

RE-APPRAISING THE CURRENT NATIONAL POLICY ON EDUCATION FOR FUNCTIONALITY AND SELF-RELIANCE: ISSUES FOR TEACHERS EDUCATION

Eme-Gladys Agu and Prof. P. E. Eya

Abstract

Achieving excellence in educational activities is the major goal and objective of the national policy on education for functionality and self-reliance. The paper presents the Re-appraisal of strategies in teacher education on how to achieve academic excellence for national development. The influence of qualitative teachers in the implementation of educational programmes is considered the most important concept in this paper. Teacher Education is to equip prospective teachers with the knowledge, attitude, behaviors and skills they require in the classrooms. The quality of the work undertaken by a teacher has significant effects upon pupils and students. There are many ways to measure the quality of work of teachers. Assessment of teacher performance may be undertaken with the view to identifying teachers' needs for additional training or development, or in extreme cases, to identify those teachers that should leave the profession.

Introduction

Influence is power to effect actions. Teachers exert strong influence on peoples' behavior or development when qualitative teachers are produced. Quality is concerned with a standard that can be possessed or attained. Honesty, commitment, dedication to work, intelligence, compassion, right sense of judgment etc are qualities expected of good teachers. They are viewed in various perspectives as role models, leaders in the schools and classrooms among others.

A question arises; who is a teacher? A teacher is considered the very critical factor in the entire educational system being an implementer in educational reform from the grass root level. He joins the pupils and curriculum together and the success of the pupils

in learning depends on him. It is a well established fact that the academic qualification, knowledge of subject matters, competency and skill of teaching, and commitment of teachers determine the quality of education at various levels. It is also noted that no educational reform can be effective without the support and co-operation of teachers who are the chief executors and implementers of the educational programmes. They are catalysts who propel success in any educational programmes. No wonder, Nyerere's perception of teachers cited by Nwankwo (1988) was that "It is teachers more than any other single group of people who determine the attitudes of the society and shape the ideals and the aspirations of the nations. This is power in reality..." One of the roles of qualitative teachers is to expose the pupils to whole-some knowledge as stated in the aims and objectives of The National Policy on Education (2004). This represents the conception of what Nigerians need in order to achieve self reliance and be functional. It is hoped that the dream of great, free, democratic, rich and strong country will be realized through education. And the role education should play in realization of this dream could be transmitted through teaching and learning at all levels of education. Quality improvement in teacher education influences implementation of all national programmes in education. An example of such programmes is the Universal Basic Education (UBE) launched in 1999 by former President Obasanjo for policy reform, aimed at reforming the basic education sector in Nigeria.

The initial programme, Universal Primary Education (UPE), failed due to lack of qualified teachers among others.

Ocho (1988) stated that educational aims are not “hit or miss” affair (as in shooting). A teacher who is not transmitting what is worthwhile is not educating. The quality of education is directly related to the quality of instruction in schools.

Recognizing the deteriorating quality of education at various levels, efforts need to be intensified to accord adequate priority to the effectiveness of teacher education programmes, to enhance better performance of teachers in the classroom. The National Policy on Education (2004), in pursuit of the resolve to upgrade quality of teachers and standard of their services, emphasizes the training of highly motivated, conscientious classroom teachers at all levels of education and encourages potential and qualitative teachers to effect the implementation of the programmes. It standardizes educational services by assisting in training un-certificated teachers and advocates in-service scheme to enable the teachers obtain their basic requirements. Teacher educational programme being the integral part of the educational system needs to expand. Unfortunately, the existing teacher educational programme is not adequately responsive to the demands for quality education in the school system. Among the factors militating against the programmes are unsatisfied socio-economic needs and ideological principles, ill-defined theories and practices of teaching and learning, among others. Provision of adequate infrastructures in the training institutes, continuous in-service education of teacher educators and regular enrichment of curriculum contents should be ensured to keep pace with the trend of educational evolution.

What Constitute Quality Teachers?

Professional training and retraining constitute quality teachers. Quality teachers must

have undergone approved professional training in education at appropriate levels. According to (Johnson, 1999), teachers need continuous professional development to reflect upon their competences, maintain them up-to-date and develop them further. “Because the world that teachers are preparing young people to enter is changing so rapidly, and the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare teacher for 30-40 years” (Wikipedia, 2010). The quality of teacher educational programme is directly related to the quality of instruction in the classroom. Since teaching is a systematic and organized process of transmitting knowledge, attitude and skills in evidence with professional principles, the National Policy on Education (2004) stipulate that, all teachers in educational institutions shall be professionally trained and that, teacher educational programmes shall be structured to equip teachers for the effective performance of their duties. It enumerated the institutions that should offer the required professional training. The institutions are: Colleges of Education, Faculties of Education among many others. The policy also stated the minimum qualification for entry into the teaching profession which is the Nigerian Certificate in Education (NCE). It further emphasized that in-service training shall be developed as an integral part of continuing teacher education which shall take care of all inadequacies of those already engaged in teaching but not professionally qualified. Such people shall be given time within which to qualify for registration or leave the profession (FRN, 2004). Training helps teachers develop special skills, and prepare them to meet specific wider responsibilities, bridges the gap of communication, and thus influences the implementation of educational programmes.

Characteristics of Teachers

Teaching is a noble profession. Noble as defined by Webster (1999) is exalted in character

or quality, excellent in behaviour, worthy, characterized by indicative of true magnanimity, imposing in appearance, magnificent, grand, precious and pure. A qualitative teacher, who poses as a noble man must possess these qualities to enable him assume his duties effectively. He is employed and assigned to lead the class. The skills and knowledge he possesses in his subject area makes him a master of his subject. He knows more than his pupils who look at him as an encyclopedia of knowledge (Dubey and Patrick, 2002). Personality of the teacher should not be left out as he should be committed to his calling, consistent in his behaviour to all his pupils, and colleagues. Some specific characteristics of a qualitative teacher are; being sensitive to the feeling of others, while at the same time, considerate, helpful, responsive and friendly, strong with self confidence, loyal to his ideals and ideas among others. Excerpts from Bagauda Seminar (1980), read that, if teachers are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impact wrong information, they are not only useless but dangerous.

Problems of Teacher Education

The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources (Wikipedia, 2010). However, the above statement, suggests that, bad ideological principles, unmet socio-economic needs as well as ill-defined theories and practices of teaching/learning are some of the problems of teacher education. (Sarsani, 2004) added that the population pressure which remains a prime factor for the rapid expansion of education also affects teacher educational programme. He further concluded that, universalization of elementary

schools, vocationalization of secondary educations, higher and professional education and overall quality of education are major challenges before any country's educational scheme.

Strategies for the Improvement of Teacher Education

A sound programme of professionalism in teachers' education is essential for qualitative improvement of education. For (Ocho, 2010), improvement in education should start with teachers. The quality concern of teacher education relates to the policy formulation, planning, development and management of teacher educational programmes. According to (Sarsani, 2006), teacher education, being the integral part of the educational system, has to expand along with the rapid population growth in educational system in order to cater for the fast emerging needs of any country. (Ocho, 2010) stated that, since only candidates rejected by other faculties in university admission opt for education, government can reverse the trend by offering scholarship to cover tuition and boarding to all student of education up to PhD level, to make enough teacher educators available. He further opined that, anybody that is not a registered teacher should not be allowed to teach at any level of education from nursery to university level. There should be improvement on regular in-services course organized to improve the knowledge of teachers in their areas of specialization, and every lecturer in education should be computer literate. Although some good qualities of effective teachers cannot be taught, teachers should continue to have their training received because contribution from highly educated teachers are very important to make effective improvement on teacher education. The teacher educators should keep themselves abreast with current professional training, which includes course work, revision of notes, adding new materials and referring to new books etc.

The teaching process of prospective teachers must include more interactive methods and self directed study where they would be encouraged to ask questions, give comments, elaborate their personal experiences relating to education, preparing papers for reading and discussions in seminars and to undertake relevant field of surveys and case studies relating to theoretical topics (NCTE,1998). Such kind of experience will enable them to develop a better perspective regarding understanding the relationship between theory and practice. Pre-service and in-service training must be considered a fundamental right for teachers in order to remain up-to-date. Since the explosion of knowledge is at an unprecedented speed, there must be possibilities of teachers to broaden their skills and knowledge of their teaching subjects (NCTE, 2004). Teacher educators should be accommodated to have experiences in unknown areas of knowledge where the reactions can be objectively ascertained and evaluated for better involvement in teaching in the future.

Conclusion

An eminent American, Henry Kissinger (Wikipedia, 2010) once said that, a teacher has the ability to take people from where they are to where they have never been before. A teacher as a leader needs both a growth vision and relentless communication. A good teacher will always be secured in whatever political or administrative battle raged around the education system and it is upon the good teacher that the future of education depends. The teacher with such quality will enrich a society and make the learner definitely more competent and capable as well as resourceful and creative for making a country's economy highly productive and immensely illuminating.

In a nut shell, teachers can only influence educational programmes positively in Nigeria, when teacher education is properly re-appraised and given ultimate improvement.

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Re-Appraising the Current National Policy on Education for Functionality and Self- Reliance: Issues for Teachers Education

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Eme-Gladys Agu
Department of Education Technology, ESUT
Enugu.

and

Prof. P. E. Eya
Enugu State University of Science and Technology
(ESUT), Enugu.

REAPPRAISING CITIZENSHIP EDUCATION FOR SELF RELIANCE IN NIGERIA

Dr. Ezekiel Emome Eregha

Abstract

Nigeria has some of the basic needs of man to be self reliant. To achieve this goal, the National Policy on Education (2004) in Nigeria focuses on functional education. However, it is observed that over the years the products of the educational system do not exhibit the expected aims of education. There is negative attitude to everything we do. This, the paper contends can be addressed through a reappraisal of citizenship education. This approach will create civic and political awareness in all Nigerians on the need to live a just and self reliant life. Although there are challenges, they will be addressed with some of these recommendations; the governments should encourage the cultivation of national consciousness; promote good citizenship by recognizing and rewarding honesty, dedication and unalloyed loyalty to the nation. It should maintain law and order without which nobody will be safe. The citizens on their part, should be truly patriotic, law abiding and efficiently carrying out their duties and obligations.

Introduction

Nigeria has all forms of natural resources but lacks the positive attitudes towards effective utilisation of these resources in order to achieve national development and self reliance. If one takes a look at the geo political, socio cultural and economic realities in terms of the vast territorial spread, the population, the diverse rich vegetation and cultural heritage, one may wonder why a country endowed with these enormous natural resources after about fifty years of political independence is still searching for ways and means of attaining self reliance. Sidi (2000) argued that this is so because; Nigerians as a people are corrupt and unpatriotic. Others attribute it to poor leadership and followership, but this paper is of the view that the problems are

attitudinal, that is, our negative attitudes towards public goods, management of public funds, the use of public and private offices towards one another in our place of work, worship, in our homes, in our schools, and environment.

In the light of these, citizenship education programme was seen as the most attractive and functional instrument to correct this negative psyche to inculcate in us positive attitudes and values necessary for national development and self reliance. Efforts were made by the Nigerian government initially through the public enlightenment unit of the Ministry of Information, TV, radio, print media and other media and the revision of the National Policy on Education to ensure that products of the educational system are functional. However, the inability of the ministry to cope with the challenges of public enlightenment, the federal government established the Directorate for Social Mobilisation also known as Mass Mobilisation for Social Justice, Self Reliance and Economic Recovery (MAMSER) with these and other objectives;

- i. Inculcate in all Nigerians the value and spirit of civic responsibility, commitment to social justice and economic self reliance through mobilization and harnessing of their energies and national resources into productive use.
- ii. Propagate the virtue of hard work, honesty, self reliance, commitment to and promotion of national integration.
- iii. Inculcate in all Nigerians the virtue of patriotism and positive participation in national affairs (FGN, 1987).

It was later changed to National Orientation Agency (NOA). To further mobilize Nigerians for self reliance, the Federal

Government established other intervention agencies such as National Directorate for Employment (NDE), Cooperative Societies and others to properly mobilize and also use as avenues to change people's orientation towards self reliance and national development.

These efforts made some remarkable impact in Nigeria. Nigerian's started looking in wards for raw materials, consumption of local products, music, fashion, firms, medicines, technology and others. Nigerians were proud of their local contents and this helped to boost the national income and external image. These gains could not be sustained for long. Nigerians suddenly changed attitude towards local products in all ramifications. Contemporary Nigeria imports almost all basic necessities of life. The effect is weak economy arising from deficit balance of trade and corruption. This is not a desirable situation for Nigeria. The question to ask now is how can the attitude of Nigerians be redirected towards a positive one? To properly address this problem, the paper contends that there is the need to reappraise citizenship education for self reliance.

Citizenship

Citizenship means full members in a country. Politically, the concept is used today to mean one or more person who is loyal towards the state, enjoys all his social, political and fundamental rights; does his duties to the state and also contributes towards the development of the state. Countries generally grant certain rights to their citizens and in turn, demand or expect certain duties and obligations from the citizens. It means total allegiance to the State. As defined by the 1999 constitution Sec 25 (a-c), a Nigerian citizen is every person born in or outside Nigeria before the date of independence (October 1st 1960); either of whose parents or any of whose grandparents belongs or belonged to a community indigenous to Nigeria. However,

Secs (26 & 27) also recognize citizenship by registration and by naturalization.

Citizenship Education

This comprises both formal and informal methods by which citizens are equipped with the knowledge, attitudes and skills to understand and contribute towards the effective development of their society (Sidi, 2000). It is an education for the development of a person's integrity and responsible group behavior and identify with love for his country (Audu, 2000). Students are taught to understand and believe in democracy as a living and changing process of political activities. Citizenship education is an attempt to produce a good Nigerian citizen who comprehends and appreciates the political, social and economic characteristics of the nation and who has the necessary competence and skills to participate and contribute to its development and to the democratic principles underlying national and international systems (Eregha, 2007).

According to Sidi (2000), Audu (2000) and Eregha (2007) the goals of citizenship education are summarized thus:

1. To encourage students to support government by law and oppose unjust application of laws of the land
2. For students to understand and appreciate the structure, functions and actual process of government
3. Enable student to demonstrate concern for the dignity and well being of self, family and others
4. Enable citizens understand that civic action is essential to development and that of participating actively in civil decisions.
5. Enable students have an understanding, concern and interest in world affairs as well as national, state and local civic issues.
6. Provide students with clear understanding that the overall aim is the

attainment of a national democratic society where the masses are conscious, vigilant and organized; where there is justice, peace, unity and development

7. To awaken the consciousness of all categories of Nigerians to their rights and obligations as citizens of Nigeria.
8. To propagate the need to eschew all vices in public life including corruption, dishonesty, electoral and census malpractices, ethnic and religious bigotry.

Functional Education

Education is functional, if the recipient demonstrates the desired proficiency within the school and outside the school setting. Education is functional if the products of the educational system are able to function effectively as required by the country's education policy. Thus functional education equips one with the knowledge, the values and skills necessary for civic and political competence. In, this connection, the National Policy on Education (2004) spells out the country's educational objectives as follows:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society.
3. The training of the mind in understanding the world around and;
4. The acquisition of the appropriate skills, and, competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The need for functional education was emphasized in the philosophy of education in Nigeria, which stated among others that; there is need for functional education for the promotion of a progressive, united Nigeria: to be relevant,

practical and comprehensive; while interest and ability should determine the individual's direction.

The overall goals of Nigeria among others are: a united, strong and self reliant nation. This is what functional education system must aim to achieve.

Self Reliance

This is a conception of development in which people of a given society are mobilized in order to transform their physical, technology, political, administrative, economic and social environments for their general well being and those of others (Ohiorhenuan, 1988). In effect, self reliance involves getting people to utilize optimally more confidence in their own ingenuity and reduce their level of dependence on international organizations and foreign countries, while attempting to attain a better life for themselves (Mbanefor, 1988). According to Egbon (1995), self-reliance is an agency and a catalyst for economic recovery, since it raises among others, the social capacity of the country for technological problem solving, Self-reliance implies inward looking and independent transformation of local environment for self sustaining.

Functional Citizenship Education and Self Reliance

Functional citizenship education is important since it will address some of these problems affecting Nigeria.

One of such aspects is education. The peculiar characteristic of education in Nigeria is the extent to which it helps in national integration and development and subsequently, self reliance. This process can be facilitated by a qualitative and functional citizenship education. It helps the students to acquire those attitudes, values and skills necessary for human interaction as much emphasis is on patriotism, nationalism, self reliance and national integration. It further

helps the students to understand and appreciate their culture and that of others, understand the diversity among people and appreciate co-operation and interdependence that is necessary for self reliance.

Another area of problem in Nigeria is electoral process and leadership qualities. Elections are usually marred with irregularities and violence in Nigeria. So, there is a clamour for reforms to win back the indifference attitude in Nigerians. Free elections are not an end in themselves but they have some values which are extremely useful, some of the are:

First, free election creates a sentiment of popular consent (authority) and participation in public affairs.

Second, it makes it possible for a smooth change of government

Third, it emphasizes responsible and accountable government to the people. All these lead to sustainable democracy, patriotism and self reliance.

Another problem is Census, Census is a veritable tool for nation development. Population census among other things enables the government to know the number of people to plan for which will ultimately lead to social, political and economic development and self reliance. Functional citizenship education must preach the importance of census and political awareness to enable Nigerians understand the basic uses of Census.

Another major aspect functional citizenship education should focus on is agriculture. This aspect plays numerous roles in uplifting the national economy for self reliance. It is a known fact that agriculture provides food for the teeming population in both rural and urban areas. It supplies industrial raw materials, earns foreign exchange and creates market for industrial products, and finally it generates employment thereby reducing rural-urban drift. Through the preaching of self reliance in

citizenship education, agricultural production will be enhances.

Challenges of Functional Education in Nigeria

A functional education as earlier explained is one that works toward achieving the aspirations of the country. It is one whose effectiveness is determined by the performance of the learner especially outside the school setting. For this reason, the country has placed confidence in education as an instrument for effectively transmitting the values which the country holds dear.

Thus, the National Policy on Educaiton (2004), states as follows:

Our educational system should be geared towards self-realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, and national unity as well as towards cultural, economic, political, scientific, and technological progress.

This being the case, the school has an enormous role to play in the transmission of values which promote the observance of rights. In this regard, the educational system should provide a sound foundation for the respect for rights. If citizens are going to operate within the law, the school must consciously and deliberately and in planned fashion, increase the ability of each child to behave democratically and to respect those tenets. It means, then that the school has to create an environment where children understand democracy and the principles of justice and rights for effective functioning outside the school.

The school needs to give opportunities for children to participate in decision-making in matters that affect them at the school level. The teacher in particular, as a leader on whom the task hinges, must be democratic in decision making. There is need for a change of attitude from that of authoritarian stance to democratic.

Admittedly, this is an up-hill task in a society where more than half of the years after independence have been spent under military dictatorship. The situation is yet to improve as expected after about 10 years of civil rule. There are cases of flagrant disobedience to rule of law and court disorders with impunity. Leaders in all spheres of life personalize public offices and rule according to the dictates of their wishes and not constituted authority. Even the judiciary grants questionable restraining orders which reduce the Lordship in the judiciary to low ebb.

The citizens have become disillusioned and apathetic because of the negative attitudinal mismanagement of the state resources and high profile corruption.

These are challenges the educational system need to address if we must achieve functional education and self reliance.

Conclusion

The paper discussed reappraising functional citizenship education and self-reliance. It is observed that with the vast resources of Nigeria, the state is still not self reliant. The problem identified was attitudinal. This functional citizenship education will be able to address. Although some challenges exist they will be corrected with the undelisted recommendations.

Recommendations

In view of these socio-cultural, political and economic problems that threaten our corporate existence as a nation, citizenship education is seen as the most attractive and functional instrument that can instill the sense of unity, identity and patriotism. Like traditional education, citizenship education should have functionalism as its key word. To achieve this laudable objective the following recommendations should be implemented.

1. Education is, and must be, a societal responsibility encompassing governments, families, communities and non governmental organizations alike. It should be made totally free for all Nigerians for the first 9 years of basic education.
2. The governments should encourage the cultivation of national consciousness, promote good citizenship by recognizing and rewarding honesty, dedication and unalloyed loyalty to the nation. It should maintain law and order without which nobody will be safe.
3. Social services should be provided at affordable prices to all citizens.
4. The government should effectively regulate the economy and direct both domestic and foreign policy objectives of the nation for self reliance.
5. It should intensify efforts and vigorously pursue programmes of mass literacy, political awareness, national identity, self reliance and cultural homogenization through adult education and other means of both formal and non-formal education.
6. The citizens on their part, should be truly patriotic, law abiding and efficiently carrying out their duties and obligations.
7. Government should reappraise its commitment towards the fight against corruption and ensure that the negative effects are reduced.
8. Government should adequately fund education and reward teachers and others for greater inputs.
9. Citizens must be given the opportunity to participate in choosing their leaders and governors. The decision making process should encourage public participation in governance.

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*Dr. Ezekiel Emome Eregha,
Department of Political Science,
College of Education, Warri.*

THE NATIONAL POLICY ON LANGUAGE IN NURSERY EDUCATION: REAPPRAISAL OF ITS IMPLEMENTATION

Theresa I. Ogbonna; Felicia I. Igwe; Loretta A. Agu and B. B. O. Ogbonna, (Ph.D)

Abstract

The paper discussed the issue of language in Nigeria's Policy on early childhood/pre-primary education. After highlighting the need for nursery education in relation to language, the paper went on to overview the National Policy provisions on the purpose, content and guidelines for implementation. Then attention is shifted to the reappraisal of the implementation of the Policy provisions so far. From the reappraisal, it can be seen that, though Nigeria has one of the best-articulated policies to guide its educational practices, especially at the pre-primary level, there is still much to be done to ensure more effective implementation of the Policy. While the Federal Government should get more directly involved in nursery education through more strict and regular supervision, other stakeholders, including school boards, schools, parents and teachers, should step up their efforts by adhering strictly to the Language Policy guidelines so as to play their respective roles effectively.

Introduction

It is obvious from history that prior to Nigeria's independence in 1960, there was virtually no Government involvement in pre-primary education. Hence there is no documented evidence of any official policy serving as guidelines for nursery education in Nigeria. The colonial officials must have used privately organized nursery classes (in their compounds or church premises) for their children. They also gave a few Nigerian elites some chances (as special privileges) to benefit from such arrangements. Thus, this level of education was for the privileged few and can be described as informal since it was

not an integral part of the formal educational system..

As people were getting more enlightened, especially after independence, many Nigerians started realizing the need for early formal education for their children. This need and desire on the part of parents and guardians, however, did not get much official backing until the 1969 National Curriculum Conference that gave rise to the first edition of the National Policy on Education in 1977. As stated in the Policy (NPE, 2004, p.4), "*The need for a national policy on education came about as a result of the 1969 National Curriculum Conference, which was attended by a cross-section of Nigerians*".

As a follow-up, the Federal Government organized a National Seminar in 1973 for the purpose of articulating a National Policy Education. This seminar confirmed the realization that there was a yawning gap in this area of our national life. There was the dare need for a serious rethinking and necessary action. There was real need for an indigenously conceived and structured national policy to guide our educational practices.

Since its maiden edition in 1977, the Policy has undergone various editions – 1981, 1989 and 2004).

Notably, the Policy covered various levels of the Nigerian educational system, including Pre-primary (nursery) Education, Primary Education, Secondary Education, Higher Education including Professional Education, Technical Education, Adult and Non-Formal Education, Special Education, and Teacher Education, However, our concern in this paper is those of Pre-primary and Primary levels with

emphasis on the language aspect of the policy. Please note that the 2004 edition of the National Policy refers to pre-primary level as 'Early Childhood/Pre-primary Education'.

In this paper, we have organized the discussion by first examining the relevant policy contents, followed by their implementation guidelines and then appraisal of their implementation so far based on some available empirical evidence, common experiences and observations.

National Policy on Early Childhood/Pre-Primary Education

The relevant provision, presented below, can be found in Section 2 of the National Policy on Education (NPE, 2004, p.11). Please note that the provisions relevant to language have been highlighted for emphasis:

11. Early childhood/Pre-primary education as referred to in this document is the education given in an educational institution to children aged 3 to 5 years plus prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten.
12. The responsibilities of government for pre-primary education shall be to promote the training of qualified pre-primary schoolteachers in adequate number, contribute to the development of suitable curriculum and supervise and control the qualities of such institutions.

Purpose of Pre-Primary Education

13. The **purpose** of pre-primary education shall be to:-

- (a) Effect smooth transition from the home to the school; (b) Prepare the child for the primary level of education; (c) Provide adequate care and supervision for the children while their parents are at work,(on the farms, in the market, offices, etc); (d) Inculcate social norms; (e)

Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc; (f)Develop a sense of co-operation and team spirit; (g) Learn good habits, especially good health habits; and (h) Teach the rudiments of numbers, **letters**, colours, shape, forms etc through play.

As Implementation Guidelines, the policy states that:

14. Government shall

- (a) Encourage private efforts in the provision of pre-primary education; (b) Make provision in teacher education programmes for specialization in early childhood education; (c) Ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end will: (i)Develop the orthography of many more Nigerian languages, and (ii) Produce textbooks in Nigerian languages. (d)Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, regulate and control the operation of education. To this end the teacher-pupil ratio shall be 1:25; (e) Set and monitor minimum standard for early childcare centers in the country; and (f) Ensure full participation of government, communities and teachers associations in the running and maintenance of early childhood education facilities.

The Need for Nursery Education in Relation to Language Development.

There is no gainsaying the fact that, by the provisions of this Policy, the Federal Government of Nigeria has demonstrated its recognition of the importance of pre-primary or nursery education for Nigerian children. Nigerian

citizens and the Government are aware of the vital need for pre-school education in this country. Experience has shown how the provision of stimulating environment for the pre-school children greatly improved their cognitive skills and abilities, eventually leading to improvement in their intellectual development in later years. And there is a close relationship between language and cognition (Durojaiye, 1976). According to him, some studies reveal that verbal mediation is necessary in intellectual activities; and verbal mediation depends on the learner's level of language development. Also, Momoh-Olle (1998, p. 200) agrees that there is a enough evidence supporting the fact that "children who attended nursery schools perform better than those who did not..."

With regard to language, it is important to emphasize that the nursery is the foundation of the child's formal education where language and other abilities are developed under organized learning environmental conditions. While Hurlock (1978) asserts that language plays a crucial role in children's academic achievement, Ozigi and Conham (1978) agree that it is important for all learning, Furthermore, Conger, Mussen and Kagan (1974) emphasize that language is normally involved in thinking, memory abilities, reasoning, problem-solving, planning and organization. As a result, the laying of the foundation for the child's personality (including language) development should start from the nursery stage of formal education.

Implementation of the Pre-primary Language Policy

It is necessary to point out from the outset that that the Federal Government plays a non-participatory (but merely supervisory) role in pre-primary education, going by the above policy provisions. In fact, Momoh-Olle (1998, p.203) has noted that instead of formulating a policy, which empowers it to establish and control nursery schools, the Government

formulated the one that allows it to "encourage" non-governmental organizations to establish and run nursery schools. For this reason, there is no nursery institution in the country specifically established and run by the Federal or State Government to serve as a model for the private ones to follow. Instead, however, A few Government-owned primary schools have "staff schools". In some places nowadays, some primary schools have pre-primary or nursery sections. In this type of situation, it will not be an overstatement to say that the different levels of Government only exercise indirect control with regard to the implementation of the pre-primary education policy.

In this type of situation, how can the Government monitor the implementation of the Language aspect of the policy?

Finding the answer to this question is not far fetched. In a study by Ogbonna and Ogbonna (2007), it was discovered that 100% of the respondents indicated that English was the medium of instruction in the nursery schools under study. This is contrary to the policy provision, which stipulates the medium of instruction in nursery schools should be the children's mother tongue or the language of the immediate environment or community.

It was noted by the researchers in their report that the problem of poor implementation of the language policy lies in the lack of effective supervision by the Government. In the study, it was found that none of the respondents indicated that either Federal or State Government had supervised the schools under study for a long time. It should be obvious that their opinion could have been based on the fact that they had not had any such experience as receiving visitors called State or Federal educational inspectors. However, other results in the study showed that 100% of the respondents admitted that Local Government/Zonal Office personnel came for supervision, while 60% of them indicated that Private respectively undertook the or

“inspection” of the institutions. Regarding how often such supervision or “inspection” took place, those who stated that it took place once a year were 19% while those who said that it took place termly were 6%. However, when asked whether the inspectors queried the language they used as the medium of instruction, no respondent indicated that any inspector mentioned that during their visits.

Language and Communication in Nursery Schools

One of the notable policy provisions with regard to nursery education is that it should serve the purpose of helping children to have “a smooth transition from the home to the school.” According to Adeniyi (2006), many pre-primary institutions have teachers’ aids and assistants called “helpers who are surrogates of mothers at home. Such ‘helpers’ give helping hands to the children whenever they want to ease themselves, they are hungry and want to eat, and when they have taken ill. These services make the children feel at home...”. The experiences of the authors indicate that these “helpers” use English throughout when communicating with the children. When asked why they do so, they made it clear that they would be in trouble (from the school authority) if they did otherwise. Since these “helpers” are seriously deficient in both spoken and written English, one wonders what can be the fate of the children they are “influencing” language-wise.

Another provision is that the nursery is used to “Prepare the child for the primary level of education”. Mommoh-Olle (1998) and Adeniyi (2006) support the view that, so far in Nigeria, pre-primary education has gone a long way in making children cope with the demands of the primary school programmes. Adeniyi (2006) believes that “children that pass through this (pre-primary) level of education are able to express themselves clearly and generally do

better in primary schools than those who did not”.

It is necessary to point out here that this is one of the lures – “express themselves clearly and generally do better...”. The question is, “Express themselves clearly” in which language? And how effectively? In fact, this problem of using English is carried over to the primary school stage where the policy suffers even worse violation.

The provision concerned with Inculcating Social Norms is even culturally critical; and language is the tool for cultural transmission from one generation to another. Children in pre-primary schools are expected to imbibe good cultural values and social habits such as greeting, cooperating with peers, respect for elders, seniors and superiors as represented by teachers, caregivers and aids/helpers. They also imbibe such good habits as using language politely when making requests. Here again, experience has shown that in most of the nursery schools visited, English is used in inculcating these values and habits. In this type of situation, since language is a tool for cultural transmission, the question arises as to whether we are nursery education to transmit English or Nigerian indigenous people’s culture.

However discussions with some of the headmasters and headmistresses revealed that despite using English as a medium, they had been able to inculcate honesty and truthfulness among the virtues and desirable habits in the children. And we cannot dispute the fact that these are very highly cherished values in the Nigerian social milieu characterized by cultural diversity.

Coming to “Inculcating in the child the spirit of inquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic and musical instruments, etc. Almost all the teachers interviewed saw the use of any other language than English as impossible. They cannot see how

certain concepts in pre-primary science can be rendered in any other language than English.

Although Adeniyi (2006) noted that “nursery schools in Nigeria have, to some extent, helped children to learn to observe, ask intelligent questions and talk about people, things and events happening around them”, he did not say in what language these take place. We cannot ignore the assertion by Idris (1994) that “psychologically, the proper development of the child is closely bound with continued use of the language he has spoken from birth, the language of his parents, his brothers and sisters, friends and people he is used to” In other words, it is the language in which the child has acquired his first experiences in life. It is the language in which the child dreams and thinks, and in which he can easily and conveniently express himself. It is only in the language a child can use easily that he can show evidence of self-reliance, confidence, self-esteem, readiness to talk about nature, listen to, reproduce or tell stories. Language competence enhances the child’s aptitude for other creative activities like producing poems, rhymes, songs, as well as drawing and painting. A child who is able to achieve all these in the nursery school because he has the language power can go further in his educational career with much confidence.

Another aspect of the policy provision that has implication for language development is Developing a sense of co-operation and team spirit. – A child needs to develop a sense of co-operation, which is a social behaviour and habit, which a child needs in order to live happily in the society made up of other human beings. This social aspect of the child is developed as a process of socialization in which the child learns by playing and engaging in other activities that require that groups involving him and his mates must work together in order to achieve set objectives.. The child invariably learns to do things or work with others for the achievement of common goals. Such social activities as

birthday parties, whether celebrated in the school (as some institutions encourage children to do) or at home by inviting mates, help in this aspect of social development. As children interact among themselves in these situations, their language development is being positively influenced.

Play among children is related to social development as discussed above. Hence, when the National Policy’s provision of Teaching the rudiments of numbers, letters, colours, shapes, forms etc through play, the development and use of language is implicated. For instance, whether we are teaching and learning mathematics or science, appropriate language is involved. It is when children can use appropriate language to express themselves in given learning situations that we can agree with Adeniyi(2006) when he states that “Many nursery school children are able to: differentiate and identify pictures, shapes and colours within their competence, use writing tools and materials correctly; identify letters of the alphabet A to Z and recognize the number symbols 1 to 100.”

One of the areas where registers (language used in special environments) abound is the medical profession. So, for children to Learn good habits, especially good health habits in accordance with the policy, they have to learn and understand the language used in the health environment, at least, at their own level.

It was during the visit that some health habits were obviously exhibited by children in nursery schools visited, indicating that the language used in the inculcation was effective: Safety precautions as essential habit while engaging in both harmful or risky and non-harmful activities such as play or recreation and any other kind of physical exercise like sports and games: Observing rules of hygiene like washing hands well before and after eating; Making sure that finger nails are always kept clean; Washing hands and cleaning relevant parts of the body

well after using the toilet; Keeping clothes and shoes clean always; Taking care of the hair.

Factors Militating against the Proper Implementation of the Provisions of the Pre-Primary Education Policy as it Affects Language:

The following are among the observable factors militating against the successful implementation of the National Policy on Pre-primary Education in the country. These have both direct and language implications:

i.. The National Policy (NPE, 2004, pp.11-12) implies that the role of the Government is supervisory and giving “encouragement”, as against being participatory. The Government (at the Federal, State and Local Government levels) should be seen to be performing the supervisory role effectively. The result of a study carried by Ogbonna and Ogbonna (2009) earlier cited which revealed that the Government has not been playing its role as expected is not encouraging. It is important that the Government that formulates the policy and develops the “relevant curriculum”, should take active part in the implementation. The idea of leaving everything about the establishment and running of schools (especially nursery schools) in the hands of private organizations, that is, “private efforts” (NPE, 2: 14a), is not an ideal situation. Even the Government’s stated role to “supervise and control the quality of such institutions” cannot be said to be successfully performed. In the study quoted earlier, Ogbonna and Ogbonna (2009) noted that no respondent indicated having seen any Federal or State supervisors in their institutions.

ii. In the Policy, the Government promised the “provision in teacher education programmes for specialization in early childhood education”. Such specialization on the part of teachers at this level would make them tackle language issues properly and effectively. Unfortunately, this has not received the desired implementation attention. In some teacher training institutions in the country, the relevant department to prepare such specialist teachers does not exist, or, at best, is just starting. There are living evidences based on the authors’ experiences

iii. One of the most neglected, if not abused, of all the provisions of the National Policy is that of language of instruction. According to the Policy (NPE Section 2(c)), the language of instruction at this level should be the mother tongue. However, Ibiam (1998, p. 128) found out in a study that “the instructions given in the National Policy are not being adhered to”. There is “a laissez-faire attitude to this policy” making pre-primary schools to be using English as a medium of instruction throughout, that is in all the classes. By the year 2007 when Ogbonna and Ogbonna’s (2007) carried out their own investigation the situation had not changed as their findings corroborated that of Ibiam.

Also, whether at the pre-primary or other levels, “The National Policy on language in education has been one of the most difficult policy provisions to be implemented in the country. For instance, many pre-primary and primary schools in the country use English as the medium of instruction” (Ogbonna, Ushie, Lubis and Mustapha, 2003, p.252)) One militating factor, according to them, is that what is known as mother tongue is difficult to ascertain in many places in the country where

some children grow up using English as their first language or are already multi-lingual because of the social nature the environments in which they grow up.

Particularly, the causes of the noticeable poor implementation of the Language aspect of the Policy can be traced to the following two major factors:

- In the urban and semi-urban areas where most schools are cited, there is a plurality of mother tongues among the children. These children come from different linguistic backgrounds. The teacher himself may have come from only one of the linguistic backgrounds. Even when the option is to go for the “language of the immediate environment”, the teacher(s) and the children themselves may not be commonly conversant with what has been chosen as the language of the immediate environment in their area. This is a serious problem too. The only workable lingua franca in such situations would be English. There would be no second choice, especially against the backdrop of the role English language is playing in other spheres of the peoples’ lives, including in politics, commerce and social interactions.

- There is this belief by many Nigerian parents that the standard of educational institutions can only be measured by the ability to make children and wards to acquire proficiency in spoken and written English. Ironically, parents and guardians do not worry even if their children cannot speak or write their own mother tongue. So, such parents usually express satisfaction with and appreciation for such institutions for making their children to achieve what they have sent them to school to do – learning to speak and write English. In fact, it has been found from the authors’ experiences and interactions with some parents that this is one of such parents’ major purposes for sacrificing to send their children to private nursery (and sometimes primary) schools that are often expensive. Such parents believe that the sacrifice is worth it, since, according to

them, the affected children would soon be speaking and writing English better than other children who did not have the opportunity to pass through such (nursery) schools.

(iv) There is no confirmed evidence that the efforts of the Government to “develop the orthography of many more Nigerian languages” have been yielding the much-desired fruits. The difficulty in assessing the progress in this aspect of the Policy arises from the fact that the Policy gives room for the use of the “language of the immediate environment”.

“The language of the immediate environment” has lent itself to multiple and sometimes confusing interpretations by different people. Many people, including school authorities and teachers, interpret this to mean any of the “three major Nigerian languages”. Hence, in Northern Nigeria including the Middle Belt Zone, Hausa is such a language. In the South East it is Igbo. In the South West it is Yoruba. And in the South South, there are so many contending options depending on the locality including Effik, Ibibio, Edo, Urobo, Yoruba, Igbo and many others.

We can see that while the language of instruction using indigenous languages may not present problems in some areas where the majority speak the same language, in some places the problem can be as complex as the type experienced in urban and semi-urban areas.

v. Government proposed to “ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, regulate and control the operation of education. To this end, the teacher-pupil ratio shall be 1:25.”

We should note that this provision is capable of enhancing the effectiveness of language development in children.. Language is social in nature since it is the core of interaction and communication. Play is a social activity in which children express themselves freely using various forms of communication including

language. Using play as a methodology can easily be noticed in most of the nursery schools visited by the authors as earlier reported. From experience and observations by the authors, this is one of the most adhered to or implemented of the pre-primary policy provisions.

vi. Monitoring or supervision is an essential aspect of policy implementation. The Government is “to set and monitor minimum standard for early childcare centres in the country”. Monitoring can only serve its purpose if educational stakeholders see supervision as a serious undertaking. Is it not through that the Government can ascertain whether its own Language Policy in Pre-primary education is being implemented or not?

It has earlier been noted that, in relation to pre-primary education, the Government at all levels have not taken this aspect of the National Policy as seriously as it deserves. Could the reason be that since pre-school education has been made a private affair going by the relevant policy provision, the Government finds it difficult to “interfere” directly with what it does not actually own despite its power to “regulate and control the operation of education”? This may explain the finding of Ogbonna and Ogbonna (2009) that neither Federal nor State governments undertook the supervision of these privately owned pre-primary schools.

Conclusion

There is no gainsaying that Nigeria has one of the most well articulated educational policies at all the levels starting from the pre-primary to the tertiary level. The problem has always been that of implementation.

Recommendations

Based on the foregoing discussion and conclusion, it is hereby recommended that: Though the Government has made various notable efforts for the effective implementation

of the relevant policy, it should not relent in making greater efforts especially in the areas of funding and monitoring or supervision.

Other stakeholders that should play their various roles creditably to make pre-primary or nursery education a worthwhile enterprise in the country include: Ministries of Education at the State and Federal levels, Local and State School Boards, Universal Basic Education Commission, other Education related agencies, relevant communities, school administrators, teachers and parents.

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- Theresa I. Ogbonna**
English Dept. Federal College of Education,
Pankshin.
- Felicia I. Igwe**
English Dept. Federal College of Education,
Pankshin.
- Loretta A. Agu**
Demonstration Centre,
Federal College of Education,
Pankshin.
- and*
- B. B. O. Ogbonna, (Ph.D)**
Primary Education Studies Department,
Federal College of Education
Pankshin.

STRATEGIES FOR REAPPRAISING SECRETARIAL CURRICULUM FOR FUNCTIONALITY AND SELF – RELIANCE.

N. H. Uzo-Okonkwo

Abstract

This paper highlights the traditional duty of the professional secretary and the strategies, by which the curriculum could be improved. These include introduction, developing youth leadership, excursion, career programme. The use of appropriate strategies as the bedrock for secretarial curriculum delivery and implementation is advocated for self – reliance and functional. Conclusively reappraising of secretarial curriculum will go a long way making our students to be functional and self – reliant. The paper recommends amongst others introduction of work study program, workshop, seminars and conferences into the school systems.

Introduction - Conceptual Framework

The major challenge of today's education is to be able to meet the increasing needs of the society. Every effort is geared towards transforming knowledge into physical realities of development, poverty reduction and job creation, as well as provision of basic amenities for a healthy living. Over the years, we have witnessed a lot of reforms in our educational system characterized by changes while others are made to score political point. Be it as it may, the concern is that our education should serve as an instrument of transformation, social and economic development. A major step taken towards realizing this aspiration was the recognition accorded to Business Education as an aspect of the total education programme that prepares our youths for a new economic orientation.

Business education which secretarial education is an aspect of it according to Osuala (1998) as comprising of office education which is a vocational education programme for training

people for office careers, as well as general business which provides students with information for the development of business skills and competencies required for use in business environment, offices and clerical operations and to make business policy analysis and decisions. If This is one of the main objective of Business Education, it therefore means that the programme should be capable of producing graduates that have acquired secretarial skills and knowledge that will help them to become self – reliant and functional. The acquisition of saleable skills empowers an individual to be functional in any economy. Saleable skills equip an individual with the option of being self – employed. When a person is capable of creating jobs for himself and possibly for others, that individual could be said to be job creator. In other words, any education that could be said to equip the learner with saleable skills is regarded as functional.

The secretarial profession is as old as man himself. They were highly skilled and were employed by kings and emperors. Secretaries were responsible for accurate documentation of records, there was nothing they could call machines or equipment as at the time. Yet they discharged their duties creditably. With the advent of technology, the secretarial profession has changed. It has become so lucrative that a secretary with the right of skills can become an entrepreneur in his or her chosen career. Entrepreneurship is the answer to the ever, increasing unemployment problem in our society. Entrepreneurship exists when a person develops a new venture, a new approach to an old business or ideas or a unique way of giving the market place a product or service by using

resources in a new way under conditions of risk, (Steinhoff and Burges, 1983). Again, entrepreneurship is also the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities (Gana, 2001). An entrepreneur is a factor in fostering economic growth, he or she owns and runs a small business, he or she can call his or her own. In the modern times in many countries of the world, entrepreneurship is enjoying a great deal of attention. This is borne out of the desire to make everyone self – reliant, rather than looking for the elusive white – collar job. White collar job is no longer fashionable, because it does not meet the yearnings and aspirations of the expanding pool of labour. People are beginning to realize the importance of being self – reliant. To facilitate this the Nigerian government put in place some facilities for entrepreneurial development programme through the National Directorate of Employment and other various programmes for poverty eradication, such as small scale industries credit scheme and National Poverty Eradication Programme (NAPEP) to encourage initiatives in entrepreneurship (Folahan and Omoniyi, 2006).

The Concept of Curriculum

Curriculum is the head and blood of all academic endeavours. It is like fluid and very elastic in application. Mainly, environment and technology modulate the curriculum. Goodlad (1996), viewed curriculum as a systemic group of course or sequences of subjects and planned experiences required for graduation of certification of a learner under the guidance of a teacher in a school.

The paper is therefore, aimed at highlighting how the secretarial profession could be reappraised in order to take its rightful place in the area of entrepreneurship for self – reliance and functionality.

Strategies for Reappraising Secretarial Skills

Secretarial profession has been a panacea for gainful employment by many people in contemporary Nigeria. The establishment of commercial model officers in all nooks and crannies of urban / rural areas is not by chance, but to secretarial skills obtained by its operators. The following are ways for reappraising secretarial curriculum.

Orientation Programmes :- Information is power, an orientation programme will be put in place to educate and sensitize the students of secretarial education on the need to be self – reliant. The students while in school will be made aware that government alone cannot provide employment for everybody and that government could only do a little to alleviate their sufferings and that much of the responsibilities lies in their hands (Olatoke, 2009).

➤ **Pre – service and in – Service Training of Teachers.** The most important part of any instructional programme on any level is the teacher. Most business teachers should be continually up – dated with the most recent developments in technology. The supervisors or consultants should see to the preparation of teachers and their continued education and improvement. They should work closely with teacher education institutions to improve both undergraduate and graduate business teacher education programme. This could be done through workshops, conference, seminars and enlightenment programme in collaboration with local and community leaders.

➤ **Developmental work:-** This includes schools or business teacher education department initiating and developing new

programmes for self – reliance. They apply for the funding of the new programme.

- **Curriculum and Programme Evaluation :-** This include periodic evaluation of the curriculum and programme to meet with the technology of the time. This is not just evaluating programme, recommendations on how to improve it should also be included and all these should be geared towards making the recipient a self – reliant person.
- **Initiation of Research Activities -** The curriculum, planners / programme, working in conjunction with business / secretarial teachers should ensure that the programme is research based. That is it should consist of those things that could help the students upon graduation to be functional and useful to himself.
- **Developing Youth Leadership:** – The curriculum should be such that will encourage the development of students’ club to build leadership traits in office occupations. Such organization like future secretaries association provide opportunity for developing youth / student leadership for business.
- **Education Business Cooperation :-** There should be genuine cooperation between the business community and business education. It is imperative that the programme of business education have the support of the state’s or nation’s business community and that business methods, practices and techniques taught in the schools be modern and up – to – date.

➤ **Excursion :-** This is an invaluable method or programme of helping the students to have first – hand experience on the industrial facilities, organization and work methods. A department whose programme cannot accommodate the cooperative work experience programme may decide to explore the possibility of undertaking excursions to the organizations where the facilities for learning are found.

➤ **Career Programme :-** In order to create the necessary awareness for secretarial option a career workshop will be mounted for students / youths. This will evolve a few experts from secretarial profession to educate them on the opportunities available for secretarial students / youths.

Conclusion

In conclusion, reappraising of secretarial curriculum as illustrated above will go a long way in making our students to be functional and self – reliant.

Recommendations: In View of the Foregoing, the following Recommends are made :-

1. Work study programme could be introduced into the curriculum by the stake holders in education to enable students to get acquainted with the modern facilities in use.
2. Due to changing office environment, the curriculum planners should restructure the secretarial studies in such a way that it will be a cooperation between the school and industries.
3. There is urgent need for mass training and retraining of existing academic staff to equip them with the necessary attitude, knowledge and skills of teaching the new curriculum in order to

help the students acquire necessary skills for self – reliance.

4. Workshop, seminars and conferences could be organized by the stake holders in education. These should either be sponsored or attended free of charge to allow the serving teachers up –date their knowledge and skills.
5. Finally finance holds the key to the successful implementation of any programme. For successful execution of the above programmes, an endowment fund would be launched to source for funds. The funds realized will be made available to the youths in form of loans that would attract low interest at the end of their studies.

N. H. Uzo-Okonkwo
Department of Secretarial Education,
School of Business Education,
FCE (Technical), Umuze.

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REAPPRAISING GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN ANAMBRA STATE FOR FUNCTIONALITY AND SELF RELIANCE: ISSUES AND CHALLENGES

Roseline Queen Ekwutosi Umezulike

Abstract

This study investigated the guidance and counselling services in secondary schools in Anambra State. One hundred and seven guidance counsellors (107), four hundred and twenty eight (428) teachers were used for study. Two research questions and one null hypothesis guided the study. Two duly validated questionnaire with Cronbach's alpha values of 0.79 and 0.82 as reliability coefficient were used for data collection. Mean scores, standard deviation and t-test were used for data analysis. The result of the study showed that while some guidance and counselling services like orientation, placement services among others have actually taken root in some schools, other services like information service, research service, follow-up evaluation, consultation with teachers/parents have not adequately been felt. The reasons for this later development range from tight school schedules to lack of funds and the necessary infrastructure. The study recommends among others that all the guidance and counselling services in secondary schools must be adequately and sufficiently rendered.

Introduction

Education is a means through which Nigeria can achieve a maximum level of growth in economic, social, cultural and political spheres. One of the prime objectives of education is to help each child rise to the highest level of his or her potential as a human being. This objective cannot be achieved without guidance services in schools. According to Anagbogu (1997), the Nigerian adolescents exhibit a number of anti-social behaviours such as stealing, violence, insubordination, bullying, breaking school rules and regulations, rioting,

irregular attendance to classes, falsification of school results, drug abuse, cigarette smoking and illicit relationship, as a result of the frustrating environment at home and in the school. These attitudes cause tension and stress for parents, teachers and administrators. In spite of all the efforts by parents, teachers and the government to reduce the anti-social behavioural manifestations among Nigerian children, the Nigerian adolescents are decaying even more and more and this invariably affects their learning and attitude towards life. It is for this reason that Guidance and Counselling Services were introduced by the National Policy on Education of the Federal Republic of Nigerian (2004).

Guidance and Counselling deals with all the potentialities of the youth for future life. Guidance and Counselling is also involved with utilizing all the resources available to assist the students in learning effectively and to ultimately choose an appropriate occupation. If education is to be made functional, then care must be taken to ensure that complementary educational services like Guidance and Counselling are developed to meet the short and long term manpower needs of the country in a more practical way. Umezulike (2008) states that Guidance and Counselling Services at the Junior Secondary School Level becomes an indispensable aspect of the school programme due to the amount of adjustments students have to make. Some of these students, she continues, who move from primary school to secondary school are leaving home for the first time to different environments. They are thus exposed to people different from their own environment and culture. As they move from home too, they move with new demands and expectations. They meet new nature, new subjects, and new methods of teaching in the

secondary school. To be reconciled to these forces and to the new situations, they need Guidance and Counselling Services. Awokoya (1980) stated that without academic and career Guidance and Counselling in the Junior Secondary Schools, the whole purpose of assisting students to understand self and their world in order to make the right decision cannot be achieved. Students at the senior Secondary School Level are faced with a lot of problems ranging from lateness to school, disobedience, stealing, fighting, truancy, rioting, extensive damage to lives and property, sexuality problems, drug abuse, career related problems and so on. These problems, if not resolved, can lead to maladjustment. These students therefore need the assistance of the Guidance Counsellor.

A school counsellor professionally guides and counsels individuals alone and in groups, helping them to understand themselves and their situations with a view to maximizing their personal effectiveness and satisfaction as well as their usefulness to the society in which they live. In a school setting, he provides professional counselling services in the following areas: Educational, Vocational, Personal/Psychological, Referral Services, follow-up services (individual and alumni association) Liaison and placement services, keeping students records, especially continuous assessment, References and Transcript services, Research services, and community services.

The term guidance refers to the process of helping individuals to achieve self-understanding and self-direction necessary to make the maximum adjustment to school, home and community. According to Umezulike (2008) guidance is geared towards helping, aiding, directing or assisting an individual towards a better understanding of himself and his world.

Counselling is considered to be the central service of guidance. As a result, guidance is usually written together with counselling.

Supporting the above, Makinde (1983) referred to counselling as the brain and heart of guidance programme, and indicated that there is counselling in guidance. The two cannot be separated. That is to say that effective guidance is made possible through the efforts of counselling. Umezulike (2008) finally concluded that counselling is the heart of the entire guidance world.

Hornby, Gateby and Wakefield (2001) defined Reappraisal as new examination and judgment. The reappraisal of guidance and counselling services in secondary school means new examination and judgment of guidance and counselling services in secondary schools to know how far these services have achieved the aims and objectives for which they were meant.

From the foregoing, therefore, it can be seen that from the introduction of Guidance and Counselling services in secondary schools by the National Policy on Education till date, it becomes needful to reappraise Guidance and Counselling Services in Secondary Schools, especially in Anambra State of Nigeria, to ascertain how far the objectives of this lofty programme have been met in schools. This is the gap this study intends to fill.

Statement of the Problem

With the introduction of Guidance and Counselling Services in Schools via the National Policy on Education (2004) by the Federal Republic of Nigeria to meet overall educational objectives, one would expect to see some remarkable changes in the anti-social habits of the secondary school students. However, many schools still do not have qualified guidance counsellors; some others make do with so-called teacher counsellors while still others have neither of these. Most of these anti-social habits continue to rear their ugly heads. There are new ones like kidnapping, stealing through the internet and the like. The question therefore arises as to whether the guidance and counselling services in schools

are meeting the desired objectives. This question necessitated this study which has set out to reappraise guidance and counselling services in secondary schools in Anambra State for functionality and self-reliance.

Purpose of the Study

The main purpose of the study was to reappraise guidance and counselling services in secondary schools in Anambra State.

Specifically, the study was to find out:

1. The guidance and counselling services rendered in Secondary School in Anambra State.
2. The usefulness of guidance and counselling services to students in Secondary Schools in Anambra State in terms of maintaining discipline in the school and choosing their career.

Research Questions.

1. What guidance and counselling services are rendered in Secondary Schools in Anambra State?
2. How useful are guidance and counselling services to students in Secondary Schools in Anambra State in terms of maintaining discipline in the school and choosing their career?

Hypothesis: There is no significant difference between the mean responses of male and female teachers on the usefulness of guidance and counselling services to secondary students in Anambra State

Methodology

Descriptive survey research design was used in the study. The study was carried out in Anambra State. The population comprised all the guidance counsellors and teachers in Anambra State with the population strength of 107 and 3074 respectively. Because of the fewness of

guidance counsellors there was no need for sampling, consequently the entire (107) guidance counsellors were used. Simple random sampling method was used to select the teachers in the schools where these guidance counsellors practised. A total of four hundred and twenty eight teachers, (428) (two hundred and fourteen male teachers and two hundred and fourteen female teachers) were selected for the study. Two structured questionnaires named Guidance and Counselling Services Questionnaire (GCSQ) and Usefulness of Guidance and counselling Services Questionnaire (UGCSQ) were the instruments used for data collection. Each instrument consisted of 20 items. The respondents were required to indicate their agreement to each of the items by choosing one of the response options of strongly agree, agree disagree and strongly disagree with the corresponding weights of 4,3,2,1. The instruments were face validated by two experts in guidance counselling and measurement and evaluation. The reliability coefficient of the instrument were established through trial testing involving 40 teachers-20males and 20 females and 10 guidance counsellors from Enugu State. The choice of Enugu State was to avoid contamination with the main parent population during actual administration. The reliability analysis yielded Cronbach's alpha values of 0.79 and 0.82 respectively. The instruments were therefore deemed reliable for the study.

The researcher adopted a direct approach in the administration of the instrument to the respondents. By this method, copies of the instrument were taken to the respondent's schools and administered personally with the help of two research assistants who were duly oriented. The direct approach facilitated instant collection and recorded no loss.

The data collected in respect of the research questions were analyzed using mean and standard deviation scores. The independent t-

test was used to test the null hypothesis at 0.05 level of significance.

Result

Table 1

Responses on guidance and counselling services rendered in schools.

S/N	Item	\bar{X}	S D	Decision
1.	At the beginning of every academic year, I carry out Orientation services for JS1, SS1 and transfer students.	2.92	0.83	Agree.
2.	I assist in placing the students from Junior to Senior Secondary School Classes (Arts, Science, Social Science, Technical).	2.84	0.88	Agree
3	I counsel students in group and individual bases with past academic records.	2.72	0.68	Agree
4	I use assembly period or any other gathering in school to address the students on the importance of hard work.	2.65	1.09	Agree
5	During the Career programme of the school, I invite experts to give talk about their professions.	2.89	0.89	Agree
6	I teach students job hunting and interview techniques.	2.36	0.76	Disagree
7	I organize graduation and prize giving days.	2.33	0.90	Disagree
8	I open and maintain Cumulative Record Folders for students.	2.92	0.83	Agree
9	The principal of my school provides enough fund for research aimed at improving Guidance and Counselling as a profession in Nigeria.	2.10	0.80	Disagree
10	I organize remedial programmes for students who need special academic help.	2.26	0.92	Disagree
11	I organize leadership training for new prefects.	2.70	1.04	Agree

12	I organize follow-up services for students who pass through me.	2.22	0.79	Disagree
13	The school regularly sponsors me in attending Counselling Association of Nigeria Conferences and other workshops to improve and update my skills.	2.09	0.86	Disagree
14	I hold regular meetings with prefects and school functionaries.	2.90	0.70	Agree
15	I participate in selection of prefects and organize swearing in ceremonies for them.	3.30	0.98	Agree
16	I carry out public enlightenment to make the outside world aware of counsellors' work	2.08	0.95	Disagree
17	I supervise the studies of students and monitor their academic performances at regular intervals.	1.95	0.88	Disagree
18	I equip students with study skills and provide them with necessary resource for studying.	2.25	0.71	Disagree
19	I refer students (clients) to other professionals as occasion requires (i.e. to medical doctors, specialists in various disciplines, other professional colleagues e.t.c.)	2.02	0.85	Disagree
20	I follow-up students' progress after leaving the school.	2.10	0.93	Disagree

It can be seen that the guidance counsellors agree that they render such services like orientation services, placement of students, counselling of students, career choice and the like while other guidance and counselling services like research, organization of remedial programmes, follow – up, public enlightenment, supervision, and monitoring of students academic performances at regular intervals, equipment of students with study skills and provision with necessary resource for studying suffer because of factors like tight school programme schedules, inadequate or non –

Reappraising Guidance and Counselling Services in Secondary Schools in Anambra State for Functionality and Self Reliance: Issues and Challenges

existent funds, large population of students in some instances and so on.

Table 2
Responses on usefulness of guidance and counselling services.

S/ N	Item	Male		Female		Decision
		\bar{X}	SD	\bar{X}	SD	
	Because of the services of the guidance counsellor, the students					
1.	Come early to school.	3.10	0.69	3.08	0.84	A
2	Put on the correct school uniform.	3.60.	0.71	3.30	0.98	A
3	Fight less.	2.92	0.83	2.65	1.09	A
4.	Respect their teachers	3.26	0.82	2.70	1.04	A
5.	Now pass examinations more independently.	2.22	0.89	2.09	0.90	D
6.	Buy all the necessary textbooks in the subjects they study and stay in class	1.99	0.70	2.01	0.85	D
7.	Do all the assignments, exercises projects and so on	1.85	0.96	1.98	0.71	D
	The school guidance counsellor:					
8.	Provides students with occasional information on careers	2.84	0.88	2.89	0.78	A
9.	Administers professional tests, scores and interprets them and uses them in counselling student on vocational choice and combination of subjects	2.72	0.68	2.50	0.88	A
10	Guides and counsels students and parents on vocational choice and combination of subjects	2.92	0.83	2.65	1.09	A
11	Helps in resolving conflicts on matters of vocational choice.	3.11	0.74	2.89	0.89	A
12	Fosters vocational development in students	3.26	0.82	2.70	1.04	A
13	Arranges career talks	3.10	0.74	2.90	0.70	A

14.	Arranges vocational visits to professional and vocational centres	2.22	0.64	2.40	0.71	D
15.	Promotes vocational clubs	2.36	0.71	2.10	0.83	D
16.	Organizes vocational experience-attachment pilot schemes, etc	2.36	0.71	2.10	0.83	D
17.	Actually provides jobs for unemployed students after they have left school	1.70	0.42	1.78	0.56	D
18.	Encourages students to take to lucrative professions like Medicine, law, Engineering etc.	1.85	0.79	1.96	0.86	D
19.	Uses past academic records to counsel students on subject combination	3.08	0.84	3.18	0.81	A
20.	Uses assembly period or any other gathering in school to address the students on the importance of hardwork	3.50	0.21	2.90	0.70	A

Here, the male and female teachers respond on the usefulness of the guidance and counselling services in secondary school in Anambra State in terms of maintaining discipline among students and choosing their career. No doubt some measure of discipline has been attained as in items 1 – 4. It will be noted, however, that items 5 – 7 on discipline have not been achieved. Along the same trend, the teachers agree with items 8- 13 on career service but disagree on items 14 – 18. Again lack of funds may hinder such items like items 14 – 16 while, most importantly the students themselves may actually be hindered from pursuing careers of their choice and disposition due to such factors as lack of teachers in the relevant subjects, total absence of or poorly equipped study laboratories and so on.

Table 3: t – test statistic to test the null hypothesis.
Source of

Variation	N	X	SD	DF	t-cal	T-crit	Decision
Male teachers	214	2.70	0.74	426	1.95	1.96	Ho accepted
Female teachers	214	2.55	0.85				

A calculated t of 1.95 was obtained which shows that the null hypothesis was not rejected. This means that there is no significant difference between the mean responses of male and female teachers on the usefulness of guidance and counselling services to secondary students in Anambra State.

Discussion on Findings

This research was conducted to reappraise guidance and counselling services in secondary Schools in Anambra State of Nigeria. It was discovered that guidance and counselling services are indispensable in the secondary school system in order to achieve the goal of academic excellence in the educational sector in Nigeria.

This is in line with the government policy in introducing guidance and counselling into our school system. National policy on Education (2004;53) states, “in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post – primary institutions...”. Similarly, as a result of the importance of guidance and counselling in the Nigerian education sector Adegoke, Carew Maisaman, and (Ezeh (2004) came up with counselling curriculum for schools in Nigeria which included the major functions of the school counsellor which are as follows: orientation of new students, educational counselling, vocational counselling, personal

counselling, referral services, follow-up services, liaison and placement services, keeping student records, references and transcripts services, research, planning, students statistics and consultancy services, school examinations and community services. The essence of these services is to make for academic excellence.

The services by the school counsellors at all levels of education as stated by Nwachukwu (2004) are educational, vocational, orientational, informative appraising, counselling, placement, referral follow-up consultancy, research and innovation, community counseling and family counselling.

Have the guidance and counselling services succeeded in all the secondary schools in Anambra State? No, hence out of the two hundred and fifty seven secondary schools in the state, only one hundred and seven have qualified guidance counsellors. Schools without qualified guidance counsellors sometimes make do with teacher – counselors who are appointed to fill the gaps in such schools while some schools have neither qualified guidance counsellors nor teacher counsellors. It is worthy of note that initially, when guidance and counselling services were introduced into the schools system, some principals of schools and other educational administrators who did not understand the usefulness of the scheme, saw the guidance counsellors as “time – killers”, “rivals to the school principals” and lazy teachers who were shying away from teaching and invigilation of examinations”. Teaching subjects were therefore assigned to professional guidance counsellors and they participated in sundry School duties as well. However, on a happy note, the scheme has come to stay and the services are now seen to be very useful in the overall education of the child. What remains here, is that government should fund guidance and counselling services directly instead of the present reliance on school principals to use non – existent school funds to fund such services.

Conclusion / Recommendation

Guidance and counselling services in secondary school in Anambra State have gone a long way towards the total fulfillment of the aims and objectives of the National Policy on Education especially as it concerns the child. This research has discovered that there is positive progress as it concerns this aspect of education in the up bringing of the child.

- It is therefore recommended that government should provide the fund and necessary infrastructural facilities to enhance this progress.
- Free education should be given to interested candidates who want to study guidance and counselling in the university.
- Government should employ more guidance counsellors and provide them with incentives and good working conditions to motivate them.
- Government should increase in-service training programme in the different institutions that offer guidance and counseling courses
- In – service training should be provided to update the knowledge of practising guidance counsellors.

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- Roseline Queen Ekwutosi Umezulike
Department of Educational Psychology,
Nwafor Orizu College of Education, Nsugbe.*

ISSUES AND CHALLENGES IN EDUCATIONAL PLANNING AS A MEANS OF REALISING THE OBJECTIVES OF NATIONAL POLICY ON EDUCATION.

Oluwarotimi Iluyemi Akinniranye

Abstract

The success of any Educational Programme depends on how well planned and how well systematically and sequentially implemented it is. When the objectives of a particular educational programmes are viewed to be fully realized, adequate cognizance of basic issues and possible challenges must have been taken into consideration during the planning, the implementation and even the evaluation stages of such a programme. In this paper, focus is placed on concepts, process, phases, rationale, elements, approaches, objective and problems of Educational Planning. Functionality and self reliance as a focus of the National Policy on education will be made realistic if all stakeholders in Education are able to give proper attention to issues and the challenges that are discussed in this paper during planning and implementation of educational programmes.

Introduction

Educational Planning remains a crucial issue in the educational industry as far as the realization of educational objectives are concerned. A well planned and sequentially administered educational programme will go a long-way towards the maximum accomplishment of its objectives, thereby creating a room or an avenue for functionality and self reliance. However there are bound to be difficulties and challenges which will serve as hindrances during the process of the plan implementation, thus making the success of the programme a hard nut to crack. As Educational administrators, it is therefore pertinent to have a sound knowledge of educational Planning which will be a good guide while handling issues and challenges that militates against the functionality and self reliant nature of education.

Educational Planning is the application of rational systematic analysis to the process of Education development with the aim of making education more effective and efficient in responding to the needs and goals of its students or the society

Concepts of Planning

Planning is a process of deciding on a future course of action that a manager would take in order to achieve the goals or the established objective of the organization.

Planning is a decision making tool which takes into consideration the needs of the organization in relation to the programme, objectives and resources. The Educational Objective are ends towards which educational planning activities are aimed. Through the objectives of education, Educational administrators are able to have clear indicators which will serve as a good guide in the area of planning, organizing, staffing, directing, leading and controlling the various activities of the organization Longe, R. (1988:1) Opined that...

Planning in general is a process of establishing priorities for future actions in an attempt to solve Economic problems which stem from the existence of scarce resources.

Educational Planning is a process of preparing a set of decisions to be carried out in an attempt to reliably realize the set goals and or objectives of education.

Process of Educational Planning

The process of Educational Planning is a complex one which has the interaction of three distinct bodies which include:

- (i) the polity or Legislature,

- (ii) the Technical or professional Planner and
- (iii) the administration which is referred to as bureaucracy

The Polity or Legislature

The polity or the Legislature represents the government of the day of the time of the plan. This body is responsible for the identification of goals and the giving of directives of the plan. The final decision as to the form and the duration of the plan is also the responsibility of the polity and or the Legislature.

The Technical Planner

The analysis of the Educational System is the responsibility of the technical planner. The Technical Planner makes available projection for enrolment, physical facilities funds and personnel required for an educational project.

This is a technical aspect of Educational Planning which requires utmost concentration because the totality of the plan centers around the technical segment.

The Bureaucracy

The Bureaucracy constitutes the executing channel of Educational Planning. Due to faulty communication style created through its norms of functioning and other internal problems creates a serious setback to plan implementation.

Phases in Planning Process

(i) Policy Making Phase

The policy making phase is the first phase which is performed by the Government of the day or the polity through the legislature or the executive.

(ii) Plan Formulation Phase

The plan formulation phase is a technical function which requires statistical analysis to back up the plan. It is also known as plan technology phase which shows whether or not it is feasible to

undertake a particular educational plan. Through the plan formulation phase, policy makers will be made to realize those areas in educational system mostly needing educational facilities.

(iii) Plan Implementation phase

The plan implementation phase centers around administrative functions which is concerned with the allocation of resources needed for every project. This phase involves the use of annual budget and the setting up of different bodies for different programmes and projects.

Rationale in Education Plans

Rationale in Education Plans has to be highly focused if the five main national objectives of Nigeria as stated in the National development plan are to be fully realized.

The five main objectives endorsed as the necessary foundation for the National Policy on Education, are the building of;

- (1) a free and democratic society;
- (2) a just and egalitarian society;
- (3) a united, strong and self-reliant nation
- (4) a great and dynamic economy;
- (5) a land of bright and full opportunities for all citizens.

The realization of these national objectives requires a carefully planned and well implemented educational programmes since the National policy on Education which is geared towards functionality and self reliance was borne out of the five main national objectives of Nigeria.

Appropriate consideration of the rationale in Educational plans will go a long way in reinforcing the achievement of the objectives of the National Policy on Education. Some of the rationale in Educational Plans include

- (i) Manpower Development
- (ii) Increase Social Equity

- (iii) Nation Building
- (iv) Increased Educational quality
- (v) Improved Efficiency

Under manpower development, emphasis is placed on the future requirements of the economy. The economy requires a more highly educated labor force with specific enumeration of occupational requirements like Engineering, economics and Teaching.

Increased social equity is a means of increasing the access of a particular ethnic or social groups to educational opportunities. Educationally less disadvantaged states (ELDS) should be given similar educational opportunities enjoyed by others.

Nation building focuses the role of education in a developing and shared national identity among the youths of a nation. This rationale is more pronounced in those countries with a diversity of people. The variance of this rationale are also expressed in countries which are making efforts to consolidate for change in the ideological orientation of the population.

Increased educational quality is the increase in expenditure on education and changes in Educational Policy that are basically directed towards an increase in quality than in quantity.

Some of these policies are;

- (i) To gear curricular towards national concern
- (ii) To upgrade teachers and improve other school resources
- (iii) To increase the research and planning capacity of the Ministry of Education

Improved efficiency plans focus on the improved use of existing resources and the organization of schooling to reduce wastage and increase the total numbers of graduates from the system.

Elements of Educational Planning

Adeboyeje, R.A (Ed) (1992:33) opined that ...

The planning of Educational activities especially those involving the whole Educational system and even those focusing our educational institutions as a whole unit will include some basic elements

Some of these elements include;

- (i) Environmental Scanning: This is a process where the planner takes a close look at the trends in the social, political, economic and cultural conditions of the society which the educational system is designed to serve. Doing this, the goals of the society are also examined in details and adequately considered.
- (ii) Needs Assessment: This is a situation where the needs of the society as embedded in their educational goals were clearly focused so as to serve as a guide in the whole planning process.
- (iii) Identifying Resources and Restraints: This is a stage where factors, circumstances, people, materials or things that will make the achievement of goals easier are identified. Similarly, all factors or circumstances that are likely to prevent the realization of goals are also identified.
- (iv) Forming the Objectives: The educational goals that were determined through the process of environmental scanning is analyzed and broken down into more concrete statements of specific things that should be accomplished which could be measured in one way or another.
- (v) Generating Alternatives: This is a system of having series of ways through which the achievement of laid down objectives could be realized. This is a situation where

many alternative ways are laid down. While generating alternatives, as many alternative ways as possible should be put forward.

- (vi) Implementing the Plan: This is a process where all machineries in the planning are made functional or set at work. The plan must be put into operation (or implemented) if the objectives and goals are to be met and if planning is not to be a worthless exercise.

- (vii) Evaluating and Revising the Plan: At the end of the plan period, the plan is evaluated in terms of the extent to which the objectives and goals have been accomplished.

Evaluation procedure must be clearly spelt out so as to avoid doing a great injustice to the plan in terms of evaluation.

Approaches to Educational Planning

Approaches to the planning of Educational development should properly considered and be given utmost concentration if the objectives of the educational programme are to be well realized.

The planning of Educational programmes could be approached through these methods:

- (i) The Social Demand Approach: This is an approach that created room for everybody to get education. This happens when the government decides that education should be given or provided to all those who wish to attend schools and who are likely to benefit and have the ability to do so. When this type of approach is adopted, the financial implication should be ignored.
- (ii) The Manpower Forecast Approach: This is based on the manpower need of a country. This centers around economical,

political and social development of the nation. Any educational plan must consider ways of training personnel in those areas required for the economic, political and social development of the nation

- (iii) Rate of Return Approach: This is a situation where education is seen or taken to mean the provision of skills and knowledge to the citizens so that national output of the society may increase, this means that the society should invest in those educational programmes that would increase the rate of economic growth.

Choice of Approach

The choice of approach depends solely on what the government chooses to emphasize whether consumption, investment or both. The three approaches may be employed depending on the prevailing situation in the country.

The objectives of Educational Planning should answer some basic questions such as;

- (i) the needs for organizational planning
- (ii) the relevance of planning to goals and
- (iii) the limits imposed by planning.

Objectives of Educational Planning include;

- (1) Educational planning should be designed to provide information concerning which of the actions to be undertaken by Educational Managers of Administrators.
- (2) Planning helps in taken decisions about the quality and the number of personnel that are needed for the effective implementation of the programme. It also helps to focus attention on materials, equipments and buildings that are required for the programme

- (3) Planning helps educational Administrator to organize and implement a programme in strict adherence to budgetary allocations.
- (4) Planning provides administrators with information regarding the levels of organizational cooperation in order to enable programme administrators make decisions on the viability of programmes and in the achievement of goals.
- (iii) Social and cultural problems: By social and cultural problems in educational planning, we mean the effects of pressure groups such as religious organizations, students organizations on the planning process. Individuals, communities and organizations are aware of their constitutional rights to education and also compete for a fair share on educational resources at national, state and at local government levels. These various organizations form pressure groups which in no small measure distract the level of concentration of educational Technocrats in charge of Educational planning. The pressure from these groups may result into compromises which may prevent the existence of the emergence of national plans.

Problems of Educational Planning

- (i) Political Problem: Political Problem as a constraint refers to the effect of the use of power, influence and authority by the Government of the day especially in the allocation of resources. Government instability is another bottleneck to plan implementation especially in countries where there is often a frequent change of Government. Where there is government instability, new government comes in with different policies which do not allow the continuation or the implementation of plans made by the previous government.
- (ii) Economic and Data Problems: Economic and data barriers in Educational Planning refers to a situation where there are setbacks in the implementation of Educational plans based on the following
 - (a) Shortage of or lack of financial resources and human resources.
 - (b) Over reliance on foreign assistance
 - (c) Over estimation of expected national revenue.
 - (d) Under-estimation of resource needs, e.g. students enrolment, teachers, physical facilities, equipment and others.
- (iv) Administrative Problems: This is basically the effect of bureaucracy on the implementation of administrative machinery of the government which constitutes some impediments to plan implantation due to difficult and slow protocols which has to be strictly observed in the administrative setting. Apart from those problems earlier mentioned other problems of educational planning as highlighted by Okeke, B.S. (1989), include;
 - (1) Problem of relating theory to practice
 - (2) Lack of reliable demographic and statically information
 - (3) Conflicts among goals of educational Planning
 - (4) Inadequate planning instructions and qualified personnel
 - (5) Wasteful imbalance between different sectors within the education enterprise and between the supply and demand of the Education output.

- (6) Limited administrative ability for rational educational planning
- (7) Political and economic uncertainties that becloud reliable forecast and effective implementation of plans
- (8) Prevalence of separate standards of educational operations for the rural and urban populations.
- (9) Problems of publicity of the aims and objectives of education plans and the implementation process to the grass roots.
- (10) Problems such as inequality in respect of the provision of and access to education
- (11) Sociological problems such as relating independent variables- sex, occupation, status, etc. in rational educational planning.
- (12) Political problems such as vested interest, conflicts between individuals and group interests; political pressures, state versus national interest and loyalties to tribe, religious sects and denominations.

Conclusion

For functionality and self reliance to be adequately achieved as a very important objective of the National Policy on Education, a keen attention and focus should be placed on the planning and the implementation of Educational programmes as stated in the National Policy on education. This, will equally go a long way towards the actualization of the five (5) main national objectives of Nigeria as Stated in the second National Development Plan, and endorsed as the necessary foundation for the National Policy on Education.

Recommendations

It is noteworthy to recommend the following measures to enhance functionality and self reliance as an objective of the National Policy on education:

Technocrats in the area of Educational Planning should be thoroughly involved in the planning and implementation of the National Policy on Education.

Adequate attention and concentration should be placed on Educational Planning in order to meet the needs and the goals of the students and the society it is meant to serve.

The implementation of Educational plans should be devoid of administrative bottlenecks that are orchestrated through bureaucracy which often creates a serious setback to plan implementation, thereby making functionality and self reliance to be far from realization.

Government and Educational administrators should not allow or encourage political interference in the implementation of the National Policy on education so as to enable functionality and self reliance to easy perpetrate itself.

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Oluwarotimi Iluyemi Akinniranye
Department of Educational Administration & Planning, Adeyemi College of Education, Ondo.

REAPPRAISING GEOGRAPHIC EDUCATION FOR FUNCTIONALITY AND SELF-RELIANCE IN NIGERIA: ISSUES AND CHALLENGES

A. E. Emilefo

Abstract

Nigeria has a national policy on education derived from its national goals and objectives. This policy which has been reviewed for four times contains the attributes through which the aspirations of Nigerians can be accomplished. In this paper therefore, an attempt was made to examine some terms used in the paper as well as the functionality and self-reliant nature of geography. Also considered were the issues/challenges facing the realisation of these attributes of the policy. The paper was concluded that given the necessary recognition and opportunity, trainees in geography can be functional and self-reliant. Suggestions were further made on how to mitigate the issues/challenges that might impede the attainment of these attributes of geography in our national policy of education.

Introduction

Each country has its own national goals and objectives. Based on these, the country's national policy on education is derived. In Nigeria, for instance, there have been several attempts to fashion out a befitting national policy on education for itself. In each of these attempts, the planners made efforts to ensure that the preceding one was more refined than the previous one.

The national policy on education of the country has always been derived from its national goals and objectives. Thus, in drawing up the policy, the planners of the policy always made sure that the curricular of various subjects were geared towards the attainment of our set goals and objectives as enunciated in our national policy on education.

Among these various curricular is that of geography. In setting out the geography curriculum, the objectives, content

coverage/subject matter/learning experiences, procedure/strategies/methods and evaluation are usually stated too.

Although the geography curriculum is imbued with new innovations in order to make geographers functional and self-reliant but the question now is that can we really say today whether the teaching-learning of geography makes the practitioners functional and self-reliant? In view of this, this paper seeks to consider how functional and self-reliant geography is.

In fact, the paper is divided into parts as follows:

- definition of some terms used in the paper;
- branches in geography and their functionality;
- self-reliance in geography; and
- issues/challenges in functional and self-reliance in geography

Finally, the paper is concluded and suggestions made to mitigate the issues/challenges in functional and self-reliance in geography.

Definition of Terms Used in the Paper

Functionality:

According to Okunola (1990: 112), functionality refers to the application of knowledge and skill to work situations. This implies the application of knowledge and skill acquired through geographic training to the right work situations. It does not involve the application of skill to any type of work one may come across.

Functional Geography

A functional geography may be seen as a subject/discipline with components having

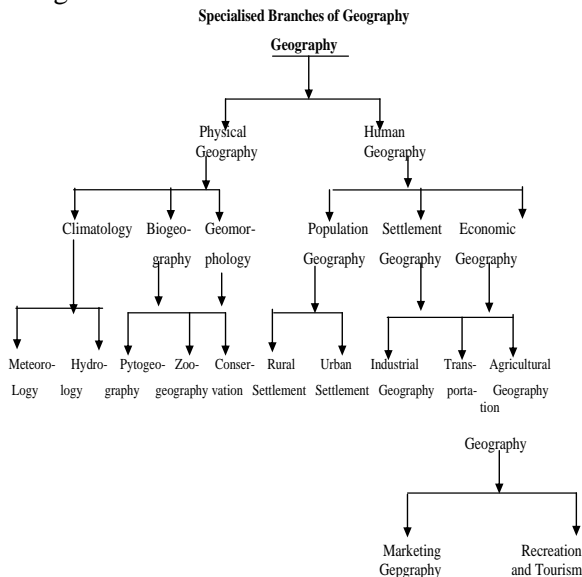
certain attributes such as applicability, practicability, utility and adaptability. This means that anyone who undergoes training in geography is able to acquire the necessary knowledge and skill which will enable him/her to apply them in the right work situations.

Self-Reliance:

Idusogie and Emilefo (2006: 170) quoting Oriakhi (2002) said self-reliance could be seen as a set of principles, and ideology, a method or technique, an objective or goal, a strategy, or even a theory or development. It involves reliance on one’s own capabilities, judgment, resources, skills in a bid to enhance economic independence.

Self-Reliant Geographer:

A self-reliant geographer may be seen as one who has acquired all the necessary capabilities, skills and tools to make him economically independent in the area of his training.



(Adapted from Akinbode, 1990: 56).

Geographic education enables its trainees through it to acquire the necessary knowledge

and skill for use in the right work situations as earlier said. For instance, trainees with interest in Geography/Education eventually become professionally qualified geography teachers/lecturers to apply their knowledge and skill at the secondary and university levels. Also, trainees with interest in urban and regional planning, town planning becomes useful in the planning of the spatial economy of any region/area. For example, geographers in Nigeria have been known to play significant role in the planning of the Federal Capital Territory – Abuja.

Trainees who are interested in practical geography undergo training in such areas of geography as map-reading and interpretation, cartography, etc. which they can apply in census matters as in the demarcation of enumeration areas, production of different types of maps, etc. Some geographers participated in the 1991 and 2006 censuses in Nigeria by producing the enumeration areas and in the actual conduct of the censuses. Geographers have been known to assist in the issue of boundary adjustment too. The concern of geographers for environmental studies and the application of findings from such studies to solve environmental problems such as flooding, erosion, etc. make geography functional too. The case of the role played by some Nigerian geographers is notable here.

Geographers at present can be said to have arrived too by carving a niche for themselves in the area of Geographic Information System which is applied geography according to Abumere (1995: 27). According to him, the practical usefulness of GIS is in the formulation and testing of theory which is an issue of academic relevance. By this, geographers are in a bid to make geography theoretically developed like Economics.

Furthermore, another advantage of GIS is in map-making, location-allocation, modelling, environmental management, industrial and commercial concerns, etc. In fact, one can go on

with more areas where training in geography can make one functional. It is important to note that geography is functional in so far as the geographers are given the recognition and opportunity to display their knowledge and skill in the right work situations.

Self-Reliance in Geography

Training in geography can make one to be self-reliant. By this, we mean that there are areas in geography where their acquisition of knowledge and skill in geography can make such trainees self-reliant or independent or self-employed. One very good area where the geographer can be self-reliant is in the area of providing consultancy services to governments, companies, organizations, individuals, etc. in rural development, urban renewal, planning new/satellite towns, mapping out development areas, location-allocation of facilities, environmental impact assessment, land-resource evaluation, etc. Furthermore, geographers can combine with surveyors/estate managers/valuers in matters of land surveying, estate management/valuation, etc.

Issues/Challenges in Functional and Self-Reliance in Geography

Although geography can be functional and self-reliant provided geographers are given the recognition and opportunity to apply the knowledge and skill in the right work situations, there are however issues/challenges that can impede this. It is these issues/challenges that are examined next.

Curriculum

This is an issue that needs attention. Okunrotifa (1971: 48) explained that one of the major problems in Nigeria today was that our educational systems and programmes had no clearly defined objectives. There has always been emphasis on content. Apart from these, there was no balance between societal needs,

content needs of the discipline and needs of learners. He therefore stressed the need for a balance among these three areas. He explained further that the structure of our subject be identified and given primacy in the teaching of geography. In the area of teaching materials, they were very few. There was also some gap between curriculum innovators and classroom teachers (Okunrotifa, 1971: 51-54).

Olanipekun (1988: 84 – 89) too also identified the problem areas of the curriculum as the general lukewarm attitude of students to the study of geography at secondary school level, the scope of the subject which has only been impediment to the attainment of the cultural objectives of the curriculum, partially resolved, the general poor knowledge of a variety of human cultures by both teachers and students as well as a high level of geographic ignorance of national affairs, lack of human and material resources, the prominence given to fieldwork being stifled by financial status of many secondary schools, preparation of students for useful living within the society and the silence on a vast majority of children with one disability or the other in particular those special children with hearing impaired and the virtually impaired. From the foregoing, all these problems can pose serious challenges to making geography both functional and self-reliant and hence the need to tackle these problems.

Recruitment of Teachers and Re-Education

Another issue that should be considered is that of recruitment of teachers and re-education. Awaritefe (1988: 118) observed that the number of trained geography graduate teachers in the country was unsatisfactory. In fact, according to him, the present training and turn over rate of geography graduate teachers was grossly inadequate to meet the present manpower needs. With regards to re-education, there is the problem of those wanting to purpose Ph.D and because they have less than 60% at

their Masters Degree level are not given the opportunity to go for M.Phil. before going to Ph.D directly because some Universities do not run M.Phil.

Field Work

Worth consideration here is the issue of fieldwork since more emphasis has been laid on it in the new curriculum for geography. Anikweze (1995: 68) found out that while only 14% of the teachers emphasized the fieldwork approach to the teaching-learning of geography, 64% carried out field studies only occasionally. However, 20% never took their students out for field studies. Under this situation, how do we expect our geography trainees to acquire the necessary knowledge and skill for the right work situations? Another trend to this problem is the poor or non-allocation of fund to this area and limitation placed on the areas of geographical interest for field studies as currently experienced by the writer in the College where he lectures.

Evaluation

The issue of evaluation poses yet another problem that should be considered in this paper. This problem has challenges such as lack of basic infrastructure and equipment for the measurement of students' performances. Olu-Aderounmu and Adefunberu (1995: 46) quoting Makanjuola (1987: 239) said that about 60% or more of the schools in Ondo State lack such basic infrastructure and simple but very vital teaching equipment as the geography laboratory, library, Stevenson screen, barometer, anemometer, wind vane, topographical maps, etc. Also, in less than 40% of the schools where such facilities existed, they were not only very few in number but in most cases tattered, malfunctioning and/or out of use.

Another challenge faced by evaluation at the secondary school level is that of the validity of questions. Okpala (1994: 233) in a study to ascertain the validity of WAEC sample questions

with regards to problem-solving found out that only 2 (2.6%) of the 77 questions exemplified involved problem-solving. The differences between proportions of problem-solving and theoretical questions were found to be significant ($Z = 7.071$) beyond .01 level for a one tailed test. It was therefore concluded that the sample questions published by WAEC were not valid and therefore inadequate as exemplary to teachers and examiners. Other challenges of evaluation at this level of education are poor distribution of marks in marking scheme, poor framing of questions, etc. by WAEC/NECO. In terms of content coverage, two domains of the educational taxonomy such as cognitive and psychomotor are usually covered more to the detriment of the third domain – affective.

The above challenges are also being experienced even at the tertiary level of education. Added to these challenges above is the area of external moderation. Rather than invite a moderator from a sister College of Education to the college where the writer writes from, a university lecturer is invited to moderate who knows little or none about the workings of the department of geography.

Funding

An issue that poses a problem to the realization of the aims and objectives of the geography curriculum is funding. In order to ensure the effective implementation of the curriculum, the curriculum development committee gave as one of its recommendations that both the federal and state governments provide adequate funding to schools so that geography as a core subject should have the basic equipment and materials that should enhance its teaching.

Oriero (1988: 104) found out that secondary schools were starved with fund particularly fund for geography equipment. Over the years, no fund was granted to schools in respect of geography equipment. Government's

fund to schools was biased in favour of science equipment and probably to offset administrative running cost.

Even at the tertiary level, funding is also a very serious issue as this virtually affects all the disciplines, geography included.

Poor Interaction between Colleges of Education and Universities

The poor interaction between Colleges of Education and Universities poses yet a problem to how geography can be functional and self-reliant. Okunrotifa (1971: 53 – 54) said that there was some gap between the curriculum innovators (university geography teachers and classroom teachers). The gap he said could be bridged through in-service courses, co-operation and more frequent meetings between school and university teachers and maintenance of links.

Even today, there is still poor link/interaction between the department of geography in the college where the writer lectures and the department of geography, University of Benin that should serve as a link. Most times, the department is not aware of when the Association of Nigerian Geographers is hosting a conference let alone where it is going to hold.

In a situation like this, there can not be meaningful exchange of ideas that can move geographer to be at the frontier of knowledge.

Conclusion

In this paper, an attempt was made to consider the terms used in the paper, the functionality and self-reliance in geography. Also examined were issues/challenges that were facing geographic education with reference to functionality and self-reliance in geography.

Suggestions

To conclude this paper, it becomes necessary to suggest the following:

1. There is the need to review the geography curriculum with a view to addressing some of the issues raised here.
2. More professionally qualified geography teachers need to be employed by government to teach the necessary geographical skills.
3. There is also the need for those universities not running M.Phil to embark on such to enable those who wish to pursue such programme to do so. It is not just enough re-naming geography department as department of geography and regional planning.
4. More infrastructural facilities for proper geographic teaching and evaluation of students' performance need to be provided by government and improvised by schools where possible.
5. There is the need for government and public to recognise and seek the expertise of geographers whenever it is required.
6. Geographers need to go public and participate on issues of geographical interest than leaving it to those who have little or no geographical background on such issues.
7. More interaction between the departments of geography at Colleges of Education and Universities is desirable in order to make geographers exchange ideas.
8. More funds should be provided by government to schools, colleges and universities with a view to sponsoring field studies, laboratory work, etc.
9. Finally, while there is the need for the inspectorate division of state ministries to monitor the proper implementation of the curriculum at the secondary school level, the control bodies of Colleges of Education and Universities should also

ensure that the curricular at these levels are adequately implemented.

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A. E. Emilefo
Geography Department,
College of Education,
Ekiadolor-Benin.

REAPPRAISING NIGERIAN INDIGENOUS LANGUAGES EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE: THE SPECIAL CASE OF IGBO LANGUAGE

Silas U. Anyanele and I.U. Ehiem

Abstract

Odinaka (2010) posed this ugly question: "Have you noticed how the Igbo Language is fast deteriorating in our schools, markets, public places, business sectors, and even in the homes, as if no one speaks the language anymore?" Nigerian languages including the Igbo language has come a long way following their acceptance as national languages. Igbo language is among the three languages elevated and recognized as national languages. The policy that gave this status came into force in 1977. It is disheartening that from that time till today, it seems that not much have been done to attain the objectives of these indigenous languages. Igbo language seems to be the worst hit. In this paper, efforts will be made to appraise the level of implementation, funding and acceptance of these languages in Nigeria with specially regard to the Igbo language. The paper will also address the things that need to be put to place urgently to address this ugly situation.

Introduction

Language has been described as the major gate-way for communications among human beings. Nigeria is a country made up of different languages and cultures. The plurality in the languages in Nigeria made the colonial masters not to know the type to use, on entering Nigeria, hence the choice of English language as the Lingual-franca of Nigeria. With time, Nigerians realized the importance of language as a mark of identity and a unifying factor that has the power to unite the diverse groups in the country. This gave birth to the choice of the three major languages; Hausa, Igbo and Yoruba as the major languages of Nigeria to be studied in our schools for better transmission to the citizen.

Since its inclusion and acceptance as one of Nigerians indigenous languages, Igbo language has come very far in its quest to receive the much needed acclamation and acceptance in Nigeria and the Igbo nation in particular. Much of the efforts made by Igbo scholars of Igbo extraction received little or no impart in making the Igbo people themselves to see any thing good in their language, hence Igbo language education has continued to suffer to the detriment of attaining the objective of the Federal Government of Nigeria. In this paper, effort will be made to reappraise the functionality of Igbo education in Nigerian especially in the Igbo nation to, ascertain how functional it has fared and how relevant it has been to the self reliance of Igbo as well as its ability to attain the objectives of the federal government with regard to indigenous language education in Nigeria.

The Rise of Igbo Language in the Nigerian School System.

Prior to the year 1977, when the National Policy in Education first come into being in Nigeria, Igbo language did not enjoy any federal status as it was only used in the Igbo speaking states alone, though the Igbo man had wielded strong impact in the economic, social, religious and political life of Nigeria since independence in 1960. The acceptance of the three major languages; Hausa, Igbo and Yoruba raised the status of Igbo language from a sectional to a national language, there by giving the Igbo language a status that is recognized in the whole world. The policy was enshrined in the 1979 national policy of education. The policy later was revised in 1981 and stated clearly in the 2004 N.P.E section 1:8 that:

Each child should be encouraged to learn one of the three major languages other than his own mother tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo, and Yoruba.

With this national status, Igbo language was now made mandatory to be studied in all parts of Nigeria as a core course to be taken and passed in WASCE and other qualifying examinations. The policy in other to prove the importance the Federal movement attaches to

Indigenous languages in Nigeria further states:

- B. To achieve the above objectives, government will, among other things ensure that the medium of instruction will be principally the mother tongue or the language of the immediate community; (NPE [section] 11(3)).
- C. Government will see to it that the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and, at a later stage, English (NPE [section] 4).
- D. The curriculum at the secondary school level must include indigenous languages: (NPE [section] 19 (4)).

One completely feels bad when ones sees the way, manner and level of implementing these indigenous language policy in Nigerian especially in Igbo land, and among the Igbo people whose language and culture has been highly elevated to the national status, thereby giving it room to develop in the comity of world languages.

The Present Implementation Level of Igbo Language Education in Igbo Land and Nigeria

Many scholars have sincerely put in their best to make this national languages

including Igbo language to achieve its goal and objective to the best interest of the Igbo nation, and Nigeria in general. The Wikipedia free encyclopedia reports it clearly that “*The Society for Promoting Igbo Language and Culture (SPILC) was founded in 1949 by Frederick Chidozie Ogbalu for the promotion of the Igbo language and culture and has since created a standard dialect for Igbo*’ But it is very heart breaking that 61 years after the SPILC was founded, majority of the Igbo people themselves are yet to see the importance of this their cultural heritage now fully transformed into national heritage in the scheme of things in Igbo states and Nigeria in general, hence they play down on the policy. How can we the Igbo people be toying with the heritage handed over to us by our ancestors? Erunke (2002) sees the importance of a cultural heritage when he says:

“*Basically, the primary task of any society is to reconstruct and revitalize itself, build its own capabilities as well as provide the essential social goods for the generality of the teeming population*” How else can the Igbo nation reconstruct herself, revitalize herself, make her self known and recognized in Nigeria, African and the comity of nations in the absence of their language? The English man is known by his language, English, French man French, Hausa man by Hausa, Yoruba Man Yoruba. How in this world and Nigeria does the Igbo man want to be known or recognized? We shall be digging the ‘onerous grave of loss of identity’ if we do not rise today to build and preserve our only national heritage- Igbo language. Already, Akponye (2009), has alerted that the Igbo language is among the languages pegged by the United Nations Organization to be among the languages that mighty go into extinction in the next 25 years. He reports:

Recently, the United Nations Organizations observed the international mother tongue Day, whereby emphasis as laid on the preservation of mother tongue or cultural

Reappraising Nigerian Indigenous Languages Education for Functionality and Self Reliance: The Special Case of Igbo Language

language the world over. Before then, the UNO conducted researches on the languages being spoken in the world with view to determining their longevity. The results were posted in the internet. Igbo along with some other Nigerian languages was found in the group that would become extinct with “the next twenty-five years” because according to the report, it was fast ‘losing vibrancy and dynamism.

From the above one can see that if the present level of implementation and awareness is allowed to continue, the unfortunate, wicked prophecy of the UN might come to light. Akponye (2009), sadly observes the general attitude of the Igbo people in their public outings when he says

No one should be alarmed to observe that in Igbo land, many occasions in culturally Settings are presented and conducted in English language. Take wedding and academic

Lectures as example. Is it not anachronistic? Let it be drummed into the minds of the Igbo both in this country and in Diaspora that language still remains the number one cultural element through which people are identified, respected and preserved. People Who lose their language are lost for ever.

The Igbo language education have suffered great neglect in the hands of the individual Igbo people of Nigerian and the entire nation, The governments of Nigerian at the three tiers of governance has not in any serious and sincere way shown any serious concern or sincerity to pursue the goals of indigenous national Languages in the country with regard to implementing the policy. One expects that the government and the governed should see it as a duty and do their best to its success as the only thing that can guarantee the stability of our national unity through our own language is ‘practical implementation’ devoid of deceit.

On the other hand, the Igbo people themselves and the people of Nigeria are yet to

imbibe the policy and take the national languages as something that is vital to our course as a nation. As it stands today, it seems that majority of Nigerians and even the Igbo people have not actually sincerely accepted the indigenous languages as a necessary course to pilot especially in the educational level and in our private homes. Uwachue (2010), in a paper titled “Igbo are not appreciated by Nigeria” lamented the poor recognition of Igbo people in Nigeria. He observes “*that despite the contributions of the Igbos to national unity, there is the feeling that, as a people, Igbos are deliberately being sidelined*” How can other tribes (nations) recognize the Igbo nation when the Igbo people themselves are toying with their cultural identity? We need to encourage each other to speak these languages, especially; we the Igbo people both at home and in Diaspora in our homes, offices, markets and in social functions. It is sad to observe that children shy away from speaking these languages either at homes or in the schools. In the primary and secondary schools in Igbo states, students are forbidden to speak Igbo language, their mother tongue, and those who violates the rules are severally punished. This negates section 4c quoted above that “*Government will see to it that the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and, at a later stage, English*’

Akponye (2009), was saddened by this ugly situation when he notes that:

These are the disheartening developments threatening the Igbo language. The Igbo people-south East Nigeria, who are the natural owners of the Igbo language- no longer speak it freely and expressly as the English language. English is used to teachers even toddlers in kindergartens. Nursery and primary school pupils in Igbo land are punished by their teachers for speaking their mother tongue (Igbo) in class. In Igbo land, many parents punish

their children when they speak Igbo in the home. Students who offer Igbo as their course of study in our society in our tertiary institutions are regarded as dunces who can not do well in other courses.

Buttressing the above position, Odiaka (2010), is so disturbed with the bad condition of the Igbo language that he asks:” *Have you noticed how the Igbo Language is fast deteriorating in our schools, markets, public places, business sectors, and even in the homes, as if no one speaks the language anymore? This is indeed sad, knowing fully well that a people's language is their major identity*’

Even Igbo born students here in Igbo land, shy away from studying Igbo languages in our schools as there is nothing to motivate them like their counter parts in medicine, law and engineering. Those that graduated in Igbo language are not employed as a means of inducing others to take suit. Those studying them are bullied and tagged ‘dull-brained dons’, hence everyone sees it as a child’s play and nobody’s business, and as something not to be reckoned with. What a shame to the Igbo nation!.

It is on record that up till today, there is no known monitory agency charged with the implementation of the Igbo language Education in all the seven Igbo speaking states, similarly, no body has taken the pain to take the gospel of the Preservation of Igbo language to the rural people especially in the local government areas. Thanks to the Igbo people in Diaspora out there in America who once in a while, will show the world that Igbo race still exists. Recently as published in the internet of Uwandigbo (2010), a call was made in far away America that all the Igbo people residing in America should be counted in the census planned in America in May, 2010. An excerpt from the publication reads:

Many Igbo organizations throughout the United States have already started partnering with the Census Bureau to

ensure that ndiigbo are properly counted. On Sunday February 7, 2010, Igbo Organization of New England (IONE), a 2010 Census Partner, will be distributing promotional materials (t-shirts and calendars) as part of the campaign to energize ndiigbo to participate in the 2010 census.

It is encouraging that the Igbo people out there in America and England still remember that they are from the Igbo race, despite living in the developed countries. But, back home here, in Igbo land and Nigeria, majority of us Ndiigbo, do not show any regard to our cultural heritage.

Presently, the National Language Centres sited by the national government in many parts of the country have achieved only but very little. For instance, one may wish to ask the impart the NILAN at Aba, Abia state, established to ensure the quick development and preservation of the Igbo language has made to improve the teaching and learning of Igbo language in the Igbo speaking states and Nigerian at large, since its inception many years ago. Chumbow (1990), was so disappointed with this centre that he questions:

To what extent has the centre (NINLAN) achieved the dual goal of the educational policy with respect to the use of the mother tongue in education namely: (a) to develop orthographies for many more Nigerian languages, and (b) to produce textbooks in Nigerian languages?”

Anyanele (2000) laments the governments’ poor attitude to the course of Nigerian languages especially the Igbo language. Even the Igbo speaking state governments have not shown any commitment to the course of the Igbo language, as a course of study and a language to be preserved.. He says:

The government tends to be flexible in its policy; hence people see it as a ‘do-if you want’ affair “.....each child should be encouraged’ by the word “encouraged” One who is not keen to implement the policy or who feels that the policy does not

suit him will decide not to “encourage” the child, thereby making a mess of the policy.

Another major problem that has made the course of Nigerian languages especially the Igbo language to derail the rail is the gross shortage of resource materials both human and material. Anyanele (2000) laments that many states in the federation do not command sufficient manpower and material resources for the implementation of the policy since its inception. In the Igbo speaking states for instance, many schools both in the primary and secondary do not have or engage qualified Igbo language teachers to teach the course. The above is related to the gross dearth of instructional materials such as books written in Indigenous languages, Instructional materials produced in the indigenous languages are lacking in the school system.

The poor state of the national languages, especially the Igbo language, not meeting its expected objectives especially in preparing the younger ones, especially the ones in the pre-primary and primary schools, who ought to benefit in their language development by the use of “the language of immediate environment” (Igbo language for the Igbo born child), as stipulated by the policy so worried Gusau (2010), that he says:

The bigger scandal however is that all along we’ve been lying to ourselves and to others about the sufficiency of foreign languages in addressing our educational and developmental problems. The truth, simply put, is that amidst all the contributing factors that led to this impasse of recurrent massive failure in examination, the language factor stands out as the most critical. Ironically it is the factor that we chose to deny. If we are not prepared to accept the fact that foreign languages cannot be sufficient for the educational needs of Nigeria, then the aspiration for a knowledge driven and modern society will remain a mirage to us.

In Igbo land, many lectures have been organized to boast the study of Igbo language by the Ohaneze and other so seemed interest groups., but these messages have been washed away by the next available rain after the lecture as the lectures do not make any meaning to the Igbo people because, the Igbo people are not carried along, and there is no visible thing to make impart on the people. People want what will impact their life, physical evidence of the hope for the survival of the Igbo language.

The above is the present ugly position of Igbo language, one of the major languages of Nigeria and a race that controls the economic and educational power of the great giant of Africa, which hopes to attain the highest economic development and peace in the year 2020 and lead other African nations to greater heights. Meanwhile, with the advent of rebranding today, there is still a good reason and hope that the Igbo language can still attain her objectives especially with regard to functioning positively in the country and also be able to make the Igbo man self reliant in the nation, if only all hands will be on deck!

How to make Nigerian Languages especially, Igbo language Functional and Self Reliant.

Having seen the ugly position of the Nigerian languages, and Igbo language in particular, having seen that as it is today, no meaningful good has come out of it. The Big question is ‘How do we make this all important means of our national heritage and cultural identity to become functional in the system and also help one to attain self reliant?’

Urgent need for Igbo Speaking State Governments to Intervene

The first measure that needs to be taken is the need for the governments at all levels to show serious concern in the funding of the programme. Anyanele (2008) calls on the federal government to do something:

The federal government of Nigeria, as matter of necessity should come up and define its position and strategy to effect the indigenous language policy of the nation, the government should make all Nigerians to be conscious of the importance of the programme to the nation. Many suggestions have been given the government on ways of attaining the objective of the indigenous languages. Government should begin to take these suggestions seriously.

By the definition meant above, the government needs to state clearly the modality for the funding of the programme beginning from the Federal Government to the local government level. The governments of the five Igbo speaking states of Imo, Abia, Anambra, Ebonyi and Enugu states should as a matter of urgency and importance come out with a blueprint and road map towards reviving and sustaining the Igbo language in Igbo nation to boast the little or no effort at the federal level. Presently, not much has been seen on the part of the Igbo speaking governments towards enhancing the Igbo language education in the Eastern states. The governments of the Igbo speaking states should call for Igbo Summit where modalities will be set up to enhance the teaching, development and creation awareness of the Igbo languages. The Igbo state speaking state governments will also set aside 2% of each state budget for the course of Igbo language. The governments should immediately direct that Igbo language Preservation clubs be formed in every school in the Eastern Nigeria, with government sponsoring them, in conjunction with private well to do Igbo citizens and NGOS. The Awareness council will use them to reach out to every nook and cranny of Igbo nation.

Creation of national, State and Local government Awareness Councils on Indigenous Languages

The action and utterances of many highly placed Nigerians, politicians and some commoners seem to suggest that many people in the country are not aware or not concerned with the goals of the national policy on indigenous languages and its expected goals for the country; hence, they play down on its implementation. Fafunwa (1998) rightly observes that:

There is still some lack of awareness on the part of highly placed ministry officials: Supervisors/Inspectors of Education, Principals/Headmasters of Schools and practicing teachers of the language policy as stated in the NPE. This lack of awareness, on its part, is responsible for the: relatively inferior status accorded Nigerian languages in the school system in particular and the society in general.

Fafunwa further observes that many Nigerians do not allow the primary and secondary school students to speak these national and local languages in the school, and even in their homes coupled with the relatively few periods allotted these Nigerian languages in the school time tables. Citing Igbo language as example, he says *'Igbo is not being taught or tolerated in most nursery schools in the state, Igbo is not being seriously and consistently used as the medium of instruction in the 'junior' primary classes nor is it being seriously taught as a 'core' subject in the upper primary classes. In the secondary school, Igbo has fewer periods a week on the time table than any other subject in the curriculum.* The above development is bore out of poor or lack of proper awareness on the part of the school administrators and possibly parents. In the present economic reality, we need to address and redress this ugly trend. Anyanele (2008) advocates that

“the government should go further by creating an awareness council at all levels of the government to move into the hither lands and educate our people on the relevance of these languages to our national and religious conflicts. Our traditional rulers, who are the custodians of our culture, should be incorporated into this council so that they will liaise with the council officials to get their people to respond positively to this national call.

In addition, the churches should be made to rise up to the challenge posed to Igbo language, by preaching in the interest of the Imo languages. These churches that always make show by using English language in Church services in Igbo land, for and by Igbo people should be called to order to use Igbo and to advice their congregations to use the language in their daily transactions.

Dedicated Igbo Personnel.

One of the major factors that have been identified as the key force behind the failure of the education system with regard to the Nigerian languages, and Igbo language in particular is the wrong caliber of personnel that is manning the system. These people have no regard to our value system as Igbo nation, hence are not prepared to pursue its course

This dishonesty led to lack of seriousness and that is destroying the entire policy, especially Igbo language even right here in Igbo nation. In the present situation, we are looking for real born Igbo men and women that will be honest to themselves, Igbo language and Igbo nation, and show respect to our values, as Igbo nation, the policy and Nigeria to make us attain our set objective in language education especially in Igbo land.

Adequate Involvement of the Local Government Areas

In addition to the above, It is high time the Local Government Authorities are brought to

bear in the course of Nigerian languages, especially in Igbo nation. Taiwo (2002) suggests that the local councils be restructured so as to have a specific department and a specific team of local experts for local language development and local culture definition and articulation. He says that, the councilors that were elected from various wards within the local government could be given the responsibility of collating of the local languages within their area, maintaining that these officers have cried out about joblessness and about being irrelevant in the local government affairs. He further suggests that, a department for the development of local languages could also be created within the education department of all local councils. From the above assertions, it holds that the government of Nigeria at all levels is the first to take the bold step that will march our national languages into the present economic realities.

Re-Orientation of our Value System and Belief for our National Identity.

Odinaka (2010) advises all Igbo people with regard to our valuing our language and identity:

You do not need to be in Igbo land to speak Igbo; wherever you are outside your home, it is even better to speak Igbo. It is your identity at home and abroad, an identity God has given you just as he has given to others. I see no reason why an Igbo person will prefer a foreign language as a means of communication even at home. I believe the years of ignorance of gentile psycho-manipulations are over, and we truly need to start looking at ourselves the way we were made in the Garden of Eden -- naked but not ashamed. You need to jump on this right now!

The above assertion is further buttressed by Nwazue (2010), when he says “If you are an Igbo, it is important that you learn to speak, read, and write Igbo because the language of a people is their most important heritage on which the

survival of their culture and their continued existence on earth as a people largely depend” The above assertions sum up the importance of re-orientating our minds to our value and national identity. We have no other means of being identified as Maduabum (2010), rightly observes that “Without being told, the Igbo language makes a clear distinction between Onyeigbo/Ndiigbo and the rest. It is indeed a shame that many Igbo persons no longer see Igbo language as very valuable, unique, and worth speaking in public places. Speaking Igbo in the public will not reduce you to a primitive person and, if you are called “Jew man” for speaking Igbo, then it is a credit because you are indeed a Jew -- not a Gentile”.

With the new system aimed at inculcating the value system into Nigerians, especially, the Igbo people beginning from the primary and secondary, it is expected that Nigerians languages, especially Igbo language as the first teacher of value system, as well as the first means of identifying Nigerians in the comity of nations be properly and sincerely accommodated especially in the Igbo nation. This will help to inculcate the right value to our youths that will help reduce the crimes and vices that has bedeviled our youths today in the present economic realities.

Research in Indigenous Languages.

The need to fund researches in indigenous languages for lecturers in the tertiary schools especially colleges of education can not be over emphasized as that will help to develop the orthographies and cultures of our national heritage. Nwangwu (2009), buttressed this assertion when he says “*There is the need for government, non governmental organizations, international bodies like UNESCO, UNICEF, the mass media and the speaker commodities to fund language research so that our indigenous languages will serve as a veritable tool for national development*” The Igbo citizens in

Diaspora, especially, the SPILCA in America, IONE in England, and many other European countries should come home and sponsor such researches to enhance the development and life of the Igbo language..

Training of more Igbo Language Teachers and Adequate Utilization of Igbo Language Graduates to Curb Unemployment

The need now arises that government should consider the training of more Igbo teachers to be posted to all schools in Igbo land to boast the policy and Igbo language education. Government should look into the programme of the development of language teachers, a situation where many of the schools in Igbo land have no qualified Igbo language teachers will not go well with the national programme and the Igbo language. Anyanele (2009), opines that “*The mistake of hand-picking any one who can speak a Igbo language to go in and teach that language is a mistake that has caused this nation a lot and needs to be stopped*” In addition, the current economic state of Nigerian coupled with the level and state of insecurity occasioned by lack of employments by our youths can be tackled with the employment of millions of Nigerian languages graduates especially Igbo language graduates that are produced every year by the universities and the colleges of education. By employing graduates of Nigeria languages to teach in states other than their own will go a long way to help in curbing the rate and level of unemployment and crime seen in our nation today..

Teachers’ Welfare, Development and Training.

Teachers’ welfare should be looked into by the government, and serious efforts should be made to motivate the indigenous language teachers as it is them that will carry the gospel to the masses. A situation where many of these teachers are owed their salaries three month late

is not helping the course. The government should regularly organize and send these teachers for in-training and sponsor theme for higher levels. The current move by Education Trust Fund (ETF) to develop teachers in the tertiary schools is a well come idea, but more emphasis should be given to indigenous language s teachers. It should be extended to the Primary and Secondary schools.

The Role of Media

The mass media including the print media especially in the Igbo states, should also come in here to help, through their media, they can use jingles made in Nigerian languages especially Igbo language to tell the people of Igbo nation and Nigeria the importance of Nigerian languages to our course as a nation. We have many Igbo sons and daughters broadcasting in BBC. VOA, etc, people like Emeka Nsofor, these people should be made to help include Igbo language in the languages in these media. The feat achieved in the AIDS Awareness' can be transmitted to Nigeria languages, especially Igbo language as a means of reviving the Igbo language. Using Nigeria languages in National Sports Commentaries on our radios and TVs especially Igbo language in Igbo speaking states will help to resolve the decaying state of the Igbo language. In addition, the G.S.M. operators can also contribute in the present indigenous language promotion by sponsoring programmes in the TVs and radios in Nigerian national languages especially, Igbo language.

Essay Competitions and Scholarships in Igbo Language

The governments of the five Igbo speaking states and other interested NGOs as well as the Igbo in Diaspora should organize essay competitions among Igbo students, and those that excel be given scholarships and automatic employment on graduation by the governments. One is happy with the activities of

the Igbo in Diaspora, especially in England and America. The Igbo Organization New England INC (IONE) (2010) in a release in the internet has this information" *Ndigbo in New England are gearing up to honor mothers and women in general on the occasion of the 2010 Mothers' Day. The event which is scheduled for May 8, 2010 will be a true celebration of Igbo womanhood.* It is heart warming that that the Igbo in Diaspora are remembering that they are born Igbo. Earlier the Igbo in America were sited as warming up that they be counted as Igbo in America. They should bring this move to Igbo states here in Nigeria. Their activities might do the magic of motivating the Igbo youths and Igbo students to know that we are serious with the course of Igbo language irrespective of where you are.

Role of the Igbo People in Diaspora (U.S.A, U.K, CANADA, ETC)

One will love to commend the active activities of Igbo citizens living abroad all over the world who out there, are showing that Igbo nation is still alive. According to the "Igwé bu Ike" website (2010), one can see that Igbo citizens all over the world are proud to be Igbo, having Igbo associations that are alive and functional. The activities they are carrying out is worth commending. They should bring their resources home to help the language to survive from extinction. They should liaise with the government, and other serious Igbo organizations, like SPILC and help sponsor Igbo language survival crusade. They should help form and sponsor Igbo Language survival clubs in all primary, secondary and tertiary schools in all Igbo land and abroad. They should float "Igbo language Scholarship scheme" for Igbo youths willing to study Igbo language, here in Nigeria and abroad. They should make the Igbo nation to feel their impact and contributions to the course of the survival of Igbo language and Igbo

nation. They need to start today to help save Igbo language.

A Self Reliant Igbo Man Making Use of the Igbo Language.

A person well educated in Igbo language can be self reliant. There are many things that can be done well with Igbo language to make a man self reliant. No one in Nigeria needs to be told that the music and film industry in Nigeria today is dominated by the Igbo people. Showing his concern on this, Ahah (2010), asks: “*Is Igbo language not good again for the film industry? The greater percentage of Nigerian Nollywood stars are Igbo. Needless of mentioning their names, we all know them.* By this Ahah meant that a person well educated in Igbo language can be a film star, a film translator, a film writer and also a film producer in Igbo language. Most Indian films we enjoy are acted in Indian languages but translated and subtitled in English language. This can apply in Igbo language. Such Igbo comedy, poems and music etc can make an educated man self reliant and possible an employer of labour.

Conclusion

This paper has made serious attempt to appraise the ugly position of Nigerian languages, especially the Igbo language. The paper touched on some of the factors that are militating the implementation of the Indigenous languages of Nigeria with special regard to the Igbo language. The paper identified the efforts made so far by the Igbo people here and the Igbo people in Diaspora. The paper made suggestions on some of the things that need to be done urgently to revive the dieing Igbo language. The paper called on the governments of the five Igbo states to rise up to the task of preserving the Igbo language by adequately funding it at all levels, calling for 2% annual budget. The paper also called upon the Igbo in Diaspora to come home and invest in Igbo education so as to motivate Igbo youths to

see the beauty in the Igbo language. Pritchett (2006), a foreigner has this message for all Igbo people, ‘*the Igbo language is beautiful. I study it every day. It is important that we keep it alive. Anyone who discards his language is lost. Please, don’t give up!*’ I strongly support her by saying “Onye ọbụla, nye aka, sụba, kuziwe ma gbasaa ozi ọma ọgannihu asụsụ Igbo. Bido ya ụgbụa!. Ọ nūrụ kọtūrụ ibe ya n’ihi n’ agwọ, na-achọ iba n’akiriika!! Igbo ga-adị o!! , anyị ga-adị o!, Igbo Kwenu!, muonu!, zuonu! Kwezuonu o!. iyaa!!

Recommendations

Having seen the position of Igbo language in Nigeria, the following recommendations are hereby made to bring the study of Igbo language to the level it deserves to be and to attain the objectives of Nigerian indigenous language education.

1. The government should take a positive stand to fund the study of Nigerian languages especially, Igbo language to make it more functional at all levels.
2. Igbo language should be accorded the privileged position accorded English language in the admissions into the higher schools in Eastern Nigeria. There is need to make the passing of Igbo language in the Junior and secondary school levels, a pre-requisite in gaining admissions into any of the tertiary schools in Southern Nigeria, just like the English language.
3. Scholarships should be given to all students who show good evidence of studying Igbo language in the tertiary schools in addition to granting bursary allowances to all Igbo language students in the tertiary schools.

4. Government should encourage Igbo language writers to write and publish Igbo books by purchasing the scripts and publishing them and making them available to Igbo students free, this will encourage the students and the writers of books in Igbo language.
5. The Media and the Press especially in the Eastern states should intensify their broadcast in uplifting the image of Igbo language. One will commend the efforts of 101.5 FM, Abakalike in Ebonyi state for their programme “Subakwaigbo”, and other phone programmes they air in Igbo language. Other media houses, in Eastern states should be directed and encouraged by the government to follow suit.
6. The introduction of ‘Odenigbo’ television by the Multiv network based in Ghana, that is completely devoted to Igbo language is highly welcomed and should be encouraged. The channel should be made to broadcast in Nigerian televisions especially in Eastern states.
7. The government of the Eastern states through their legislative houses should make laws that will make the study of Igbo language compulsory in all schools in Eastern Nigeria including the universities, and a criteria for admission into all higher schools in Eastern states including; medical, mono and poly institutions.
8. The traditional rulers should through their town councils enlighten the Igbo people on the importance of the Igbo language, and also encourage parents to encourage their wards to study Igbo language in the higher institutions.
9. There is urgent need to create a monitoring body in the Eastern states to be coordinated by the governments of the Eastern states to monitor the progress of the study of Igbo language in the Eastern states. Government should fund the body adequately.
10. Essay competitions and other similar competitions like traditional wrestling, traditional dancing, wine tapping, crafts etc, should be organized at the local government, zonal and state levels to bring all Igbo people together yearly and awards and prizes given to those who excel. This will project the culture and traditions of Igbo nation to other people and make the youths to see the beauty and colour of the Igbo language.
11. Igbo language teachers should be properly encouraged by motivating them through incentives like given them ‘indigenous language allowances’. This will make other teachers to envy them and encourage more students to study Igbo language in higher schools.
12. Governments of Eastern states should direct the formation of ‘Igbo language speaking clubs’ in all primary and secondary, for inculcating the study of Igbo language into the Igbo children from the cradle.
13. The churches in Eastern states should encourage using Igbo language in their programmes and services. One will condemn the use of English language in services made up of Igbo speakers as barbaric such

as seen today in many quarters in Igbo land.

14. The G.S.M. service providers can also come to the rescue of the Igbo language by sponsoring programmes that will raise peoples' awareness of the importance of the Igbo language. One will commend the present use of Nigerian languages including Igbo language in their customers' care unit, but will wish they introduce more programmes like quiz and completions completely devoted to the projection of the Igbo language. This can be done in the Eastern states and other states in Nigeria with other Nigerian languages.

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***Silas U. Anyanele
School of Languages,
Federal College of Education, Obudu,
River State.***

and

***I.U. Ehiem
School of Languages,
Ebonyi State College of Education, Ikwo,
Ebony State,***

SCIENCE EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE

E. Q. Umudi and K. J. Awatefe

Abstract

This paper reviewed the importance of science education for functionality and self reliance among the citizenry. It identifies impediments (challenges) to quality science education and the solutions. The present-day cry of falling standard of education in the country calls for grave concern of all citizens especially the stakeholders in the education industry, education which is a key sector in any growing nation should be the first in all considerations. This paper attempted to portray the relevance of reappraising science/science education for functionality and self reliance among the citizenry.

Introduction

The need for individual, economies and societies to raise the level of education and ensure that it meets the need of the people is a cost effective manner, Fagerlind and Saho (1997), since education is intended to equip the recipients to solve specific problems both for self and the society. Amunu (1977) argued that the content of education should provide for specialization, particularly at high level of skills, and deeper level of knowledge, where there must not only be specialization. The government, parents and general public have shown concern about the low standard of science education. This is important because of the importance of science education. Science education has to do with identification, properties, shapes, orderliness and discovery of new ideas. Science education is a social tool and add value to mankind and lay technological advancement or development.

The major objectives of science education are spelt out by the Federal Republic of Nigeria (2004) in the National Policy on Education as follows: Science education shall emphasise the teaching and learning of science

process and principles, which will lead to fundamental and applied research in the sciences at all levels of education.

The goals of science education shall be to, amongst others:

- i. Produce scientist for national development;
- ii. Science studies in technology and the cause of technological development; special provision and incentives shall be made for the study of science at each level, all agencies involved in the promotion of sciences shall be adequately supported by government.

The purpose of pre-primary education according to NPE (2004) affecting science education;

- (i) Teach the rudiments of numbers, shapes, forms, etc through play
- (ii) Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, environment etc.

At the primary level the goal in science education are:

- (i) Inculcate permanent literacy and numeracy
- (ii) Lay a sound basis for scientific and reflective thinking
- (iii) Give the child opportunity for developing manipulative skills to enable the child function in the society within the limit of the child's capacity. At the secondary level it involves:

- (i) Useful living within the society
- (ii) Provide trained manpower in the applied sciences, technology and commerce.

At sub-professional grades and at the tertiary level it shall be to:

- (i) Acquire both physical and intellectual skills which will enable individuals to be

self-reliant and useful members of the society.

All these goals emphasizes functionality and self reliance. The workability of these objectives depends on the assessment of science education today. The essence of this paper is to assess how science/science education can be re-estimated or re-appraised for its functionality and self reliance.

Science has been defined in several ways by various authors. According to Oxford Advanced Learner's Dictionary defines science as a study of knowledge which can be made into a system and which usually depends on seeing and testing facts and stating general natural laws, Hornby (1988). Science is a human endeavour concerned with a knowledge that seeks to describe conditions and circumstances with our natural environment. Egboh, (2009). Gbamaja describe science as a process of thinking, means of acquiring new knowledge and means of understanding the natural world, Gbamanja (1991). Abdullahi (1982) defined science as activities culminating into a testable, falsifiable and verifiable body of knowledge. Science is often based on a mission to contribute positively in revamping the nation's economy and ensuring sustainable development.

Education

Education is the key to unlocking natural resources. It is an antidote to poverty and ignorance. Education is the main plank for economic development, Okekuboka (2009). He also stressed that:

- i. Education promotes acquisition of knowledge, skills, development of relevant attitudes and values. Such educated persons in a nation's workforce foster economic growth and development. In addition, new industries are spawned through entrepreneurial skills acquired through education.
- ii. **Education Promotes Creativity:** Education stimulates creativity; creative

persons are able to generate and apply creative solutions to a nation's economic problems. Creativity is an innate attribute which flowers in setting provisions through quality education.

- iii. Education engenders research for new inventions which are pillars of the productive sector of the economy. Research skills are honed through education and the educated inventor is one with ground breaking product. Machines used in industries and the engines for producing revenue – generating goods are designed by educated inventors through research. These research efforts translate to new inventions, processes and products which are boosters for the economy. Other benefits include:

- Prompting health
- Applying new technologies and advancement of new knowledge
- For protecting the environment and ensuring sustainable development
- For extending democracy and good governance
- A major antidote to religious and political conflicts and social unrest
- Production of manpower for exploration, exploitation and management of natural resources (e.g. oil, gas).
- Enlightenment of communities leading to drowsing of recurring tensions especially oil exploration areas.

Research

Research is a careful or diligent search, inquiry or examination, investigation or experimentation aimed at the discovery and interpretation of facts, revision of theories or laws in the light of new facts. Research is thus the scientific examination of the structure of an economy in terms of conduct, problems, patterns and promises. Scientific research has resulted in:

- Painstaking necessity of checking facts and theories by experiment
- The importance of criticism and
- The provision of solutions to problems and bottlenecks in national economic systems. Sambo (2002).

The national policy on Science and Technology provides the objectives of the policy with regards to Research and Development which are:

- (i) Monitoring Research and Development effort in public and private sectors to ensure that they are relevant and applicable to national development
- (ii) Fostering the cultivation of a scientific research culture as the basis for the nation's Research and Development efforts.

Skill Acquisition

Skills have been defined as the manual dexterity through receptive performance of an operation. This implies mastery, Hull (1982). Experts have asserted that the acquisition of requisite skills is a means of increasing the productive power of a nation. Hence society should recognise the necessity of every citizen to be well equipped to contribute effectively to the growth and development of the society. Skills to acquisitions vary in nature and complexity according to the trade involved. Qualities required for skill acquisition in sciences include interest, ability, aptitude, patience and other physical characteristics.

The NPE (2004) i.e. 9, 6, 4 system emphasized skills acquisition and entrepreneurship education.

The benefits of quality education programme are based on inculcating skills acquisition for self-employment and self-reliance. Skills are important, that the National Economic Empowerment Development Strategies (NEEDS) makes it one of its interventions targeted at youth development and

to reduce urban poverty. Wealth can be created and quality of life improved when people are trained to acquire skills relevant for the world of work. Science process skills (methods) of science include observing, classifying, comparing, communicating, using numbers, measuring, recognising, spatial relations, inferring, predicting, defining operational hypothesizing, identifying and controlling variables, interpreting data, experimentation and using models.

Therefore, society needs to establish skill acquisition (Development) Centres (SDC) to boost job creation. Both theoretical and practical skills are needed by individuals. The secondary school graduates acquire theoretical knowledge alone while the polytechnic graduates are poorly equipped in both skills. The university graduates are also equipped theoretically. Nigerians should acquire both in their chosen fields. In the 21st century development is anchored on knowledge and talents/skills possessed by a citizen – this is meaningful for job creation, full employment and wealth generation, Isoun (2002). The vision of science education is to produce people who are literate, numerate, skilled, disciplined and functionally capable roundly balanced. Education should be functional and qualitative.

Experts have recommended that there must be programmes for developing the culture and skill of entrepreneurship in staff and students in tertiary institutions. Thinking about converting research outputs to marketable products involves culture, a spirit of entrepreneurship. Students must be trained to be job makers.

Science Education for Self Reliance

The ability of a man to be self confidence and think logically is the mark of education, Odili (1990). This is the case of science education, it prepares the individual for self reliance because you discover things for yourself and you are confidence about it. Some

aspects of multiplication, balancing of equations, weighing, view from the microscope are processes that has to do with life. He learns endurance by failing in some balance and calculations and repeating them all over again. This enables the individual to endure real life situations because nothing good comes easy. The aspect of post harvest technology is to check wasteful living. In examining objects, he sees the actual sizes of these objects and chooses which is better. According to Socrates “an unexamined life is not worth living.” You can hardly find scientist gossiping because time is precious to them. It instils self discipline on the learners when he can spend hours on one practical work, at times without positive results, because he has to repeat it. Once the economy of time is checked, the spirit of self investment sets it. This will prompt self reliance.

Science education is becoming all embracing with tertiary institutions offering General Studies courses with Philosophy and Logic, General Sciences including Biology, Chemistry, Physics, Mathematics, Integrated Science, Computer Science being offered by non-science students which is a core course. The basic concepts in sciences are fundamental in all human endeavour. What in the world is not a product of science?

Science Education for Functionality

Functional – It has to do with practicals not decorative, been able to function. Function means special activity or purpose of a thing. Science according to Science Teachers Association of Nigeria (STAN, 1992:7) “is a rationally structured knowledge, about nature which embraces systematic methods and positive attitudes for its acquisition, teaching, learning and application.” It emphasises its application and the output (product) which is the practical aspect. NEEDS focus on four key strategies: re-orientating values, reducing poverty, creating wealth and generating employment. At times the

results are not too practical because it lays more emphasis on certification than practical work. Science education involves experimentation and interpreting data. In our teaching – learning process, medical line, thinking and logical reasoning, functionality or practical will be achieved. These science processes mentioned earlier will help to raise generation of people who are functional. Scientific models help in technological advancement, fertilizers in agriculture, advance in production of local herbs, good transportation, improved food production among others, are realizable due to scientific knowledge. Reappraising science education is the right stop in the right direction for functionality and self reliance.

Impediments to Quality Science Education in Nigeria (Challenges)

The following challenges to quality science education have been documented in literature by Egboh (2009), Odu (2009). Teachers inadequacies (quality and quantity), unqualified teachers cannot impart the needed knowledge to the public and learners alike. According to Okpala (1993), teachers related problems hinder the effective changes like knowledge of the subject matter, classroom management strategies among others. Government should attract and partner with the private sector in infrastructural development through public and private partnership (PPP). This would supplement scarce public resources, create more competitive environment and help improve efficiencies and reduces cost, Okebukola (2009). In tertiary institutions enrolment is below national enrolment figure 60:40 in science to Humanities / Arts, inadequate facilities, Dearth of qualified science teachers, lack of entrepreneurship facilities, misconception of the nature of science, congestions in schools, inadequate political commitment, inadequate guidance and counselling to science subjects.

Conclusion

The myriads of challenges facing the nation in terms of education and others are numerous. Nations and organisations should devise strategies to cope with these negative traits. It is therefore suggested that an integration of practical and theoretical skills, entrepreneurship education, funding and establishment of skill acquisition centres, provision of necessary infrastructural facilities, etc, would help science education to be functional and self-reliance. Nigeria has no option other than invest heavily in science and technology education because Nigeria cannot be insulated from the global economic meltdown.

Recommendations

However these problems could be solved by improving the standard of facilities through the provision of modern laboratories, workshops, equipment, etc to boost the teaching and learning of science.

1. Efforts should be devised to make science more relevant to societal needs and promote entrepreneurial opportunities of skilled persons.
2. Retraining staff development.
3. Redesign of science curriculum
4. Adequate educational equipped leadership that is selfless, contented, informed, inspiring, orderly, disciplined, committed and placing value on human life.
5. e-science/ICT should be introduced in all levels of education.
6. Private sector should also be encouraged to complement Governments effort towards funding of science education.

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E. Q. Umudi
Chemistry Department,
College of Education, Agbor.

and

K. J. Awatefe
Chemistry Department,
College of Education, Agbor.

TECHNICAL EDUCATION POLICY IMPLEMENTATION IN TECHNICAL COLLEGES IN CROSS RIVER STATE

U. A. Ukoha, Ph.D

Abstract

The study was a survey designed to determine the state of the implementation of some identified technical education policy guidelines in the National Policy on Education (4th Edition 2004) in the technical colleges in Northern Cross River State. The population for the study consisted of the 29 technical teachers teaching in the two National Board for Technical Education-accredited technical colleges in the zone. The entire population was studied. The Technical Education Policy Implementation Questionnaire designed by the researcher was used to collect data. Frequency counts, percentages and Chi-square were used to analyze data. The result of the data analyzed revealed selective implementation of the policies in the colleges. A technical education implementation and monitoring committee was recommended.

Introduction

Discrimination due to sustained ignorance has been an albatross in the development of vocational/technical education since its inception. General education had already gained widespread acceptance and become an indelible symbol of prestige in different Nigerian societies prior to the introduction of technical education. Moreover, the earliest form of technical education introduced was vocational training which was not academic oriented but acquisition of practical work skills. Thus, it was seen as education for people who can only use their hands and not heads. It was also conceived to be special education because it was mainly used to rehabilitate world war veterans prior to their return to civil life (Okorie, 2001). Consequently,

even when organized vocational education became component of the school curriculum, the societal apathy and negative attitude did not change; it rather became more intense. This time, with well established primary, secondary and tertiary institutions, no parent would want the child or ward to choose technical education. With general education as the education of choice, government neglected vocational/technical education, though at a great price.

The neglect slowed down the development of vocational/technical education in the country. For instance, as at 1970 there were 65 technical colleges enrolling 13,421 students (Fafunwa, 1995). At the same time, there were over 500 secondary schools registering 310,050 students. Between 1970-2010 (40 years) the number of technical colleges increased to 159 with a population of 92,216. Within the same period, the number of secondary schools increased to 7,129 with an enrolment figure of 2,773,418 (Egwu, 2009). Infrastructural facilities in the few colleges were poor, dilapidated, obsolete and grossly inadequate in meeting students' skill training needs, albeit staggering unemployment in the economy. So also were teaching personnel rated inadequate and occupationally incompetent. Even in policy formulation, technical education was also neglected. Western education has existed for 103 years when the first major recommendation on technical education was made in 1945 (Fafunwa, 1995).

The negative consequences of the prolonged neglect of technical education are numerous. Foremost is massive unemployment among school leavers and its attendant social ills.

Abinitio, the students were not trained to acquire entry level occupational skills in any specific occupation. Thus, in the absence of paid employment (which is scarce) they remained unemployed in several thousands. Again, is the shortage of craftsmen and technicians direly needed in industry and commerce; and the near total reliance on expatriate technicians in the industrial and service sectors of the economy.

The stranglehold of neglect on technical education has not abated in recent time. According to Aina (2006), technical colleges across the nation have continued to perform below expectation in terms of the quantity and quality of the trainings and trainees due to reckless neglect of responsible owners. As a result, technical colleges are characterized by inadequate and obsolete facilities, poor staffing, dearth of qualified and competent teachers, inadequate and irrelevant curricula contents to the world of work (Ali, 2006). Other major challenges facing technical colleges according to Egwu (2009) are extremely low enrolment; inadequate number of colleges; low societal estimation of vocational education leading to overwhelming preference for general secondary education; and lack of adequate teachers with the requisite skills and competence to teach occupational skills and technological principles. Other limiting factors to skill acquisition in technical colleges include weak institution-industry linkage in the industrial training of students and teachers (Enemali, 2001 and Atsumbe, 2006) and lack of entrepreneurial skills (Awojobi, 2006).

These myriad of problems result to inadequate practical training in the colleges. The implication being the production of craftsmen characterized by insufficient work skills, poor work orientation and attitudes who cannot initiate let alone sustain livelihood in paid or self-employment (Ukoha, 2009). Such graduates end up unemployed as they are inadequately prepared for the world of work.

The nascent challenges coupled with unemployment among technical college graduates caused the federal government to strategize on how to reposition technical education as an instrument for poverty reduction, wealth creation and employment generation. Some of the strategies adopted were making it possible for private enterprises to thrive and training people in skills relevant to the world of work (National Planning Commission, 2004). Others include forging stronger links between technical colleges and industries; building more technical colleges; buying equipment; and promoting courses in technical colleges that build vocational and entrepreneurial skills. These strategic plans were backed up by policy guidelines in the national policy on education (FRN, 2004). The policy guidelines/recommendations are all embracing in addressing all the challenges facing occupational skills training in technical colleges. The policy initiatives which formed the basis of this study are:

- Teacher-student ratio shall be 1:20 for effective students participation in practical work
- Minimum entry requirement into the technical college shall be Junior School Certificate (JSC)
- Admitting students with evidence of attitude in technical courses, good performance in science and mathematics and exceptionally able students in artisan training centres
- Offering a wide range of courses in mechanical, computer, craft, electrical engineering, building, wood, hospitality, textile, printing, beauty culture and business trades
- The National Business and Technical Examinations Board (NABTEB), shall handle technical and business examinations and award National

Technical Certificate (NTC) and the National Business Certificate

- The length of NTC and NBC craft courses shall be three years.
- Science and technology shall continue to be taught in integrated manner... biology, chemistry, physics, mathematics and further mathematics.
- Each state and local government, in cooperation with appropriate agencies, shall organize relevant apprenticeship scheme and also entrepreneurial training for technical students.
- Industrial Training Fund (ITF) shall organize staff and students industrial attachment as appropriate
- Every technical college shall establish and operate a production unit for on-the-job training of students and for commercial activities to sustain college operation (FRN, 2004: 31-35).

Policy according to Simpson and Weiner (1991) in Eze (2006) is a course of action accepted and pursued by a government, party ruler, statesmen, etc. It is also a course of action agreed and adopted as advantageous or expedient. Technical education policies are therefore government's plan of action adopted to deal with all the problems of technical education and reposition it to achieve the stated goals. The policies serve as guidelines in the implementing the instructional system in technical colleges. Their implementation is a sure way of ensuring students' acquisition of occupational competencies they need to enter the work force as proficient craftsmen. In addition, the policies serve as measures to maintain quality and comparable national standards in technical colleges across the country.

The new technical education policies were adopted in 2004. After six (2004-2010) years of implementation, their impact ought to be evidently noticeable, especially in the quality of craftsmen graduating from the colleges.

Unfortunately, however, the Senate (2008) recently reported that most technical college graduates are inadequately prepared for the world of work. Perhaps, it could be as a result of poor policy implementation in technical colleges acknowledged by Egwu (2009).

Reports from different states suggest haphazard implementation of the policies. The directive to admit students with good performance in science and mathematics, exceptionally able students in artisan training centres was to shore-up low enrolment (3% transition rate from JSS to technical colleges) in technical colleges (Aina, 2006). Nevertheless, there is evident non-compliance with the regulations on admission requirements (Egwu, 2009). Even with the apparent low enrolment, the student-teacher ratio is low in Adamawa (Lkama, Apagu and Kwache, 2009) and Delta (Nwabudike, 2007) states. The policy on the provision of a wide range of courses in technical colleges is being implemented in Benue State (Onwuegbuna, 2009). Similarly, the duration of craft and advanced craft courses in the Benue State technical colleges are three years and one year, respectively. Similarly, Elobuiké (2006) discovered that with exception of Biology, the other science subjects are taught in Enugu State technical colleges. The policy on training linkages between colleges and industries are not being implemented in Niger State technical colleges (Atsumbe, 2006). The same is the situation in Benue State where Tiough and Onwuegbuna (2007) discovered absence of industrial training scheme for staff and students in technical colleges. Across the country, Aina (2006) lamented the absence of production units for full cycle production in technical colleges.

There is scanty information on the state of the implementation of the policies in Cross River State. However, JOBS Nigeria (2006) reported that two-third of the graduates of technical colleges in the state are unemployed. This is according to JOBS is attributed to lack of

training in self-employment and in connection with job opportunities. Implementation of the technical education policies in the state technical colleges will reverse the trend. This underscore the need for this study.

Purpose of the Study

The purpose of the study was to determine whether or not the identified technical education policies are implemented in technical colleges in Cross River State.

Research Question

What is the state of the implementation of the identified technical education policies in technical colleges in Cross River State?

Hypothesis

The frequency counts of technical teachers teaching in the two colleges on the state of the implementation of the policy on production unit, entrepreneurial, apprenticeship and industrial training for trade teachers and students will not differ significantly.

Methodology

The design of the study was a survey. The area of the study was Northern Cross River State. Statistical data was collected from technical teachers teaching in the two NBTE-accredited technical colleges in Northern Cross River State to determine the state of the implementation of the identified policies in the zone.

There are seven technical colleges in the nine local government areas in Northern Cross River State. Of the seven colleges, only two (Government Technical College, GTC, Ogoja and Bendi Technical College, BTC, Bendi) are accredited by the NBTE to prepare and present students for the NABTEB organized NTC/NBC examinations in the 2009/10 academic session. Based on this criterion, the 29 technical teachers teaching in the two colleges as at the beginning

of third term in the 2009/2010 academic session constituted the population of the study. There was no sampling; the entire population was studied.

The data gathering instrument was a self-designed structured questionnaire, the Technical Education Policy Implementation Questionnaire (TEPIQ). The researcher established the face validity of the TEPIQ by submitting the initial draft to two technical teachers teaching at ST. Jude’s Technical College, Tse-Mker in Benue State and two measurement and evaluation teachers teaching at the Federal College of Education, Obudu. Their comments were used to refine the instrument. The instrument consisted of 14 items addressing the identified policies in FRN (2004). A “Yes” or “No” response scale was used on all the items.

Twenty-nine copies of the questionnaire were administered by research assistants. The research assistants were technical teachers teaching in the two colleges. All the 29 copies of the questionnaire administered were collected and used for analysis. Frequency counts and percentage responses of the respondents on each item were calculated to answer the research question. Items with calculated percentage response of 50% were accepted as agree. The null hypothesis was tested at .05 level of significance using Chi-Square.

Results

Results of the data analyzed to answer the research are presented in Tables 1-7.

Table 1: Teacher-Students Ratio in Workshop Practicals

S/N	Item	F	%
	What is the teacher-students ratio in workshop practicals?		
i)	1: 20	4	13.8
ii)	1: 30	3	10.4
iii)	1: 40	20	68.9
iv)	1: 50	2	6.9
	Total	29	100

The teacher-students ratio in workshop practicals is 1:40 as against the policy requirement of 1:20.

Table 2: Minimum Admission Requirements into Craft Courses

S/N	Admission Requirements	Yes		No	
		F	%	F	%
1	The minimum admission requirement into craft courses is:	27	93.1	0	0
	(i) First School Leaving Certificate (FSLC)	2	6.9	0	0
	(ii) Junior School Certificate (JSC)				
2	Students who showed evidence of attitude in technical courses and reasonable good performance in mathematics and science are considered for admission	29	100	0	0
3	Students who showed exceptional ability in artisan training centres are also considered for admission.	9	31	20	69

The minimum admission requirement into craft courses is FSLC instead of JSCE. Also, students who showed evidence of attitude in technical courses and reasonable good performance in mathematics and science are considered for admission.

Table 3: Trade Courses and Science Subjects Taught in Technical Colleges in Northern Cross River State

S/ N	Trade Courses And Science Subject	Yes		No	
		F	%	F	%
A	Trade Courses				
	Mechanical	20	69	9	31
	Electrical	29	100	0	0
	Building	24	83	5	17
	Wood	27	93	2	7
	Computer Craft Practice	23	79	6	21
	Hospitality	3	10	26	90
	Textile	1	3	28	97
	Printing	0	0	29	100
	Beauty Culture	29	100	0	0
	Business Trades				

B	Science Subjects	F	%	F	%
	Biology	29	100	0	0
	Chemistry	25	86	4	14
	Physics	25	86	4	14
	Mathematics	29	100	0	0
	Further Mathematics	0	0	29	100

The trade courses taught in the Colleges are mechanical, electrical, building, wood, computer craft practice and business trades. The science subjects taught in the colleges include biology, chemistry, physics and mathematics.

Table 4: Duration of Craft Courses and Final Examination Written by Students

S/N	Duration of Craft Courses and Examinations	F	%
1	What is the duration of craft courses in your college?		
i)	3 years	20	69
ii)	4 years	-	-
iii)	5 years	-	-
iv)	6 years	9	31
2	Which certificate examination do craft students write at the end of their course?		
i)	NABTEB NTC/NBC Examination	25	86
ii)	WAEC SSCE	4	14
iii)	NECO SSCE	-	-

The duration of craft courses in the colleges is three (3) years; and the students write NABTEB NTC/NBC examinations at the end of their courses.

Table 5: Provision of Production Unit, Apprenticeship, Entrepreneurial and Industrial Training for Students and Trade Teachers in the Colleges

/N	Items	Yes		No	
		F	%	F	%
1	The state and local governments cooperate with relevant agencies to organize apprenticeship training scheme for students	6	21	23	79
2	The state and local governments cooperate with relevant agencies to organize entrepreneurial training scheme for students	4	14	25	86
3	The Industrial Training Fund (ITF) organizes industrial training for trade teachers	9	31	20	69
4	The ITF organizes industrial training for students	4	14	25	86
5	In addition to trade workshops, your college has established a production unit for on-the-job training of students and to generate money for the college.	6	21	23	79

The state and local governments do not cooperate with relevant agencies to organize apprenticeship training scheme and entrepreneurial training for students. Also, the ITF does not organize industrial training for trade teachers and students. The colleges have not established production units for the on-the-job training of students as specified in the national policy on education.

Table 6: Chi-Square Analysis of the Implementation of the Policy on Production Unit, Entrepreneurial, Apprenticeship and Industrial Training for Trade Teachers and Students in the Colleges

Policy on		Yes				No		χ^2
		Yes		No		O	E	
		O	E	O	E			
Apprenticeship training	BTC, Bendi	2	3.10	16	14.89			
	GTC, Ogoja	3	1.89	8	9.10		1.25	
Entrepreneurial training	BTC, Bendi	3	2.62	16	16.37			
	GTC, Ogoja	1	1.37	9	8.62		0.17	
Industrial training for staff	BTC, Bendi	6	5.87	3	3.10			
	GTC, Ogoja	13	13.1	7	6.89		0.08	
			0					
Industrial training for students	BTC, Bendi	2	2.62	17	16.38			
	GTC, Ogoja	2	1.38	8	8.62		.49	
Production unit	BTC, Bendi	4	3.93	15	15.07			
	GTC, Ogoja	2	2.07	8	7.93		0.0006	

O = Observed Frequency; E = Expected Frequency; df = 1; Table Chi = 3.84.

With calculated chi-square values less than the Table Chi-square value of 3.84, the null-hypothesis is accepted.

Findings

1. The teacher-students ratio in workshop practicals is 1:40 as against the policy recommendation of 1:20 which guarantees effective students participation in practical work.
2. The minimum admission requirement into craft courses is FSLC instead of the policy requirement of JSCE.

3. Students who showed evidence of attitude in technical courses and reasonable good performance in mathematics and science are considered for admission as stipulated in FRN (2004).
4. Trade courses taught in the colleges are mechanical, electrical, building, wood, computer craft practice and business trades.
5. With exception of further mathematics, all the science subjects (biology, chemistry, physics) and mathematics are taught in the colleges as recommended by the policy.
6. As stipulated by the policy, the duration of craft courses in the colleges is three years and the students write the NABTEB organized NTC and NBC examinations at the end of their courses.
7. The Cross River State and local governments do not cooperate with relevant agencies to organize apprenticeship training scheme and entrepreneurial training for the students.
8. There is no form of school-industry cooperation existing in the colleges as the ITF does not organize industrial training for both trade teachers and students contrary to the policy guidelines.
9. The colleges have not established production units for on-the-job training of students and for commercial activities to sustain the college.
10. There is no significant differences in the frequency responses of technical teachers in the two colleges on the establishment of production unit and organization of apprenticeship, entrepreneurial and industrial training in the colleges.

Discussion

Minimum admission requirements are stated as basis for admitting students into craft courses in technical colleges. It is also a means of maintaining and promoting quality in the colleges by making sure that only qualified candidates are admitted. Data in Table 2 revealed that the policy on admission is partially implemented. Instead of JSC, the colleges admit students with FSLC. Similarly, students with exceptional ability in artisan training centres as directed by FRN (2004) are not considered for admission. This confirmed Egwu's (2009) report on non-adherence to laid down admission requirements in technical colleges. The policy was apparently instituted to attract more students to craft courses so as to shore-up the alarming low students transition rate from JSS to technical colleges (Aina, 2006) which is partly responsible for the prevalent low students' enrolment in technical colleges (Egwu, 2009).

Even with the prevalent low students enrolment in technical colleges, Table 1 showed that the teacher-student ratio in practical activities in the colleges is 1: 40 as against the policy requirement of 1: 20. This finding corroborates earlier findings of Lkama, Apagu and Kwache (2009) and Nwabudike (2007) in Adamawa and Delta States, respectively. By extension, the finding indicates that occupational teachers are inadequate in the colleges. High teacher-student ratio in laboratories does not make for effective students participation.

Data in Table 3 showed that the colleges offer varieties of trades courses as recommended in FRN (2004). This is commendable as the colleges are able to meet occupational training needs of diverse students and technical manpower needs of the state. Worthy of note is the teaching of the recommended science subjects in the colleges as also shown in Table 3. Onwuegbuna (2009) and Elobuikwe (2006) made similar discoveries in Benue and Enugu States, respectively. The teaching of science subjects

and mathematics in an integrated manner in the colleges shall enable students to appreciate the inter-relationship between science and technology. In addition, it will make technical education and craft certificates more acceptable to parents, students and tertiary institutions for admission purposes.

As recommended in FRN (2004), craft courses in the colleges last for three (3) years and the students write the NABTEB organized NTC/NBC examination (see Table 4). This finding has shown that the old practice of craft students abandoning technical examinations for WAEC examinations is over. While commending the colleges for implementing the examination policy, it is unfortunate that all the policies on staff industrial training, students' apprenticeship, entrepreneurial, industrial training and establishment of production unit for on-the-job training are not being implemented in the two colleges (see Tables 6-7). These findings affirmed earlier findings on non-implementation of the policy on school-industry cooperation in Niger State (Atsumbe, 2006), absence of industrial training for teachers and students (Onwuegbuna and Tiough, 2007), absence of production units in colleges (Aina, 2006) and lack of entrepreneurial training in technical colleges in Cross River State (JOBS Nigeria, 2006).

By making the training programmes policy initiatives, the federal government probably realized that occupational training in colleges are inadequate due to lack of or obsolete training tools and equipment, and dearth of competent trade teachers, (Ali, 2006) in preparing students for the world of work. The programmes are therefore, intended to bridge the training gap in colleges by exposing both teachers and students to real work situations in industry. For the teachers, IT is a retraining programme for them to be occupationally competent and technologically current amidst changing technology in work places. Non-

implementation of the policies is against the federal government's intention of providing courses in technical colleges that build vocational and entrepreneurial skills and forging stronger links between industries and technical colleges.

Conclusion

Effective implementation of the policy guidelines on technical education guarantees the achievement of the stated goals of vocational/technical education. However, the findings of this study have revealed partial implementation of the policies thereby confirming earlier reports on poor policy implementation in technical colleges across the country (Egwu, 2006). The observed selective implementation of the policies is not acceptable. What is needed is comprehensive implementation of the policies if technical education is expected to be used as a veritable tool for technological development, employment generation, wealth creation, poverty alleviation and for engendering small and medium scale industries.

Recommendation

Based on the findings of the study, it is recommended that the honourable minister of education should urgently set up a technical education policy implementation and monitoring committee to ensure total and effective implementation of the policies as outlined in FRN (2004). Members of the committee should include representatives of state and local government education authorities as they owe students training responsibilities. The committee shall foremost, conduct a national survey on the state of the implementation of the policies and to determine the challenges. Thereafter, all the agencies, human and material resources required for the implementation process mobilized and provided by the stakeholders.

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U. A. Ukoha, Ph.D
Department of Curriculum and Instruction
Federal College of Education, Obudu,
Cross River State.

RE- APPRAISING ENVIRONMENTAL EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE

Eboigbe Mitchell Ayemere and Orionsefe Sabrena Edosomwan

Abstract

Environmental Science is that branch of knowledge that involves the study of different components of the environment that interact and result in such phenomena, whose effective use and exploitation is geared towards self dependence and sustenance. There is every need therefore for a reappraising of the current National policy on environmental Science education such that the country's drive towards self dependence and sustainability of the environment is achieved. Environmental education programs should therefore foster observation, investigation, experimentation, and innovation. The curriculum should be developed with grade –appropriate materials and should use a range of hands-on, minds-on instructional strategies that encourage active learning for skills acquisition. This paper, presents the need for improved curriculum; the need for a review of the present policy on environmental science education such that will encourage entrepreneurship and functionality. There is also the need to re-visit our traditional pattern of education. Our major challenge has become the proliferation of academic centers with everyday drop in job creation. Finally, this paper also shows possible ways of achieving an effective environmental science education that will match with the ever rising population growth in Nigeria.

Introduction

Human beings act in environment in response to their quest for development. The interaction and interdependence between man and his environment is a reciprocal one. Job creation and functionality is therefore a result of the several actions and reactions that takes place while sustaining the environment. As man

influences his environment, he in turn is influenced by his environment. Wagner (1918) sub-divided the environment of man into four interlocking systems; the atmosphere, the hydrosphere, the lithosphere and the biosphere. According to him the atmosphere is a thin layer that covers the crust, the hydrosphere are the world oceans, lakes and rivers; the lithosphere is the solid earth itself while the biosphere is a veneer of life that has resulted from the interaction of other spheres. On his own, man has demonstrated his interaction with this environment through his quest for both commercial and industrial development. The outcome of this is the diverse of several field of study in a bid to perfect transactions with nature. Increase in agricultural products, construction of roads, houses and social amenities, fishing for food, mining, excavation and so on, all of these in a bid to survive. Based on these necessities, the curriculum must give opportunities to undergo courses, seminars and workshops that will expose students to new innovations to match the developmental processes in the 21st century. Environmental education should be modified in the Nigeria curricula at all levels of learning such that 45% of the curriculum will be for theories and the remaining 55% on intensive practices vis-à-vis workshops and laboratories exposures.

The educational system must enhance the awareness of the people on environmental issues at all levels of education. It is an approach to education which is hoped to bring some solutions to the deteriorating relationship between man and the environment. Through environmental education, it is believed that our younger generation would be able to find a mechanism where clean environment will be

adequately enhanced through consistent day-to-day increase in the knowledge of emerging environmental problems. The students will be adequately equipped intelligently, emotionally and with the necessary manipulative skills that will help them to meet the challenges posed on them by both the present and the future environment. The emphasis here is that the needs of the students are met in that, they are able to explore and conserve the environment naturally, reaching understanding in their own way and be able to cater for the future events. This is done with or without the collaboration of government which of course is the rise of functionality and self reliance. As Nigeria sought to be among the leading world economy by year 2020, environmental concepts establishes a foundation for the future as critical-thinking and implementation skills that will prepare the citizenry to evaluate issues and make informed decisions regarding stewardship of the environment is enhanced. The environment also offers a relevant context for the learning and integration of core content knowledge, making it an essential component of a comprehensive science education program. As a way to addressing the reappraising issues, the following areas will be and must be addressed.

- Technology enhanced information retrieval/dissemination of the 21st century.
- Using technology to enhance learning experiences and environmental education.
- Reviewing government policies to boost collaboration between government and private enterprises.
- Improved welfare packages for Teachers at all levels of learning.

1. Technology enhanced information retrieval/dissemination of the 21st century.

The “information explosion” occasioned by information and communication technologies

poses the challenges of satisfying effective learning processes. According to Aina (2004), a library has achieved its mandate when its users are satisfied with the services offered to them. Libraries face significant challenges in responding to change while sustaining their traditional functions. Technology has come with powerful competitive forces that raise fundamental questions about the role of libraries. Presently, there are over 30 versatile branches in environmental sciences in Nigeria. Each of this field of study now offers a wide range of computer applications. For instance, Geographic Information System (GIS) provides facilities for data capturing, data management, data manipulation and analysis and the presentation of results in both graphics and report formats with particular emphasis on preserving and utilizing these data. GIS, cuts across surveying and geo-informatics, architecture, urban and regional planning, estate management, building technology, environmental engineering, geography, quantity surveying, soil engineering, environmental management and lots more. The role of information technology is as enormous as it is being felt in areas of automated data capture and input. Also, there is recording and communications standard with acute flexibility in data base management. Measures must therefore be taken to adequately cater for both the teachers and students flexibility in the access of information as regards environmental issues. Environmental sciences are so versed that if the national policy of education is to enhance job creation, future environmentalist must be able to locate data with ease and flexibility.

2. Using technology to enhance learning experiences and environmental education.

How can a system be improved technologically when the use of teaching aids has reduced drastically even when the subject matter is purely practical? More than 40million Nigeria

youths are at present, yearning for jobs. The truth remains that 50percent of these unemployed youths can conveniently become employers to the other 50percent based on the fact that as man continues to utilize the earth surface and its components, there will always be development. All developmental processes begin and end with the environment. For an effective educational functionality, efforts must therefore be made to integrate technology into educational programs. Integrating technology into our educational programs provides students with additional tools to enhance their learning.

Technology also supports our efforts to appeal to different learning styles. With a variety of learning tools, students can understand their experiences through verbal, written, spatial, quantitative, and/or graphical means. As a result, many more students become more interested and engaged in the learning process. This will help to reduce the lack of interest among youths towards environmental sciences.

Technology supports our multidisciplinary approach to learning. Integrating different disciplines, helps students to combine their mathematical, logical, scientific, linguistic, artistic, and social knowledge to make their lives and interactions with the world all over. Technologies boost students' ability to measure, document, interpret, obtain and manage data. Technology allows us not only to demonstrate teaching strategies, but also to deliver training, which provides teachers with the skills and confidence to become leaders in their classrooms and schools.

3. Reviewing government policies to boost collaboration between government and private enterprises.

There should be collaboration among schools, museums, zoos, aquaria, nature centers, government agencies, associations, foundations, and private industries. Provisions should be made on the National policy to encourage both private

and public participation in youth development. It is discovered that even the mandatory industrial training period is no longer taken seriously. It is either firms are too busy to cater for students sent to them or they need clearance from schools who themselves now see the period as resting time. Log books are no longer signed periodically thereby giving room to the trainees to sit at home and formulate activities on their log books. Either by recommendation or through financial remuneration, firms should be encouraged to accept and monitor the activities of students sent to them. Private industries should be encouraged to broaden the availability of educational resources, engage the community, provide diverse points of view about the management of natural resources, and offer a variety of learning experiences and career educational opportunities.

4. Improved welfare packages for Teachers at all levels of learning.

“In terms of quality, we can upgrade facilities and curriculum but the one thing that brings all that to life is the teachers...”. You must have quality teachers that are committed, that are inspired, that can motivate their students, and that makes all the difference. It is all about bringing honor and prestige back to the profession because it has such a large impact. Where administration is promoting students-centered learning experiences; environmental science teachers are using technology to bring virtual experiments to the classrooms. The students are being exposed to the new technology and this helps to update the curriculum. The new National policy must cater for an on ward review of teachers' welfare packages with changes in technology not as usual waiting for agitations from respective trade unions. Presently in Nigeria, teachers are rated as poor citizens. They are in the mercies of politicians who throw to them the excess from their reserves. This does not encourage research and it dampens the teachers' morals to concentrate on technological

changes as they are now forced into other areas of livelihood.

Conclusion.

From the above hypothesis, it is obvious that the new curriculum should be more practically inclined if our desire is to achieve sustainability and self reliance. The new National policy should concentrate on technological advancement with Teachers given their desired attention.

Recommendations.

- **Re-visit our traditional system of Education:** The new national policy must encourage the old apprenticeship system of learning. In the past, this system was able to fulfill its mandate of promoting skill acquisition. During the learning period, the apprentice is being cared for by their masters. In some instances, especially in the eastern part of the country, they even lived in the same house with their masters, helping them with other domestic jobs. At the end of the learning period, the master assists in the setting- up of a start for his apprentice. This way, there is certainty that the trade been learnt is practiced by the trainee. In 1981, the federal government proposed the accreditation for roadside mechanics and others who completes training programmes through non-formal education by the National Board for Technical education (NBTE). Till now, government has not accredited any roadside workshop for such training as this policy has not been promulgated. The effect is that our youths are no longer interested in vocational skills as the only thing that counts for getting a job or getting grants is certificate and not skill. Nobody cares the extent or degree of acquiring these certificates all that

matters is the availability of certificate. This is why we now have millions of graduates with no job. This is where stake-holders involvement in providing the necessary finance and enabling environment is needed. The practical implication of this is that skills are being geared towards solving unemployment problems and that there is educational sustainability.

- **Scientific models, explanations and phenomenon:** The environmental science curriculum must focus on the several activities of technology. Emphasis should be placed on matter, energy, plate tectonics, developmental procedures and patterns, environmental awareness, materials availability, equipment and machines usage and applications, maintenance and repairs of equipment and machines, storage of office tools and records evaluation/keeping. Emphasis should be placed on the study of both natural and technological systems. The program strands and unifying concepts provides a context for teaching content and process skill acquisition. All these must focus on the unifying concepts:
 - . Systems, order of organization
 - . Evidence, model and explanation
 - . Constancy change and measurement
 - . Evolution and equilibrium
 - . Form and function

The learner should be able to perform and demonstrate learnt acquisition skills. Above all, the following objectives must be achieved.

1. Identifying and answering problems to both natural and manmade phenomenon through scientific investigations and observations.
2. Design and answer question from scientific investigations and measurement.

- . Create testable hypotheses
 - . Identify variables
 - . Use a control or comparison group when appropriate
 - . Collect and record data
 - . Organize data into charts and graphs
 - . Analyze and interpret data
 - . Communicate findings
3. Evaluate the uses of satellites images and imaging techniques in the earth and environmental sciences. All these, if implemented will make a change.

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Eboigbe Mitchell Ayemere
Department of Surveying and Geoinformatics
Edo State Institute of technology & Mgt
Benin City

and

Orionsefe Sabrena Edosomwan
School of General Studies Mathematics Section
Edo State Institute of Technology & Management,
Benin City.

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RE- APPRAISING RELIGIOUS EDUCATION IN NIGERIA FOR FUNCTIONALITY AND SELF-RELIANCE

Harrie N. Okoye

Abstract

Religious education is a very powerful tool for functionality and self-reliance. Our nation Nigeria has been a nation without true functionality and creative ingenuity in her subjects to re-position her for self-reliance. There are rampant cases of indiscipline, examination malpractice, fraud, robbery, drug abuse, bribery and corruption, exploitation of fellow citizens. The increasing rate of these social menace can be attributed to negative attitude towards the inclusion of indigenous and moral education in the National Policy on Education. The paper looks at some features of indigenous and moral education such as discipline, handwork, humility, love, compassion, forgiveness, honesty among others. The paper also posits that the incorporation of indigenous education in the school curriculum will enhance the attainment of educational functionality and self-reliance.

Introduction

It is often said that education without morality is like tea without sugar. Education and morality are inter-related. To be educated implies standard of behavior and comportsment that give meaning to one's very existence.

There are low moral standards in our society such as lying, cheating, examination malpractice, indiscipline, drug abuse, irresponsibility just to mention a few. The deplorable moral issues of our society have come to a climax.

People have shown concern over the situation, with a view to improving our moral life. This will help to prevent or save Nigeria from moral bankruptcy. The only way forward is teaching indigenous and moral education in

primary, secondary and tertiary institutions in order to inculcate moral values in our society.

Concept of Morality

Nduka (1983:19), defined morality as behavior in accordance with certain standards of what is good and what is evil-striving for good and rejecting the evil. Moral education involves, then not only the teaching, learning and other processes whereby values, rules, principles, ideas, habits and attitudes are inculcated but also the taking of adequate educational steps and appropriate institutional arrangements to promote moral growth for functionality and self-reliance.

Obasi (2007: 278), saw morality as an established standard of right or wrong conduct, whether in public or private life, within a group of people and in the context of their accumulated experiences. One implication is that in multi-cultural societies, a minimum level of morality general to all members can co-exist with special types of morality unique to various components of the society. Morality is thus dynamic and can be social, political, economic, religious, professional, private and public, but in all cases bound by a common chord.

Similarly, Geddes and Grosset (2007:178), rightly explained morality as virtue, moral principles; a particularly system of moral principles relating to character and human behavior particularly as regards right and wrong virtuous especially in sexual condition.

Moral Education

Moral education aims at promoting in the individual a desire to gain the greatest possible knowledge and understanding of what

will help him make autonomous choices that are based on careful and informed thinking about the issues involved (Maqsud, 1983: 116).

When we insist on the teaching of moral and religious education in our schools, we want to bring out these moral and religious qualities in the child. It is strongly believed that the incorporation of moral indigenous and religious education in the school curriculum will arouse our effort in the search for solution to be numerous moral ills in our society.

Federal Republic of Nigeria (2004: 8) in Section 1, No. 8 of the National Policy on Education stipulates its goals and affirms that the quality of instruction at all levels has to be oriented towards inculcating the following values:

- a) Respect for the worth and dignity of individual;
- b) Faith in man's ability to make rational decisions;
- c) Moral and spiritual principle in interpersonal and human relations;
- d) Shared responsibility for the common good of society;
- e) Promotion of the physical, emotional and psychological development of all children, and
- f) Acquisition of competencies necessary for self-reliance

It is obvious that religious studies are included in the National Policy on Education but there is still moral laxity. In order to reduce or minimize moral laxity in our society, there is need for indigenous and moral education to be in the school curriculum so as to inculcate the right type of values and attitude in our children. Nduka and Akinopelu (1983:3) noticed this moral crisis when they opined that unless this moral drift is halted soon enough, the society might sooner than later consign/resign itself to self-destruction. The deteriorating moral tone of the society has been wide-spread among other responsible

Nigerians. Therefore, there is urgent need to offer recipes for the moral regeneration of the society which indigenous and moral education are among.

Teaching Morality

Morality can be taught within the cognitive, effective and psychomotor domains. In Nigeria, every community should be involved in moral education programmes – the school, the church, the mosque, market places, hospital wards etc. whatever the child learns in the school will be reinforced by his social environment. The adults who teach the youths should themselves learn because one of the most effective ways to learn given materials is to teach others.

Teachers are to design ways of transforming cognitive moral knowledge into deeply affective dimensions, for example, teaching of the Good Samaritan (Lk. 10: 25) and lost sheep (Luke 15:3) from the Bible, portray love, kindness, sympathy etc. the man who leaves ninety-nine sheep in the wilderness and looks for the lost one, shows the love he has for his sheep. Similarly, the story of the Good Samaritan shows concern, kindness and compassion he has for the wounded man. The emphasis would not be in the cognitive acquisition of moral knowledge alone but, also in the transformation of such knowledge into actual behaviours. Several techniques/methods should be employed all over the country for the teaching of moral education provided such methods are socially, intellectually and morally acceptable. Such methods include: role-playing, maps, mass media, symposia among others.

1. Discipline

This implies control, willingness to learn and function in acceptable and orderly manner. An atmosphere of discipline is characterized by sense of duty, being responsible, self-control, loyalty, moderation, modesty, respect for legitimate authority to name on a few. Formal

teaching and learning as well as other forms of socialization require conducive environment.

Regrettably, discipline has been lacking in many Nigerian schools. The approval of sub-standard private schools has contributed to indiscipline in schools because of increase of examination malpractice and mass failure in external examinations. There is also evidence of administrative indiscipline for example, irregularity in the payment of teachers' salaries and other entitlements. Some school authorities demand money from parents for admitting their children and wards in schools.

For moral education to be effective. There should be de-emphasis on institutionalized materialism. Bottery (1990: 139), argued that the cure for indiscipline and deviancy in school and hence the furtherance of civic responsibility is a combination of at least three things. These are obedience by all to the same moral rules for example, to participate in the moral and cultural values of the society in which he lives and work, an increased attachment to social groups and increased understanding of the rules. Students should be made to appreciate the importance of spiritual values, values of honesty, discipline and devotion to duty. There should be cultivation of these values and attitudes which are necessary for the survival of our society.

2. Hardwork

The key virtue for the Nigerian society is handwork. This is manifested in the following ways: rejection of fraud, cheating, bribery and corruption. People should learn to abide by truthfulness, fair-play and sincerity. Right attitude to work should be our watch-word. Even in the New Testament, moral education was taught to the early Christians. Paul taught the Thessalonians thus:

*If anyone will not work, let him not eat.
For we hear that some of you are living
in idleness, mere busybodies, not doing*

*any work. Now such persons we
command and exhort in the Lord Jesus
Christ to do their work in quietness and
to earn their own living (2
Thessalonians 3: 11-12).*

Indigenous Education

Indigenous education is informal and involves exposure of the child to the social environment through parents, sibling, age group and finally through various organizations to which he might belong. The child learns by observation, imitation, role-playing and actual practice. Most of the teaching is done in the family.

Family is the most effective resources for teaching our cultural heritage. Family teaches the individual way of life – culture, values, attitudes, norms, skills, customs and traditions which is transmitted from generation to generation. The family exerts tremendous influence on the child and such influences persist through life. It is in the family that the child learns to say his first word and so language which is an effective tool in the transmission of culture is first taught in the family. The new trend now is that most of our modern families teach their children foreign language – English language. One wonders how these children can learn their cultural heritage which is one of the essential ingredients for morality. Since they cannot speak their vernacular language fluently, it is proper for a child to speak his vernacular language fluently before he goes to school.

Arinze (1983: 158), lamented over this thus:

*We even make our children attend English,
French, German classes to learn those
languages whereas if you ask them to tell
you a short story in their vernacular
language, they would just stare at you ...
This is shame and bad enough*

So, we must begin with the family as our resource number one

Culture

Culture is a phenomenon which is common to all mankind. Each culture has a dignity and value which must be respected and preserved. In Nigeria, some eminent scholars like Babs Fafunwa have spoken of the need for culture to be part of education. For example, when he advocated that Africans should restructure their educational programmes and teachings with a view to achieving a functional realistic and harmonious integration of cultural heritage in the system of education (Fafunwa, 1981: 48).

The use of cultural heritage like religion, language, literature, skills, music, folklores etc in Nigerian education should be encouraged. It is well known that education develops the man and the mind and by this man is equipped to understand his environment, analyze problems with a view to solving them and be able to live in a social group and patterned way of doing things that will hold the group together. Such things include belief system, family system, language, religion, good mode of dressing and music. It is only a morally sound individual that should be able to live and interact with his social environment. The above statement agrees with Federal Republic of Nigeria (2004: 8, Section 1, No. 7), National Policy on Education which states that some of our national educational aims and objectives shall be:

- a) The inculcation of national consciousness and national unity;
- b) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- c) The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipped for the individual to live and contribute to the development of the society and the acquisition of competencies that are necessary for self-reliance.

Every one admits that culture is very important in shaping personality. Every society has an innate value system which is imposed on individual member to obey. Every society also has its own skills to transmit to younger ones. Such skills include weaving, blacksmithing, leather work, carving, woodwork, painting, basket making, rope making to name only a few. When some of these skills are inculcated into younger ones, they will conform/make them to be honest, patriotic, dutiful, responsible, disciplined and above all self-reliant.

Nigerian Traditional Religion

Nigerian Traditional Religion is to be included in the school curriculum. Experience has shown that in times of this rapid social change, foreign religion especially Christian religion loses grip on people who in turn lose whatever moral values associated with it. Most of Christian religious texts do not emphasize enough the connections between morality and improvement of inter-personal relations. The object of religious morality is obedience to transcendental authority through strict observance of rules. The knowledge of God and man's relation to God are the aim; while the maintenance of good relation is incidental. With the indigenous religion; the sustenance of the best possible relationship is maintained.

In Nigerian Traditional Religion, punishment is enforced immediately. For example, in Igbo society setting, the stealing of yam is forbidden. This is because of the fear of punishment which is ex-communication. The purpose of this system of social sanction is to inject discipline in the society. Cultural/Indigenous morality is likely to be more effective than religious teachings, where punishment is remote and indirect. Foreign religion leaves much to the conscience of individual, a commodity that many people in the contemporary society do not have in abundance.

A peculiar problem with religious text as a source of moral learning is the very nature of the texts themselves. They present problem of interpretation and comprehension. Not every literate person can disentangle the stylist and lexical structure nor the poetic language of such text. For example, Hebrew 9: 28 – “*So Christ has been offered to bear the sins of many*”. Does the above statement means that we are free to commit as many sins as we can since Christ was once offered to bear the sins of many? Chukwunta (1983: 108), rightly put thus:

The poetic language of sacred texts is a real puzzle to even scholars. How many of our people understand our own poets? How then do we expect them to correctly interpret a situation – specific text that has been translated from Hebrew to Latin to English to Igbo?

Conclusion

The way out of the moral malaise and moral laxity in which we are now is to create an environment of moral integrity and moral trust starting from both federal and state ministries of education staff and the school authorities. It is then that an atmosphere of morality can permeate our lives. This will enable us attain educational functionality and self-reliance.

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- Harrie N. Okoye*
Department of Christian Religious Studies,
Nwafor Orizu College of Education, Nsugbe.

REAPPRAISING ENTREPRENEURSHIP TRAINING FOR FUNCTIONALITY AND SELF-RELIANCE

Wilson O. Ofishe and Blankson Governor Esiti

Abstract

This study is focused on reappraising entrepreneurship training for functionality and self reliance. Two research questions and one hypothesis were answered and tested respectively. The two research questions were answered with 23-item statement distributed to 56 respondents in four Formal Educational Institutions and three Vocational Training Centres (using class representatives). Data were analysed using the arithmetic mean, standard deviation and the students' t-test at 0.05 level of significance. It was found that there was significant difference between the entrepreneurship training skills acquired from Formal Educational Institutions and those from Vocational Training Centres toward functionality and self-reliance. This was basically due to the difference in their curricula – one theory-oriented the other practical-oriented. Consequently, it was recommended among others that Formal Educational Institutions should incorporate more practical-oriented courses in their entrepreneurial scheme while Vocational Training Centres, should incorporate more theory/managerial courses in their own scheme.

Introduction

The curriculum of every discipline needs to be reappraised or overhauled at regular intervals to meet the changing circumstances in the society. Doctors, lawyers, engineers, educationist and others review their curricula and training programmes to enable them function well in the society. Entrepreneurship which is

more or less the end-point for all professions should not be left out. This is because the business milieu under which entrepreneurs operated before in Nigeria is no longer the same as in the past (Umemezia, 2006). She further stated that the technological achievements witnessed in the past years have tremendously changed the way business operates in Nigeria. This assertion obviously revealed the fact that entrepreneurship training in Nigeria should be reappraised in order to make it functional and give operators a high degree of self-confidence to function effectively.

Training and educational curricula in both formal educational institutions (Universities, Polytechnics and Colleges of Education) and Vocational Training Centres or institutions in Nigeria fall short of equipping their graduates of basic entrepreneurship skills for survival and self reliance.

Statement of Problem

Just like the conflict between orthodox and traditional medicine in Nigeria, there is also the problem of superiority between entrepreneurs trained by those who graduated from formal educational institutions and those who graduated from vocational training centres or institutions with respect to the skills they possess. Formal education graduates claim they possess managerial entrepreneurial skills while vocational centre graduates claim they possess

practical and technical skills. Given the number of business failures and the lack of self confidence by both categories to open their own enterprise in the light of economic down turn in Nigeria; it is obvious that entrepreneurship skill training in both institutions lack vital ingredients in their curricula – what is available in one category is lacking in the other.

Research Questions

- (i) What are the relevant entrepreneurship skills needed to refocus Formal Educational Institutions and Vocational Training Centres?
- (ii) What are the relevant entrepreneurial skills taught in Formal Educational Institutions that are not taught in Vocational Training Centres.

Hypothesis

There is no significant difference between the entrepreneurship training skills acquired from Formal Educational Institutions and those from Vocational Training Centres or institutions.

Purpose of the Study

The purpose of this study was to find out:

- 1) whether graduates of Formal Educational Institutions are given the required entrepreneurship training to be functional and self reliant.
- 2) whether graduates of Vocational Training Centres are given the entrepreneurship training to be functional and self-reliant.

Significance of the Study

The study is significant because the findings will be a useful guide for all institutions

that are involve in the training of entrepreneurs and managers of business enterprises to review or reappraise their curriculum in line with current challenges. The review of entrepreneurship training curriculum is even more important in the face of the present global economic meltdown. The output of this study will also be beneficiary to financial institutions who can now grant loans to competent and well equipped entrepreneurs that can manage the funds prudently.

Issues on Entrepreneurial Skills, Training and Development

The concept of entrepreneurship that emerged several years ago is considered as one of the most vital or powerful economic forces that can transform any nation (Ofishe, 2009). It raises the standard of living of any nation hence government, especially those of developing nations like Nigeria should endeavour to encourage their citizens to go into entrepreneurship ventures. This quest to encourage entrepreneurship training and development led to the introduction of entrepreneurship courses such as Small Business Management, Vocational and Technical Education and Entrepreneurship itself in the curriculum of tertiary institutions in Nigeria (Ofishe, Gbenedio and Okoro, 2008). Unfortunately the government seems not to be playing their own part towards providing an enabling environment for practical exhibition of entrepreneurial skills.

In Delta State like so many other States in Nigeria, the Governor's wife and other government agencies hold one or two days seminar on entrepreneurship. It should be noted that entrepreneurship skills are not just acquired overnight; they require diligent practice, patience

and experience to master them. This assertion was confirmed by Okorie in Ogudu and Nwachokor (2009) when they posited that entrepreneurship skills acquisition requires repetitive performance of an operation, expertness, dexterity and fact. In most cases participants in such overnight seminar or workshop forget the skills learnt from such training after one or two weeks. It is even worse off if they have no start-up capital to take-off.

A worrisome development is the fact that most participants in seminars/workshops from Vocational Training Centres as well as Formal Educational Institutions are just there for the sake of it – I was there syndrome. They are not interested in acquiring or developing any skill. They don't even possess the basic characteristics and traits of an entrepreneur. Iortyer and Udoeye (2008), Uche (2008), Igberaharha (2008) variously agreed in their papers that potential and practicing entrepreneur need to possess some basic characteristics and traits in order to be trainable and successful. The characteristics are: self-confidence, task-result oriented, risk-taker, leadership, originality and future-oriented. The traits on the other hand are: confidence, independence, individuality optimism, need for achievement, profit-oriented, persistence, perseverance, determination, hard work, drive, energy, initiative, risk-taking, ability, foresightedness etc. For these characteristics and traits to be fully harnessed and developed, various formal educational institutions, vocational training centres as well as government agencies saddled with the responsibility of educational training and development must harmonize their entrepreneurial skills and development potentials. The reason for this is that skill training programmes in one institution are lacking in the other, hence Jones, George and

Hill (2000), Hisrich, Peters and Shepherd (2007), Uche (2008) and Igberaharha (2008) jointly agreed that the following entrepreneurial skills are necessary to build, train and educate entrepreneurs. They are: technical skills, business management skills, personal skills and conceptual skills.

- The technical skills consist of skills in writing, oral communication, monitoring environment, listening, being a team player as well as possessing technical know-how.
- Business management skills includes skills on planning, decision-making, marketing, management, finances, accounting, production, control and negotiation as well as the ability to launch and manage new ventures.
- Personal skills: The personal skills here include inner control discipline, risk-taking ability, innovative, change oriented, persistent, visionary leader and ability to manage change.
- Conceptual skills: This includes the ability to understand, comprehend, analyse synthesize and diagnose situations in order to be able to distinguish between cause and effect.

Methodology

This study adopts the descriptive survey method in order to ascertain whether there is need to reappraise entrepreneurship training for functionality and self reliance.

Population of the Study

The population of this study consists of all Formal Educational Institutions and Vocational Training Centres that are involved in entrepreneurship training and development in

Delta State This consist of seven formal tertiary educational institutions and six government approved vocational training centres across the state . .

Sample of the Study

Out of the various academic training institutions located in the state; four formal educational institutions and three vocational training centres were selected. They are:

Formal Educational Institutions

- College of Education Warri - 8 (pts 3 & 4)
- Petroleum Training Institute Effurun - 8 (ND II & HND II)
- Ozoro Polytechnic Ozoro - 8 (ND II & HND II)
- Delta State University Abraka - 8 (300 & 400 Level)

Vocational Training Institutions

- Bonahils Vocational Training Centre Warri - 8
- Women Development Centre Warri - 8
- Entrepreneurship Training Centre - 8

The choice of these institutions was because they are located in commercial towns and they all offer entrepreneurship training courses. 8 respondents were systematically selected from each formal school. 4 each from the two upper classes - the class representative, its assistant and two randomly picked from each class making 8. Also 8 respondents were randomly selected from each of the 3 vocational centres used. The random sampling procedure was used for vocational centres because of absence of clearly define classes.

Instrumentation

A well structured questionnaire made up of 23 items was used for data collection. The instrument which was of the four-point Likert rating scale type was vetted by two business education lecturers, one vocational training centre tutor and two notable entrepreneurs in Sapele.

The reliability of the instrument was carried out through the test-retest method by using the Pearson Moment Correlation Coefficient. A coefficient of 0.83 was arrived at. This high index confirmed that the instrument was reliable for the study.

Data Collection and Analysis

The instruments were administered through dedicated research assistants and personal contacts/interview. All the questionnaires distributed were all filled completely by the respondents, except in Ozoro Polytechnic and Delta State University were two class representative were replaced with two other students from the same class because they were absent from school. The research questions were analysed using the mean and standard deviation. The null hypothesis was tested using the students' t-test. Items that attracted mean rating of 2.5 and above on the four point Likert type scale were recorded as "Relevant" while items that attracted less than 2.5 were regarded as "Not Relevant". The t-test was used at 0.05 level of significance to test the hypothesis of this study.

Discussion

The findings from this study reveal that there is significant difference between the entrepreneurial skills taught in Formal Educational Institutions and those taught in Vocational Training Centres. This outcome confirms Shers (2000) opinion when he asserted that there is no correlation between the levels of formal education and the ability to make money. In other words the entrepreneurial ability to make money will be stronger and purposeful if both the formal training and the vocational training can be reconciled. This finding was also confirmed by Onu (2005) and Carnegie in Azubuike (2006) when they stated that formal education is not the only way to acquire entrepreneurship skills and start a successful business. They proved their point by referring to the success stories of dropout entrepreneurs in Nigeria and abroad.

Conclusion

Based on the findings of this study, we conclude that for the government to succeed in her quest towards the economic development of the nation through private sector initiative, she must reappraise and refocus entrepreneurship training of both formal and vocational institutions. When this is done, individuals, young school graduates, artisans etc will cultivate a positive attitude towards business ownership. That is, they will be equipped with the necessary and relevant technical, business management, personal and conceptual entrepreneurial skills for personal and economic success

Recommendations

The following recommendations are made based on the findings and conclusion of this study:

- Regular workshops and seminars should be organized for both sets of trainees for them to be functional and self-reliant.
- The entrepreneurship curriculum of Formal Educational Institutions should incorporate

practical / technical entrepreneurship courses by asking learners to write detail business proposals that are achievable.

On the other hand, Vocational Training Centres should add functional management, marketing and communication courses to their entrepreneurship training programmes so that learners can interact easily with the public and customers.

- Government should be able to provide soft loans (low interest bearing loans) immediately to both sets of trainees after graduation. This loan should be given based on the viability of their business proposal.

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- Wilson O. Ofishe**
Dept. of Business Education,
College of Education, Warri.
- and**
- Blankson Governor Esiti**
Dept. of Petroleum Marketing and Business Studies,
Petroleum Training Institute
Effurun, Delta State.

THE IMPACT OF SUBJECT STUDY PROCEDURE COUNSELLING ON STUDENTS' PERFORMANCE

Binta Ado Ali

Abstract

The Nigeria's educational sector has in recent years experienced crises of both standard of quality and management. There has been mass failure at senior secondary school certificate examinations among secondary school students especially in English and Mathematics which are prerequisite to securing admission in tertiary institutions. This paper examines the effect of subject study procedure counselling on students academic performance in English and Mathematics in Government Secondary School Jibia and Government Day Secondary School Dutsinma. One hundred and eighty six students were randomly selected across the two schools. Three null hypotheses were formed and tested and it was discovered that significant difference exists in the academic performance of students who received study procedure counselling in both English and Mathematics. Recommendations were offered such as training teachers in subject study procedure counselling.

Introduction

Education is a very important asset to the individual and to the society. It is said to be a process that is essential to the achievement of personal goals and individual aspirations (Ali, 2002). It is a tool for overall change in economic and social development of any society. Education is a "good thing essential to human well-being and is also a process by which a society or nation moulds the individual by subjecting him/her to a selected and controlled environment for the purposes of his attaining social competence and optimum individual development" (Dioha & Baiti 2002).

The educational sector in Nigeria has in recent years been in crises of both standard of quality

and management. The problem of falling standard of education and mass failure in school certificate examination is a matter of concern.

Okon (1984) stated that many students in secondary school have indicated that they have study problems not being able to understand and do well in school subjects, not being able to participate in class discussion, not being able to concentrate on studies for a long time, enlarge vocabulary, improve reading flexibility and fluency, choose appropriate school subjects, understand what is being read, study for examinations, decide what is important to study and take test and examination. One could see that any of the above problems, if not taken care of, could affect students' academic performance.

Study procedure is essential to the performance of students. Good study procedure is the ability to recall information at required times. It is important for students to develop good study procedure for better performance academically.

Counselling is said to be a person to person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved (Dikko 2008, Oladele 1986, Kolo, 1992 & Abdu et al (2008). It is a service available to each student to facilitate his academic success in school, to help him better understand his strengths and limitation, to identify his interests, to aid him in his planning for attaining realistic goals.

Statement of Problem

Credit in English and Mathematics is a prerequisite for securing admission into tertiary institutions. The high failure rate in senior secondary school certificate examination in these

core courses is alarming. Many factors could be responsible for poor performance such as poor study procedure, poor method of teaching, and negative attitude towards school among others. Ali (2002) cited Bakare (1997) who discovered that many students fail or perform poorly in school not because they do not possess the mental ability to do well but because they do not use the effective methods of studying. It is against this background that this research finds out whether subject study procedure counselling could have an impact on students' academic performance.

Hypotheses

The following hypotheses were tested at 0.05 level of significance -

- 1) There is no significant difference between the academic performance of students who receive treatment on subject study procedure counselling in English and that of students who did not receive subject study procedure counselling.
- 2) There is no significant difference between the academic performance of students who receive treatment on subject study procedure counselling in Mathematics and that of students who did not receive subject study procedure.
- 3) There is no significant difference in the academic performance of students who receive treatment on subject study procedure counselling in English and Mathematics and that of students who did not subject study procedure.

Significance of the Study

The findings of this study would be useful to counsellors, teachers, parents as well as the students in assisting the students to achieve better academic achievement.

Method

The research design used in this study is the experimental design. A pre-test post-test control group design was used. Both the experimental and the control group were located in the same school.

Dada (2002) defines population as "the entire group whose characteristics are to be estimated". Chireshe (2006) defines population as "a group of individuals that have one or more characteristics in common that are of interest to the researcher". The population for this study is all the SS2 students of the two schools where this study was conducted. That is Government Secondary School Jibia and Government Day Secondary School Dutsinma. The total population for this study was three hundred and sixty four students.

A total of one hundred and eighty six SS2 students were randomly selected across the two schools to serve as the sample for this study. Krejcie and Morgan (1970) table of sample was used.

The researcher designed a questionnaire where questions were set on two subject areas i.e. English and Mathematics. SS2 scheme of work was used to set the questions. The instrument was administered through the following steps-

The instrument was administered to the entire sample for the study before the treatment. This was important so as to measure the present performance of the subjects for the study in the two compulsory subjects (English and Mathematics). This is to enable the researcher to determine the level of understanding of the subjects on the areas studied.

The programme was administered to the subjects for four weeks. The researcher together with the subject specialists in the two subjects participated in the programme. For English students were taught the steps that can be used to study different passages, that is through teaching listening, reading and vocabulary development. Students were also taught steps that can be used

to study the topics in Mathematics. The students fully participated in the programme by asking and answering questions.

After four weeks of the programme, the instrument as per the pre-test was re-administered to the subjects so as to ascertain the impact of the programme with regard to their performance.

Data Analysis

The data was analysed using the t-test statistical technique. This was chosen because the data required comparison between the control and the experimental group. Each of the hypotheses was tested and result obtained. Below is the result of the study.

Hypothesis 1: There is no significant difference in the academic performance of students who receive treatment on subject study procedure in English and that of those who did not.

Table 1: t-test analysis of control group and experimental group on English

Experimental condition	n	X	S.D	t-value	t-cri	Remark
Control group	186	13.73	1.78	10.18	1.96	Rejected
Experimental group	186	18.21	1.34			

From table 1 above, the mean score for English in control and experimental group for the two schools were computed and found to be 13.73 and 18.21 with standard deviation of 1.78 and 1.96. From the result above, the calculated t-value of 10.18 is greater than the t-critical of 1.64. Therefore, the hypothesis which states there is no significant difference in the academic performance of students who receive treatment on subject study procedure in English and that of those who did not is hereby rejected.

Hypothesis 2:

There is no significant difference in the academic performance of students who receive treatment on subject study procedure in Mathematics and that of those who did not.

Table 2: t-test analysis of control group and experimental group on Mathematics.

Experimental condition	n	X	S.D	t-value	t-cri	Remark
Control group	186	28.52	11.71	2.36	1.96	Rejected
Experimental group	186	24.31	8.60			

A look at table 2 above shows the mean score for Mathematics in control and experimental groups for the two schools. The mean score was found to be 28.52 and 24.31 with standard deviation of 11.71 and 8.60. The calculated t-value was found to be 2.36 and its t-critical 1.96. The t-calculated is greater than the t-critical, the null hypothesis which states there is no significant difference in the academic performance of students who receive treatment on subject study procedure in Mathematics and that of those who did not is hereby rejected.

Hypothesis 3:

There is no significant difference in the academic performance of students who receive treatment on subject study procedure in English and Mathematics and that of those who did not.

Table3 : t-test analysis of control group and experimental group on English and Mathematics

Experimental condition	n	X	S.D	t-value	t-cri	Remark
Control group	186	6.8	3.4	2.80	1.96	Rejected
Experimental group	186	20.2	5.7			

From the table 3 above, the mean score of both the control and the experimental groups

of the two schools were computed and found to be 6.8 and 20.2 respectively with standard deviation of 3.4 and 5.7. The calculated t-value was found to be 2.80 and t-critical of 1.96. The t-calculated is greater than the t-critical; therefore, the null hypothesis is hereby rejected. In other words there is significant difference in the academic performance of students who receive treatment on subject study procedure in both English and Mathematics and that of those who did not.

Discussion of Findings

The findings in this study have indicated that there is significant difference in the academic performance of students who receive treatment on subject study procedure and that of those who did not. The treatment given to the experimental group might have led to the improvement on academic performance resulting to significant difference found after the treatment.

The first hypothesis states there is no significant difference in the academic performance of students who receive treatment on subject study procedure in English and that of those who did not, was tested with t-test statistical instrument with a t-value of 10.18. This hypothesis was rejected because the result shows that there was significant difference in the mean scores of the control and the experimental group. Mueller (1985) suggested that children should be exposed early enough to talking and listening to English language so as to equip them with vocabulary and language skills necessary for effective studying.

The second null hypothesis states that there is no significant difference in the academic performance of students who receive treatment on subject study procedure in Mathematics and that of those who did not. This hypothesis was also rejected because it was tested and has a t-value of 2.36 which is greater than the t-critical of 1.96. Hence significant difference exists in the

academic performance of the control and that of the experimental groups.

The last hypothesis which states that there is no significant difference in the academic performance of students who receive treatment on subject study procedure in English and Mathematics and that of those who did not was also tested and the results shows significant difference in the mean score of the control and the experimental groups. The t-value was found to be 2.82. The significant difference found between the performance of the control and the experimental groups was likely to be due to the treatment given to the experimental groups. If the treatment given has no effect, the two groups are expected to perform the same. Since the experimental group performed significantly better, it implies that subject study procedure in both English and Mathematics improves students' academic performance.

Implication for Guidance and Counselling:

The result of this study has shown that subject study procedure counselling could improve students' performance as it relates to academic performance in English and Mathematics. It is therefore important for counsellors to improve their approaches towards study procedure counselling. Subject study procedure counselling should be more encouraged and effectively conducted in secondary school so as to improve students' academic performance and better result in senior secondary school certificate examination.

Counsellors can use study procedure counselling, to help students explore their weaknesses and strengths with the view of eliminating the weaknesses and improving on the strengths. This brings about self-evaluation, understanding self and having realistic self image which is one of the major aims of counselling.

Subject study procedure counselling involves individual appraisal through discussion. In the discussion which are well structured the

students naturally reveals themselves. This helps the counsellor to collect important personal and academic information about the individual student. This enables the counsellor to better understand the needs, aspirations, worries and concerns of the students.

Conclusion

This research came about as a result of the high failure rates in senior secondary school certificate examination especially in English and Mathematics which are prerequisite to securing admission into tertiary institutions. Based on the findings of this study, it can be concluded that subject study procedure counselling has a significant impact on students' academic performance.

Recommendations

The following are hereby recommended:

1. All counsellors and teachers in secondary school should use subject study procedure counselling.
2. Teachers should be trained on subject study procedure counselling so as to be able to use it in teaching their subjects.
3. Materials that are relevant for improving students' performance should be made available for effective utilization which will lead to better academic performance.

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- Binta Ado Ali*
School of Education, Katsina.

RELEVANT SKILLS FOR INSTILLING MORAL VALUES IN THE NIGERIAN YOUTHS THROUGH RELIGIOUS EDUCATION: PROBLEMS AND PROSPECTS

Elizabeth Akpanke Odey and Rev. Agweye A. Okpachui

Abstract

The acquisition and institution of skills in the youths is quite an uneasy task, as the youths themselves are not ready for proper training as future leaders. This poses serious problems to the Nigerian society as can be seen in continuous truancy of our youths and serious menace in the society. It is in this vein that this paper considers the use of relevant teaching skills such as mental reorganization through inspirational teaching techniques of moral values, emphasis on the good old tradition, application of the biblical stories and events to achieve a sober feeling in the youths which rightly points on the benefits of living a morally upright life. All these culminated in Christian Religious Education.

Introduction

Religious Education is a vital tool for the institution of moral values as it is the only subject or course that lay more emphasis on the giving of moral instruction after every lesson taught.

The subject uses practical events which occurred in the bible to illustrate every aspect of its lessons thereby serving as adequate skills in the installation of moral values and can be termed the subject or course that teaches moral education.

In this vein, Kurrby (1973) defined moral education as the ability of an individual to accept the social norms and values and to behave according to the knowledge of right and wrong. Again, Peters (1966), viewed moral education as a process which aims at promoting in individuals a desire to gain the greatest possible knowledge and understanding of whatever will help him make autonomous choices that are based on

careful and informed thinking about issues involved.

Moreso, African religion before the advent of the western religion and culture was a vital tool for moral enforcement in the society. In fact, based on the religious world view of the Africans, there was no strong dichotomy between the divine and the ordinary spheres of life. Religion pervaded and permeated all areas or aspect of life. To this fact, Leonard (1966) asserted that the Africans are in the strict and natural sense of the word a truly and deeply religious people of whom it can be said ... that they eat religiously, drink religiously, bathe religiously, dress religiously and sin religiously.

In essence, what Leonard (1966) is saying is that Africans were truly religious people and these religiousness of the Africans help in building the society morally. On this note, it is observed that religion and culture in the traditional days were basic tools for morality in the society. It is in this vein, that this paper emphasizes the use of Christian Religious Education as a strategy for achieving moral values in the Nigerian youths for acquiring skills for self-reliance.

Religious Education as a course encompasses all the types of religion practiced in the world, with emphasis on Christian, Islam and African religion. All these religions focus on the upliftment of moral values in its adherents. It could then be said that Religious Education, if properly utilized is a relevant skill for instilling moral values in the Nigerian youth.

Concept Clarification

Concept like words means different things to different people. Since most concepts generally lack universal theories and because of such limitations, they are used and interpreted in different ways by different analysts and scholars. Therefore there is need to have penetrating analysis so as to grasp their innate meanings and relationship with the theme of the concept.

The concepts to be examined in this paper include skills, moral and youth:

Skill: Skill according to Geddes and Grosset (2007) is proficiency expertness, dexterity, a developed aptitude or ability; a type of work or craft requiring specialist training. Again, Soanes, Hawler & Elliot (2005) defined skills as ability to do something well, a particular ability.

Moral: The Oxford Advanced Learners Dictionary of Current English defined moral as the principles of right and wrong, also as the power of distinguishing between right and wrong. Again, Dare (2008) defined moral as a code of what is right or wrong and especially what is wrong seems to be imperative for human society; for action to be moral, it must be voluntary or motivated.

Youth: The term 'youth' and 'young people' are conceived differently in various parts of the world. But they most commonly refer to adolescents between the ages of 10 and 24. While the term 'adolescent' describes those between 15 and 19, the term 'youth' describes those between 15 and 24. This bracket (15 and 24) is the one adopted by the United Nations to describe the 'youth' (Advocates for Youth).

Religious Education an Imperative for Relevant Skills for Instilling Moral Values in the Nigerian Youths

Owing to the relevance of Religious Education, one is forced to see it as imperative relevant skill for instilling moral values in the Nigerian youths. This section will be discussed under the following headings:

- Religious Education for purification of morals and spiritual life
- Religious Education for empowerment of the Nigerian youth
- Religious Education for transformation of the mental, intellectual, behavioural and character molding of individual
- Religious Education for building potential individual in society
- Religious Education for instilling of moral values in the youths, thus enhancing peace and orderliness in the society.

Religious Education for Purification of Morals and Spiritual Life

The free encyclopedia defined education as 'the process by which an individual is encouraged and enabled to develop fully his or her innate potential; it may also serve the purpose of equipping the individual with what is necessary to be a productive member of society. Through teaching and learning the individual acquires and develops knowledge, beliefs and skills (Wikipedia).

From the above definition of education, it is clear indication that education serves as tool for acquiring skills. It is in line with the above that Religious Education is seen as an imperative for relevant skill for purification of morals and spiritual life.

Here therefore, it is observed that religious without morality is a failed religion, thus all religion emphasizes morality. Ngwoke (2006) stated that morality urges one to put his religion into practice so that morality will find a home. Religion therefore finds its concrete expression in moral life. Also, morality finds its ultimate foundation or justification in religion. They are like the two sides of the same coin.

It is in light of the above that Ngwoke (2006) asserted that it is irresponsible to believe that we can give man education without morality

and not produce educated criminals. In the same way, we cannot teach and insist in morality without religion, without idolizing man, the state or any other creature.

Moreso, Oputa in Onyewuenyi (2006) opined that 'Education without Religion makes man a splendid slave, a reasoning slave, vacillation between the dignity of an intelligence derived from God and the degradation of passion participated with beasts and brutes'. In this vein, religious education functions as basic tool for instilling of moral values and purification of morals and spiritual life. This is because religious education basically teaches and enlightens student on the basic tenets of every religion and anchors its teachings on the moral values of every religion.

Religious Education for Empowerment of the Nigerian Youth

Religious Education is based on truth and targeted towards the teaching of belief system practices, ethical conduct and morality or every religion. Thus, this helps to empower the youths' intellect with proper nourishment, which helps the youth determine what is good or bad and know the right will power, decision to take in life.

It is in this vein, that Ngwoke (2006) posited that 'ignorance, deception, falsehood, error or lie in whatever form or field or profession is to the intellect what poison is to the body'.

Religious Education for Transformation of the Mental, Intellectual, Behavioural and Character of the Individual

The spirituality is the bedrock of every religion. Therefore, spirituality in religion helps to guide human faculty and reasoning. It is this aspect of religion, when properly applied in the school environment through the teaching of religious studies that in turns transforms a person's mental, intellectual, behaviour and

character. In this vein, Ngwoke (2006) maintained that 'the soul has two spiritual faculties: the intellect and the will. ... the intellect is the light of the soul. The food of the intellect is the truth and the truth is gotten from spirituality'.

Religious Education for Building Potential Individual in Society

Religious Education focuses on moral lesson learnt. It is the emphasis on morality that helps to build potential individual in society. This is because education without morality empowers ills in the society. This is why Ngwoke (2006) stated that 'it is morality that tames the wild in its powers, checks and moderates its excesses, and channels its tremendous resources away from destructive uses towards the development of the society'.

Religious Education for Instilling of Moral values in the Youths

Religious encompasses all aspect of man's life and every individual believe in the existence of a super natural being. This aspect of man is brought to light through the study of religion since religion and morality are two inseparable realities. They function together to make man perfect or complete being. Thus, religious education with emphasis on morality helps to instill moral values in an individual.

From all the points discussed above, it could be said that Religious Education is a relevant skill that help to instill moral values in the Nigerian youth.

Problems and Prospects

There are negative factors that militate against the proper teaching of moral and religious education to the youth. These factors include ignorance, godless education, adverse school environment, cultism, celebration of fraud, art, religious legislations, religious fanaticism, immoral judicial precedence, media

glamorization of immorality, abuse of the internet (internet pornography) indiscipline in the school and the home front, influence of false prophets, beatification of corruption, canonization of money, abuse of human freedom, etc.

Recommendations

Religious Education should be recommended as a compulsory course for all students in the tertiary institutions irrespective of their original discipline. Religious education in the primary and post primary education system should be introduced instead of focusing on the study of a particular religion in different parts of the country e.g. Islam in the North and Christian religion in the West.

Emphasis should be placed on morality in all aspects of life in the society. Discipline both at home and our schools should be encouraged vigorously. Love of money and worship of the wealthy should be discouraged, by all members of the society.

Conclusions

The state of moral education in Nigeria is deplorable. This bad moral attitude has affected the image of this country locally and internationally. Therefore religious education is the adequate machinery in bringing the moral standard of the country to its minimum, thus all hands should be on deck to change the attitude of Nigerians for better. If the above suggestions and/or recommendations are religiously implemented, these would go a long way to instill moral values in the Nigerian youths.

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Elizabeth Akpanke Odey
Department of Christian religious Studies,
Federal College of Education, Obudu, Cross River.

and

Rev. Agweye A. Okpachui
Department of Christian religious Studies,
Federal College of Education, Obudu, Cross River.

ENRICHING WOMEN EDUCATION WITH TEXTILES AND GRAPHICS FOR FUNCTIONALITY, PRODUCTIVITY AND SELF-RELIANCE

Victoria .N. Onunkwo

Abstract

Women can no longer come to terms with the apparent austerity in the country, as economic management of homes poses various problems. This is threatening to crush the age-long efforts made to keep the family going. This necessitates the need to diversify the means of income to meet the family demands. For this, women education needs skills that can fetch them job and make them functional, and self-reliant. Thus, it is the need for the provision and acquisition of graphics and textiles education skills for alleviation of this perpetuating economic problems of women that this paper is conceived. This paper therefore concentrates on reviewing various ways by which graphics and textiles education can provide a woman with technological literacy relevant for daily life through the use of resources available to her, all for functionality, productivity and self-reliance.

Introduction

This paper is talking about rebranding women education by making it skill oriented for functionality and self-reliance. This is because every woman suffers much in the family and in the society, even when she is educated.

In the first instance, in the family where life starts, women play very important role in child-bearing and rearing. Her importance ranges from child bearing and rearing to her contributions towards national growth, development, reconstruction and reformation (Onunkwo, 2008). Lampe (1994) posited that, given the spiritual and physical role of women in the incarnation and birth of child, a man can desire a child, but only a woman can decide to have a child. Further more, since women are the main source of getting a child, the responsibility

of rearing the child rests more on her shoulders. A woman is very much involved in the moulding, guiding, shaping, training and educating a child to be a good citizen. Women are agents of socialization and determinant of the character of the society where they find themselves. They are tolerant. They help in the economic management of homes and most of them are good disciplinarians as they are often with the children and every individual passes through them. Many eminent citizens of this great nation received unrivalled care and encouragement from their mothers and other women in their lives (Obianyo, 2000). Children emulate their mothers and most often copy their skills. All these and more works of women call for reappraisal of the national policy on women education for functionality and self-reliance.

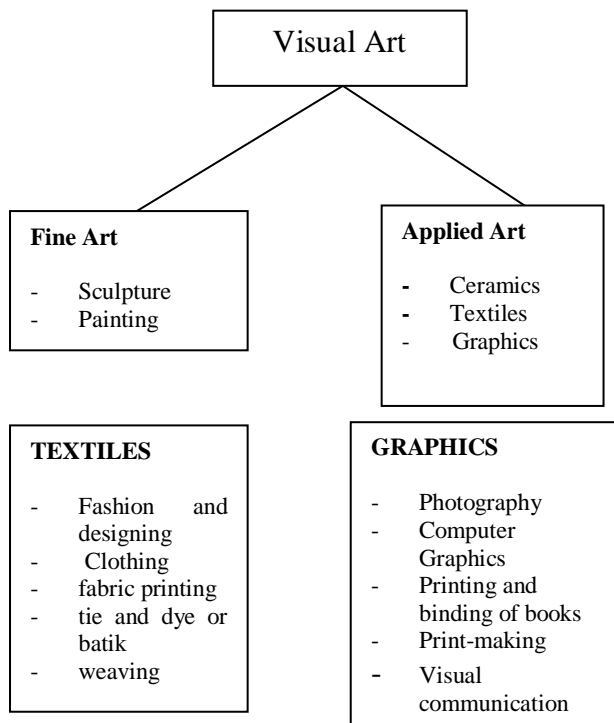
Educating a woman means educating a nation. The necessity for women education cannot be overemphasized. Women education needs to be reappraised to enable them participate effectively in all spheres of national life. Women need that kind of education with enough skills and technical know-how to enable them diversify their means of income, fetch them good paying job or make them establish on their own. Dawodu (2002) is of the opinion that vocational and technical education is the most reliable vehicle for self-sustenance, economic prosperity and political supremacy over others. Visual Art as a core subject in Vocational/Technical Education will prepare the women who acquire its skills and technical know-how for productivity, functionality and self-reliance.

The rationale for all the development plans of the federation of Nigeria is the building of a united, strong and self-reliant nation. This can simply

mean the development of an individual, the exposure and realization of his innate creative abilities through training. Art Education therefore, involves instruction in Visual Art forms... in the classroom situation in order for students to express themselves through a specialized art teacher (Onakufe, 2006). Visual Art can provide enough skills to any woman who wants to survive anywhere in the world. This paper therefore concerns itself with the ways Visual Art can improve women education by making it more functional for self-reliance through productivity. Only two aspects of Visual Art – Textiles and Graphics will be discussed. For the purpose of clarity, branches or aspects of Visual Art is also briefly discussed, thus:

Branches of Visual Art

Visual art is broadly divided into Fine and Applied Art. Fine art includes painting and sculpture, while Applied Art includes textiles, graphics and ceramics.



In What Ways can a Woman Improve Her Income When She Acquires the Skills in Textiles or Graphics?

Any of these aspects of visual art could be taught along with other courses in various subjects as a borrowed course from Visual Art education programme. These skills involved in the manipulation of the tools and equipments for productivity should be practised and be perfected in. One can practise them along with her job or establish on her own to make money. People buy the products of Visual Art because they are needed in everyday life of individuals. They give grassroot services to the society (Onunkwo, 2009).

Textile is subdivided into fashion and design, clothing, fabric printing, tie-dye and batik and weaving.

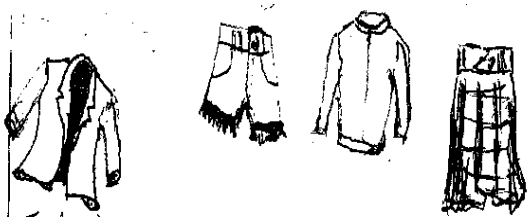
Fashion and Design: Fashion means popular style of clothes at a particular time or place; the state of being popular (Advanced Learners’ Dictionary). This business involves making and selling of clothes in new and different styles. A fashion designer can also design patterns for sewing. For example:



These patterns are packaged and sold to tailors and seamstresses especially in fashion industries. Different styles have patterns made for them, for example, patterns for already made suits, trousers, babies wears etc. These patterns are sometimes arranged and printed as fashion

Enriching Women Education with Textiles and Graphics for Functionality, Productivity and Self-Reliance

magazines and calendar. They sell like hot-cakes. For example:



Fashions come and go. A fashion designer should be conscious of the latest fashion and styles in vogue and follow them up. She should be current to know when styles change. A creative woman should initiate new styles for others to follow. Old styles, fashion and designs are most often brought up again with some changes to make them become new. Fashion fair/show can be sometimes organized and held to sell the clothes/garments with latest styles, fashion and designs. Ronke Ademiluyi, a woman, the single owner of Rukkies Fashion stores in Opebi and Surulere held a boutique fair and fashion at Kingsway Road, Lagos in February, 2010. That one-day event tagged: “Cupic fashion and fair” was designed for boutique owners, talented and upcoming designers as well as fashion houses in Lagos. According to those in the show, the fair, they said, would provide a common ground to sell the latest fashion trends of 2010, in preparation for Valentine (The NATION, Saturday, February 13, 2010:15).

Clothing: Clothing is purely the sewing of clothes for self or for individuals. Customers bring cloths and choose styles from fashion magazine/calendar. They are charged and they pay. The woman who makes them gets her money. This business is enough to keep a woman’s life going. The clothing industry needs more money to be established, but the seamstress can buy more sewing machines, other tools and

equipments and employ labour which will make the cloth industry to grow by leaps and bounds.

Fabric Printing: This involves printing designs on cloth. This is another fascinating area. A design is made on paper in one or more colours. Different methods are used to transfer design on cloth or fabric. The textile designer should be creative and resourceful. She should choose the method she can handle and/or her money can afford.

The printed cloths are sold. Printing machines can be used to produce them in greater quantity and with cheaper labour and cost. A woman who does this business does not have chance for another job. It is paying. This can be turned into industry with time.

Tie-dye and batik: This is another area in textiles. This involves creating patterns on the fabric by tying it with rope and by dipping in the solution of dyes. The tied parts create various designs and patterns. The skill requires creativity so that different patterns are tied. In batik, wax or similar medium is used to cover either the design or the background. This is dipped in the solution of dye stuff and chemicals as in tie-dye. It is then dewaxed and ironed for use. This is sold to raise money. Again, machines can be used to apply the wax which aids in mass production. Tie-dye and batik do not end with plain yards of cloth. Old wears can be converted to new wears by introducing new patterns or by darkening them e.g. jeans wears are redyed when they fade. They attract people to bring their old jeans wears. Bales of old jeans wears are bought as “okirika”. These are redyed and made new. They are thus sold to raise money.

Weaving: Weaving is the making of fabrics or cloth from thread (yarn) with machine or by knitting. This is another area of textiles in which one can specialize and can be turned into a nice business. Textile mills involve mainly weaving

and designing of fabrics. There is today a hand machine loom used to weave sweater. The weaver who works with that loom make sweater wears for schools as uniform. In this case, it is produced in great quantity. The various patterns are created by interlacing warp and weft thread in different styles.

These skills in textiles can be practised as a part-time job or be established for self-employment. In this case, labour is employed.

Graphics: Graphics is subdivided into – photography, Computer graphics (compugraphics), printing and binding of text books, print making and visual communication design. Graphics involves designs, drawings (illustrations) or pictures, that are used specifically in the production of books, magazines, advertisements, packages, certificates, jackets etc. These designs, drawings or pictures can then be produced in various ways manually with printing machines. Now that computer is very essential in graphic production, computer graphics (compugraphics) is a course in graphics. Most of these designs, illustration and pictures are slot into the computer for mass reproduction. Where the design is too big, printing machines are used – letterpress, offsets etc. A woman who gains skills in graphics is blessed already.

Photography: Photography can be done as private practice (PP) or one can get a photographic studio and work independently. A photographer goes out to schools, movie camps, festivals, ceremonies etc to take photographs either on invitation or on her own. Much money is raised from these. People go to photo studios to take photographs. It is a very lucrative business to every graphic artist or graphist.

Compugraphics: This involves the use of computer to design and print books, magazines, almanacs, newspapers, posters, badges, and advertisements. It can be used to create designs

from illustrations and pictures that are slotted into it. A woman who acquires the skills in compugraphics has advantage over others that are just computer literate. She can design and slot in. She has better knowledge of colours and colour combination.

Printing and Binding of Text Books: Today, this is done either with computer or with printing machines of various types e.g. letter-press, offset etc. Binding follows after printing. Some artists specialize in book-binding. They can bind old books (case binding). Another method of printing is photographic and serigraphic screen printing. These are manually done.

Print making: This involves using different methods to render designs on paper or fabric or any surface e.g. wood print, lino print etc. The prints can be slotted into the computer and used for designing. They can be used in offset machines etc for mass production. Print-making can be done on fabric where need be for hangings etc.

Visual Communication Design: As an aspect of graphics, it combines all the above except book-binding. Visual communication creates visual impact. The example is posters e.g. obituary poster. The works produced under visual communication design are most often, mass-reproduced by printing either with machines or manually. They are slotted into computer for printing. The photographs can be taken and enlarged for many purposes. They include – making posters, certificates, package designs, badges, sign-boards, advertisements, book illustrations, book covers and jackets, etc. A woman who acquires skills and technical know-how in graphics is already self-sustained. The benefit for acquiring these skills is that the woman makes much money from them. Secondly, there is job satisfaction. Thirdly, the labour she employs reduces unemployment and poverty in Nigeria. All these lead to self-reliance through productivity.

Conclusion

Textiles and graphics are aspects or branches of Visual Art. They are functional and productive oriented. They are called Applied Art because they serve people. Their products are used directly by the individuals in the society. Textiles include the making and designing of fabrics and also sewing them into wears. Its aspects such as weaving, sewing, designing on the fabrics, the fashion designing etc. all can be developed into business and can grow into industries e.g. textile mills, fashion industry, clothing industry, weaving industry etc. The purpose of all of them is to serve the society and make wealth from them. Graphics is one of the Applied Arts. Like textiles and ceramics, it is functional, practical and productive oriented. Its aspects include designing, printing and binding of books, designing adverts, posters, bill-boards, certificates, badges to mention but a few. Photography and computer-graphics are other aspects of graphics. Like textiles, they are for the service of the public and for making money.

A woman who acquires these skills in either graphics or textiles has escaped poverty, has reduced unemployment as she employs labour, thereby contributing to her own and individual's self-reliance through productivity.

Recommendation

The following suggestions are made for improving women education and for making it functional and productive oriented for self-reliance:

1. Visual Art skills and technical know-how should be introduced at the secondary school level. This is because some girl children marry after secondary school education. Acquisition of these skills will help them to become productive and thus self-reliant.
2. Some Visual Art courses should be made compulsory electives in the tertiary institutions especially in the school of education. Each of the acquired skills can support a woman sufficiently to fend for her family.
3. This paper is appealing to the government to please fund education programme and provide the necessary tools, equipments and infrastructure and also skilled Visual Art teachers, instructors and technicians so as to bridge the gap between theory and practical work. The acquired skills will make women to be productive and self-reliant.
4. This paper is also advising every woman to be hard-working, committed, dedicated and efficient so as to enhance and improve her calling and make it rewarding enough for self-sustenance. Skill-based hard-work and competence are the pivots on which the success of a visual artist rests. They make the production business to grow and flourish by leaps and bounds. This will help the woman's products to stand the test of time.
5. The paper appeals to every family in Nigeria to make women education a matter of priority. Women who have married and have been left behind educationally, should embark on literacy programmes provided by the government, for instance, Open University education, sandwich programmes and entrepreneurial studies etc.

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Victoria .N. Onunkwo
Nwafor Orizu College of Education, Nsugbe.

PERSPECTIVES IN NETWORK-BASED LANGUAGE TEACHING: VIABLE CHANGES IN LANGUAGE TEACHING APPROACH

Amina Abubakar

Introduction

A language teacher is seen as someone who has the privilege to undergo a professional training on the skills and competence required to enable him effectively manipulate the target language in imparting language knowledge to learners. Therefore, an English language teacher is one who acquires the special skills required in imparting meaningful English language knowledge to English language learners.

Importance of Language Teaching

Teaching of language to our learners is very important because it is very vital in our daily interaction. Learners' ability to use the language appropriately and effectively in a variety of situations must be developed for a sustainable development. According to Idirisu (2003) English language in Nigeria serve many important functions such as official language of commerce, communication, education and media. Therefore, it becomes necessary for our learners to be given adequate training on how to apply their knowledge of language to possible uses so as to be able to function effectively in the world outside the classroom.

Language Teaching in the 20th Century

The focus of language teaching range from imparting knowledge of highly abstract linguistic principles and constraints to the process of imparting the ability to structure and convey information in target language. Several linguistic perspectives come in disagreement in considering whether the system of knowledge about a second language is primarily:

- i. An abstract system of underlying rules or principles,

- ii. A system of linguistic patterns and structures; or
- iii. A means of structuring information and system of communication (Sarville — Troike, 2006: 175).

The differing assumptions about the nature of language determine what kinds of language learners are to produce. Therefore the methods used in language teaching keep on changing as a result of the unending changes in the demands of language in the society. In the past decade, the concern of language teaching was on habit formation in the process of stimulus response reinforcement mechanisms. It is assumed that learners best learn language by imitating and repeating the language they hear when they are reinforced appropriately.

Changes in the linguistic theory later brought about a shift from antimentalism to mentalism. Language is therefore looked at as rule governed because of the ability of children to understand and produce utterances that have never been heard before. The assumption that every individual possess Language Acquisition Device (LAD), makes language teaching to be basically centered on teaching the abstract rules of the language.

Recent development in psychology shows how the inner forces, in the process of interacting with environment, drive learning. The child is looked at here as an active and creative participant in the process of language learning. Therefore, the structures of the child language began to be described and analysed as grammatical systems in their own right rather than how they are deficient in comparison to adult norms (Miller 1964, McNew 1966). As

such the focus of language teaching nowadays is on the use of language in real situation making effective use of the underlying knowledge about the language.

The problem facing language teaching is that since the new challenge in language use makes it necessary for language teachers to redirect their teaching towards conforming to the current demand in language, every effort needs to be made to restructure the conduct, strategies, classroom language resources/instructional materials as well as timing to suit the renewed interest in language use. Due to the serious impacts created in the minds of the teachers by traditional methods of language teaching, it becomes difficult to put such theory into practice.

Policy makers have since recognized the shift in emphasis from presenting language as a set of forms to a functional system. However the inherent problem found in Nigerian Schools initiated the unending problems of teaching and learning of language at different levels.

Moreover, haphazard formulation and implementation of language policies has direct bearings on the problems of language teaching and learning. Incessant policies and programmes, according to Okon-Enoh (2003) are the major educational problems in Nigeria. He further states that Nigerians are good at fashioning out policies but worst at implementing them. Therefore, language policies continued to be formulated and reviewed without allowing the existing one to mature.

Nigerian education system has suffered over enrolment without corresponding expansion in facilities provision and funding (ibid) create an extended problem into language teaching and learning.

The above problems created many outstanding problems, impede effective teaching and learning of language. The outrageous number of enrolled students made it necessary for authority concerned to enroll untrained and

uncertificated teachers to teach in the schools (language inclusive). According to Fafunwa (1969) there are about 16,000 primary and secondary schools in the country with over 3,200,000 pupils in 1969. The number of teachers actively involved in teaching these pupils stood at 105,000 with more than half of them not professionally qualified!

This indicates that even at the risk of employing unqualified teachers we ran short of teachers. This problem is further compounded because many authorities are of the view that education programmes are not competence based in which performance goals are clearly specified. Hence the major cause of the inability to make necessary adjustment to meet the renewed interest.

The fact that teachers are not well grounded and much emphasis is given to examination make the teaching! learning condition becomes terrible. This leads to examination malpractice and therefore, lack of commitment to learning of the language.

Therefore new training programmes were introduced that will provide adequate and rigorous training to the teacher. Such programmes are the (CPD) continuing professional Development Programme (2004) which is aimed at giving the primary school teachers thorough training on the techniques of teaching language to primary school learners. Also incorporated are the STUPS and MDG (Mathematical Development Program) programmes which are specially to upgrade the status of teachers and language in the Nigerian society.

This progress has been made possible with the introduction of the National Commission for colleges of Education (NCCE) which develops a minimum standard of teacher training and also enforce those qualities to effective classroom use.

Also the involvement of teachers in colleges of Education contributes to the

development of the national curriculum in which element of competence is involved. Therefore, the involvement of NUC, NPEC & NBTE help greatly in improving the condition of service of teachers especially primary school teachers. As proposed by Abenga (1997) that if well qualified and dedicated teachers are in the system, even with inadequate facilities, they are likely to produce better results for, it is not the facilities that do the teaching but the teacher.

Shuaibu (1984) on his side asserts that educational innovation cannot be successful unless we are prepared to carry the teacher along. Carrying the teacher along means giving the teacher adequate training in line with the current demand of language in the society.

Okon-Enoh further asserts that without well trained and dedicated teachers, the nation will not have good education and without good education, the society cannot successfully meet the challenges of the new millennium.

By implication therefore, the teachers the ultimate pillar of education and therefore language learning deserve to be given rigorous training that will equip with the skills needed to meet the demand of the dynamic society.

Challenges Posed to the Language Teacher

Challenges such as globalisation in language teaching and learning, demands of the information technology and the challenges of the renewed interest on language teaching and learning are some of the few challenges facing a language teacher.

The need to stand the taste of time makes it necessary for language teaching nowadays to go global. And the teacher is expected to create avenues on how to device strategic ways of increasing international integration in language learning. Therefore the teacher needs to be thoroughly trained to be able to open his thinking so as to find out, articulate and develop his own methods and techniques which conform to the needs of the global world.

Computer revolution is continuously changing the way language is learnt. Therefore the educational system, particularly language teaching is faced with the challenge on how to train future teachers on how to meet up with challenge of communication technology. Also the teacher is faced with the challenges of how to improve the quality of language learning required.

Moreover, the information revolution leads to the renewed interest in language teaching and learning which is communicative language teaching. The teacher is henceforth faced with the challenge of transforming the teaching and learning of the language via communicative approach.

These challenges call for the need to give special training to language teachers. As Fedjere (2001) asserts that the quality of education depends on the quality of the teachers trained. In this case, therefore, teachers need to be given intensive training on the skills they need to impart and the strategies to use in imparting the knowledge.

Strategies for Coping with the Challenges

In order for the teacher to be able to cope with the challenges posed to him, he needs to critically think and reflect on what was on ground then, compare it with what is on ground at present and then come up with what is actually supposed to be the practice of teaching and learning considering the demands of the newly created society.

To effectively manage the challenges he needs to be engaged in quality training at frequent interval. This will enable him to acquire variety of alternative strategies and skills to deal with any language teaching demands in the classroom. Attending various training programmes, workshops and seminars will enable the teacher to be creative and competent enough to fit any demand of language. Torrance (1962) posit that creativity is the capacity to

sense gaps or critical missing elements in a problem, formulating related ideas and communicating the derived results.

Moreover, the teacher needs to be computer literate so as to meet up with the changes in language teaching/learning brought about by computer revolution. Therefore, he should be able to manipulate computer and acquire the skills and strategies to teach language through computer.

Since the renewed interest demands the use of language in real life situation, avenues should be created by teachers to expose learners to the use of language in a variety of setting.

The Training of Language Teachers

Teacher education is described as designed policies and procedures made to equip prospective teachers with the knowledge, attitude behaviours and skills they require to perform the tasks effectively in the classroom, school and wider community (Wikipedia, 2010).

Teacher education is divided into the following stages

- **Initial Teacher Training:** This entails a pre-service training course given to teachers before entering the classroom. It takes place in institution of higher learning. It may be organised in two basic models:
 - The consecutive model: This is where the teacher obtains a qualification in one or more subjects (often a first university degree) and then studies for a further period to gain additional qualification in teaching (i.e. postgraduate degree, masters).
 - Concurrent model: is where student simultaneously studies both one or more academic subjects and the ways of teaching that subject leading to a qualification as a teacher of the subject.
- **Induction Training:** is the form of training and support given to teachers during the first few years of teaching or the first year in a particular school. In some countries as

described in (Wikipedia, 2010), it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner. This is referred to as mentoring. It provides support, guidance and emotional assistance to the new teacher. Such is done by giving the new teacher opportunity to gain confidence and be well grounded with experiences from the experts.

- **Teacher Development or Continuing Professional Development (CPD):** This is an inservice course for servicing teachers it is aimed at reflecting terms then up to date and developing them further.

Other programmes indicated for the teachers are

- (i) Journal publication, which encourage creativity and research
- (ii) Peer work for mutual support and learning
- (iii) Input from educational experts which helps to see how theories are put into practice etc. These programmes are teachers, retain them to the profession and promote their personal and professional well being.

Teacher education is strung hard towards enriching the trained teachers with wide knowledge of subject matter and meaningful strategies to face the challenges of language teaching.

Among other options are the community – based teacher education, where teachers immersed themselves in communities that will allow to apply teaching theory to practices.

This implies that surplus opportunities are opened to teachers. All they need to explore these opportunities strategically the current demands of language learning and tailor their training towards meeting these demands. Since development of professional competence, according to Penny Ur (2003) is the responsibility of the teacher. The teacher used to undertake meaningful, challenging and thought

provoking activities that will enable him to attain professionalism.

Tondo and Reamen, (2003) further reaffirm that it is the teacher professional responsibility to continuously undertake a wide range of activities to be a true professional. Therefore a teacher must constantly be upgrading his knowledge and understanding of language and language learning and be translating the newly acquired knowledge in his teaching. This suggests that this teacher should tirelessly seek out for sound profession activities and keep on doing his professional interest to conform with the renewed interest in language learning.

Conclusion

‘The desired goal of language teachers to produced competent speakers that could manipulate language in any given society can only be achieved if teachers and government become more interested, committed and dedicated to the training programmes as well as to the successful development of the language teaching profession.

Recommendations

Etuk (2006) believes that good self confidence causes success based on well-practice” Therefore the success of language teaching rests on how much confidence is restored on students by the teachers. And the duty of restoring the confidence cannot be effectively performed by the teacher without adequate training. As such teachers should be determined to go through rigorous training constantly in order for him to restore the confidence in learners and also keep up with the new changes in language use.

According to Tondo & Reaman (2003) issues of policy, planning, financing and implementation of educational programmes are among the major impeding factors to effective teacher training programmes. In essence, therefore policy makers as well as government

should harmoniously work together to see each plan to its maturity. This suggests that planners should make an explicit plan that is measurable, observable and achievable within a particular point in time. The government should commit enough finance, manpower, facilities and all monitoring devices to ensure close supervision on the progress of the plan until it reach its maturity.

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Amina Abubakar
Department of English Language
Federal College of Education, Kano

SOME DISFUNCTIONAL FEATURES OF TERTIARY INSTITUTIONS IN NIGERIA

Andrew A. Dosomah and Agharese R. Usiobaifo

Abstract

Structural changes in Educational System due to transitions in search of an enduring functional system dwelt mainly on primary and secondary education. Nigeria tertiary institutions have been relatively static depletion of available resources. With the granting of private universities and proliferation of State/Federal Universities for ethnic balancing, general performances have been on decline. Furthermore, there are losses of concentration of some Nigerian professors to the detriment of their operational bases due to numerous contract appointments from emerging universities as well as Nigeria's societal poor value system. The paper highlights some dysfunctional features of Nigeria's tertiary institutions and made some recommendations for an enduring functional tertiary Education in Nigeria.

Introduction

Hornby (2005) defines the prefix "dis-" as not and also defines functionality as the quality in something; of being very suitable for the purpose it was designed. Consequently dis-functionality means not having the quality of being suitable for the purpose it was designed. Tertiary institutions are established not just to award certificates, diplomas and degrees; they are to provide sound education for students, encourage creativity, contributes to societal development by research, personnel training and citizenship Education.

Institutions differ in their areas of strength and weakness. It is possible that the quality of academic programmes may vary from one tertiary institution to another. Indeed, the quality of staff in terms of knowledge, pedagogy

and commitment to assigned duties, welfare of staff and students funding and infrastructural facilities available to staff and students are some of the factors responsible for differences in academic programmes.

It is a well known fact that if all members of a group of students are treated to the same academic programmes, individual performances will be different. Differences in performance of institutions, is not restricted to academics. It may also arise in social behaviour of staff and students as well as administrative practices in the institution.

Many clandestine activities of dis-functionality for example, Examination Malpractice, cultism, Admission racketeering, extortion, rape, etc go on in tertiary institutions in Nigeria. Although from grapevine reports, management is aware of some of these activities and sometimes set up committees to investigate them, the result is often that the committee end up getting no proof because students who are victims of clandestine activities are afraid to testify publicly for personal security reasons due to the nature of the Nigerian Society and also fear of victimization from lecturers involved in similar businesses.

In recent times, Dosomah and Usiobaifo (2010) information from oral interviews of students, observations of student conversations by privilege of staying in a house with at least five new students per session as co-tenant, and social interactions with staff of different establishments who study in different institutions in Nigeria from 2002 to 2010, indicate that these activities are of common occurrence in many Nigerian tertiary institutions and that some of

Nigeria's reputable tertiary institutions are not exempt from clandestine activities of dis-functionality. Furthermore, the extent of corruption in recent times as a result of sharp practices by lecturers and students are so prevalent in many Nigerian tertiary institutions that they are often topics of open discuss among students in their leisure periods.

Definition of Terms

Poor general performance of graduates of Nigeria's tertiary institutions upon increasing frequency of life threatening social problems in Nigeria and rapid development of new technologies by some other countries, is a worrisome liability for Nigeria. The paper highlights some dysfunctional features of Nigeria's tertiary institutions.

In the context of this paper we wish to define the following terms for clarity of presentation:

"Lecture carpenter" means a lecturer whose performances in teaching, Examination, invigilation and honest commitment to assigned official duties are in general unsatisfactory.

"Bread of deceit" means the getting or desire to get money or sexual intercourse gratification from students by fraud/oppression.

"Blocking" are incentives demanded by a lecturer who agrees and implements an unholy enhancement of grades of students by sharp practices.

"Stressful locomotion" of a project is a deliberate act of slowing down the process of project supervision by introducing unnecessary difficulties either because the required gratification for example sexual intercourse/cash have not been given by the student to the supervisor or that the supervisor has no time to guide students.

"Sexual Bedmatics" means sexual activities of intercourse.

Some Dis-functional Features of Nigeria's Tertiary Institutions

Dosomah and Usiobaifo (2010) information from oral interviews and observations of students and staff of some tertiary institutions in Nigeria from 2002 to 2010, reveal the following dis-functional features:

1. The Lecture Carpenter Bread of Deceit

Some strict lecturers that are shouting at students in Examination halls "stop spying at other students work, stand up, change your seat, get out of the Examination hall!" and complains frequently of students indiscipline at department/academic board meetings upon which they were appointed members of examination malpractice committees, will on proper scrutiny, be found to be the ones that gives account numbers to students to pay in money to their bank accounts and be let off the net of malpractice, to choose their grades C, B or A in proportion to the blocking levy required by them. Some lecturers threaten some female students (including married students) to submit themselves for "Sexual bedmatics" for enhanced academic grades.

Some lecturers neglect their teaching duties and say proudly, they are lecturers and not teachers. They come to class to announce mass failure of their test and say for example, "the highest score of 150 students in my test is 2 of 20. only 5 students got 2". Students become worried and the lecturer offers "blocking" or agrees to be blocked to enable students overcome failure or get desired grades in the final examination. The students go about looking for money by all means; including stealing, deceiving their parents, and prostitution to get enough money to block lecturers.

Malpractice in project supervision

A department assigns students to project supervisors by politics.

The supervisor tells his students to submit proposals of project topic and content. The student writes the proposal but to submit, he discovers that the supervisor demands ₦10,000 to approve the one page proposal and offers two options to the student.

Option 1: “Pay ₦10,000 for approval of the project topic and embark on a stressful locomotion of the project and pay me (the supervisor) for typing and binding”.

Option 2: “Pay ₦50,000 and do nothing. I (the supervisor) will write the project, type and bind it for you”.

2. **Poor General Performance**

There are students in some higher institutions who after 4 months of studies cannot spell correctly, the course they are studying. In fact, no less than an estimated 70% of students in some higher institutions cannot compose a good essay on a familiar topic of 350 words duration.

There are graduates that cannot write good application letters. For example, an evidence one of the authors got from a wrapping paper of snacks he bought from a shop in a higher institution in March 2010, turned out to be an application letter dated 2nd August, 2004 to the acting registrar of the higher institution.

The body of the letter says:

Sir,

Application for Lecturing

I wish to apply to the Ag. Registrar of the above institution to be a lecturer in any fit department in science department. I am a graduate of Chemical Engineering; from the

wealth of my experience acquired through my years in school and the knowledge acquired from industrial training on casual job, prio to National Youth Services Corps years (NYSCS). My other required informations that may be needed are attached to this letter. I prayed to you that I shall do greatly to promote the dream of this institution and to actualize it. I shall commit myself ahead of time to a very powerful stand. Thereby to make this institution first among the best, duly to a crown height. Through the mode of my self inspired and driven motive, I share the vision of this institution. The spirit of my dedicatedness, diligent to duty and honest shall make this institution proud. I shall be grateful if this application is considered.

Thanks for your appreciation

Yours faithfully,

Signed

Name of Applicant.

3. **Excuses of Disfunctionality of Nigerian University Engineering Graduates**

The Nigerian Observer (2006:Nov.6) says the president of the Association of Professional Women Engineers of Nigeria (APWEN) said it is even more worrisome that some industries had decided not to recruit Nigerian Engineering graduates anymore because the cost of retraining them was enormous. The industries blamed this on lack of exposure to practical classes. She noted that a visit by members of the association to some universities in the six geo-political zones revealed that engineering equipment used in 1975 were still being used for teaching.

Majority of Nigerian University Engineering Graduates are excusing themselves that they are not technicians and are doing nothing practically in engineering concerns. In Nigeria every

one wants to be a supervisor. In fact, Nigerian Education is a stereotype in majority of cases and do not encourage students to relate learning to practical situations. Instead of addressing their dis-functionality, they will be protesting attempted parity in pay and qualification of HND and B.Sc.

4. Selfish Attitudinal Shift of Some Nigerian Lecturers from Boosting Personal Ego to Corruption

The typical Nigerian lecturer hides the book he is copying worked examples and recommends another book to students. For ten years he uses the same question paper to examine students in his course. He may not bother to update his note which is a photocopy of his note in old school days. His assignment/lectures are exercises in frustration and he deliberately avoids the correction because he is going to set it in Examination.

In the past, one of the purposes of his lectures/Examinations was to trick the students so that they will not know as much as the lecturer. He is happy to announce that no student has been able to get grade (A) in his course. But nowadays, they trick the students so that when many of them fail they will bring more money to block. He is willing to give anybody grade (A) for money or bedmatics. Dosomah (2008) noted the irony of a carpenter's problem allocation drama, in which the carpenter with all his vast experience and training allocates simple problems to himself as worked example and give his pupils difficult problems as assignment and that the carpenter may wish to justify his problem allocation by some retaliatory principles of my teachers did not spoon

feed me as was done to me by me teachers so will I do and even worse to my pupils. These common occurrences in Nigeria's campuses which we entitle the "lecture carpenter bread of deceit" is a clear testimony that Nigeria's tertiary education is in general, not functional and that some Nigerian Lecturers are destroying the academic and marital foundations of upcoming generation of Nigerians and celebrating selfishness, corruption and immorality on the altar of academic freedom.

4. Violence/Cultism

A student is conversing with another student; it starts on a friendly note and then a little dispute. One of them is swelling in anger and shouting "you de crase!, you de crase!!, I burst your head!, I burst your head!!, I fall you!". You may think is a verbal dispute that will at worst end in a wrestling contest, Only to discover that the angry student takes a bottle or knife to piece the head of the other student or stab him in the stomach in an attempt to kill him. Violence and blood shed resulting from intra-cult battles for supremacy of rival cult groups are common features of most tertiary institutions in Nigeria.

5. Some effects of dis-functionality in administration of tertiary institutions in Nigeria

Delay in transcript due to unrecorded scores in some subjects or refusal to give bribe. In 2009, for example, a graduate of one of the colleges of Education in Nigeria experienced delay in transcript due to unrecorded scores in 5 courses. Committee Report (2005) in one of the tertiary institutions in Edo State reveal that 5 of 8 students who made written

statements of their oppression by some cultist that beat them up for refusal to buy them a carton of beer or meet their demand for cash, were found to be accused in allegations of future cases of cultism. The committee found that the reason for the “mass conversion” from complainant to accused was due to delay or unsatisfactory handling of cases of oppression/threat by the schools security department. It also found that the cultists, taking advantage of management delay, embarked on a strategy of repeated oppression and pretended pleading to destroy confidence of victims who seek management protection until the victims are provoked to seek protection and retaliation so as to be free from frequent oppression and also benefit from oppressing other students as was done to them. Consequently, they are enticed to become cultist.

6. **Greedy Subject Content Upon Insufficient and Bad Teaching**

In some Nigeria institutions of learning contractions or teaching time due to disruptions resulting from strikes and administrative lapses adversely affect syllabus coverage. Furthermore, some course contents are disconnected, sequence of courses is disconnected, and some courses are to bogus to be covered in the allocated times. In fact, the character of Nigeria implementation of curriculum is based on an assumed hypothetical foundation of “good students”. And having admitted the students, no institutional effort is made to design remedial courses to correct observed foundation deficiencies. Rather, students are left to struggle it out themselves and face considerable pressure from regular courses taken in a

hurry. They are harassed by lecturers for their inability and acquire more deficiencies by multiplier effects of their lingering deficiencies and the confusion generated by the bad teaching activities of some lecturers. Consequently, many students go through the system and do not learn enough as envisaged by our curriculum planners. They acquire grades by examination sharp practice, cramming and blocking lecturers.

7. **Corruption in Admission to Tertiary Institution in Nigeria**

Dosomah and Edosomwan (2010) noted that the problem of academic corruption in tertiary institutions is a worrisome one. Despite the introduction of a post-university matriculation examination test to screen successful candidates of the University Matriculation Examination (UME). Guardian (2010: July 6) stated that a contributor opined:

“Since the post UME was introduced and admissions were apparently based on it, have the academic standing of those admitted improved? For me, there is nothing to show that anything has changed. There is nothing to show that “sorting”, which is academic corruption whereby students pay for marks to lecturers in cash or kind has stopped.”

Where are the critiques of Universities Matriculation Examination (UME) and the Advocates of Post Universities Matriculation Examination (POST-UME)? The reality has proven that apart from increasing cost of admission, the advocates of autonomy to ensure quality admission upon granting the request to conduct POST UME for successful UME candidates turned the admission process to a lucrative, political family affair for personal gain and to enable candidates

from rich homes get their choices for family pride. The opportunity cost is denial of many brilliant candidates admission or their choice courses to the detriment of societal development.

Upon admission of such influence candidates their excited parents are enabled to go about a public proclamation thus---- "I am a renowned big man and my son is reading Doctor, my daughter is reading lawyer and another of my son is in the department of businessman". These influence candidates create problems for the system and "buy" their way to graduation in flying colours. It is therefore, not surprising that the dirty politics of using wickedness, ethnicity, secret cult and "Juju" as instruments of oppression and death have taken strong holds in our citadels of learning not only amongst students but also amongst staff including the top hierarchy of academic and Administrative staff.

Dosomah and Edosomwan (2008) observed that the "carpenters help" in graduating pupils by grade politics produces manipulators that sponsor unwholesome politics in educational and work organizations in order to survive.

8. Emerging issues

Kidnapping, increasing occurrence of hired assassinations, student involvement in armed robbery. The plight of indigent students from broken homes and protecting indigent students from embracing crime/prostitution as a means of survival.

Conclusion

Although some quality graduates have emerged from Nigeria tertiary institutions by reason of Natural endowment, personal effort of

the students, the impact of some committed lecturers in Nigeria tertiary institutions and job training/international exposure. Nevertheless Nigeria tertiary institutions, in recent times are in general non-functional and seriously incapacitated to face the challenges of her technological backwardness and increasingly dangerous proportions of lingering social problems. Urgent patriotic commitments of resources to qualitative practical education, encouraging creativity and social re-engineering of Nigeria's value system to embrace good values are needed to solve the problems.

Recommendations

We should take up the challenge of solving Nigerian lingering/emerging problems in Nigeria higher institutions of learning.

Nigeria's approach to technology acquisition is like the typewriting activities of a copy typist. We are importers of convenient equipments and are satisfied with using the equipments. At best a few of us become trial and error repairers of them but we as a nation have not made definite commitment to learn the secrets of production of these equipments in the near future rather we assume that long term purchase and use with a non-committal stance will lead to development. Dosomah et al (2010) stated that to settle as users of convenient equipments without the definite commitment to acquiring the technology is a bad strategy for development.

Nigerian universities avoid narrow specialization on a porous general base especially at the Ph.D level. A situation in which a Ph.D student is assigned to a non-available supervisor who hands over his Ph.D thesis to the candidate, no taught advanced course beyond masters level to illuminate the Ph.D student on past development and current research efforts, the student will just be in a "struggling dance" over the thesis for a least 5 years until an external supervisor is called in to confirm the award of Ph.D to the candidate

upon a summarized supervisor thesis/deficiency is not helping us.

We should award overseas scholarship to Nigerian lecturers/students to expose them to international training.

Government should take good care of the welfare of her citizens, encourage brain drain but make Nigeria safe and welcome enough for Nigerian sons and daughters abroad and foreign entrepreneurs resources persons, to invest in Nigeria's development.

Nigerian teachers/lecturers should take time off to study industrial processes.

Many of Nigerian traditional healers die without passing on the knowledge of herbal treatment which in many cases are more effective than modern medicine. This is because in eulogizing the importance of science and technology, Nigerians despise the value of history and their cultural heritage. Nigerians should take up the challenge of recording and improving their cultural heritage.

Nigerians should harness their creative potentials to good purposes.

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Andrew A. Dosomah
School of General Studies (Mathematics Section)
Edo State Institute of Technology & Management
Benin City.

and

Agharese R. Usiobaifo
Department of Computer Science,
Edo State Institute of Technology & Management,
Benin City.

REAPPRAISING THE CURRENT NATIONAL POLICY ON EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE: ISSUES AND CHALLENGES

Agbike Peter Okpe

Abstract

The UBE is a nine-year educational programme that seeks to eradicate illiteracy, ignorance and poverty with the general goals of stimulating and accelerating national development, political consciousness and national integration. To achieve this, the programme is planned to be free, universal and compulsory, but the free and compulsory aspects of the programme are not being actualized. This paper is of the view that laudable as the scheme may appear, its functionality and self-reliance envisaged in the UBE Act can only be realized if the sponsors that include the three tiers of government will develop the political will to properly fund it. Also, other stake holders that include civil society organizations, communities, private providers and international donor agencies will have to actively play their roles.

Introduction

The desire to ensure equitable educational opportunities in Nigeria came on board as a result of Jomtien conference on education for all in 1990. This was as a result of the belief that education holds the key to individual and national development. The sole aim was to ensure the improvement of the productive capacity of individuals, change of traditional attitudes, beliefs and practices that are inimical to human and national progress and making sure that democratic values are enthroned among citizens.

On this premise, the National Policy on Education (2004) categorically states that the government recognizes education as an instrument par excellence for effecting national

development. This pronouncement makes education a right in itself that every member of the human family is entitled to irrespective of its potential benefits. The Universal Basic Education UBE programme was introduced in Nigeria in September 1999 to serve as a catalyst to the entire Nigeria education system but specifically, the basic education sub-sector, which is the foundation for all education, has been the most neglected sub-sector of education by most successive governments. The effect of the neglect of the basic education has been very conspicuous in the near total collapse of the education system with some other attending problems of limited access to, poor retention in and poor quality of basic education in Nigeria.

Illiteracy level was becoming higher, our school infrastructure was appalling, teachers were poorly trained and haphazardly motivated, the rate of school dropout was increasing and worst of all, the funding of basic education was dwindling and close to a total halt. The statement of Mr. President, Chief Olusegun Obasonjo during the launching of the programme in September 1999, aptly capture the concept and aim of the programme:

The Universal Basic Education programme is almost the same as the old UPE scheme. It is free and universal like before but now in addition, it will be compulsory. But having carefully reviewed our current national needs, our administration has decided to give it a broader focus. Thus the new UBE now extend to all children from age six to age fifteen. It will accommodate them from primary school to junior secondary school....Funds will be made available for properly equipping the school.

The above statement sums up the intention of the government especially the expansion level of the programme.

Objectives of the UBE Programme

The specific objectives of UBE programme as contained in the UBE implementation guidelines include:

1. Developing in the entire citizens a strong consciousness for education and strong commitment to its vigorous promotion.
2. The provision of free, universal basic education for every Nigerian of school going age
3. Reducing drastically the incidence of drop-out from the formal school system.
4. Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education.
5. Ensuring the acquisition of the ethical, moral and civic values needed for the laying of a solid foundation for life long learning.

In the government's attempt to see that this is not a mere paper work or an ordinary lofty idea, she provided the UBE Act 2004 thereby making basic education compulsory and free for all school age children and provided roles for each segment of the stake holders as well as stipulating punishment for defaulting stake holders. The pertinent areas of the law that directly affect us are:

1. The federal government's intervention shall provide assistance to states and local governments in Nigeria for the purpose of uniform and qualitative basic education through out Nigeria.
2. Every government in Nigeria shall provide free, compulsory and universal

- basic education for every child of primary and junior second school age.
3. Every parent shall ensure that his/her child/ward attends and completes.
 - a. Primary school.
 - b. Junior secondary school education.
4. The stakeholders in education in a local government area shall ensure that every parents or person who has the care and custody of a child performs the duty imposed on him/her under the universal education Act 2004.
5. Every parent shall ensure that his/her child receives full time education suitable to his/her age, ability and aptitude by regular attendance at school.
6. A parent who does not enrol or withdraws his/her child/ward from school contravenes section 2(2) of the UBE Act and therefore, commits an offence and will be liable (a) on first conviction to be reprimanded (b) on second conviction to a fine of ₦2,000.00 or imprisonment for a term of two months or to both.
7. The service provided in public primary and junior secondary schools shall be free of charge. These are tuition, books, instructional materials, furniture and mid-day meal.
8. A person who receives or obtains any fee contrary to the provision of the Act commits an offence, and is liable on conviction to a fine not exceeding ₦10,000.00 or imprisonment for a term of three months or to both.
9. The magistrate court or any other state court of competent jurisdiction shall have jurisdiction to hear and determine cases arising from non-compliance to the provision of the Act and to impose the punishments specified.
10. Transition from primary to junior secondary school shall be automatic as

basic education terminates at the JSS level. It thus implies that entrance examination at the end of primary VI for admission into JSS I is abolished. Emphasis shall be placed on effective School Based Assessment while final examination and certification will be done at the end of the nine year basic education programme.

11. The secondary school system should be organized in a way that will ensure that the JSS component is disarticulated from SSS as stipulated in the National Policy on Education (NPE) with its distinct goals and programme (FME2004).

As can be noticed, the UBE programme attempts to state in clear terms, the responsibilities on one hand, and the role of home and government on the other hand.

The UBE Act 2004 categorically stipulates that the programme comprises Early Child Care and Development Education (ECCDE) six years of primary education and three years of junior secondary. It is however considered as a continuous nine year education programme that seeks to eradicate illiteracy, ignorance and poverty with the general goals of stimulating and accelerating national development, political consciousness, and national integration. It implies that UBE, should be a collaborative involving the three tiers of government, civil society organization, communities, private provides and international donor agencies.

The UBE as a Reform Programme

In trying to justify the introduction of the UBE, what the UBE commission has done was the highlighting of the major inadequacies of the existing system and stating the difference that the UBE would make. At the risk of repetition, among the inadequacies of the old system are low primary-to-secondary transition rate of 43% only; primary school completion rate of only

64%; less than 60% of net enrolment rate at both primary and secondary levels; only 30% female enrolment in primary schools in the twelve core northern states, including the attraction of the Quaranic schools to many of the boys and girls; high primary school drop-out and low secondary school enrolment of the boy – child in the south eastern zones (UBE, 2004).

Basic education received global impetus and attention after the World Conference of Education For All (WCEFA) held in Jomtien Thailand, in early 1990. Thus, according to Obanya (2000), Nigeria became a signatory to the following major international and inter-African conventions for realization of basic education.

- i. The Jomtien (1990) Declaration and frame of action.
- ii. The New Delhi (1992) Declaration requiring the E-9 countries of the world with illiterate adults to reduce the incidence of illiteracy drastically within the shortest possible time span.
- iii. The Amman Re-affirmation of (1995) confirming everyone's commitment to the Jomiten Declaration.
- iv. The Durban (1998) statement of commitment by which African states reaffirmed their commitment to making the realization of basic education a reality.
- v. The OAU now AU Decade of Education in Africa (1997-2006) also reaffirms Africans' commitment to the realization of basic education.

These conventions are aimed at global reforms especially in education. Instructively, Nigeria is a signatory to major international and inter-African conventions hence, it appears obvious that Nigeria will embrace UBE. Incidentally, all programmes that could lead to the achievement of Universal Basic Education for all have been in existence before 1999. These are the:

1. Six-year primary education and the three year junior secondary school
2. Non formal education
3. Adult education and
4. Nomadic education

Source: Office of the National Coordinator UBE (2001)

Aims of the Reforms

The reforms are aimed at bringing about appropriate communication and life skills as well as ethical, moral and civic values needed for laying a solid foundation for life long learning. (Oroka 2001). Also, it is expected to enhance community participation in decision-making process in schools with a view to engendering community interest in and eventual ownership of basic education institutions, among others already stated.

Funding of the Universal Basic Education Programme

The programme is largely financed through 2% of the Consolidated Revenue Fund (CRF) of the federal government, which is used in supporting states in their responsibility of basic education delivery. Participating states, on the other hand, contribute 70% of the total federal government intervention funds as marching grants. This is quite significant in the sense that it is the first time in the history of Nigeria that the federal and state governments had expressed their collective commitments to funding the basic education subsector in a systematic manner as this one. There may be no need to provide the sharing formula in this presentation.

Curriculum

A new nine year basic education curriculum comprising 19 subjects has been developed by the National Education Research and Development Council (NERDC) and has

been approved by the National Council on Education (NCE) thus:

- (a) Eight core subjects from a list of four electives for primary 1-3 level
- (b) 10 core subjects and one elective to be taken from a list of four elective subjects for primary 4-6 and
- (c) 11 core subjects and not more than two electives to be taken from a list of five subjects for JSS1-3.

Also, the council has directed that the core curriculum should include computer studies at all levels and that “teaching thinking” should be infused into the Cultural and Creative Arts studies.

For the implementation of the key components of the Universal Basic Education programme, special provision has been made for:

1. The provision of infrastructural development.
 2. The provision of instructional materials
 3. Teacher professional development
 4. Organizing for implementing the UBE programme
- (a) Disarticulation
 - (b) Transition from primary VI to JSS1
 - (c) Establishment of school

A Reappraisal of the UBE Programme

The UBE programme is comprehensive and integrating, so it provides the Nigerian child the opportunity to develop life long skills to survive in the country.

If the programme is effectively implemented, the current technological advancement dream of Nigeria shall be realized since such a dream is entrenched in the curriculum. And the curriculum is drawn in such a way that all the domains of human development are provided for thereby, allowing for human creativity.

The provision of midday meal means that children will be stable and focused. The dichotomy between “the haves” and “the have not” will be bridged more especially as books will be provided free of charge.

Another good aspect of the programme is that it is cumulative. Nothing of the onslaught final examination or only one assessment will be allowed. Certification is based on a progressive and cumulative record of the general assessment of the performance of the child from 1-9 years of school life summed up to provide the grade of the child’s three domains of human development i.e. the affective, cognitive and psychomotor.

The programme is guidance oriented. After 1-9 years in school, data collected on the child will provide the guidance counselors guide to properly guide the child to take rational decision on personal, social and vocational choices.

There will be conducive learning environment as infrastructural materials and instructional materials will be within reach. The over dependent on government for white collar job will be de-emphasized because the courses are tilted towards self actualization and reliance.

The UBE programme by design and vision is a great foundation for deliberate, comfortable, aggressive shift from consumer oriented economy to productive based economy. The emphasis on computer training at all levels of education of the universal Basic Education programme ignites a hope for the realization of millennium goals where the economic or business transaction will be E’ driven. This goes to stress that the hope for the ICT in the nation can only materialize through the basic education programme.

The learning and teaching approach is directed toward constructivist theory, based on Dalton plan, which provides for a purposeful

shift from the teacher centered education to child centered learning.

Teachers’ access to professional development shall not be by part-time or sandwich programme alone for UBE has made provision for teacher quality and effectiveness through their continuous professional development. The objective of this gesture is to build and sustain capacity for teachers to effectively operate the programme and motivate them to enable them become more committed and competent.

Challenges

Ogunyemi (2002) summarized the problems of the UBE scheme as follow:

1. Poor teacher preparation, irregular in-service (training) and retraining of teaching and non-teaching personnel.
2. A large number of untrained and under qualified teachers in the system.
3. Inadequacy of relevant instructional materials and guide.
4. Generally poor learning environment, over crowded classrooms with high pupils/teacher ration and lack of reliable education data for effective planning.
5. Poor funding translated into insufficient demonstration of political will.
6. High incident of absenteeism among teachers as part of the potentially constraining factors to the success of the UBE. Notably, all these problems are duly acknowledged by the UBE implementation committees at all levels including the board or commission.

Observation

In addition to the above noted inadequacies the presenter of this paper has

observed in Zone 'C' senatorial district of Benue State that:

1. The UBE students are levied N1,500.00 per session as against free tuition which was articulated at the start of the programme.
2. The UBE schools have no permanent sites and so use the infrastructure of the existing system. This situation may lead to some principals hiding away useful learning aids and equipment (e.g. Laboratory equipment)
3. The UBE scheme is mainly afternoon school yet.
4. It appears to be for mainly helpless and hopeless citizens for now.
5. In some cases, the teachers of the existing system take a second turn to teach the UBE students after the closure of the existing system as the UBE school may have no teachers or have inadequate number of teachers with inadequate training leading to this make shift system.
6. The pay for the UBE teachers is poor, irregular and amount to mere stipend.
7. The promise of free uniform and text books is a mirage. The promise is not fulfilled.
8. There are no federally recruited teachers here. All are part-time teachers recruited or co-opted from the existing system.
9. Above all, the UBE schools lack vital teaching and learning materials and it may not be an overstatement to state that UBE has not taken off here.

Conclusion

The free and compulsory nature of the UBE programme must be actualized for its

functionality and national self reliance which will translate into national development and sufficiency.

We all have the onerous task of ensuring its success through mobilizing and sensitizing all stakeholders, i.e. the state, local government, the judiciary, law enforcement agencies, traditional authorities, teachers, parents local communities and local and international NGOs on their roles and responsibilities as envisaged in the UBE Act. States and local government officials who handle UBE matters should be made to know that the universality of access to education at basic level is a global concern that should not be toyed with. This is conceived for the fact that it is the only sure way to poverty alleviation, to stamp out ignorance and disease which are also sure ways to early death. The UBE programme is the main gate way to quality basic education delivery for sustenance of democracy and good governance, social justice and national development. It is the panacea to child development and learning.

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*Agbike Peter Okpe
Department of English,
College of Education,
Oju, Benue State.*

REAPPRAISING LANGUAGE ARTS/LANGUAGE EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE

Vera Chioma Okoli

Abstract

Language is an indispensable tool to man's existence in the universe. It is a channel of communication of man's thought emotions, feelings and ideas. A typical review of the place of language in Nigeria reveals numerous use and divergent types of languages. Effective use of these languages poses a lot of problems to the nation's multi-ethnic and especially language of communication. English was introduced as the official Language of communication. This official language is facing a problem in the nation's educational system. Some of these problems include mother tongue interference, lack of adequate teaching aids, lack of sufficient motivation of teachers and lack of sufficient qualified teachers of English. The paper critically examined the various functions of English as the official language of communication in Nigeria. Efforts was also made to outline the problems facing the English language as a second language in Nigeria. Some possible solutions as to how to solve the problems were proffered.

Introduction

Definition of Language

The concept of Language has been defined in various ways by many renowned linguists D.J Allerton (1970) opines that Language is "the fully developed natural human communication systems based on speech" Language is made up of literature and language arts. Language arts here refers to linguistics and specific languages. Language arts have five major strands namely; listening and viewing, speaking, reading and writing. Viewing entails visual literacy.

Language Education is the teaching and learning of a language. It is particularly concerned to second language acquisition, though it has also to do with the learner's mastery of his or her native language. Language education is an aspect of applied linguistics. Language education takes place in an officially organized formal school or in a specialized language school.

In language Education, some approaches, methods or techniques could be used. Each of these approaches, method or techniques has its own advantages and disadvantages. The disadvantages of each of them, normally give room to criticisms which would eventually lead to the emergence of new approaches, methods and techniques.

When talking about language art/language Education, this paper places particular emphasis on the English language. This implies that this paper would particularly focus on the teaching and learning of the English language. It is a world language in the sense that it is the official language of communication in many countries of the world especially in Nigeria.

Nigerians who learn English as a second language face numerous problems. Some of these problems include insufficient teaching aids, inadequate qualified teaching staff, poor teaching method, pedagogical problems, lack of adequate supervision of teaching/learning, the wide gap between the mother tongue of Nigerians and the target language, lack of interest in teaching oral English, nonchalance in using teaching aids on the part of teachers of English, lack of sufficient motivation on the part of the teachers of English.

Solutions to these problems should be sort for. This will help to improve the position of the English language in the country. It will also help Nigerians who learn it as a second language to achieve native speakers' competence or at least near native speakers' competence.

Language Education in Nigeria

Since this paper pays particular attention to language education than the language arts, it is pertinent to find out what is language education. Language education is the teaching and learning of a language. It is more concerned to second language acquisition, though it has something to do with the learner's mastery of his or her mother tongue. Language education is an aspect of applied linguistics. In language education; both the teacher and the learner are interested in the two most important concepts in teaching and learning. These two concepts are the matter and the method. Any effective, efficient and competent teacher should be sure of these two concepts.

Language is the vehicle for man's communication of his thoughts, ideas, feelings and emotions. Since English is the official language of communication in Nigeria, this paper will primarily focus on it. The English language will be appraised through the following sub-headings;

- a. The functions of the English language in Nigeria.
- b. The various linguistic theories and methods of teaching and learning the English language in Nigeria.
- c. Some of the problems which the English language encounters in Nigeria.
- d. Some possible solutions to the problems of teaching and learning of the English language in Nigeria.

A. The Functions of the English Language in Nigeria.

The British government colonized Nigeria after the scramble and partition of Africa in the 19th century. Her colonization of Nigeria brought about the introduction of her governance. The introduction of her governance meant the introduction of her tongue. The British government could not effectively administer Nigeria because of her multi-ethnic and multi-lingual nature. This fact was reflected in her former national Anthem which pointed out the difference in "tribe and tongue." Recent linguistic research in Nigeria reveals that she has over seven hundred different tongues. These tongues are namely; Igbo, Yoruba and Hausa.

These different tongues have brought about antagonistic and tribal squabbles in the country. This had made the issue of national language question a difficult one. People from the minority linguistic group can never accept any of the languages from the majority group to be a national language. The following statement from one of Nigeria's prominent politician can prove this assertion. Chief Enahoro ones says;

As one who comes from a minority tribe, deplore the continuing evidence in this country that people wish to impose their custom, their languages, and even more their way of life upon smaller tribes (Coleman 19)

At the same time, people from majority group cannot allow any language from the minority group to be the national language. English is therefore the only alternative official language of communication and in fact the national language for Nigeria. The English language is presently functioning in the following areas in Nigeria;

- (a) Education – The National Policy on Education (1977, rev. 2004) states that the medium of instruction in the primary school is the mother tongue or the

- language of the immediate community and at a later stage the English language. The English language is the medium of instruction from the upper primary level to the tertiary level. All the subjects in the school curriculum are taught with the English language including the local languages. For one to gain admission into any higher institution in Nigeria, one must have a credit in the English Language in the Senior Secondary School Certificate Exams, the NECO or the GCE examinations. For one to gain employment in any establishment, one must be proficient in English. The English language is the yardstick for measuring literacy in the society.
- (b) Economy – The English language is playing its enviable role in business and commercial transactions in Nigeria. The multi-ethnic and multi-lingual nature of Nigeria had posed a problem to mutual commercial transaction. But with the acceptance of the English language in Nigeria, there had been effective economic development and entrepreneurship. Economic records are also kept in the English language.
- (c) Policies – All official political activities are carried out in the English language. The indispensable role of the English language in policies is traceable to it being adopted for political administration in 1882 and as a vehicle of governance and resource development. It is used by the politicians for their political manifestoes and for political campaigns. For anybody to occupy any important political post in Nigeria, the person must know how to speak the English language. The 1989 constitution made it very clear that any candidate for election to the national or state assembly must have a minimum qualification of a secondary school certificate. Such a certificate is not authentic without a credit in the English language. The Nigerian constitution, all other government policies and official publications such as government gazettes are written in English.
- (d) Socio-Linguistics - Nigeria is a multi-ethnic and multi-lingual nation. Emenanjo (2003) approximates the different tongues spoken in Nigeria to 468... There is no gain saying the fact that a country with such diversity of languages should have a problem of mutual interaction with one another, the matter becomes worse when such a country has no national language. The introduction of the English language as the official language of communication has gone a long way to solving the social interaction problems which the diversity of languages has created.
- (e) Mass media - The English language is extensively used by journalists, the radio and T. V workers. It is the language of the mass media and it is used in printing the newspapers and magazines.
- (f) Court - The English language is used by the lawyers, magistrates and judges at the court. Every successful lawyer must be proficient in the English language. As men of the learned profession, lawyers are expected to have an excellent control of the English language.
- Having looked at some of the functions of the English language, it is necessary to look at some of the theories used in its teaching and learning.

The Theories of Teaching and Learning of the English Language

To achieve functionality and self reliance in the English language it is pertinent to survey some of the theories that had been propounded for the teaching/learning of a language. These theories include

- a. Prescriptivism's theory: - This is the earliest form of linguistic theory which originated from Greek and Latin languages. These languages were seen as classical and should serve as models for other languages. They came to be seen as operating the universal grammar. No grammarian worth his salt could afford to depart from the patterns and systems set up for these languages especially Latin, whatever the reality on the ground (Egbe 2000). The traditional grammar prescribed the rules for language analysis instead of descriptive. It laid emphasis on correctness of sentences instead of appropriateness. Its weakness gave birth to another school of thought.
- b. The Structuralist Theory: - The structuralist theory emerged in the 17th century by a foremost linguist, Ferdinand de-saussure. He came up with the following postulations:
 - (a) Linguistics is the scientific study of language for its own sake and not in relation to other languages.
 - (b) Linguistics is not prescriptive but descriptive.
 - (c) Spoken language is the primary subject of study.
 - (d) Linguistics is an autonomous discipline not a part of language at a specific point in time, takes precedence over diachronic studies.
- c. Generativist's Theory: – Noam Chomsky was the father of this school of thought. This school emerged as a reaction against the structuralisms for not taking

into account the ability of the native speaker to make infinite number of new sentences. He also criticized the structuralisms for taking note of only the surface structure of sentences and neglected the deep structures. Chomsky asserts the following (Egbe 2000).

- (a) The ideal native speaker has a perfect knowledge about his language.
- (b) However, he has only a subconscious awareness of this knowledge.
- (c) The only way we can access this knowledge is indirect and that is through his intuition and
- (d) The proper business of linguists therefore is to study these intuitions in order to gain access to what the native speaker knows about his language. Consequently, the goals of transformational Generative Grammar include:

To find out the actual nature of the grammar of his language,

To study native speaker's intuition about his language, To account for his ability to make all and only the grammatical sentences of his language, To find out how he is able to make and interpret an infinite number of novel sentences from the limited linguistic data he is exposed to and hence;

To set up a grammar that will generate all and only the grammatical sentences of a language.

This theory made important contribution to the study of language in the sense that it emphasized languages acquisition device which portrays the innateness of languages in man. The theory also distinguished linguistic competence from linguistic performance. While linguistic competence is the native speaker's intuitive knowledge about his language, linguistic performance is the actual native speaker's

linguistic behavior. This linguistic behavior is influenced by both the linguistic competence and other non-linguistics behaviours and environmental factors such as attitudes, social setting and the interlocutors. The Generative theory recognized the phrase structure rules, the transformational rules and the morphological rules to linguistic study.

d. The functionalists' theory; Trask (1997) asserts that functionalism is "an approach to the description of language structure which attaches importance to the purposes to which language is put..." This approach to language recognizes the socio-cultural importance of language as against the other three theories of language which neglected the linguistic functions of language to society and its linguistic needs is of primary importance to the functional theory of language. Hymes in (Baldeh 1990) opines that;

1. Language is response to the specific demands of the society in which it is used.
2. Its use is entirely context dependent. Utterances and situations are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words.

The Methods of Teaching and Learning of the English Language.

The various methods used in teaching and learning of the English language in Nigeria, stem from the principles of the language theories as discussed above. Some of these methods include;

1. The Grammar Translation method
2. The Direct method
3. The Audio-lingual method
4. The cognitive code-learning method

5. The functional-National Approach or communicative language teaching method.
6. The Eclectic method

The Problems of English as a Second Language in Nigeria

The teaching and learning of the English language in Nigeria has many problems which include:

- a) Lack of qualified and experienced teachers: some of the teachers of the English language in Nigeria are not qualified and experienced. Some of them do not know the various language teaching and learning theories and methods. They cannot connect the principles of the language theories and the language teaching methods. Consequently, they find it difficult to apply the principles and methods to the actual teaching and learning in the classroom.
- b) Lack of instructional materials: The instructional materials are indispensable tools to the teaching and learning of the English language. But unfortunately some of these materials are not provided. The inability of the teachers of English to use such teaching materials like audio visual laboratory adversely affects his effective and efficient delivery of his lessons.
- c) Nonchalance in the teaching of oral English: some teachers of the English language shy away from teaching oral English. Some of their reasons might include the fact that oral English is abstract and technical. It also needs teaching aids. But these teaching aids are not available.
- d) The wide gap between the English language and other Nigerian languages: This poses a lot of problems to both the teachers of the English language and to the learners. The English language is a stress-timed language while all other Nigerian languages are

syllable times. Again, the English language has consonant clusters while all other Nigerian languages do not have consonant clusters. Consequently he inserts vowels between the consonant clusters when he wants to speak. This is a serious problem of mother tongue interference.

- e) Lack of motivation on the teachers: The teachers of the English language are not sufficiently motivated. This makes their interest and morale low. As a result, they will not be able to put in their best in the teaching/learning exercises.

Suggestions on how to Solve the Problems of Teaching and Learning of the English Language in Nigeria.

The government, the society and the teachers should put their hands on deck to solve the numerous problems which are facing the teaching and learning of English as a second language in Nigeria. The Government should mount up in-service training, seminars and workshops for the English teachers to help them to upgrade and update their knowledge. More teaching materials should also be provided by both the Government and voluntary organizations. The teachers should also be motivated and encouraged. This will help them to put more effort in the process of teaching and learning.

Conclusion

Language is very important to the existence of man on earth. There are some linguistic theories, principles and methods. These should be used by teachers in the teaching and learning of the English language in Nigeria. The English language is the official language of communication in the country. Its teaching/learning is faced with many problems which include mother tongue interference, lack of teaching materials, and lack of motivation.

Recommendations

To solve these problems which teaching and learning of English as a second language is facing in Nigeria, it is recommended that the government, the society and the teachers should work co-operatively. The government should organize workshops, in service training and workshops for the teachers. Some voluntary organizations should help the government in providing some teaching aids to schools. Teachers should be trained on the use of the teaching aids and they should be encouraged to use them to achieve efficient and effective teaching and learning. The motivation of both the teachers and learners should be improved. This will enhance their interest in the teaching and learning of the English language.

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Vera Chioma Okoli
Department of English Language & Literature,
Nwafor Orizu College of Education, Nsugbe.

ADMINISTRATION OF GUIDANCE AND COUNSELLING SERVICES IN PRIMARY SCHOOLS FOR NATIONAL DEVELOPMENT

A. A. Agbaje and Dr. Sunday I. Efang

Abstract

The paper investigated the effects of organization and administration of Guidance and Counselling services in Primary Schools in Nigeria. It was discovered that schools finance, negative attitude of staff and that the absence of counselors in the primary schools in Nigeria have affected the effective organization and administration of Guidance and Counselling services in Primary Schools. Based on these findings, recommendations were made among others, that government should implement and finance Guidance and Counseling services in Primary Schools. Efforts should be made in convincing the teaching staff, parents and inquisitive citizens about the needs of Guidance in the Primary Schools, that the negative attitude towards Guidance and Counselling in the Primary Schools would change if it is organized in such a manner that they would not be seen as self-imposing. Through this, counseling would help the child to develop self-knowledge and identify his potentials. This should facilitate his achievement of optional development and thus, equip him for adult life and civic responsibility.

Introduction

Guidance and Counselling was established in Nigerian Secondary schools right from the inception of modern Guidance in 1959 when a group of Catholic Sisters who were teachers at Saint Theresa's College Ibadan, began orientation services for classes 4 and 5 students to help them settled in the world of works, (Nigeria Certificate in Education Services, 1982). Despite the increased recognition of primary school Guidance and

Counselling has been ignored in the whole country. In Nigeria as a whole Guidance and Counselling service at this level of education is never considered appropriate or prominent.

Odoemelam (2001) opined that these pupils are faced with developmental problems which if not aided in the development of their worth, dignity and maturity, may be hindered intellectually, morally and vocationally. The Federal Republic of Nigeria (1998) stressed on character moulding development of sound attitude and morals in the child at this level of education. It is therefore pertinent that Guidance and Counselling services should be given the recognition it deserves at primary school since it is the only helping service that can enhance the personal development and psychological growth for a socialized maturity of the client.

The majority of the problems the young ones face today demand the need for guidance and counseling service as the society advances in sophistication. Individuals would to learn about themselves their inter-personal relationships and behaviours which put them on better footings through these services. The potentialities and limitations in the individuals can be pointed out to them, this helps to reduce aggressiveness and tendency towards delinquent behaviours. Lack of Guidance and Counselling services in primary schools have made many children to repeat classes, fall out of their set in schools, van away from homes completely not because they have no brains but because of lack of proper adjustment to the school environment.

Programmes in counseling the children assist teachers, head teachers, parents and other

significant persons in the lives of the children to work together for the benefit of the children. Counseling in the elementary level had been necessitated by a number of social forces at work on vary young children nowadays. The overwhelming influences of the mass media especially television programmes calls for Guidance and Counselling in choice taking and decision making. High divorce rates and cases of absentee parents in search for “naira power” make the co-parents role of the school more significant and this implies the need for specialists in the school.

The pressure of contemporary overcrowded classrooms puts heavier burden on the class teacher to such a degree that teachers have little or no time to attend to individual problems such a situation calls for the services of someone special within the school system to whom children can turn for individual support and relate a little more closely. The person is the school counsellor.

This paper investigated administration of Guidance and Counselling services in primary schools in Nigeria. Guidance counsellor on the effective organization and administration of counseling services in primary schools in Nigeria and also find out the influence of the attitudes of staff on effective organizations and administration of guidance and counseling services in primary schools in Nigeria.

Onyejiaku (2001) asserted that a theory is a verified, established explanation of known fact or phenomenon or principle which has undergone some validation and which therefore may be used to explain many similar situations. Therefore theories of organization and administration are to analyze and explain many similar situations. Organization as cited by Welhrich and Koontz (2006) is seen as a formulated structure of roles or positions while administration by Nwankwo (1991) is considered as the careful and systematic arrangements and use of resources, situations and opportunities for

the achievement of the specific objectives of a given organization. These authors have pointed out that organization and administration go together to enhance effectiveness. The organization has the roles that individuals are built into for the performance of executive duties. The carving out of policies or decisions to fulfill a purpose and the controlling of the day to day running of the organization while the administration has the means by which formal goals are achieved through cooperative human effort. Although the topic focuses on administration in most of the theories reviewed management and administration are used synonymously because management just like administration as cited by Mcfarland (1997) is referred to a process by which managers create direct, maintain, and operate organizations through systematic, co-ordinated, co-operative human effort. These views are relevant to this study.

Organizational Models of School Guidance

These are different forms of organizational patterns at the national level and at the school level, Shertzer and Stone (1991). At the national level, the model could be centralized or decentralized. At the school level, two major organizational patterns have been identified. These include the specialistic and generalistic model. Shertzer and Stone (1981) in specialistic model observed that the professionally prepared counselors, psychologists, psychometrics and other highly qualified personnel are employed to operate Guidance services in the school setting. Although high level of efficiency and effectiveness should be expected where there is a heavy concentration of such experts in the school Guidance programmes. It is disappointing to observe that these categories of professionals have not found their way in primary school Guidance programmes, in Nigeria. With the absence of these professionals, it is unthinkable to apply the specialistic model of Guidance in years to come because it relies on the intensive

utilization of qualified personnel in running the school Guidance programmes.

The generalistic model uses teachers and administrators to perform Guidance functions. The model conceived every teacher as a counsellor and uses the specialistic as for supporting and directing functionaries. It is "all hands on desk" since both the teachers and administrators are fully involved in the discharge of Guidance functions. This model seems to relegate the school counsellor to a state in which he is forgotten and he is no longer famous or important because he is stripped of his legitimate functions. While Guidance programme should be the collective responsibility of the counsellor and staff of the school, the position of the counsellor should be prime while other staff involvement should be an extra support.

From the researcher's practical experience specialistic model is as much impracticable as generalistic model, rather the practice of the blend of the two holds untold promise and applicability for a successful Guidance programme in any school setting. The blend could be called the "eclectic model" which recognizes the position of the counsellor at the centre of the Guidance programme and the use of teachers and administrators as support staff in achieving total effectiveness. The model also recognizes professionals such as counselors, psychometrics social workers, school-health personnel, psychologists and thus permits the organization of Guidance programme with limited number of available human and material resources.

Justification for Guidance & Counselling Services in Primary Schools

The need that Guidance fills in a primary school cannot be met efficiently by haphazard planning. It requires an organization of functions as carefully and developmentally planned as those of any business venture. The purpose of organization is the achievement of the objectives

of Guidance and Counselling in the primary school. Firstly primary school is the segment of a life long formal education. Secondly, the class size of 50 pupils and above makes individualized attention offered in counseling rather difficult for the classroom teacher to handle. Thirdly, the mode of generalized teaching whereby one teacher handles all eight or nine lesson of the day in different subject areas leaves no time for the teacher to go into the extra care services which are the counseling services offered.

In practice, the plan of organization involves people and responsibilities, their relationships and interrelationships. Thus an organizational structure for achievement of Guidance purpose in education involves a plan for relating the activities of Guidance workers to one another and to those of other members of the educational team. Failure to recognize these stages may, lead to confusion and inconsistency of the organizational patterns in the Guidance field, for in the past a guidance organization was often built around an individual worker who happened to be available rather than upon a plan that evolved only after analysis of need, function and objectives. Usually the resulting programme fall short of full success. Experience in Guidance now demonstrates that the following concepts are basic to the development of a reasonably successful programme.

Guidance as a facilitative service:

Primary education by policy is a fundamental human right of all children in any nation. Therefore a primary school is an all comers' class. There are basic tasks to be done before organizing and administering effective guidance and counseling services in a primary school. The first is to identify the background of children mixed up in the main stream school population. The following categories of children with general and specific needs as cited by Nwachukwu (2001) able children, disable children, the chronically ill, (epileptic) the

terminally ill (AID/HIV), children in specially difficult circumstances (CEDC) working children, neglected children, orphans, lunatic children and so on.

The needs of these children have to be considered in the programme of guidance and counseling services in a primary school. This programme according to Hilnand Luckey (1969) is characterized by the acronym "PLEA" that is planned, lead, executed and appraised. This means that the school guidance programme should be well planned, led by constant and well organized management and this should be reasonably and rationally executed and should be assessed from time to time to check if there is impact of the programme on children.

Attitude of Teachers toward Guidance and Counselling

There are hostile and sometimes jealous feelings unleashed by the classroom teachers on organization and administration of Guidance and Counselling in a school. Patterson (1967) observed that 'it is difficult for the classroom teachers to accept the need for specialists in human relations in the school, to admit the specialists implies that the teachers have certain limitations which they are reluctant to face'. Counselling breeds cordial relationship between the pupils and the counsellor. The counsellor emphatically and acceptably give possible solutions to pupils' problems unlike the teachers that punish the pupils from time to time. This withdrawal from the classroom teacher to the cool arms of the counsellor from full participation in class teaching makes teachers feel that the counsellor enjoys an easy time and as such, they refuse to assist in the effective organization and administration of Guidance and Counselling programmes assuming that the counsellor is an idle staff.

Consequently, it is discovered that with the negative and hostile feelings on the part of the teachers towards Guidance and Counselling

programme. It would be difficult for the counsellor to solicit support and cooperation from them and this hinders effective organization and administration of Guidance and Counselling programme in a school.

The Head – Teacher's attitude towards Effective Organization Administration of Guidance and Counselling Programme in the School.

The Head – Teacher has to give a full support to organization and administration of Guidance and Counselling programme in a school. He is in the position to promote or retard this programme. He is the one that stands in – between the ministry of education and the school in government owned schools. He is the one to solicit for the financial and material needs for the Guidance programme, urge the teaching and non-teaching staff to cooperate with the counsellor and his responsibilities. These supports from the head – teachers is at times, met with lukewarm, attitude of some Head teachers toward Guidance service.

Denga (1995) asserted that 52 percent of the principals surveyed indicated that some of the notes of the counsellor seem to encroach on their administrative "territory" because "the steady flow of students in my office has dwindled since the counsellor arrived". The Head teacher sees the counsellor as a professional rival and sometimes feels he has made them redundant by making himself a popular staff among the students. The perception of the head-teacher about the counsellor has gone along way in hindering the organization and administration of Guidance programme.

In view of the expressed needs for Guidance and Counselling in the primary schools the counselling aims, should help the child to develop self knowledge and identify his potentials. This should facilitate his achievement of optional development and this equips him for adult like and civic responsibility. The following

Administration of Guidance and Counselling Services in Primary Schools For National Development

recommendations are made to government, education planners, school staff and counselors for effective organization and administration of Guidance and Counselling service in primary schools.

The eclectic model of Guidance programme should be implemented instead of the generalistic model that makes use of the services of the school staff without the counsellor. There should be an implementation of the goals of primary education as stated in section 4:18 C, D, E of the National Policy on Education (2004). This emphasis on primary education as a basis for effective contribution to the life of the society moulding the character and developing sound attitude, morals in the child, developing in the child ability to adapt to the changing environment.

Conclusion

After examining the effects of organization and administration of Guidance and Counselling services in Nigeria primary schools, the researcher concluded thus:

- Children who ended up having the hardest time in life, who lacked emotional well-being had hard time in friendship and even at work are the individuals whose signs of delinquent behaviours as children were ignored before they reached adolescences.
- The trained counselors should be employed in the primary school to provide the children with the appropriate models which will guide them to behave properly.

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Ondo State Colleges of Education.

Agbaje, A. A.
Department of Educational Foundations
Guidance and Counselling
University of Uyo, Uyo
Nigeria

and

Dr. Sunday I. Efang
Department of Curriculum Studies,
Educational Management and Planning
University of Uyo, Uyo.

GLOBAL FINANCIAL MELTDOWN AND THE IMPACT ON NIGERIA MACRO ECONOMY

Onwochei A. Obioma

Abstract

There are significant problems with relying too strongly on stock market as a development strategy. First, stock markets lead to substantial foreign investors influence over domestic company operations. A large percentage of shares of listed Nigeria companies are usually foreign owned. Second, stock markets can lead to short term speculation that can dominate trading and distort the decision making of managers. Thirdly, elatedly, “hot money” that flows in and out of a country to speculate in markets can produce wide currency swings and destabilizes the economy. It was once said that “ when the united states sneezes, the world catches pneumonia. By implication financial crisis that rock the economy of America, Asia, European union and Russia as a matter fact must necessarily impact the whole world, therefore Nigeria macroeconomic situation has been adversely impacted by the world financial meltdown. This paper seeks to highlight the literature review, analysis, conclusion and policy prescription towards fortifying the Nigeria economy.

Introduction

The term financial institution is used to describe a variety of situations in which financial institutions or investment suddenly lose a large part of their value. When financial crisis takes place simultaneously in different economy it give rise to global financial meltdown (Charles 2005, Robert 2005).

Financial crisis which started in United State of America gain expression in President Bush policy initiative for American to own houses after the Terrorists attack of 11th,September 2001. True enough many American seized the opportunity of easy credit

policy and took mortgage loans much beyond their capacity to service. This led to an unprecedented housing boom in America, In this light asset prices skyrocketed and a bubble emerged in the real estate sector of the American economy and the bubble later busted with associated financial crisis (Luc 2008, Fabian 2008).

Meanwhile in the last decade globalization had ushered in an integrated global economy in an increasingly interdependent world. Economies the world over are now linked internationally either through trade flows or through financial markets. Thus the housing boom in the United States coincided with and was fuelled with rising prosperity and economic expansion in Asia especially in the big emerging economies of China and India as well as in America. Back in Africa there was also an upturn in growth fuelled by the boom in commodities market (Krugman 1979).

In this prevailing global circumstances it was quite clear for American investment banks to securitized their burgeoning mortgaged- back assets and sell them off abroad to unsuspecting banks and investors in Europe, Japan, and other emerging economies. There was no international regulatory or supervisory system to monitor these transactions. Consequently, the American real estate bubbles was easily exported to the rest of the world such that when the bubble bursted in the U.S, it spread like wild fire across with governments of other countries caught unawares.

Though there were signs of financial crisis in the United States in 2006, the crisis continued and by the second half of 2007 there was credit crunch in the U.S., Japan and Europe. By the end of year 2008 the financial crisis had

spread out to real sector and recession was officially declared in U.S., Japan and Europe.

The global financial crisis and economic meltdown pose a serious threat to the uninterrupted prosperity and economic expansion witnessed in the post world war II era. The World Bank 2008 has estimated that 2009, fifty three (53) million people will be plugged into poverty as a result of the meltdown. It is needless stressing that Africa being the poorest continent will account for disproportionate share of the estimate (Belo, 2009).

Literature Review

Schiffers in BBC news 2007 stated that the current market jitters are centered on disturbance in the world's credit markets. There have been a growing number of financial crisis in the world according to International Monetary Fund (IMF). Some major financial crisis since 20th century include:

The Great Depression Of 1930: This is regarded as the largest and most important economic depression in the 20th century. This recession triggered by a sudden total collapse in the U.S. stock market. The collapse was as a result of huge speculative risk in the late 1920's based partly on the rise of new industries. The depression had devastating effects in virtually every country rich or poor (Bernanke 2000).

1973 Oil Crisis: During this time oil prices soared causing the 1973 – 1974 stock market crash. The crash was a result of inflation pressure. This has been regarded as the first event since the Great Depression to have a persistent economic effect. (Luc 2008, Fabian 2008).

Latin American Debt Crisis Of The 1980's:

This crisis occurred in the early 1980's and is often known as the “ Lost decade “ when Latin American countries reached a point where their

foreign debt exceeded their earning power and they were not able to repay it. This was said to have began in Mexico. (Bernanke 2000).

Black Monday (1987): This refers to Monday October 19th, 1987 in Hong Kong when stock market around the world crashed a huge value in a very short time (Ciprian 2008, Guarino 2008).

1997 Asian Financial Crisis: This was a period of financial crisis that grappled much of Asia beginning in July 1997 and raised fear of world wide economic melt down due to financial contagion. This arose from currency devaluation and banking crisis across Asia.(Chari 2004, Kchoe 2004).

2007 – 2009 American Financial Crisis: Although Americas housing collapse is often cited as having caused the crisis, the financial system itself was vulnerable because of intricate and highly leverage financial contracts and operations, a U.S. monetary policy making the cost of credit negligible therefore, encouraging such high level of leverage and generally a hypertrophy of financial sector. This has helped to create the global Financial crisis of 2008 – 2009, (Belo 2009).

Nigeria Macro Economy

Nigeria is said to be a mono-cultural economy, because it derives 95 per cent of its foreign exchange earning and not less than 80 per cent of government revenue from the exports of petroleum. As such Nigeria has a petroleum based economy. Meaning that the economy is over dependent on the oil sector. However, substantially, there exist three major sectors that make up the macro set up in Nigeria. They are Agriculture, Industry and Service sector.

Agricultural Sector - Agriculture which link up with industrial sector used to be the main stay of the economy, with the advent of crude oil had

been abandoned. This sector has suffered from years of mismanagement, inconsistency and poorly government policies and lack of basic infrastructure, still the sector account for about 26.8 per cent of GDP and two third employment.(Dornbush 2004, Fisher 2004; Startz 2004).The agricultural sector which is becoming subsistence in nature has failed to keep pace with the rapid population growth because of extremely low productivity reflecting reliance on antiquated methods, so that the country which once exported food, now relies on imports to sustain itself.

Industry – The industrial sector is made up of the textile industries, pharmaceuticals, food and beverage processing companies, rubber, plastic and synthetic producing companies. We also have mining and hydrocarbon industries.

Service: - This is a growing sector in Nigeria. Low power and telecom density has crippled the growth of this sector. The Nigeria banking sector which has witnessed significant growth over the last few years is an active player in this sector. Others in this sector include telecommunication companies, insurance companies. IT based/providing organizations, advertisers, human resource organizations and other corporate organizations providing various services. The Nigerian stock exchange is also another active player that has until recently, performed strongly leading to multiplication of stock brokers and stock broking firms.

Analysis of Global Financial Crisis

According to Olatunji (2009), there is no gain saying the global meltdown has an impact in the Nigeria economy at least by the second round effects. This is mainly because Nigeria as a mono-cultural derives about 95 per cent of its foreign earnings and most of government revenues from exporting petroleum.

With the global economic recession, there has been a sharp decline in world demand for crude oil. This has translated into low prices and could be explained by the simple demand – supply law. As demand reduces and there is excess supply over what is demanded, the prices are bound to crash down. We can say the impact of the falling price is a sharp decline in national revenue as oil is our major source. This underscores the risk of financial bankrupt facing the Nigerian government and threatens its ability to meet revenue targets.

According to Soludo (2009), as second round effect of the global economic crisis, Nigeria has experienced massive capital flight. First, in our bank, some of our commercial banks depend on foreign exchange from trade with foreign partners, and such trade is not coming forth making them short of foreign exchange. Some of them depend on international banks and funds credit and the global crisis has forced these partners to withdraw their fund. Hence, forcing these banks to implement stringent lending policies to customers. Some have even embargoed fresh loans and are aggressively pursuing recovery plans.

This is already having direct and severe impact on the real sector of the economy which cannot borrow at prevailing conditions, thereby stunting growth and development in the nation.

The unabated crisis in our capital market particularly the price slump in our Nigeria stock is an indirect effect of liquidity and the credit squeeze. The foreign investors who came with their funds are already withdrawing them to help service financial needs in their countries. The flight which has intensified over the months is also as a result of huge loses suffered by investors who believe they are better off staying off the market, thus resulting into low capitalization of the market hence, sharp drop in the index.

Also owing to financial crisis, Foreign Direct Investment (FDI) is no longer flowing

into the country as before and some foreign investors have been divesting portion of their dollars investment in the economy.

Nigeria is also faced with declining exchange rate of the naira. The budding middle class is being emasculated by monetary policies and response from the financial sector including the CBN temporary devaluation. The devaluation, if care is not taken, could further destabilize the economy as investors get discouraged and purchasing power of the naira and the average Nigeria is eroded by sky rocketing because of importation.

The CBN had allowed the value of the naira fall relatively to foreign currency to save the dollar due to a weakening of the nation's fiscal position as a result of falling oil prices. In trying to save the value of external reserves, it failed to see the "other side of the coin". Theoretically, if a country devalues its currency, its exports become cheaper while it becomes expensive for her to import. This now shifts both home and foreign demand (aggregate demand) to its domestic products, thereby increasing aggregate demand, increased home income and increased in Balance of Payment (BOP). For a country like Nigeria that has very high propensity to import, such monetary policy leads to a fall in purchasing power. This has eventually led to imported inflation, because high prices of imports translate into high prices of these goods when they get to the markets. Though devaluation seems to be best policy to bring about BOP equilibrium, it has had a negative tone on Nigeria citizens.

This problem of inflation, due to low value of the naira against the dollar and the consequent fall of the purchasing power, has become center of issues. The incidence is more severe in social spending. No wonder the labour organization call for salary review because their pay can no longer "take them home".

Conclusion

Nigeria economy is "insulated" from the global financial crisis. But there is the urgent need to recognize that, when major western capitalist economies sneeze, feeble economies such as Nigeria's easily catch pneumonia, no matter our wishful thinking. Nigeria should, therefore, be careful about a misplaced sense of self-confidence about the resilience of our economy. Already Nigeria export earnings are being affected by the fall in commodity, especially crude oil, prices. According to Belo (2009) the Naira, has suddenly depreciated against the US Dollar, and there is no knowing what would eventually happen. Nigeria's foreign reserves have dropped from US\$67 billion in June 2008 to US\$53 billion in December 2008. There is already a lot of talk about budget cuts in 2009 at both federal and state levels given declining revenues from crude oil export and, of course, the first targets are bound to be in social spending, such as education, health and other social services. A crumbling infrastructure, especially of electric power, water and roads, has eroded capacity utilization of our manufacturing enterprises. All these suggest that, unless there is purposeful and focused leadership with creative and intelligent handling of the economy, the impact of the global economic crises on the Nigeria political economy would continue to be profoundly negative and consequential.

With the current global economic crises, the Nigeria economy like those of other developing third world countries is poised for a very rough and tough time. Given the nature and character of the Nigeria (not to be confused with true leaders), all these coupled with the intensification of the global economic crises, Nigeria faces tremendous and profound leadership challenges. As in most things, leadership is crucial in anticipating problems, preventing them and /or addressing them and in minimizing their negative impact when they occur.

The part of honorable conduct for national survival and progress is for the elites in leadership position to work towards good, responsible and responsive governance. They should not merely be persons in leadership positions who do not lead but merely rule; who do not add value but merely steal from the state coffers; instead, they should be those who occupy leadership position with dignified conduct and effectively lead the nation and the people towards stable economic growth and democratic development.

As Nigerian economy struggles in the face of the current global economic crises, we need a leadership that can effectively meet the challenge of taking creative, independent and insightful decisions which avoid “aping” the west and swallowing ‘manufactured’ solutions from the IMF and the World Bank or the western powers in handling our economy.

Policy Prescription towards Fortifying the Nigerian Economy

The executive must work closely with the legislature and both require the cooperation of the private sector to get this economy vibrant again. To achieve this, the following must be ensured:

- There is need for blocking the leakages which requires revamping the anti-corruption crusade and strengthening for public financial management and expenditure system. This is essentially to promote transparency and accountability.
- There is also the need for stimulus package. For it to be effective in Nigeria, it must be big and should be aimed at specific targets. As part of this, the CBN in collaboration with the federal government should inject liquidity, strengthen banking supervision and ensure safety and stability of the industry through sound and well thought regulations and monetary policies.

- There is also the need to increase government spending especially to enhance infrastructure such as electricity supply, transport system, communication and road network which connects cities, reduces the cost of moving goods and people and boost entrepreneurship and productivity.
- A strategic industrial policy is crucial at this stage. This is necessary in response to the protracted calls for economic diversification. The oil and gas industry is one of such industries that is ripe for diversification in order to discourage exports of crude oil at contracted prices and importing refined products at higher prices. (Olajuwon 2007, Bola 2007).
- Other areas include developing agriculture to diversify the economy, resolving the crisis of ports congestion and introducing measures to make the Nigerian business environment more attractive and competitive.
- Nigeria must learn from the “Asian Tigers”, and develop our vast human capital by investing in education sector.
- There is need to explore various other revenue sources as our oil revenue is seriously on the downward trend. Nothing good they say comes freely, not even in Free town. As such, there is need for more emphases on taxes as revenue source even as our service sector experiences tremendous growth.

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Onwochei A. Obioma
School of General Studies
Delta State Polytechnic
Ogwashi- Uku, Delta State

EVALUATION OF SOCIAL STUDIES TEACHING-LEARNING ENVIRONMENT IN JUNIOR SECONDARY SCHOOLS OF OBUDU L.G.A., CROSS RIVER STATE

Nath Ihemtuge Nzeagwu

Abstract

The paper examined appropriateness of Social Studies teaching-learning environment in Junior Secondary Schools in Obudu Local Government Area so as to determine its functionality in achieving the objectives of introducing the discipline in Nigerian school system. One research question was posed to guide the study. The study was delimited to teachers' responses. A sample of 75 out of 241 social studies teachers was selected through simple randomization. A 13 item questionnaire of the 4-point type with reliability co-efficient of .73 was developed. Using the mean statistic, the result showed that the Social Studies teaching-learning environment in the JSS classes in the Local government Area is appropriate to a moderate extent. Based on the above, it was recommended amongst others that for improved functionality, the social studies teaching-learning environment should be made learner-centered, creative, problem solving and goal oriented.

Introduction

The emergence of Social Studies in the school curriculum in Nigeria in the 1960s was greeted with mixed reactions. However, social studies is now understood and recognized as a discipline that would help identify and solve some national problems. As a result, it is one of the core subjects at the primary and Junior Secondary School (JSS) levels. Social Studies was introduced into the Nigerian school system with the goal of breaking down regional, ethnic and religious allegiances in order to promote national unity. According to the report of the 1969 National Curriculum Conference

(Adejumobi, 1981), social studies was introduced as one of the subjects that would contribute not only to the attainment of Nigerian educational goals including self-reliance, but would also promote better human relationships, self and national economic efficiency and effective citizenship, national consciousness, national unity or integration, among others.

For social studies to achieve the above objectives, the environment of study of the subject has to be functional. In other words, the teaching-learning situation has to be practical and useful to achieve the objectives of introducing it into the school system. Functionality according to Hornby (2005) means the quality of being suitable for the purpose it was designed to achieve. Here the teaching-learning environment is expected to be such that after passing through a programme of social studies instruction, the expected outcome on the students would be realized. Social studies as a discipline does not operate aimlessly. It is founded upon precise objectives. These according to Adejumobi (1981) include;

- (a) Creation of awareness and an understanding of our social and physical environment in order to conserve it for national development;
- (b) The development of a capacity to learn and acquire certain basic skills in

literacy and numeracy and critical thinking essential to the formation of sound judgment concerning social, environment and political issues;

- (c) The development of power of positive attitude towards the spirit of friendliness and cooperation necessary for a healthy nation as well as inculcating appropriate values in the students.

According to Akinpelu (1981), the classroom provides the teaching-learning environment in Nigeria, for the classroom is generally perceived as a learning forum where a teacher supposedly engages in the very act of teaching with a view to inducing learning. He stated further that in these classroom environments, the learners are largely passive recipients of knowledge and facts from the teacher who dominates the interactive activities. According to Meziobi, Fubara and Meziobi (2008), the traditional vision of the classroom has tremendously influenced today's teaching and learning of social studies such that a typical social studies teaching-learning environment is characterized by authoritarian teachers, focusing predominantly on cognitive achievement. Learners passiveness, creativity and resourcefulness are suppressed, teaching method is largely expository, little use is made of resources, classroom is largely teacher-centered and undemocratic, the social world of the learner is not mirrored in lessons, learners are shielded away from exposure to society, while the single-subject approach is still in vogue instead of integrated learning. Classes are overloaded with many unrelated topics while many lessons are

not related to the learners' outside world/immediate environment. Other works (Oyetunde, 1996; Njoku, 1999; Corbin and Akinlaye, 2001 & Utulu, 2007) agree with the above observations.

If this is the case, it means that the social studies teaching-learning environment in Nigeria is not appropriate. In other words, such environment would not allow social studies learners to achieve the objectives of introducing the discipline. This implies that something needs to be done to ameliorate the situation. However, it needs to be determined empirically if the above scenario actually exists. It is in the light of the above that the decision to embark on an appraisal of the social studies teaching-learning environment in Junior Secondary Schools in Obudu Local Government Area of Cross River State was taken.

Statement of the Problem

As can be seen from above, social studies was introduced into the primary and Junior Secondary School system in Nigeria in order to solve certain national problems which could not be solved by the single subjects. Therefore, the course of study has to be functional in order to achieve the purpose of building better citizens that are acquainted with the problems of the nation. The teaching-learning environment has to be appropriate so that effective learning will take place. There is therefore the need to ascertain the extent to which the teaching-learning environment of social studies classes is appropriate enough for the subject to achieve its objectives. The problem of the study posed as a question is thus:

how appropriate are the teaching learning environments of social studies classes in JSS in Obudu Local Government Area so as to achieve functionality of the subject in the Nigerian nation?

Purpose of the Study

The general purpose of the study was to find out how appropriate the teaching-learning environment of social studies are in Junior Secondary Schools.

Research Question

How appropriate are social studies teaching-learning environments in Junior Secondary Schools (JSS) in Obudu Local Government Area of Cross River State?

Significance

There have been speculations by some authors (Shamija, 2004; Meziobi, 1996 & Njoku, 1999) on the appropriateness of what actually happens in social studies classes in Nigeria. Conclusions should better be drawn on data based on concrete evidence (empirical). The results of this study would therefore provide data or information on Nigerian social studies teaching-learning environment. Social Studies education lays emphasis on the learner, his change in behavior in the desired direction. This is done in order to bring about the acquisition of the right type of values, sound knowledge of useful skills and right attitudes. The result of the study if utilized would help social studies teachers to improve their teaching so as to achieve the above outcome in the students.

The findings of the study is expected to be organized in a body of knowledge which would be used to solve problems pertaining to teaching and learning in our classrooms. Not only would teaching-learning environment be improved, the findings would provide useful knowledge that could be utilized to increase teachers' efficiency and effectiveness.

Methodology

The area of study is Obudu Local Government Area. The presence of the Federal College of Education, Tourism facilities and urbanization is likely to influence classroom teaching as compared to the rural surroundings. The study is delimited to the responses of the social studies teachers who are actually involved in teaching the JSS students. The survey design was adopted since the researchers were only finding out what has been happening in the classrooms.

The population of the study comprises all the JSS social studies classroom teachers in the local government area. The sample consisted of 75 teachers drawn from among 241 social studies teachers in the 43 Junior Secondary Schools in the local government area. The sample was drawn through simple randomization. A 13-item questionnaire of the 4-point scale was developed and personally administered on the respondents. The instrument was considered appropriate after validation by experts. The mean statistic was used for data analysis.

From the table, it becomes evident that generally, the social studies teaching-learning environment in the Junior Secondary Schools (JSS) in Obudu Local Government Area is appropriate to a moderate extent ($x = 3.00$). There is not item in the instrument with a mean value indicating inappropriate extent. However, for items like objectives being related to learners' interest, teaching centered on learners, class work aimed at creative thinking, varying of teaching methods and evaluation being based on not only cognitive development, the responses show high appropriate extent.

Discussion

The result is at variance with the observations of Mezobi, Fubara and Meziobi (2008) who observed that the social studies teaching-learning environments in Nigeria are inappropriate for functional education. To them, the classes are teacher-centered, objectives are not related to students' interests and levels, teaching methods are mainly expository while evaluation is based mainly on cognitive development. The responses only showed moderate extent for classes being outside the school premises, student participation in choice of lesson objectives and emphasis of teachers being development of higher order contemplative skills. It could be that the case of Obudu Local Government Area might have improved due to the influence of a tertiary teacher education institution (FCE, Obudu). This means that situations that do not enhance learning are being overhauled in line with Ali (2006). Adejumobi (1981); Meziobi (1994) and Shamija (2004) have recommended that if social studies is to be functional as stated in the objectives for introducing it, the items enumerated in table I have to be evident in the classroom environment.

Conclusion and Recommendations

Observation from the study is indicating that most social studies classrooms in Nigeria are becoming less characterized by tensed-up teacher-centered, expository teaching techniques. However, in respect of students involvement in choice of objectives and development of higher order contemplative skills, much work is still to be done. This implies that there is need to improve the teaching-learning environment in the subject if it is to be functional. The results of the study also indicate that the teaching-learning environment of social studies in Obudu Local Government Area is appropriate to a moderate extent. Therefore, for improved functionality, the following recommendations are made:

1. The social studies teachers should make their teaching environment to be learner-centered, creative, problem-solving and goal oriented. This will improve the finding whereby teaching/evaluation are more focused on cognitive development alone. The teaching-learning environment is appropriate only to a moderate extent.
2. This all aspect of teaching has low mean (extent) in the teacher responses. It will definitely improve the environment if the objectives of social studies education are to be achieved.

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- Nath Ihemtuge Nzeagwu*
Department of Social Studies,
Federal College of Education,
Obudu, Cross River State

A READING CULTURE, ESSENTIAL FOR THE GROWTH OF EDUCATION IN NIGERIA.

Dr. Agi Otto Obodoegbulam; Nkechi Mercy Egesimba and ThankGod Ndudi Dimkpa

Abstract

Globally knowledge remains a driving force of the human race. A reading society is a learning society. This paper focuses on the attitude of Nigerians towards reading. The paper outlines the Nigerian policy on education. It discusses the relationship between memory skill and the reading culture. It states that a sound mental capacity encourages reading. The paper appreciates the joy of reading and outlines three main types which includes; a) recreational reading, b) study type reading and c) survey reading. The paper appreciates the benefit of reading to include liberation from ignorance and illiteracy, building a bridge between the individuals mind and the world around him and introducing the reader to a new perspective of problem solving through intellectual approach. The paper concludes that since Nigeria is desperate on the type of society she wants to build, a return to the reading culture will help to achieve this objective.

Introduction

Globally, knowledge remains a major driving force of the human race. The degree of knowledge exhibited or demonstrated by any given culture or generation reflects in their level of socio-economic development. In all civilized societies, this body of knowledge is preserved in one form or another and transmitted or handed down from one generation to another.

Without doubt, reading remains the foremost process of transmitting or acquiring knowledge from generation to generation. According to the World Book Encyclopedia (2001) 'reading is the act of getting meaning

from a written word'. The Oxford dictionary defines reading as "the activity of somebody who reads". Longman dictionary on the other hand explains reading as "the activity or skill of understanding written words". Yusuf (2003) citing Alamna (1986) argued that "what ever definition one may decide to adopt, it is clear that reading is a human activity characterized by translation of seen or felt symbols into speech or action". In view of the above, reading could be explained in terms of attempting to decode human thoughts and actions expressed in letters or words either on paper, wood or clay with a view to acquiring information or a given line of thought. Ahiakwo, (2007) quoting Rebber, (1995) holds that 'reading in its simplest term, is the process by which information is extracted from written or printed text.

A reading culture may be defined as the act of making the exercise of reading either by an individual or society their way of life. The World book encyclopedia (2001) reaffirms that a reading society is a learning society.

In recent times, there is a noticeable lack of interest among Nigerians in reading. From the young to adults, the quest for material wealth continues to dominate their attention rather than the desire for knowledge. Ahiakwo (2007) shared this view when he remarked that as a classroom teacher, he is touched that our children are developing a cold interest in reading. Ozioko (2003) decried the poor attitude of students towards the library and its materials. Unfortunately, the poor reading culture among Nigerians has manifested in many ways. These include inability to write well, negative attitude to persons who tend to show little interest in

reading, poor knowledge of people and events in other parts of the world, poor health condition, and inability to comprehend written or printed materials which often seem strange.

A society with a high reading culture gains in many areas. The literacy level of the people, their ability to present people in other cultures appropriately among others. This paper solicits for the institutionalization of the reading culture in Nigeria in order to reposition our policy on education.

Education Policy and Reading Culture

Georging from the provisions of the Nigerian policy on education, it is obvious every individual has the opportunity to aspire to any height as a citizen or residence in Nigeria. Some of these provisions include: The five main national goals of Nigeria which has been endorsed as the necessary foundation for the national policy on education are: (a) A free and democratic society. (b) A just and egalitarian society. (c) a great and dynamic society (d) a land full of bright opportunities for all citizens (FGN 2004).

In Nigerian philosophy of education, we believe that: (a) education is an instrument for national development. (b) Education fosters the worth and development of the individual, for each individual's sake, and for the general development of the society. (c) Every Nigerian child should have the right to equal educational opportunity irrespective of any real or imagined disabilities each according to his ability. (d) There is need for functional education for the promotion of a progressive, united Nigeria (FGN 2004).

The Nigerian government in their wisdom has reviewed our education and come up with the Universal Basic Education as a way of moving our educational system to another level. Obanya (2005) as sited by Ahiakwo (2007) remarked thus; ' The universalisation of basic education should lay the foundation for the

consolidation for functional literacy and numeracy skill acquisition for essential life skills and the inculcation of the habit of learning to learn'.

Memory Skill Reading

Without doubt, much of what people know about the society and environment are things they read from books and other printed materials. Since the human memory is limited, it is common to search for information from books. This is often to supplement such information they may recall from memory.

The relationship between memory skill and reading cannot be over emphasized. The ability of any reader to remember or recall depends on his mental fitness. Perhaps, this explains the central position memory occupies in the reading life of every individual.

There are two traditions in the study of memory (Hayes, 1994). The first is what we know as introspection and the second retrospection. The introspection's view of memory was made popular by Ebbinghaus (1885) as cited by Hayes (1994) In this tradition, anticipation, or keeping the reader in suspense of whatever he wants to find out will help him to understand his materials better.

Bartlett (1932) in his retrospection theory argued that the reader has to fall back on past experience as a way of building up an idea. According to Hayes (1994), the method which Bartlett introduced was known as serial reproduction. This consist of a person hearing a story and then reproduces it or as much of it as he could remember.

In another respect, Tulving (1985) as quoted by Bernstein, Roy, Skrull, WicKens (1989) "there are three types of memory, Episodic, Semantic and Procedural". Episodic memory refers to events which previous experience justifies. Through Episodic memory, events or incidents which took place in the past are called into play.

Semantic memory on the other hand, simply makes use of personal experience. For instance, "I know", procedural memory as the name implies tells us about the particular procedure of carrying a particular event, by demonstrating the skill.

According to some theorists, in order for information to become firmly imbedded in memory, it must pass through three stages of processing in sensory memory, a) sensory, b) short term memory and c) long term memory, (Akinson and Hiffry, 1968).

To institute a reading culture, it is expedient to encourage a sound memory. As Hayes (1994) puts it, it is very difficult for us to recall things which do not make sense so people always adjust any information they receive to meet their expectation.

Reading Challenges

In human communication, one innate factor which facilitates human interaction is language. Scholars are divided in their opinion that language is inborn in man or acquired as a result of experience. Hoogeraad (1981) referring to Shomsky (1972) and others has rightly framed it as fixed and limited but creative, or man unbounded but no where to go. Further, he ponders if language is innate or learned, heredity or environment, nature or nurture, mentalism or behaviorism, rationalism or empiricism, mentalistic or mechanistic, creative or deterministic.

Language as the only medium of human communication is expressed in words, signs, symbols, graphic, painting, gestures and emotions, and the ability of any individual to decode correctly or appropriately, goes for such an individual as ability to read.

In Nigeria and else where, owing to colonial experience, people have had to grapple with more than one language. At birth, the individual is brought up in his / her indigenous language often referred to as "mother tongue".

At school, he or she is taught another language which the country uses as her official language. As it were, until recently, all the materials for study in Nigerian schools were written in English language.

To be able to develop a good reading skill, it is proper to have a good grasp of vocabulary of the English in use. Williams (1994) defined vocabulary as (a) Dictionary headwords, (b) Idioms and (c) collocation. An in-depth knowledge of the vocabulary of a subject matter, gives the reader an easy ride of the material he is reading. Vocabulary may also be defined as the total number of words in a language, or the total number of words known to a particular individual, (Williams, 1999).

In the study of vocabulary, two concepts have emerged, receptive vocabulary and productive vocabulary. Receptive vocabularies simply refer to those words which we know their meaning but seldomly make use of. Productive vocabularies on the other hand, are those words which we know their meaning and always apply regularly. Sometimes, the receptive vocabulary could be referred to as the latent vocabulary where as the productive vocabulary is known as active vocabulary. In the real sense, the active or productive vocabulary is smaller than the latent.

Without mincing word, most of our reading materials in this part of the world are written in English language. According to Williams (1999) the English language as we see it today, contains more than five hundred thousand words. In his view, any one who may intend to be a good reader must at least be conversant with not less than three thousand words.

One of the difficulties people face while trying to develop a good reading habit is time constraint. It is clear that we have 24 hours in a day. Whether we are choked up or not, these 24 hours will not be extended to 25 hours or more. Conversely, whether we are idle or not, is not going to reduce therefore it is effective time

management that will help us to achieve our set target. In a day, we should be able to determine what our programme for the day looks like. Those things that are of less importance should be attended to last. A good time should be given to study since it is one activity that will take us to the next level.

The differences in the socio-economic level of parent's impact negatively on the reading habit of their children. Some parents do not read themselves. In one way, this may be owing to their literacy level. Unfortunately, even some literate ones, do not find reading easier either. They have enough time to go to clubs, watch football matches, and attend political meetings, visit drinking joints but no time to read. Some of the parents buy newspapers but do not have time to look at them. Some more, maintain family libraries in their homes but just for the fun of it.

Children are fast learners. They watch and observe their parents closely. In most cases, children try to emulate their parents. If parents have a good reading habit, their children are likely to follow suit. Where they observe that their parents give little or no attention to books and other readable materials, they also tend to follow.

Right from the pre-primary school level, pupils need to be introduced to the basic communication skills which precede the reading state, Ahiakwo (2007). When children are introduced to books and other readable materials they are graduated and gradually motivated to develop interest in reading. At early state, children need to be introduced to poetry. Should be introduced to poetry and appropriate rhymes. In the course of doing this their interest in words and phrases will brighten up.

The Joy of Reading

Most of the knowledge we have today were acquired through reading. Reading gives joy, satisfaction and self fulfillment. Even the Ethiopian Eunuch who could not understand

what he was reading, was not convinced to abandon it (Acts 8: 28-31). This may be summed up in the simple statement that 'those who read know, and those who know read'.

Reading may be grouped into three categories: Non formal reading, informal reading and formal reading (Ahiakwo, 2007). In this instance non-formal reading are mainly done by people who are out of school but still need some information to update them. This may involve reading of newspapers, magazines, tracks and bulletins (Ahiakwo, 2007). Informal reading on the other hand refers to the various glance which we make at write up with out necessarily preparing to do so e.g. TV captions, bill box, graphic inscriptions on tablets among others. Formal reading on the other hand takes place in a systematic and organized manner. Here the reader draws up a time table or a fixed schedule of reading activities and keeps to it religiously. This may be reading for a school programme, examination or a course of study as the case may be. While it is true that the degree at which one reads depend on the circumstance, the eagerness with which one reads depend on the level of comprehension.

Some scholars like (Banjo and Bissong, 1985, Ahiakwo, 2007) argued that we lack readable materials in Nigeria but this is not very correct. All over the place, there are challenging materials for us to read, without paying adequate attention. Sign boards and sign posts are littered everywhere. Television screens, newspapers, magazines, bill boards, and the eve of some building, carry one form of advertisement, instruction or the other.

We receive letters, short messages on our handsets and memos in the offices and so on. All these constitute vast readable materials. The internet now serves as the information super high way. Even on the labels of the various items we buy are instructions and directions clearly written on them. Unfortunately, we do not see these sources as good enough.

In the same vein, the World book encyclopedia (2001), classified reading into three main groups: recreational reading, study type reading and survey reading. Recreational reading refers to any type of reading which a person does to while away time. Study reading involves preparing for exams or an interview. Survey reading on the other hand occurs when an individual wants to equip himself with a giving task or responsibility. There is no doubt that the attention given to one's reading may depend on one's purpose of reading. The time and attention given to materials relating to an examination may differ from that given to another meant for recreation and the same thing goes for the material relating to advertisement. As we mentioned earlier in this discuss, those items read in the course of preparing for an examination are stored in the long term memory while those relating to recreation are merely stored in the short term memory.

While some people are fast readers, others are slow. Very often, fast readers take note of the general ideas presented in a work and may not take cognizance of the minor details. Slow readers who are often accused of counting words, tend to take note of every detail presented in a work but may not be fast enough to pick them all. While reading any material, it is advisable to go through the material very fast at the first instance. When the reader have seen the general ideas presented in the material, the reader can then go through it again, this time very slowly. You discover that by the time you are reading the second time, some minor details which were not noticed will be picked up (Andrew, 1990).

Every reader will want to discover something new in the material he is reading. One important step in reading is to take note of some salient features in the materials one is reading. As you pick up a material you want to read, you will discover that such a material, has a general title. To understand the content of the work you want to read, it may be appropriate to note the

title which is a summary of the work you want to read. Although some deviate from discussing their title, this is not popular.

Materials in a book or magazines are arranged in chapters. Attention should be given to the title of each chapter. Each chapter in a book focuses on one aspect of the book title. In some instances, two or more chapters may discuss the same topic; where this happens; the second chapter on the same topic will give more detail or attend to a particular aspect on the topic.

One important thing readers should note while reading a material is what is referred to as 'topic sentence'. A topic sentence is usually the opening sentence of a paragraph. It is called a topic sentence because it gives a general idea of what the paragraph is all about.

Importance of Reading

Reading is important in many respects. It creates a bridge between the reader and the world around him. From his simple position, he appreciates the entire universe. He is also opportuned to compare himself with the outside world.

A reader is liberated from the devastating disease of ignorance and illiteracy which without doubt, is the most dangerous and most deadly disease the world over. Reading builds hope, confidence and eliminates fear and oppression. Recreational reading helps to ease off tension. It is at times used by therapists in treating stress.

What a person knows is different from what he thinks he knows. Reading gives an individual a sense of direction. It offers the individual the opportunity to compare his own ideas with those of others. A person who reads wide, builds bridge of knowledge among inter-connected ideas. He approaches issues and situations more maturely. Earlier in this discussion, we mentioned the benefits and relationship between reading and memory. Those who read for a longer period, are more

able to recall things than those who merely read for a short time (World book encyclopedia, 2001).

Intellectual capacity is enhanced through reading. In the course of reading, the individual widens his horizon. He tackles problems in a different way from what ordinarily it would have been. Whether in thought or action, he appears more mature than his chronological age.

Reading makes the individual more creative, articulate and resourceful. Rather than relying on a ready made result, a person with a good reading culture, tries to evolve a better way of solving problems. The reading culture, equips the individual for the task of nation building. He sees himself in a more challenging position to contribute his own quota to growth of the society.

The Way Forward

Nigeria is a country with a vast potential of human resource. Unfortunately, owing to the factors of under development, these human potentials are yet to be fully harnessed. Having identified reading as essential for national growth (Banjo and Bisson, 1985), the following are suggested.

- (i) Right from the home and during the early childhood, children should be encouraged to read.
- (ii) Books should be written in simple terms to enable young readers follow up what they read.
- (iii) The establishment of libraries in schools should be made compulsory.
- (iv) Young readers club should be set up in our schools and colleges.
- (v) Radio, television and newspapers should carry out jingles and advertisements on the benefit of reading.

Conclusion

Nigeria is definite on the type of society she wants to build through education. Unfortunately, the gap between policy formulation and execution has been our bane. To this end therefore, it is the opinion of this paper that a return back to reading culture will return the country back to the right track. Since reading illuminates the mind, only a reading population can contribute meaningfully to national development.

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***Dr. Agi Otto. Obodoegbulam
Counseling Unit, F. C. E. (T),
Omoku, Rivers State.***

***Nkechi Mercy Egesimba
Library Dept., F. C. E. (T),
Omoku, Rivers State.***

and

***ThankGod Ndudi Dimkpa
Library Dept., F. C. E. (T),
Omoku, Rivers State.***

REAPPRAISING HUMAN RESOURCES DEVELOPMENT IN NIGERIAN TERTIARY EDUCATION SYSTEM AS A PANACEA FOR FUNCTIONALITY AND SELF RELIANCE

Ime Etim Akpan; Sunday Simeon Udoh and Ofonime Friday Akpan

Abstract

The fundamental position of human resources in national development cannot be overemphasized. It would amount to vanity if an effort is made to build the nation without first building the people. This underscores the ambition of this paper to reappraise the efforts of Nigerian tertiary education system in developing human resources. Efforts so far made is not enough. For the tertiary education system to fulfill its obligations, it must show total commitment to manpower development. The paper calls on government at all tiers and the private sector to pay more attention to tertiary education sector by allocating enough resources to it and providing standard facilities to ensure effective teaching and learning as well as ensure smooth academic calendar devoid of strikes. These if adhered to, will make our current National Policy on Education functional and self-reliant to meet the challenges of the 21st century.

Introduction

Organizations both formal and informal as well as managers and writers on management and administration have tended to direct more attention to the management of the organizations physical resources. Textbooks are replete with financial planning and control, cost accounting and budgeting. Managers concentrate their discussions on plant maintenance and production control while negating a very critical factor in organizations – the human resources factor. It is clear and without an iota of doubt that no matter how advanced and complete the production or service technology and organization may employ, it is the human resources of the

organization that will either make or mar the organization.

As rightly observed by Likert (1967) and corroborated by Obo and Mbotto (2004), all the activities of any enterprise are initiated and determined by the persons who make up that institution. Plants, offices, computers, automatic equipments and all else that a modern firm uses are unproductive except for human effort and direction. The reason for greater emphasis by managers of organizations on the physical resources of organization is however not difficult to explain. Unlike human resources, which are less understandable, difficult to manage, unpredictable and not subject to infallible laws, the physical resources lend themselves to general principles and are easier to manage and predict.

Nigeria has over the years shifted attention to the development of its human resources having come to the realization that growth and development could not be achieved in the country if its human resources were not properly developed. The Khartoum Declaration of 1988 which Nigeria is a signatory to emphasized the need for effective human resources development. According to the Declaration, the human dimension is the sine qua non of economic recovery. No structural adjustment programme or economic recovery programme should be formulated or can be implemented without having at heart, detailed social and human priorities. There can be no real structural adjustment or economic recovery in the absence of the human imperative (Adedeji, 1990). The implication for Nigeria as a party to the Declaration is to have human resources issues integrated into the country's reform programmes

including government expenditure programme (Olaniyi and Adam, 2002).

Conceptual and Theoretical Issues

Manpower or human resources development, according to Harbison and Myers in Okorafor and Soludo (1990) is the process of increasing the knowledge, the skills and the capacities of all the people in a society. Subscribing to this view, Bassey (1997) refers to the human resources of a country as the people or masses of that country. This includes students in tertiary education system who must be properly developed if they are to be functional and self-reliant in the future. These definitions capture the essence of human resources and underpins the need for our reappraisal of this indispensable factor in our tertiary education system which is the ambition of this paper. As a basic resource, the human resources is the indispensable means of converting other resources to mankind's use and benefit. How well we develop and employ human skills is fundamental in deciding how much we will accomplish as a nation. The manner in which we do so, will moreover, profoundly determine the kind of nation we become. Therefore for a developing economy such as Nigeria's, the compelling need for a rapid mobilization and development of its human resources cannot be overemphasized.

Japan, one of the most technologically advanced countries of the world has today, attained that height, not because it is endowed with natural resources but because of its total commitment to the development of its human resources. Japan realized early enough the potentialities inherent in human beings and the need to work on its people, challenged their thinking and stimulated them to higher creativity. Japanese organizations are exemplary because of their concern for their human resources. This is a great lesson for Nigeria.

Human resources development emerges as an attempt to make people more productive

through improvement in their skills, education, nutrition, health and other social indices through adequate and proper investment. As succinctly captured by Egonmwan (2002), human resources development has to do with the upgrading of the knowledge and skills of employees and the modeling and re-orientation of their attitude so that they can be more productive and efficient in the performance of their jobs.

Man-power development, according to Obo and Mboto (2004) is a field that is concerned with obtaining, organizing and motivating the human resources required by the enterprise through developing an organizational climate and management that will promote effective effort, cooperation and trust between all the people working in it and helping the enterprise to meet its legal obligations and its social responsibilities towards it employees with regards to the condition of work and quality of life provided for them. The necessity for human resources development lies in the fact that there is no perfect employee at the time of employment. This implies that they need to be developed right from the time of employment, during their service career to the point of separation from the organization. It is a continuous process to which any organization willing to survive the changing times must subscribe to.

Reminding us of the unique impact of human resources development on functionality and self reliance, Yesufu (2000) put forward that the capacity to collate and analyze past experiences, and to effect relevant innovation, not just once, but progressively, requires a conscious effort to develop the necessary human capacity both intellectual and physical to ensure requisite results and success on a continuing basis. When people are developed to a point where they can function effectively and efficiently both at the individual and organizational levels, they will certainly have self reliance as they would be capable of

performing their official functions happily and with minimal or no supervision whatsoever. The aftermath of this is increased productivity for the organization and harmony amongst staff of the organization. It cannot be otherwise for a tertiary education system, especially with its formal structure and enormous tasks of teaching, research and development.

Human Resources Development in Nigeria – Historical Exploration

The genesis of human resources development in Nigeria can be traced to the emergence of the concept of the family. In predominantly underdeveloped social formations like Nigeria, the head of the family, in this case, the father, was at the head of the “economic affairs” of the family. He planned for the family with the help of the wife or wives and children.

As Ubeku (1975) has had cause to point out, the question of paying the children and their wives for their labour in the farms did not arise. The head of the family ensured that all were well fed and clothed. The overall performance of the family was contingent upon the ability of the head (the father) to adequately cater for the needs of the members of the family.

During colonial rule, Nigeria witnessed high level of underdevelopment of its human resources. This could not have been otherwise because of the nature of colonialism and what it sought to achieve. Since the main objective of British colonial rule was to explore and exploit both human and material resources of Nigeria for their selfish interest, colonial policies were geared toward realizing this goal. The colonial authorities knew that effective development of human resources of Nigeria would work against their interests as they would be armed with knowledge which could be detrimental to actualizing their dreams. However, since the colonial powers needed auxiliary staff to assist them in performing minor functions, they recruited few Nigerians and trained them to

function only as interpreters, court clerks, mail distributors and messengers to perform those minor functions that designated them as inferior to the colonialists. Nigerians were not permitted to undergo the type of training, or be educated along such line that would enhance the overall development of the individual. Thus to bridge the lacuna that was created by the colonial administration as they were leaving Nigeria after independence, a Nigerianization commission was appointed with the specific task of speeding up the supply of trained manpower to the service. With the publication of the final report of the parliamentary committee on the Nigerianization of the public service in 1960, the standing committee on training and the Nigerianization office came into being as the Federal Government’s Central authorities responsible for training matters. These bodies were inter-alia to provide general supervising control and various training systems as may be possible. Commensurate with the above disposition, the government sought the assistance of the Institute of Administration of the University of Ife (now Obafemi Awolowo University). A survey was conducted on the training needs of the Federal Civil Service. This exercise which was carried out by C. P. Wolle revealed among other things, urgent need for a systematic and regular programme for the development of civil servants of all cadres. The government’s White Paper on the Wolle’s report could be regarded as the first formal definitive guidelines on manpower or human resources development in the Federal Civil Service of Nigeria (Bur, 1992, Obo and Mbotu, 2004).

Human Resources Development and Tertiary Education

The tertiary education system, more than any formal organization cannot function or be said to be functioning effectively without total commitment to its human resources development

through training and development of skills of its students.

The National Policy on Education (1998) clearly declares the goals of tertiary education to include among other things:

- a. to contribute to national development through high level relevant manpower training.
- b. to acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society.

These goals, the policy goes further to state shall be pursued through:

- a. teaching
- b. research and development
- c. virile staff development programmes
- d. generation and dissemination of knowledge
- e. a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich etc.
- f. access to training funds such as those provided by the Industrial Training Fund (ITF)
- g. Students Industrial Work Experience Scheme (SIWES)
- h. maintenance for minimum education standards through appropriate agencies
- i. inter-institutional cooperation
- j. dedicated service to the community through extra-mutual and extension service

In line with the above policy goals, the fundamental role of tertiary institutions therefore should be to transform its students into technological and entrepreneurial giant capable of providing solutions to organizational and national problems. This can be done by:

- i. providing appropriate educational facilities for learning.
- ii. giving instructions and training in such areas of knowledge as will produce sound and mentally equipped graduates.

iii. Developing and offering academic as well as professional programmes necessary to update manpower capacity of our national economy.

iv. engaging in research oriented programmes that will support macro-economic policy objectives of our nation in tandem with developed economies.

v. encouraging joint partnership in human endeavours with the public for effective integration of the tertiary institutions with its audience (Eburajolo, 2006).

Besides intellectual development of the respective disciplines for which courses and programmes are offered, tertiary institutions must promote the total man concept, that is, the development of the fundamental and foundational make-up of man from the spirit, soul and body dimensions. The focus should be to look at the physical and spiritual needs of mankind in building quality manpower for functionality and self reliance. It is not just enough to offer an education which will stimulate students intellectually but, it is also important for the tertiary institutions to have a package that is integrative in focus in terms of relating to the needs of mankind in all life ramifications. This is an integral aspect of the promotion and establishment of a sustainable connectedness with realities of life outside the "Ivory tower" which in most cases is lacking in the curriculum of existing Nigerian tertiary institutions.

Conclusion

This paper has provided ample opportunity to reappraise human resources development in Nigerian tertiary education system. It cannot be disputed that a society or nation is made up by the people. It is the people that determine the wealth and development of any nation. Thus for any nation to attain

Reappraising Human Resources Development in Nigerian Tertiary Education System as a Panacea for Functionality and Self Reliance

excellence in governance, it must not ignore the development of its human resources.

Human resources constitute the ultimate basis for the wealth of nations. No nation can rise above the caliber of its human resources. While capital and natural resources are passive factors of production, human beings remain the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy stands the risk of not being able to develop anything else. The most valuable of all capital is that invested in human beings.

The centrality of man in the development process calls for a reassessment of the commitment of tertiary education system in the development of human resources. Tertiary institutions in Nigeria have over the years turned out more graduates in the arts and humanities than in the sciences and technology. Yet it is the latter that is known to propel a country's development. Incessant strikes and disruption of academic activities in tertiary institutions, poor facilities such as ill – equipped laboratories, lack of teaching and research materials, inadequate classrooms, ill-equipped libraries etc have resulted in the production of graduates who lack the basic skills necessary for functionality and self reliance. This ugly trend must be reversed if Nigeria is really serious to meet the challenges of the 21st century.

Recommendations

In view of discoveries generated by this study, the following recommendations are proffered:

1. The government, both federal and state should allocate to the tertiary education sector every year, a reasonable percentage of the annual budget to enable these institutions develop and train their students and staff as well.
2. To develop their skills, students in tertiary institutions should be made to practice more than listen to lectures. There is no discipline without the practical side of it. Technologies are systematic structures of techniques. Students cannot acquire new technical skills using only their brain. They must also learn with their bodies. Japanese refer to it as “tenarai”, meaning learning with ones hands. An action must be repeated often to teach the hands a new technique.
3. Tertiary education system should adopt a holistic approach to human development. This should be done by focusing attention on developing the three components of man – body, mind and soul. This means offering a package that is integrative in focus in terms of relating to the needs of mankind in all life ramifications.
4. The government should provide appropriate and modern educational facilities for learning in tertiary institutions especially in this era of information communication technology.
5. Education is not a-cut-and joint thing and should not be made to be so. Government should do everything possible to put a stop to incessant strikes in tertiary institutions by honouring its obligations, both to the staff and the students. This will ensure normal academic activities and full utilization of academic calendar.
6. Like the spider who draws the raw materials for its web from it stomach and uses it to construct a web which performs dual functions of providing accommodation for the spider as well as acting as a snare that catches insects for

its consumption, man the greatest of all created things has more greater capacity to draw from himself all that he needs. This is self reliance. The tertiary education system should not only involve itself with theoretical philosophy but should teach the students the basic principles of metaphysics and their application to daily affairs. This is one way the tertiary institution would be able to develop the students and engender in them self reliance for them to function properly.

7. The government and private sector should provide research grants to tertiary institutions for research and development.
8. Development programmes should be organized especially for academic staff of tertiary institutions on regular basis. This is important because their development is synonymous with developing the students who are direct beneficiaries of their knowledge.

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Ime Etim Akpan
Department of Political Science
College of Education, Afaha Nsit

Sunday Simeon Udoh
Department of Political Science,
College of Education, Afaha Nsit,

and

Ofonime Friday Akpan
Department of Political Science,
College of Education, Afaha Nsit,

REAPPRAISING THE CURRENT NATIONAL POLICY ON POLITICAL SCIENCE EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE: ISSUES AND CHALLENGES

Efosa Uzebu

Abstract

Functional and self reliant Education has been of concern to educationists and the society at large for a long time now. For any system of education to be functional, the curriculum offering must be broad-based and the focus of training must be largely on applicability, practicability, utility and adaptability. Self reliant education is one that could lead to self development and self employment. This paper examines the functionality and self reliance of political science education and the author believes that it is functional to some extent, but not self reliant. He suggests ways to reappraise it to make it self reliant. He recommends that: (1) Political science graduates should undergo computer training. (2) They should also undergo entrepreneurial training. (3) Potential students of law should have a degree in political science before being admitted to study law.

Introduction

The issue of functional and self-reliant education in Nigeria has been of great importance to Nigerians especially to educationists for a long time now. According to Okunola P.O. (1989), "A functional education is one in which the curriculum offering is broad-based and the focus of training is largely on applicability, practicability, utility and adaptability". This is to say that education is functional when the recipient is able to apply the knowledge acquired during training to the right work situations effectively, and not to any type of work. A chemical engineer should for example be able to apply the knowledge he gained during his training in chemical industries like petroleum industries and not to be found as an 'accountant' in a bank. Also, a lawyer should

be in courts and not in tertiary institution working as an administrative staff, etc.

There are many dimensions of self-reliance. Educationally, "self-reliance calls for a system of education where citizens acquire the right type of values and attitudes, practical skills and knowledge that would enable them attain self-development through self employment" (Danladi E. Ndan: 2000).

The National Policy on Education was first published in 1977; the 2nd and 3rd editions were published in 1981 and 1998 respectively in keeping with the dynamics of social change and the demands on education. The 4th edition was necessitated by some policy innovations and changes and the need to update the 3rd edition (1998) accordingly. These innovations and changes, according to Abieyi, S. (2009) includes:

- 1) The lifting of the suspension order on Open and Distance Learning programme by Government;
- 2) revitalization and expansion of the National Mathematical Centre (NME);
- 3) prescription of French language in the primary and secondary school curriculum as a second official language;
- 4) prescription of minimum number of subjects to be taken by SSCE candidates; the integration of basic education in the programme of Quaranic schools to ensure equal opportunity and effective implementation of UBE; repositioning science, technical and vocational education in the scheme of national education for optimum performance; and

- 5) General contextual change to reflect the state of professional practice in education, among others.

These are laudable innovations and changes and this is why for example the government now insists that minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). University graduates who did not read education are now required to have the Post Graduate Diploma in Education (PGDE) before they can teach in higher institutions.

But more needs to be done to make the current National Policy on Education functional and self reliant; especially as far as Political Science education is concerned.

Educational Training in Nigeria Today

We are all witnesses to the fact that educational training in Nigeria today is characterized by the following: in Public Policy-making and Implementation

- i) Learning of theories and concepts without adequate emphasis on application and utility.
- ii) Lack of conscious efforts to relate the nature of training to work, that is, relevance of acquired knowledge to work. A positive relationship must exist between skill acquired and the actual task to be performed.
- iii) Training received in educational institutions is adequate enough to make the recipient functional - the problem is that we train for employment and not for work. This is why it is possible for a graduate of Chemical Engineering to work as an accountant in the bank, and a graduate of Political Science to work as site supervisor in a construction company and a graduate of agriculture to work as an Independent National Electoral Commissioner. It is who you know and not what you know.

Philosophy of Political Science Education

Political Science as we were told in our school days is study of power relations among men within the state and the international system. In other words, it is the systematic and analytical study of the acquisition, control and exercise of power by individuals, groups and organizations within the political system. As an instrument for citizenship education, political science inculcates in the citizenry the knowledge of government, its processes, principles, political theories, democratic ideals, values, attitudes and norms that are essential for the development and sustenance of a democratic culture and stable polity.

The study of Political Science is also useful for the understanding of relations among states and international organizations, their interdependence, co-operation, peaceful co-existence and mutual assistance.

Objectives of Political Science Education

The programme in the National Commission for Colleges of Education handbook states that it is designed to equip the students with the skills, knowledge and methodology needed for effective teaching of Government in Secondary Schools, (NCCE Handbook, 2009).

The primary objectives of the programmes are:

- a) To produce proficient teachers of Government who possess sound knowledge of Political Science.
- b) To produce inspiring teachers of the subject who, not only possess confidence, skills and techniques necessary for the teaching of the subject but also possess the proper values and attitudes towards political science as a discipline of study.
- c) To inculcate within the scope of the students' training the necessary values, skills and techniques for effective and moral leadership.

- d) To produce the necessary training in citizenship and broaden the students' sense and scope of participation in community as well as national affairs.
- e) To produce teachers that can inspire and inculcate in the students, the values and attitudes of Pan-Africanism, African nationalism and African brotherhood.
- f) To produce teachers who can foster the growth of international cooperation, coexistence and mutual assistance.

The Functionality of Political Science

The question of functionality of political science becomes more relevant now than before in the new educational dispensation which places greater emphasis on applicability of acquired knowledge and skill to everyday-life situations. At the College of Education level, political science is functional as teachers are trained with the objectives and philosophy of political science education in mind. Majority of these teachers with the N.C.E. Certificates are in the primary and junior secondary schools handling social studies courses which is closely related to political science. University graduates in political science with education background are handling Government courses in senior high schools, while those without education background are either in the civil service or acquiring higher qualifications in political science. In so doing, they hope to lecture at higher institutions of learning like colleges of education and universities where political science departments abound. In fact, teachers in some areas of political science are scarce; e.g. Political Philosophy, Comparative government and politics, and International Relations.

The present day democracy we are practising in Nigeria calls for more political scientists as many of them that are trained in the Arts and Science of politics are involved holding different posts. They are applying their acquired knowledge and skills wherever they have found

themselves. This has encouraged many students to apply for and study political science in tertiary institutions in Nigeria today. Records available at the department of Political Science in tertiary institutions attest to this. In the newly created department of Political Science at the College of Education, Ekiadolor – Benin, where I am the Head of Department, those who wanted political science combinations were over one thousand, but facilities on the ground permitted the admission of about four hundred. One of the reasons they give is that since the National Assembly is considering making tertiary education certificate the minimum requirement for election in Nigeria and since they intend to be politicians and teachers of government, they want to be armed now.

Political Science and Self-Reliance

As already stated in the second paragraph of the 'Introduction' of this write up, 'self-reliance calls for a system of education where citizens acquire the right type of values and attitudes, practical skills and knowledge that would enable them attain self-development through self employment' (Danladi, E. Ndan: 2000).

The political science graduates may easily find jobs as teachers, civil servants, etc. but the course cannot be said to create room for those who study it to be self-reliant or self-employed. The only area where he could be self-employed now is by becoming political consultant and researcher where he could be consulted by politicians or politicians to-be and government. Any political scientist who takes to this path in Nigeria will not be able to feed himself and family.

According to Oxford Advanced Learners Dictionary (6th edition), 'reappraisal' is the act of examining something again to, see if it needs to be changed. From the foregoing, there is need for the reappraisal of the current National Policy on Political Science Education for functionality

and self-reliance in Nigeria. Political science graduates should be able to earn a sustainable living through self-employment.

Conclusion

Functionality of political science education is really not a big problem in modern day Nigeria. In secondary schools, students enjoy the study of government because they can readily see what the teacher is talking about – organs of government (executive, legislature, judiciary, etc.). In tertiary institutions, students abound that study political science or its combination with another subject. While marking Government in the West African School Certificate examination, only those markers who read political science were allowed to mark. It was only when they were not enough before those that studied history were engaged.

The issue of being self-reliant as a political science graduate has always been there in Nigeria, if by self-reliant, we mean self-employment. Ways have been proposed by which this problem can be solved. The advanced countries of the world are already ahead in this regard, and there is no shame copying them. It is my belief that one who enters a university to read law after having a first degree in political science will be more at ease in the class than one who goes in to read law after secondary education and will do better.

Recommendations

1. Those formulating education policies should be ready for the 5th edition of the National Policy on Education. It should include the condition for the study of law in Nigeria. For any body to be a law student, he must first of all earn a degree in political science
This has been the case in many advanced countries of the world like the United States of America. Presidents Bill Clinton and Barack Obama of U.S.A.

had bachelor's degrees in political science before studying law in universities. Whenever, they leave the political arena or when they lose elections, they go to practice law and become self-reliant. Nigeria should not be left out of this trend.

2. Political scientists should also be computer literate. They should learn computer appreciation, data processing and so on, and open a cyber café and cyber cafes are never empty. People patronize them. Political scientists could help customers carry out political researches for a fee. They can earn a living and develop themselves.
3. The political scientist can become an entrepreneur. Entrepreneur is a person who makes money by starting or running business, especially when this involves taking financial risk. Nigeria is one of the developing countries of the world with a lot of businesses and investment potentials with a lot of human and natural resources. Therefore, tapping these valuable resources requires the ability of identifying fields of endeavours in the areas of business, sciences and so on. Entrepreneurs are people who perceive these opportunities with their inherent intelligence, drive and hard working who are making the best use of the opportunities that are available with the changes that are taking place in the growth of the business and globalization (Onu, 2009).

Political scientists are intelligent people who readily detect opportunities. The problem is finance. They could apply for loans and start something. The greeting card industry offers an example of how entrepreneurs can find a niche by offering something different. One can start with a small capital first and gradually the capital base will increase. The political scientist is

advised to take training in entrepreneurship – in his area of interest.

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Efosa Uzebu
Department of Political Science,
College of Education, Ekiadolor
Benin, Edo State.

REAPPRAISING THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION CURRICULUM FOR FUNCTIONALITY AND SELF RELIANCE OF THE NIGERIAN CHILD: ISSUES AND CHALLENGES

Afe Mercy Osagiede

Abstract

This paper is focused on reappraising the implementation of early childhood education curriculum for functionality and self reliance. The primary goal of every level of the educational system of a nation is to achieve quality which stems from effective teaching and learning. Laudable aims and goals of early childhood education can only be achieved if deliberate efforts are made to ensure affective implementation of the curriculum. This is because curriculum remains the official and authentic content that translates the expectations of the society into bits of knowledge, skills and attitudes to the learners. This form the trust of this paper as it tried to reassess, how the early childhood curriculum is being implemented problems of implementation, and solutions to these problems.

Introduction

Education remains a veritable tool to the development of laudable programmes of both developed and developing countries of the world. It is an avenue through which solutions to societal problems in different fabrics of the society could be met. The quality of Education can best be defined by the performance of its pupils that is the post-school performance output. This output is also gauged by its inputs which deals which the implemented curriculum.

The philosophy of pre-primary education centres on the belief that the child at the early age has potentials and capabilities that early education can speed up its development. It

realizes that this stage in human development is fundamental. The success of the child at this stage, the stimulation prepares the child for the next stage. It is further believed that messing up of this stage may in some ways incapacitate or retard the child's future achievement in education (Okoro, 2006).

A nation's policy on Education is government's way of realizing the part of the national goals which can be achieved using education as a tool. According to Federal republic of Nigeria (FEM 2004) in the national policy on education. Education in Nigeria is an instrument "par excellence" for effecting national development.

Early childhood education is the education received by children in an educational institution before the age of primary education. It is for children between the ages of 3 to 5 years prior to entering the primary school. Early childhood education includes the crèche, the nursery and the kindergarten. (FRN 2004, section 2 Subsection 11).

According to the National Policy on Education the purpose of pre-primary education shall be to:

- (a) Effect a smooth transition from the home to the school;
- (b) Prepare the for the primary level of education;
- (c) Provide adequate care and supervision for children while their parents are at work (on the farms, in the markets officers);
- (d) Inculcate social norms;
- (e) Inculcate in the child the spirit of enquiry and creativity through the exploration of

- nature, the environment, art music and playing with toys etc;
- (f) Develop a sense of co-operation and team-spirit;
 - (g) Learn good habits especially good health habits; and
 - (h) Learn the rudiments of numbers, letters, colours, shapes forms, etc through play.

The Early Childhood Curriculum

Curriculum is set of planned and organized materials designed for an intended learning outcome considered as adequate for any functional expectations of the people in time and place. Curriculum from its Latin origin means “the path, the way and the course”. It refers to all the things students could learn, this is why we must learn of all the things that we could teach, this is what we must teach” (Okobia, 2009) Early childhood education is an important phase of the Nigerian educational system. Being foundational in nature, its curriculum elements must be sound and capable of bringing out the best in the child that acquires it.

Theoretical Background of Early Childhood Care Education (ECCE)

The national policy on education in Nigeria has stressed the need to provide sound educational background to children so as to effect smooth transition from home to school. This level of education is meant to provide both parents and teachers the early opportunity to lay a good foundation for the development of the child. This early state of the child’s life has been considered the most important in the child’s attitudinal, character and personality development. Early educationalists such as Pestalozzi, Rousseau, Comenius and Froebel likened the concept of nursery education to the cultivation of plant seeding. Froebel for instance saw the school as a “nursery of future citizens hence in Nigeria the pre-primary level of education is often called nursery school.

Theories of psychoanalysis explained that the first five years of a child’s life is the most crucial to his personality development. These theoretical postulations make it essential for the society to plan a sound early education for her citizens. One of the decrees establishing the National Commission for Colleges of Education (NCCE) is the provision for it to produce teachers for early childhood care education (ECCE). Development of a child can be seen physically intellectually, socially emotionally and mentally hence Obiefuna and Ifegbo (2004), opined that pre-schoolers earlier experience in/off school have in powerful effect over the child’s self concept and sense of individuals worth later in life. This therefore calls for a set of intended learning activities and an enabling environment for proper growth and development of the child

Problems of Implementation of the Early Childhood Curriculum

In Nigeria, early childhood education began to receive attention from 1970s and 80s when mothers started working. A critical look at the implementation of the current ECCE curriculum suggests that it is faced with numerous problems which need to be tackled if the curriculum at this level is to achieve the goals of education. It is often said that Nigeria’s problem is not the establishment of policies/ruler but that of enforcement. This is possibly true of the early childhood education curriculum implementation. It is the curriculum made available to school and its effective implementation by teachers that determines what the child becomes in life. Some of the problems militating against effective implementation early childhood education curriculum include:

- (1) Non involvement of teachers in the planning and development stage
- (2) Lack of qualified and competent teachers
- (3) Over crowded classrooms
- (4) Lack of uniformity in early childhood curriculum

- (5) Poor educational facilities
- (6) Poor environment
- (7) Dearth of data
- (8) Regulation and control of early childhood education

Non- involvement of Teachers in Curriculum planning and Development stage: Teachers are at the implementation level of any curricular. The implemented curriculum refers to what is being organized and taught at different levels. More often than not, very little consideration is given to the major operators of the curriculum during the planning and development stage of the curriculum According to Brunner (1960), “a curriculum is more for teachers than it is for the pupils. If it cannot change, move, perturb and inform teachers, it will have no effect on those whom they teach. It must be first and foremost be a curriculum for teachers, if it is to have any effects on the pupils. It will have it by virtue of having had an effect on the teacher”.

Lack of qualified teachers to implement the ECCE curriculum:- Closely related the issue of non involvement of teachers in the planning phase of the ECCE curriculum is the issue of availability of qualified teachers. Teachers are the determinants of the success or failure of any curriculum in education which is meant to foster and lack of trained and qualified teachers to implement the ECCE curriculum is a major challenge to its implementation because no education system of any nation can rise above the quality of its teachers.

Overcrowded Classrooms:- The teacher pupils ratio of 1:25 as stipulated in the National policy on Education is not being maintained and this makes effective implementation of the curriculum difficult to attain because large class sizes are not favourable for effective use of methods and materials for use as stipulated in the NPE, 2004.

Lack of Uniformity in Early Childhood Curriculum:- Lack of uniformity in the implement curriculum is simply the differences in curriculum that are in use in Nigerian nursery schools. For instance, the child in urban area is more exposed to curriculum materials than the child in the rural area simply because of the different curriculum.

Poor Educational facilities: Facilities provided for the implementation of the ECCE are grossly inadequate especially in the rural areas for instance computer science is supposed to be taught in the early stage of learning of children. These facilities to learn computer science are not available in most schools.

Poor Environment: No meaningful teaching or learning can take place in an un-conducive environment. Most nursery schools are not well located this makes the implementation of some curricula activities difficult in such locations

Dearth of Data:- Educational planners in Nigeria are always faced with the problem of non-availability of data especially for planning towards having a successful early childhood education in Nigeria.

Regulation and Control of ECCE Curriculum: Government’s position on the regulation and control of the implementation of the ECCE curriculum is not right. This is the reason why the official curriculum is usually different from the actual or implemented curriculum. Government control over establishment and ownership of nursery schools is not yielding positive results. Hence, there are many unregistered nursery schools in Nigeria with teachers who are unqualified to implement the ECCE curriculum.

Curriculum implementation

Curriculum implementation is the actual engagement of the learners with planned learning

experiences. It is the interaction stage which involves teachers and learner engaging in negotiations aimed at promoting learning. It is the transmission of the planned curriculum into the operational curriculum (Offorma, 2005). The objectives of early childhood education are lofty but attainable over time all things being equal. The crucial issue is how to work towards the realization of the objectives through effective implantation at the classroom teaching/learning process. Hence the need for reappraising the implantation of the early children dedication curriculum has become imperative.

Need for Reappraising the Early Childhood Curriculum Functionality and Self Reliance.

There is need to reappraise the implementation of the early childhood curriculum because the growth of the learner in each phase of education aids the growth in the next phase ahead of it, this will help to know whether the learner has actually grown to enable him transit to the next expected stage of growth. Assessing if the curriculum is adequate to stimulate the desired goal and reappraising if the teacher has performed the task expected for the child to grow as desired brings about the issue, of reappraising the implementation of the early childhood curriculum according to the stipulations of the National policy on education for functionality and self reliance

Conclusion

It has been agreed that education is an effective tool for the development of individuals in the society. ECCE education is the foundation on which other levels of education lie. The implementation of the ECCE curriculum should not be taken for granted it is widely believed that, if the foundation of a building is weak, it will not stand the test of time. Therefore a reassessment of the implementation of the ECCE curriculum has become imperative if the National Policy on Education in Nigeria is to

have a functional base for National development and self reliance of every citizen of this millennium.

Insights and Way Forward

Nursery education is the foundation of all other levels of our educational system; therefore it must be handled with care during its implementation stage so as to achieve the goals of ECCE. If the goals of ECCE are to be achieved, the following recommendations should be taken into consideration by all stake holders.

- (1) Government should make adequate funds available for the implementation of ECCE curriculum.
- (2) Now that there is a national curriculum for ECCE, Government should make it available to schools and insist on its implementation to the letter.
- (3) Government should provide adequate facilities for effective implementation of ECCE curriculum
- (4) More teacher education centres for training teachers for the effective implementation of ECCE curriculum should be established. Government should insist and make sure that the minimum qualification for teaching in Nursery schools is maintained in both private and public schools.

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ORNAMENTAL TREES: IMPORTANCE AND MAINTENANCE IN LANDSCAPE GARDEN DESIGN FOR OUTDOOR RECREATION

A. P. Moemeka and Dr. J.I. Obinne

Abstract

The role of tree as vital floricultural specimens besides their agronomic and silvicultural significance is oftentimes, taken for granted or given secondary consideration at best. Trees as ornamental species play indispensable and far-reaching role in garden design, landscape management and outdoor recreation. This paper therefore examines the dendrological potentials of trees, their application in landscape design and management; outdoor recreation and maintenance practices. Taxonomic classifications of some tropical ornamental tree species were also given. The relevance of study in the social, physical and mental well being of man in environmental conservation was fully discussed.

Introduction

Ornamental trees are basic and invaluable elements in creating an aesthetical and functional garden. The garden scene is incomplete without the inclusion of a tree or, if space permits, a number of them. The values of tree as ornamental subject and for their landscape effects are often taken for granted and invariably given less than tertiary importance. However, to the landscape gardener and environmental horticulturist, a thorough knowledge of trees is absolutely essential. They ought to know the ornamental property of the trees, their rate and mode of growth, peculiarities with regard to soil situation and climate. As the trees are after the ground surface, the most permanent element of the landscape, they ought to be planted by careful deliberation as to the intended artistic effect and their fitness to the soil and climatic conditions (Coxon et al, 1998).

The objectives of this paper therefore are to x-ray the import of those woody species in

ornamental and landscape horticulture, examine what constitutes a tree from botanical angle and the wide range of tropical trees for various garden uses, in addition to the proper care of trees.

Dendrological Perspectives

Dendrology is the scientific study of tree and woody plants generally, their forms and functions, identification. Among the classes of higher plants, there are basically woody and herbaceous groups. Woody plants differ from herbaceous plants in having an aerial stem which persists for more than one season (i.e. perennial) and in most cases a cambial layer for periodic growth in diameter. Woody plants comprise trees, shrubs and vines. A woody species that produces one main trunk and a more or less distinct and elevated head is best described as a tree. Depending on their responses to seasonal changes, trees may be identified as evergreen or deciduous. Although the trees are most conspicuous features of the plant kingdom, they represent only a small percentage of it as regards to number of species. As a rule, towards the tropical region, the number of tree-like species increases, towards the Polar regions it decreases. Trees belong to many orders, Travellers Palm of the Steritiaceae family and the giant bamboo of the Grmineae. Greater percentage of the world tree species comes from dicotyledonous plants and the Gymnosperms, which consists of the Cycads, Coniferies and Ginkgos (Hon, 1980; Wilkins, 1988).

There are considerable varieties of shape, forms and sizes existing among trees suitable for planting even in the smallest of gardens. The shape may be:

- i) Fastigate or columnar with narrow and upright growth, e.g. *Polcthia pendula* (Asoka or Masquerade tree), *Jeniperus communis* (Jumper).
- ii) Pyramidal with cone-like shape e.g. *Araucaria spp* (Norfolk pine of monkey puzzle), Thuja pine), *many Pinus spp.*
- iii) Weeping or pendulous with dropping branches and foliage e.g. *Casuarinas pp* (Whistling pine) *Acacia longifolia* (Golden wattle), *Salix spp.* (Willow tree), Narrow-leaved *Eucalyptus spp.*
- iv) Flat-topped with umbrella-like or mushroom canopy e.g. *Delonix regal* (Flamboyant). *Cassia fistula*, *Cassia modosa*.
- v) Broad round headed e.g. Managos, *Plumerias* (FFrangipiani), Neem.
- vi) Horizontal head e.g. *Terminalia catappa* (India almond or umbrella tree), *Terminalia spp.* (step tree), etc (Woodland 1975; Brookes, 1985).

Some trees are of great size attaining enormous height and spread, while some remain within manageable size even several years. There are also medium-sized trees. Based on shade provision, trees may be characterized as filtered canopy that provide light shade. Such include: *Cassia fistula*, *Delonix regia*; compact dense canopy that provide heavy shade, like: *Azadirachta indica*, *Albizzia*, or as deciduous which shed its foliage and become naked canopy at certain season. These include: *Erythrina indica*, *Tabebuia rosea*, *Jacaranda*, *Brutae*, etc.

Striking effects can also be produced in the garden and the nearby indoor environment by the use of trees with brightly coloured foliage and or inflorescence or by use of species with scented leaves or flowers (Table 1). Most tropical trees have green foliage, except few numbers of them that are variegated or coloured e.g. *Erythrina variegata*, *Chrysalidocarpus butescens* (Golden cane palm). *Ficus elastica* ‘Variegatus’, and *F. benjaminas*. There are

myriads of brilliant flowering trees of tropical, environmental that can be used to enliven the landscape. See such references as Brickell (1990), Matthew and Karikari, (1990), Sheat and Schofield (1995). Trees with fragrant flowers or aromatic foliage that could be used in tropical landscape planting are given in Table 1.

Botanical name	Family	Common name	Height (m)
A. Tree with fragrant flowers			
<i>Dalbergia sisco</i>	Papilionaceae	Sisso (shishum)	18-25
<i>Hymenosporum flavum</i>	Pittosporaceae	Australian	10
<i>Baulinia variegata</i>	Caes/piniaceae	Frangipani	6-7.5
<i>Magnolia champaka</i>	Magnoliaceae	Orchid tree	7.5-12
<i>Mimusops elengi</i>	Sapotaceae	Champaka	11-15
<i>Oncoba spinosa</i>	Flacourtiaceae	Elengi	6-7
<i>Pittosporum spp</i>	Pittosporaceae		4-12
<i>Plumeria spp</i>	Apocynaceae		6-9
<i>Robinia pseudoacacia</i>	Mimosaceae	Frangipani False acacia	15
B. Tree with Aromatic foliage			
<i>Citrus spp (group)</i>	Rutaceae	Citrus	3-8
<i>Cinnamomum camphora</i>	Lauraceae	Camphor tree	12
<i>Eucalyptus citriodora</i>	Myrtaceae	Eucalyptus	13-25
<i>Eugenia aromatica</i>	Myrtaceae	Bush cherry	15
<i>Pittosporum eugenioides</i>	Pittosporaceae	Lemonwood	10

Application in Landscape

Trees play very important part in garden and landscape design. They make the mainframe work of the landscape; provide shade from sun, shelter from wind and noise. Trees do provide support for other plants both for the large woody climbers, ferns and orchids which cling to the branches. They are used in decorating street and highway planting as avenues and boulevards; provide hedging and screen structures; and serve as lawn specimen. In addition, ornamental trees play such fundamental roles, as forest species, like amelioration of adverse microclimates and conservation of biodiversity. Some of them yield edible fruits, especially when economic tree crops are incorporated in the planting design.

For instance, Africa star apple (*Chrysphyllum albidum*), bush mango, (*Irvingia spp*) and Africa pear (*Dacryodes edulis*) could serve as shade tree, screen planting-cum-avenue respectively. Ornamental trees have been reported to exert certain beneficial

phytopsychological effect on the social well-being and physical health of human users of the garden environment. These beneficial effects are fully exploited in the field of urban forest and social horticulture (Ulrich, 1990; Dweyer, 1991; NUFU, 1998; Kuchelmeister, 2000; Ogbu, 2004). Tree species with fragrant flowers and aromatic foliage, when used in the garden, can mask foul odour by replacing them with more pleasing scents.

Application in Outdoor Recreation

The establishment of Standard Park and garden is not complete without fair inclusion of various species, shape and sizes to serve diverse aesthetic and utility purposes. Park and garden have come to form an integral part of modern city and regional master plan due to increased realisation of the need and demand for outdoor leisure time and recreational activities by most urban dwellers and visitors; in addition to its indispensable role in tourism development.

Parks provide easily accessible, recreational opportunities for people. Health parks and green areas also provide opportunity for healthy physical activities. In addition, the passive benefit to physical and mental health of an urban landscape with trees have been documented in industrialised countries (Ulrich, 1984). Enjoyment of green area may help people to relax or may give them fresh energy. Trees play a very vital role in easing tensions and improving psychological health, people simply feel better living around the trees. One study has demonstrated that hospital patients placed in rooms with windows facing trees heal faster and require shorter hospital stay (Ulrich, 1990). Urban parks and garden areas also provide opportunities for many kinds of formal and informal enterprises related to recreation. In Singapore and Kuala Lumpur it has been recognised that a tree-rich urban landscape is an important attraction for new businesses and investors (Kuchelmeister, 1998). Easily

accessible trees and woodlands provide a vital facility for both formal and informal learning to nature lovers, environmentalists, biologists, fine artists and the general public.

Care on Ornamental Trees

In selecting a tree for any of the mentioned possible applications, attention must be paid to the soil, climate and exposure preferences of the trees, its root system, its conformity with the surroundings, its rate of growth and natural configuration.

The appearance of ornamental trees and palms depends on the care they are given in the ensuing years. Such care consists of watering, feeding, pruning, removing of dead foliage and inflorescence, pest and diseases control. Having these cultural practices in mind during purchasing and planting of these seedlings is a sure way of starting proper care of the tree.

Healthy looking study seedlings should be the first point of consideration for selecting good specimens. Trees for landscaping require adequate site preparation in terms of manure-rich transplanting roles and appropriate spacing. They should be planted far away enough from any structure and from each other. This will ensure rapid establishment and satisfactory growth.

As newly planted trees develop, some pruning is usually necessary to maintain balanced and well-spaced heads of branches. This generally involves the removal or shortening back of badly placed or crossing branches, and superfluous growth. When the trunk has developed to reasonable proportion, the tree should begin to assume the characteristic shape and size of the given species. In later years, further thinning of superfluous growth from the head may be necessary periodically. Other specific objectives of pruning include:

- Shade trees: Sparsely dense and porous canopy shade trees that are not deciduous could be cut back to induce new flushes of tick canopy. This

operation should be done preferably by the outset of wet season for optimum result.

- Avenue tree: extensive branching of roadside trees that causes obstruction of traffic flow and or unnecessary blocking of users' view should be cut back as far as the correction can be effected.
- Trees grown for espaliers and topiaries need regular trimming in order to maintain the intended shape.
- Patio and tub trees for both indoor planting need, root and shoot pruning to check vigorous growth and extend their vase life as long as possible.

Conclusion

Tree play pivotal role in landscape gardening and outdoor recreational activities. They constitute main framework of the garden components, in addition to other primary and secondary function. Trees should be valued for the beauty of their habit, bark, foliage, flower, fruits and even their roots. When employed as ornamental subject, trees whether at juvenile or mature stage, could exist side by side with the annuals, perennials and shrub species, and oftentimes outlive them. The versatility of these eminent woody species lends them not only as silvicultural subjects, but also makes them of great significance to the floriculturist, landscape horticulturist and orchardist.

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A.P. Moemeka
Department of Agricultural Education,
Federal College of Education (Technical),
Asaba.

and

Dr.. J.I. Obinne
Department of Agricultural Education,
Federal College of Education (Technical),
Asaba.