique c'est le prénom de mon ex-femme, mais quand je parle à elle je l'appelle Diabolique, oui je l'appellerai comme ça, elle n'a rien d'un ange, elle est tout le contraire. Ce n'est pas comme ça que les anges, mêmes dissipés agissent, car Diabolique, elle a passé plus de quinze années à mes côtés, et pendant toutes ces années elle a caressé l'espoir de me démontrer que sa cambure était plus excitante que celle d'une bouteille de vin rouge, et moi j'ai passé plus de quinze années à lui démontrer le contraire parce qu'avec une bouteille je peux la boire n'importe quand, n'importe comment, n'importe où... (p. 155).

Pourtant, Verre cassé continue à boire malgré les mauvaises nouvelles que lui apportent les voisins. Son alcoolisme lui a valu une lente destruction de tout ce qui faisait une vie normale. Il perd son emploi d'enseignant, il perd sa femme qu'il dénomme Diabolique qu'en effet de l'alcoolisme. Verre cassé dans sa vie n'avait pas de problème avec sa femme mais c'est elle selon lui:

Je ne voyais pas ce que je faisais de mal en buvant, en plus je n'ai jamais frappé Diabolique, c'est plutôt elle qui me poussait, m'encourageait quand elle était fâchée. C'est bien ce qui se passait, pourtant j'étais et suis resté un buveur passif ; elle n'ignorait pas que je savais ce que voulait dire la non-violence, que mon poster préféré c'était celui où l'on voyait Luther King regarder l'image de Gandhi, il n'y a pas mieux que ça pour montrer que j'étais un partisan de la non-violence, c'est pas moi qui m'attaquerais au deuxième sexe, pourquoi le ferais-je, hein, et alors je lui demandais...(p. 158).

Lorsqu'il boit ses bouteilles de vin et cela se désorganise de plus en plus qu'en effet, il semble être cette Afrique que rien ne protège surtout par ses politiques des politiciens de même depuis la naissance. Verre cassé le personnage principal boit comme se laisser avec le fleuve de la destruction,

c'est aussi pour d'autres choses. C'est qu'il est en état d'addiction par rapport à l'alcool. Verre cassé fait aussi le récit de son avènement comme écrivain. Depuis sa jeunesse, il n'a cessé de boire littéralement les livres. Il boit comme il lit parce qu'il est littéralement emmené dans le ventre des œuvres d'écrivains.

Sa femme Diabolique l'a laissé à ses bouteilles de vin, elle a fait appel aux services chroniques d'un guérisseur traditionnel de son alcoolisme chronique. Mais Verre cassé de sa part refuse catégoriquement de se faire traiter devant ses élèves. Selon Verre cassé : « à propos de Diabolique, je devais choisir entre elle et l'alcool ». A la fin, elle quittait le mariage avec son mari.

Robinette, un personnage féminin, désire que Verre cassé qui n'a plus de femmes depuis que Diabolique l'a quitté lui offre une bouteille de vin. Cette offre, si elle est faite par Verre cassé, il aurait été un peu significatif car il se serait dit que celui-ci s'intéresse à Robinette et qu'il venait de faire le premier pas en lui offrant une bouteille de vin. Mais Verre cassé refuse le cadeau pour ainsi dire qu'il ne s'intéresse guère à elle.

Verre cassé, décrit des vies noires sinistres sans espoirs où la prison, la violence et l'alcool se mêlent. Par exemple, le narrateur raconte l'histoire du « type aux pampers » qui obtient ce sobriquet après son séjour de prison de Makala pour deux années et demie. L'expérience du « type aux couches pampers » en prison est décrite ainsi :

La situation était grave, donc là où je suis, tu ne croiras pas, j'ai passé plus de deux ans et demi à la Makala, et deux ans et demi dans cette prison c'est pas de la blague, je l'écoutais sans broncher, il avait les larmes aux yeux, il but un bon coup avant de reprendre son récit... (p. 57-58).

L'imprimeur est aussi un autre personnage ivrogne fréquentant du bar qui désire se faire entrer dans le cahier de Verre cassé. Il se vide pour raconter son histoire de battement de cœur, de ruine et de vie destructive. Il le fait entrer dans le cahier avec son récit en disant « je vais te parler d'une femme, tu vas voir comment elle m'a tué, comment elle m'a ruiné, comment elle m'a réduit en déchet non recyclable ». L'imprimeur cherchait Verre cassé pour lui parler depuis le premier jour où il avait mis les pieds plats au Crédit a voyagé. Il avait vraiment envie de lui parler, pas à une autre personne et il criait alors que : « Je veux parler, je veux te parler, c'est toi qu'on appelle verre cassé ici hein, je veux te parler, j'ai beaucoup de choses à te dire, laisse-moi me mettre à la table et commander une bouteille » (p. 61). Verre cassé lui a répondu qu'il jouait à celui qui semblait ne pas s'intéresser à son histoire. Ses propres

paroles étaient ainsi : « les histoires j'en ai entendu, et ce n'est pas d'un seul cahier dont j'aurais besoin pour les rapporter » ... (p. 61). L'imprimeur, dans sa vie boit de l'alcool jusqu'à en être dans un état d'ivresse au Crédit a voyagé, le bar congolais tenu par l'Escargot entêté qui en est le patron. Ce qu'il a mené dans sa vie:

Devant ma porte que je n'arrivais plus à ouvrir parce que j'étais quand même ivre mort, et je ne suis pas allé par quatre chemins, nous nous sommes écroulés sur ma moquette et là j'ai assuré le boulot comme tu peux pas imaginer, je l'ai travaillée dans tous sens, sous toutes les hautes coutures, l'aube nous a surpris enlacés, nous étions un peu confus parce que les choses étaient allées trop vite, mais que veux-tu ? C'était tellement bon que la confession s'est dissipée d'elle-même...(p. 70).

### **Aperçu de l'alcoolisme dans quelques romans français**

De l'histoire, la littérature a toujours été utilisée comme une source de connaissances des conditions des vies humaines, l'un de ces aspects que la littérature décrit est celle qui touche à la nourriture et à la boisson, à quoi ressemblent nos repas avec qui choisissons-nous de manger et de boire pour être en bonne santé ou pour causer des dommages de vie.

On constate que l'alcool joue un rôle central dans le roman de Michelle Houellebecq : *Les particules élémentaires* (1988). Depuis le début de roman Houellebecq domine la littérature française. Il semble que l'auteur laisse souvent les personnages principaux boire en discutant les problèmes personnels ou globaux. Le but d'étude était d'examiner le rôle et l'importance de l'alcool dans ses romans: *Les particules élémentaires* (1998) et *La carte le territoire* (2000). Nous avons choisi cet auteur et ses deux romans parce qu'il nous semble que Houellebecq utilise souvent des boissons alcoolisées pour raconter ses histoires et souvent dans les deux romans mentionnés.

Zola dans *l'Assommoir* (1876) un roman portant sur alcool, découvre bien sûr plutôt comment l'alcool prend possession d'une autre catégorie de personne : les ouvriers pauvres ou malheureux de XXe siècle que se tournent vers l'alcool pour oublier leur problème ménager. Zola nous présente Gervaise, provinciale arrivée à Paris avec son amant qui l'a enceintée mais ne veut pas épouser et s'engage plutôt à trouver une situation pour leur famille à Paris. Selon Zola, l'alcoolisme est l'addiction à l'alcool.

Thierry Vimal dans son roman *Dans l'alcool*(2000), raconte l'histoire d'Antoine qui pour vaincre son addiction à l'alcool décide de faire un séjour d'un mois, dans une clinique spécialisée.

Nicolas Rey, né en mai 1973, a fait une critique d'alcool dans son roman *Un léger passage à vide* (2010), raconte son addiction aux et à l'alcool, lui il ne veut qu'un joli succès. Ce roman est critiqué par Nothing man.

Aussi dans le vieux nègre et le médaille (1956) de Ferdinand Oyono, le père Verndermayer empêche les Noirs de boire l'arki (alcool local). Cette interdiction des Noirs, de boire l'arki était une propagande portant sur l'exploitation économique monopoliste du commerce car ils étaient de boire l'alcool européen.

### **Les raisons pour la consommation de l'alcool**

Les adultes et adolescents ont des raisons différentes de nature individuelle, sociale, ou environnementale ou bien psychologique qui les poussent à surconsommer l'alcool. Lorsque l'alcool est consommé pour telles raisons, il y a lieu de s'inquiéter. Une étude toute récemment réalisée auprès de 30,000 étudiants américains du secondaire démontre que celui qui consomme de l'alcool lorsqu'il est déprimé est significativement plus au risque de faire une tentative de suicide que celui qui boit pour d'autres raisons.

On boit de l'alcool pour faire la fête (un mariage, un anniversaire, un baptême, une réussite à un examen, etc.), mais plusieurs adultes boivent de l'alcool pour résoudre un problème sociologique et les autres consomment de l'alcool pour des raisons psychologiques ou personnelles. Les motivations principales des jeunes pour consommer de l'alcool sont le fait d'être ensemble avec les amis, pour s'amuser et pour se conformer à la pression d'un groupe social. Selon une étude en 2005 où l'un des chercheurs est l'auteur d'une thèse récente sur les motivations des jeunes à consommer de l'alcool démontre que les adolescents boivent généralement quand ils font de la fête avec leurs copines et copains.

En ce qui concerne les adolescents âgés de 13 ans ou moins, les motivations pour la consommation de l'alcool est que les jeunes filles s'initient à la consommation d'alcool parce qu'elles sont tristes ou seules ou parce qu'elles veulent se sentir mieux ou veulent oublier leurs problèmes. Les jeunes garçons qui prennent de l'alcool le feraient pour faire partie d'un groupe ou parce qu'ils ont

des troubles de comportement. Pour les adultes c'est pour réduire les problèmes de la famille ou bien oublier les problèmes de mariages.

Dans *Verre cassé*, les personnages ont des raisons différentes pour la consommation de l'alcool. Par exemple, l'imprimeur avait ses propres raisons qui le poussaient à boire de l'alcool. Selon lui, les raisons qui le poussaient à consommer de l'alcool sont comme suit :

J'ai commencé à boire pour chasser les ombres qui me couraient après, j'ai refusé de vivre chez mes parents, j'ai refusé cette humiliation, j'ai marché nuit et jour, c'est comme ça que tu me vois ici, les dos voutés comme un vieil homme, je longe la mer, je discute avec les ombres qui me pourchassent et l'après-midi je viens ici, tu vois le problème...(p. 88).

Verre cassé y boit pour sentir littéralement la vie et aussi pour oublier sa vie marquée par la mort de sa mère et l'échec de son mariage, il noie ses problèmes dans le vin de Sovinco et il dit :

Pendant ce temps, j'avais plus que jamais soif, soif de vin rouge de la Sovinco, et un jour, n'en pouvant plus, je suis allé boire un bon coup, et je suis rentré ivre mort à la maison comme d'habitude, je fredonnais à haute voix ma chanson préférée, mourir pour des idées, et j'entendais ce chanteur à moustache qui fume une pipe chanter comme s'il chantait pour moi, rien que pour moi...(p. 179).

Ainsi, avec l'alcool, il retrouve son vrai état d'âme déjà perdu à cause de la mort de sa mère et l'échec de son mariage. L'alcool lui rend donc sa vie perdue. Pour lui, pour retrouver sa vie, il va falloir boire ou consommer de l'alcool. Comme cela, on peut oublier les problèmes tracassants de la vie.

## **Conclusion**

Finalement, dans certaines sociétés, on trouve que l'alcool fait partie intégrante de la vie sociale et de la vie culturelle. Les autres raisons pour lesquelles on boit de l'alcool sont à savoir : pour réduire le risque de contracter une maladie cardiovasculaire, prolonger l'espérance de vie, augmenter la libido et diminuer les chances d'être diabète. Même que la consommation de l'alcool c'est aussi dangereux pour la santé et psychologiquement dans la société réelle.

Verre cassé signifie ou symbolise l'Afrique où rien ne marche et rien ne protège et nous avons exposé la vie menée par les personnages principaux dans le roman. Ces personnages représentent une autre réalité africaine. L'Afrique c'est un continent dominé par la pauvreté, la corruption, la politique, la maladie et les problèmes sociologiques, donc la solution pour beaucoup de personnes c'est pour boire et oublier le chagrin, mais est-ce que c'est justifiable ?

## Recommandation

Dans cette recherche on a découvert l'exposition de l'Afrique postcoloniale. Verre cassé représente l'Afrique qui n'est pas protégée politiquement, économiquement et dont l'administrations'en fout. Alain Mabanckou capture l'expérience humaine surtout de l'homme noir en Afrique postcoloniale, ainsi que la vie chaotique sans solution quelconque dans l'aspect politique pour trouver un remède au mal qui ravage les pays africains.

En ce qui concerne les problèmes de la famille, des maladies, de sociale et psychologique du monde et Afrique particulièrement il faut résoudre les aspects politiques, l'aspect de corruption, donner les travaux aux gens pour éliminer la pauvreté, avoir une constitution réelle.

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**Effects of Cultivar and Depth of Storage Pit on The Tuber Shelf-Life Of Sweet Potato [*Ipomoea batatas* (L.) LAM.]**

**<sup>1</sup>Jwakdak, F.S. and <sup>2</sup>Akueshi, C.O.**

<sup>1</sup>Department of Biology, College of Education Gindiri,

<sup>2</sup> Department of Plant Science and Technology, University of Jos

**Abstract**

The high perishability of sweet potato roots during storage remains a major constraint to its production. Efforts are on in storing sweet potato through improved traditional/local methods. The effect of cultivar and storage pit depth on tuber shelf-life of five Sweet potatoes (*Ipomoea batatas* (L.) Lam.] cultivars (TIS2544Rusanya1.5, CIP4400168, Ex-Igbariam, TIS86/0356 and TIS87/0087) were



studied at the National Root Crops Research Institute (NRCRI) Kuru-Vom station in Jos, Plateau State, Nigeria. The tubers were stored in pits treated with ash of shear butter tree (*Vitellaria paradoxa*), pits treated with sawdust of the same tree, Fungaran-OH (fungicide) and the control (untreated). The experiment was a split-split plot factorial (2 x 5 x 4) arranged in randomized complete block design (RCBD) with two replications. Statistical tests using Analysis of variance (ANOVA) were carried out. The means were separated by using the new Duncan Multiple Range Test (DMRT). Phytochemical screening of the ash and sawdust revealed the presence of Alkaloids, Cardiac glycosides, Terpenes, Steroids and Resins. The pooled year's analysis of the tuber shelf-life based on cultivar factor revealed that cultivars TIS2544Rusanya 1.5, TIS86/0356 and TIS58710087 significantly had higher numbers of healthy tubers than cultivars CIP4400168 and Ex-Igbariam. Storage pit of depth 1.00metre had significantly ( $P<0.05$ ) higher number of healthy tubers than the 0.50metre depth. The results are further discussed.

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Key words: cultivar, treatment, healthy tuber, food security.

## Introduction

Sweet potato (*Ipomoea batatas* (L) Lam) is a tuberous root crop belonging to the Convolvulaceae (morning glory) family(Wikipedia, 2010; Drugs.com, 2011). The *Ipomoea batatas* is of economic importance for food ( Tewe *et al.*, 2003; Aggie-Horticulture, 2011,FAO, 2015 ).

Sweet potato (*Ipomoea batatas*L. Lam) is seventh most important crop in the world with a total production of 103 million tons (FAO, 2015). In 2017 Sweet potato cultivation was reported in more than 115 nations with China as the lead producer (Markos and Loha, 2016; FAOSTAT, 2019). Sweet potato is the most abundantly grown root crop in Africa (CIP, 2017). It possesses special attributes such as adaptability in wider topography, ability to grow on marginal lands and good productivity in short

durations (Chagonda *et al.*, 2014; Trancoso-Reyes *et al.*, 2016; Markos and Loha, 2016; Kim *et al.*, 2018).

Sweet potato occupies a global position as a source of food and industrial raw material (FAO, 2015; Chagonda *et al.*, 2014). Julianti *et al.* (2017) reported that the leaves and storage roots have high nutritional value for the human diet. High sensory acceptability of some varieties is suitable in malnutrition management and facilitating food security in underdeveloped nations. Sweet potato storage roots contain protein, dietary fibre, micronutrients (e.g. iron), vitamins (e.g. vitamin A & C) as well as bioactive compounds such as carotenoids and phenylpropanoids (Mohanraj and Sivasankar, 2014). Sweet potato is a promising crop for preventing malnutrition and increasing food security in developing countries (Sang-Soo, 2019). Udemezue (2019) reported that sweet potato offers significant potential for increasing food production and income in Nigeria. It has valuable anticancer, antidiabetic, and anti-inflammatory properties (Mohanraj and Sivasankar, 2014; Wang *et al.*, 2016). There has been increase in sweet potato consumption in developed countries of recent (CBI, 2019).

Storage of agricultural produce is crucial in ensuring availability of food beyond the harvest period. A storage method which ensures that stored foods retain much of their nutrient quality after a reasonably long storage period, has remained the focal point in researches aimed at curbing food losses (Iyela, 2007; Donner, 2008; Dandayo, 2010). Issah *et al.* (2017) reported that efforts are on in storing sweet potato through improved traditional methods (sand-pit, pit treated with ash) at ambient conditions as well as post-harvest treatments to prolong its shelf-life. It has been reported that by using appropriate pre-storage treatments against microbial decay and sprouting, shelf-life of sweet potato can be extended up to 1 year at 12-15°C and 85-90% relative humidity (Issah *et al.*, 2017). However, Adegbola *et al.* (2011) posited that more effort is needed in carrying out studies on alternative local storage methods that ensure that food is adequately stored after harvest to avoid wastages at the time of harvest.

An effective storage system that will make sweet potato, in particular, and other perishable food crops in general, readily available at any time rather than at harvest time only, remains the viable option. The effect of cultivar and storage pit depth on the tuber shelf-life of sweet potato is the focus of this study.

## Materials and Method

The vines of the five sweet potato cultivars (TIS2544 Rusanya 1.5, Ex-Igbariam, CIP4400168, TIS86/0356 and TIS87/0087) used in producing the tubers for the storage trials were collected from an experimental plot of Plateau Agricultural Development Project (PADP) garden at Vom station, Jos Plateau, Nigeria. The cultivars were certified by the National Root Crops Research Institute (NRCRI) Umudike, Nigeria.

A piece of land measuring 15 metres by 5 metres (75 square metres= 0.0075 hectares) located at the National Root Crops Research Institute (NRCRI) Kuru-Vom station in Jos, Plateau State, Nigeria was used for the pit storage trials of the tubers. Half metre (0.50m) and one metre (1.00m) depth types were dug and used for the storage trials. In halfmetre (0.50m) depth, four pits with two replicates were dug for each cultivar (that is eight pits per cultivar) giving a total number of forty (40) pits for the five cultivars. Similarly, another total of forty pits (40) were dug in 1.0metre depth type. Materials used for the treatment of the storage pits before storage of the tubers included: wood ash and sawdust of Shea butter (*Vitellariaparadoxa*) respectively, Fungaran-OH (fungicide) while the control pit had no treatment.

Thirty (30) tubers of a cultivar of sweet potato were stored in each pit of four sets with two replications, giving a total of two hundred and forty (240) tubers of each cultivar in the first pair of pits of half metre (0.5m) depth type. The total tubers for the five cultivars stored in the first depth (0.5metre) were one thousand, two hundred (1200) tubers. The number of tubers required in the first depth was similarly needed for pits of one metre (1.0m) depth. The total number of tubers for the first and second types of pit depths was two thousand, four hundred (2,400). The experiment was a 2 x 5 x 4 (split-split plot) factorial arranged in randomized complete block design (RCBD) and replicated twice. Statistical tests using Analysis of variance (ANOVA) were carried out. The difference between means were separated and established by using the new Duncan Multiple Range Test (DMRT).

Phytochemical analyses of the ash and sawdust of Shea butter tree (*Vitellariaparadoxa*) were carried out by adopting the methods of Trease and Evans (1999). Chemical properties of the soil samples from the storage site were carried out by adopting the wet digestion method (Anderson & Ingram, 1998)

by use of Inductively Coupled Plasma Optical Emission Spectrometre (ICPOES) machine (Model Optima 2000 DV, Perkin Elmer Instrument). Serial dilution and plate count methods (Gams *et al.*, 1980; Ejiofore *et al.*, 1987; Rangaswami & Bagyaraj, 2005; Okwelle, 2006) for assessment of the soil samples bacteria and fungi and Baerman method (Mehrotra & Agarwal, 2006) were adopted.

## Results and Discussion

The results of phytochemical screening of the ash and sawdust of Shea butter (*Vitellaria paradoxa*) revealed the presence of Alkaloids, Cardiac glycosides, Terpenes & Steroids, and Resins (Table 1). Results of the chemical properties of the soil samples (Table 2) revealed that: the soil surface, 0.50 metre and 1.00 metre depths had pH of 6.2, 5.8 and 5.6 respectively. The mineral elements show that the 1.00 metre depth had more calcium (0.78%) than 0.50 metre depth (0.69%) and least at soil surface (0.35%). There was more potassium (K) at the 0.50 metre depth (0.12%) than at soil surface and 1.00 metre depth (0.09% and 0.09%) respectively. Phosphorus (P) at 1.00 metre depth (0.10%) and at soil surface and middle (0.09% and 0.08%) were about same percentage. Zinc (Zn) was not detected in any of the soil samples at the three levels.

Microorganisms isolated from the storage site soil at: soil surface layer, half metre (0.5m) and one metre (1.0m) (Table 3) revealed notable bacteria found at the soil surface layer to include:

*Bacillus cereus*, *Proteus vulgaris*, *Pseudomonas aeruginosa*, *Micrococcus luteus*, *Streptococcus griseus* and *Staphylococcus aureus*. The fungal isolates were: *Mucor hiemalis*,

*Fusarium oxysporum*, *Aspergillus niger*, *Penicillium expansum*, *P. nigrkans*, *Trichoderma koningii* and

*Rhizopus stolonifer*. Nematode isolates included: *Ditylenchus* sp,

*Hemicyclophora* sp, *Hirschmanniella* sp, *Pratylenchus* sp and *Dolichodoru* sp.

The phytochemical ingredients of the plant materials (*Vitellaria paradoxa*), the soil chemical properties and types of micro-organisms constitute factors that may have contributed in one way or the other in the determination of the shelf-life of the tubers.



Table 1: Phytochemical Determination of Ash and Sawdust utilized in pit treatment

Phytochemicals	Sawdust	Ash
Alkaloids	+	+
Flavonoids	-	-
Tannins	-	-
Saponins	-	-
Balsam	-	-
Cardiac glycosides	+	+
Terpenes and steroids	+	+
Resins	+	+
Phenols	-	-

Key:

+ = Present or detected

- = absent or not detected

Table 2. Analysis of the chemical properties of soil samples from storage site

Soil layer	Ca (317.933)*	Cu (327.393)	Fe (238.204)	K (766.490)	Mg (285.213)	Mn (257.610)	Na (589.592)	P (883.9)	Zn (206.200)	pH
Surface: ppm**%	3533 (0.35)	52.32 (0.01)	63420 (6.34)	919.7 (0.09)	2717 (0.27)	1045 (0.11)	9167 (0.92)	883.9 (0.09)	00 (0.00)	6.2
Middle: ppm %	6916 (0.69)	59.83 (0.01)	83450 (8.35)	1196 (0.12)	5891 (0.59)	656.6 (0.07)	12530 (1.25)	773.2 (0.08)	00 (0.00)	5.8
Bottom: ppm %	7755 (0.78)	68.75 (0.01)	97560 (9.76)	872.5 (0.09)	5741 (0.57)	631.9 (0.06)	12310 (1.23)	1028 (0.10)	00 (0.00)	5.6

Key:

\*Figures in parenthesis of the elements refers to wavelengths (ICPOES model Optima 2000 DV) the soil sample passed through to analyse an element.

ppm\*\* = part per million

pH = hydrogen ion concentration

% = Percentage (equivalent of ppm)

Table 3: Microorganisms isolated from the soil at storage site

Soil layer	Microorganisms isolated from the soil at storage site
Surface	<p><b>Bacteria:</b> <i>Bacillus cereus</i>, <i>Proteus vulgaris</i>, <i>Pseudomonas aeruginosa</i>, <i>Micrococcus luteus</i>, <i>Streptococcus griseus</i> and <i>Staphylococcus aureus</i></p> <p><b>Fungi:</b> <i>Mucor hiemalis</i>, <i>Fusarium oxysporum</i>, <i>Aspergillus niger</i>, <i>Penicillium expansum</i>, <i>P. nigricans</i>, <i>Trichoderma koningi</i> and <i>Rhizopus stolonifer</i></p> <p><b>Nematodes:</b> <i>Ditylenchus</i> sp., <i>Hemicyclophora</i> sp., <i>Hirschmanniella</i> sp., <i>Pratylenchus</i> sp. and <i>Dolichodoru</i> sp.</p>
0.5 metre depth	<p><b>Bacteria:</b> <i>Bacillus cereus</i>, <i>Pseudomonas aeruginosa</i>, <i>Micrococcus luteus</i> and <i>Streptococcus griseus</i></p> <p><b>Fungi:</b> <i>Mucor hiemalis</i>, <i>Fusarium oxysporum</i>, <i>Penicillium nigricans</i>, <i>Trichoderma koningi</i> and <i>Rhizopus stolonifer</i></p> <p><b>Nematodes:</b> <i>Ditylenchus</i> sp., <i>Hemicyclophora</i> and <i>Hirschmanniella</i> sp.</p>
1.0 metre depth	<p><b>Bacteria:</b> <i>Bacillus cereus</i>, <i>Micrococcus luteus</i> and <i>Streptococcus griseus</i></p> <p><b>Fungi:</b> <i>Fusarium oxysporum</i>, <i>Penicillium nigricans</i> and <i>Rhizopus stolonifer</i></p>



Results of the tuber shelf-life of the sweet potato based on the cultivar factor revealed that in the first year of the pit storage trial, TIS2544 Rusanya1.5, TIS86/0356 and TIS87/0087 had significantly higher ( $p < 0.05$ ) number of healthy tubers at the end of the storage while Ex-Igbariam and CIP4400168 had significantly ( $p < 0.05$ ) lower number of healthy tubers (Table 4). In the second and third year trials, TIS2544 Rusanya 1.5, TIS86/0356 and TIS87/0087 maintained a significantly ( $p < 0.05$ ) higher number of healthy tubers while Ex-Igbariam and CIP4400168 had significantly ( $p < 0.05$ ) lower number of healthy tubers. The pooled years analysis based on cultivar factor revealed that TIS2544 Rusanya 1.5, TIS86/0356 and TIS87/0087 had consistently significant ( $p < 0.05$ ) higher number of healthy tubers than Ex-Igbariam and CIP4400168. It means that Ex-Igbariam and CIP4400168 cultivars have poor tuber shelf life in pit storage for a period of up to six months.

The role of cultivar in physical properties and chemical compositions of sweet potato have been reported (Picha, 1986; Wang, *et al.*, 2016; Atuna *et al.* 2017). However, van Jaarsveld *et al.* (2006) reported that purple- and orange-fleshed cultivars possess higher quantities of anthocyanins and carotenes in comparison with white-fleshed cultivars. Picha (1986) reported that two cultivars: White star (Rojo Blanco) and Jewel (orange flesh) were suitable for long-term storage because of their low rate of weight loss and absence of internal pithiness. white-flesh and orange flesh cultivars stores well and very promising for household-level storage for food. Atuna *et al.* (2017) reported that orange flesh cultivar can be stored in sand boxes up to 11 or more weeks for household consumption. Finding in this study revealed that TIS2544 Rusanya1.5 cultivar (white flesh) had the best improved storage shelf-life significantly ( $p < 0.05$ ) higher than TIS86/0356 and TIS587/0087 (milk flesh).

The result of the effect of storage depth on the tuber shelf-life reveals that in the first year trial, there was no significant ( $p < 0.05$ ) difference in the number of healthy tubers in depth 0.50 metre and 1.00 meter. In the second year trials, depth 1.00 meter had significantly ( $p < 0.05$ ) more healthy tubers than in depth 0.50 meter. In other words there were more unhealthy tubers (in parenthesis) in depth 0.50 meter than in depth 1.00 meter (Table 5). In third year trial, depth 1.00 meter had significantly higher ( $p < 0.05$ ) number of healthy tubers than those in depth 0.50 meter. There were significantly more unhealthy tubers in 0.50 meter depth than in 1.00 meter depth. The pooled years trials revealed that depth 1.00 metre had

significant ( $p < 0.05$ ) number of healthy tubers while depth 0.50 metre had more unhealthy tubers in the trial years. This means that, the tuber shelf life of sweet potato improves at deeper depth of storage. Shelf-life of sweet potato can be extended for months according to the cultivar and storage conditions (Ebregt *et al.*, 2007; Olaitan, 2012).

## **Conclusion**

Cultivar of sweet potato as a factor in the pit storage trials of the tubers in this study revealed that cultivars TIS2544 Rusanya 1.5, TIS86/0356 and TIS87/0087 had significant ( $p < 0.05$ ) improved shelf-life than cultivars Ex-Igbariam and CIP4400168. It was observed that cultivar TIS2544 Rusanya 1.5 (white flesh) had the best and significantly ( $p < 0.05$ ) improved tuber shelf-life than cultivars TIS86/0356 and TIS87/0087. The storage depths revealed that at deeper depth (1.0 metre), the tuber shelf-life was significantly ( $p < 0.05$ ) improved than at shallow depth (0.50 metre). At deeper depth, the tubers retained as much as possible their nutritional qualities, because less rotting, infestation by pests and physiological deterioration occurred at this depth than at shallow depth. This study has provided information on storage shelf-life of the sweet potato cultivars studied. The information could help in the storage of the surplus tubers during harvest period, thereby curbing wastages due to post-harvest losses.

Table 4: Yearly and pooled years' analysis of the effect of cultivar on tuber shelf life of sweet potato.

Cultivar	Yearly Number of Healthy and Unhealthy Tubers			Pooled years
	1 <sup>st</sup> year	2 <sup>nd</sup> year	Third year	(1 <sup>st</sup> -3 <sup>rd</sup> years )
TIS 2544 Rusanya 1.5	16.90 <sup>a*</sup> (3.75a *)	27.30 <sup>a*</sup> (2.80 <sup>d</sup> )	24.7 <sup>a</sup> (5.30 <sup>b</sup> )	22.97 <sup>a*</sup> (3.73 <sup>c</sup> )
CIP4400168	15.40 <sup>a</sup> (4.90 <sup>a</sup> )	23.10 <sup>c</sup> (7.80 <sup>a</sup> )	19.2 <sup>b*</sup> (7.60 <sup>a</sup> )	19.48 <sup>b</sup> (8.32 <sup>a</sup> )
Ex-Igbariam	14.25 <sup>b</sup> (3.85 <sup>a</sup> )	24.60 <sup>b</sup> (5.30 <sup>b</sup> )	19.2 <sup>b</sup> (5.80 <sup>b</sup> )	19.37 <sup>b</sup> (7.27 <sup>ab</sup> )
TIS86/0356	17.45 <sup>a</sup> (3.75 <sup>a</sup> )	25.35 <sup>a</sup> (4.65 <sup>bc</sup> )	18.5 <sup>b</sup> (6.40 <sup>ab</sup> )	20.42 <sup>a</sup> (6.20 <sup>ab</sup> )
TIS87/0087	16.90 <sup>a</sup> (3.35 <sup>a</sup> )	26.25 <sup>a</sup> (3.75 <sup>cd</sup> )	19.4 <sup>b</sup> (6.80 <sup>ab</sup> )	20.85 <sup>a</sup> (5.88 <sup>ab</sup> )
S E ±	2.34(2.27)	1.12(1.27)	1.74(1.76)	2.98(2.67)

Figures in parenthesis represent unhealthy tubers.

\* Means followed by the same letter(s) in columns do not differ significantly at 5% level of probability (Duncan's new Multiple Range Test =DMRT).

Table 5: Yearly and pooled years' analysis of the effect of storage depth on tuber shelf life of sweet potato

Storage Depth	Yearly Number of Healthy Tubers			Pooled years (1 <sup>st</sup> -3 <sup>rd</sup> years)
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>RD</sup> year	
0.50m	5.64 <sup>a*</sup> (4.36 <sup>a</sup> *)	24.68 <sup>b</sup> (5.28 <sup>a</sup> )	19.3 <sup>b</sup> (5.80 <sup>a</sup> )	19.46 <sup>b</sup> (7.13 <sup>a</sup> )
1.00m	6.72 <sup>a</sup> (3.48 <sup>a</sup> )	25.96 <sup>a</sup> (4.24 <sup>b</sup> )	21.4 <sup>a</sup> (4.60 <sup>b</sup> )	21.37 <sup>a</sup> (5.43 <sup>b</sup> )
	48(1.44)	0.71(0.81)	1.53 (1.10)	1.88 (1.69)

Figures in parenthesis represent unhealthy tubers.

\* Means followed by the same letter(s) in columns do not differ significantly at 5% level of probability (Duncan's new Multiple Range Test =DMRT).

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## **Sponsorship of Intramural Sports in Plateau State Senior Secondary Schools; Problems and Prospects**

**Rahwol Gyang Chuwang and Grace D. Maisaje**

*Department of Physical and Health Education*

*College of Education Gindiri Plateau State*

### **Abstract**

The most recent, dynamic and lucrative source of money investment to sport is sponsorship. Corporate affairs units, renowned community members and leaders, government and other business organization have identified themselves with the promotion and showcasing of sporting activities through sponsorship with the main objective of promoting their political ambitions, fame and their own products and or service. The sponsorship of sports especially intramural sports with schools has been facing some problems. The aim of this paper therefore is to identify those problems and proffer solutions. Detail explanation is made on the concept of sponsorship, sports, sports sponsorship, intramural sports, organizational structure of intramural sport activities, and feature of sports sponsorship, why meaningful individuals and corporate organizations sponsor and identify themselves with sports, problems and prospects facing sports sponsorship.

Key words: Intramural Sports, Sponsorship Branding, Sport Marketing, Corporate Social Responsibility.



## **Introduction**

To achieve a desired goal and predetermined aims and objectives the organization and administration of sports require adequate human and material resources. Elendu (2006) and Abone (2002) define sport as dynamic social force, an institutionalized physical activity, usually requiring the demonstration of physical process and involving competition between individuals or group who, play to win, under certain predetermined rules with socialized facilities and equipment within definite boundaries.

Due to an increase value awareness of sport activities globally, in both organization, administration and participation an elaborate human and material resources are required. That is huge amount of fund is needed for a perfect sporting activities of the desired aims and objectives to be achieved. There is need for sports practitioners to source for ways and means of reaching well-to-do individuals, corporate companies and industries, community leaders, government etc to sponsor sports for the provision and maintenance of facilities and development of capable manpower.

Sponsorship has been identified as a major source of the required huge fund for the provision of and maintenance of sports needs. According to Sleight (1993) Sponsorship is the business relationship between a provider of funds, resources or services and an individual, event or organization which offers in return some rights and associations that may be used for commercial advantage. In the past, government has been the only fund provider for provision and maintenance of sport engagements and practices. Due to economic recession it has been noted that most schools and colleges have stopped the normal yearly sports events, hence certain meaningful community individuals, companies such as Indomie, MTN, GLO, Nigerian breweries, elected politicians have contributed to the development of sports practices in schools and colleges. Sponsors of sports intramural settings always plan to promote sports in schools and market their products or services. Despite the necessity and need of sport sponsorship by sports practitioners not all are successful.

There are problems facing sport sponsorship just like any other business endeavours that has been affecting the growth and development of sports. The essence of this paper is to examine those problems facing sponsorship of intramural sports in Imo States senior secondary schools.

## **Concept of Sponsorship**

Wilmshurst (1993) viewed sponsorship as financial or material support by a company for some independent activity such as sport not usually related to the company's normal business but support from which the company would hope to benefit.

According to Shimp (1993), sponsorship involve investments in events or causes for the purpose of achieving increased sales volume, enhancing corporate and brand image and increasing brand image. Dibb, Simkin, Pride and Ferrel (1994) viewed sponsorship as financial or material support of an event, activity, person, organization, or product by an unrelated organization or donor in turn for prominent exposure of the sponsors generosity, products or brands. Sponsorship, according to Sleight (1993) is a business relationship between a provider of funds, resources or services and an individual, event or organization which offers in turn some right and associations that may be used for commercial advantage. Sponsorship is in cash or in kind fee paid to a property which may be a sport, entertainment,

or non-profit event or organization in return for access to the exploitable commercial potential associated with that property (Arens, 1999). Mulin, Hardy, and Sutton (1993:2000) defined sponsorship as the acquisition of rights to affiliate or directly associate with a product or event for the purpose of deriving benefits from that association.

### **Concept of Sport Sponsorship**

Sport sponsorship is a popular avenue for companies through events to reach target audience and reinforce brand awareness (Alvarado, 2009). Further stated that target sponsorship provides a way for companies to tap into loyalty of attendees. Sandier and Shani (1993) viewed sport sponsorship as the provision of resources (e.g. money, people and equipment) by an organization directly to an event or activity in exchange for a direct association to the event or activity. Mulin, Hardy, and Sutton (2000) viewed sport sponsorship as a wide array of activities associated with a communication process that is designed to utilize sport and lifestyle marketing to send message to a targeted audience. Sport sponsorship is the support of a sport, sport event, sport organization or competition by an outside body or person for the mutual benefit of both parties (Gratton and Taylor, (1985). Copeland, Frisby and McCarville (1996) noted that sports sponsorships are representative of an exchange relationship between sports organizations and corporations or other intermediaries; a relationship that has been based on the principles of maximizing results and minimizing risk.

Tripoldi (2001) viewed sports sponsorship as the provision of assistance by a commercial organization, in cash or kind to a sports property in exchange for the rights to be associated with that sports property for the purpose of gaining commercial and economic advantage. Belch and Belch(2001) conceptualized event sponsorship as an integrated marketing communication activity where a sponsor develops sponsorship relations with a particular event and provides financial support in return for the right to display a brand name, logo, or advertising message. According to O'Guinn, Allen and Semenik (2000), sport sponsorship is a golf tournament. They further stated that return the marker acquires the rights to display a brand name, or advertising message on-sit at the event. According to Schaaf (1995), events need sponsors for financial subsidy and publicity, and sponsored events for promotional exposure and opportunity.

### **Concept of Sports**

Jay (2009) defined sports as well-established, officially governed competitive physical activities in which participants are motivated by internal and external rewards. According to Harper (2008) sport (or sports)is all forms of usually competitive physical activity which through casual or organized participation, aim to us, maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators. Achara (2002), sees sports as activities that have recorded histories and traditions stressing physical exertion through competition against the background of laid down explicit formal rules, roles and relationship. Regets (1995) viewed sport as an athletic activity requiring skill or physical prowess and often of a captivities nature, as racing, baseball, tennis , golf, fishing, hunting. Furthermore Houghton (1995) define sport as an activity involving physical exertion and skill in which an individual or team competes against or others for either professionalism or amateurism. Looking at the above definitions sports incorporate professionalism, amateurism and or entertainment which uses facilities, equipment and supplies, set out ethics with sports practitioners.

## **Concept of Intramural Sports**

According to Chu (1991) intramural sports are those sporting activities that are organized and participated within the four-walls of an institution. Viator (1992) viewed intramural sports as a preparatory physical activity within a college to meet other institutions or to gain excellence in extramural sports. He further highlighted that intramural sports involves participants including the athletes and trainers from the same organization guided by the ethics of that institution to achieve a desired goals and excellence within the college and during competition with other colleges. Intramural sports require adequate preparation, support within and outside the institution, well articulated and well planned schedule of practice and disciplined training session to achieved desired aim and objectives.

## **Features of Sport Sponsorship**

According to Van Heerden (2001) the features of sports sponsorship includes: the sponsor provides cash and kind donations to the development of sport; the business activities of the sponsor is not concerning sports; the sponsor obtains rights to display business logo, billboards and company's products with the facilities and environments of media advertisement and coverage.

## **Why Individuals and Corporate Firms Sponsor School Sports**

The objectives of sports sponsorship, according to Shimp (1993), are increased sales volume, enhancing corporate and brand image. Hastings (1984) noted that increase brand/product awareness often through the associated media coverage, and positive message about the sponsor promoted through imagery are the benefits of the sponsorship. To the sponsored the resurrection of events and also the development of skills of sports participants are encourage. Corporate firms, individual sponsor sport, in order to establish goodwill and good citizenship: Some involve into sponsorship to gain political and administrative popularity.

## **Sports Sponsorship in Plateau State Senior Secondary Schools**

Sports organization especially intramural sports require huge amount of money from its organization especially in the areas of purchase and maintenance of sports facilities, supplies and equipment. Since school communities cannot afford this required huge amount due to the drastic reduction of government impress money to schools there is need, therefore for sponsors to come to the aid of schools for sports development. According to Elendu (2006), Abone (2002) observed that the Nigerian government has for a long time remained the sole sponsor of competitive sports in Nigeria. Due to failure of government or decreased impress account to schools there is need for companies such as indomie, coca-cola, Nigeria Breweries, MTN, GLO individual like commissioners, chairmen, politicians, community clubs, etc have contributed to the development of schools sports in Plateau State. These individuals and corporate bodies remain a driving force in the advancement of the frontiers of sports by offering players, officials, organizers and spectators the opportunity to savour their goodwill (Elendu, 2006).

## **Organization Structures of Intramural School Sports**

The schools heads are the accounting offers of the school sports meet. The various sports/games masters are the clerk of the course. Each school is divided into various houses with either prominent name of the community or alphabetically such as Bwong gwom house, Chairman's House 'A', house 'B' house Sum Pyem House, 'C', etc. These houses are headed by house master/mistresses. Fund is usually derived through students sports dues, individuals that their names have been used for various houses, corporate companies as Indomie, MTN, GLO, Parents, etc the time table is often in three stages as 'pre-sports period'. During-sports period' and 'post-sports period'. It is normally for selling sporting events and usually colourfully. It is normally yearly sports fiester.

### **Problem Facing School Sports Sponsorship**

There are various problems facing school sports sponsorship. These problems include: cultism in schools: Practitioner's inability to reach out and their attitudes towards sports, who and event to sponsor, lack of appreciation, school hand over to churches or missions.

#### **I. Cultism in schools and colleges**

The emergence of cultism in schools has created problems to organized sporting activities. Sponsors fear of funding schools for sports participation that will rather assemble cult practices of vandalism, maiming and killing has created a problem of sports sponsorship in schools. According to (Viator 1992) sports arena is characterized with fun, play, joy and masterminded with the spirit of sportsmanship where winners encourage losers to be more skilful.

#### **11. Practitioners Inability to Reach Out**

The idea of sponsorship is alien to most school sports practitioners. Due to decrease of finance to schools from government there is the need of sports practitioners to advertise sports products to meaningful corporate affairs units and individuals for sponsorship.

#### **Who and The Event to Sponsor**

According to Gratton and Taylor (1985), one of the most serious problems is that the sponsor, in order to gain maximum publicity, is normally only interested in the top-most prestigious events and the elite performers, the superstars. Companies and individuals want to identify themselves with superstars and other Olympic events than those students' events. Events and elite athlete that can show-case companies products and services thereby reducing sponsorship of senior secondary schools sports.

#### **1. Deceitful promise and objectives**

Schools sports practitioners lack the ability to trust sponsors. Most sponsors display billboards at the gate of most schools with developing schools reports. In most school sports meet sponsors are given opportunities for speech and promise of improvement of facilities and scholarships for well-performed athletes are made without redemption.

#### **11. Lack of school sports play grounds**

Most schools in Imo State have lost their sports facilities both churches and communities thereby imposing problems of sports sponsorship in senior secondary schools. Play grounds

are used by individuals and churches for private use hence and or professional sports.

#### 111. Lack of appreciation

Naturally, appreciation enhances continuity of sponsors to continue goodwill and establish relationship between sponsor and sponsored. Appreciation forms part of the activities performed after intramural sports activity. Appreciation gives sense of worth and participation to sponsors for and event for an event activity.

#### VI. . Schools Hand-Over to Churches/Missions

The government decision of hand-over schools to churches/missions has discouraged sports participation in most schools. Sports is the most viable medium through which individuals and corporate affairs can affiliate with schools to show-case company products and services lay lesser emphasize on the physical development of students through sporting activities. Sponsors are interested in events through which a goodwill relationship could be built.

#### Prospects

Ways to arrest these problems of intramural schools sports sponsorship the following solutions have been suggested.

1. School sports practitioners should ensure that their students do not involve in cultism to attract sponsors of sport events.
2. Sport s practitioners of various schools should reach out to meaningful citizens and corporate affairs for their sports needs.
3. Sponsors to identify the value of grass-root sponsorship and not only be interested in elite athletes and big time events.
4. Sponsors should keep to promises made to athletes and schools for continuity
5. Government should ensure of play grounds and other facilities to attract sponsors to schools sports
6. Despites profits of sponsors schools management and sports practitioners from various schools appreciate sponsors through goodwill message and spaces
7. Churches should be educated on the value of sports form the complete development of the students. Sports facilities and equipment should be provided and there should be provision on the time-table for sport activities.
8. Inter-local government authority sports championships should be organized annually on corporate sponsorship and broadcast rights in the state's secondary schools.

#### Conclusion

It has been clear that sports form the main billboard where most multimillion naira cooperate affairs showcase both products and services globally. It is also obvious that sports has a root or beginning or popularly known as grass-root sports. Athletes

Metamorphose to form amateurism to professionalism as building start from foundation to any height. Sports at the secondary schools stage should be consciously cared for it is to be developed. The sponsors and sponsored need each other for a peaceful coexistence in both industrial and sports development.

## **Recommendations**

Based on the values attached to grass root sports and subsequent decrease in government sponsorship to school sports, the following suggestions have been listed below.

1. School heads and administrators should ensure that cultism is not practiced in their various schools.
2. Government schools and even private schools should provide and maintain facilities and equipment for sports.
3. Sports practitioners in various schools reach out to meaningful individuals and corporate affairs to sponsor their yearly school sports events.
4. Sports professionals should be posted to all secondary schools in Imo state
5. Government to increase school grant money for sports development.
6. Companies and meaningful should reach out to schools for sponsorship.
7. Facilities, equipment and supplies to be provided to schools for sports participation and development.
8. Schools to maintain available facilities, equipment and supplies.
9. Sponsors to keep to their sponsorship promises to schools and athletes.

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