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OF EDUCATIONAL RESEARCH

PUBLISHED IN AFFILIATION WITH
THE FACULTY OF EDUCATION
THE UNIVERSITY OF CALABAR, NIGERIA



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FORWARD

The journal ‘**The Nigerian Educator**’ is a bold attempt to examine **the revitalization of Nigerian education for national transformation**. The complains of our educational system not meeting the yearning of Nigerians made the theme timely and welcoming.

The various contributors made attempts to appraise how entrepreneurship education, peace education, information and communication technology, curriculum development, human resource development, vocational and technical education, guidance and counselling, teacher education, adult education, and soil conservation can be revitalize for national transformation

The journal has a multi- disciplinary approach and is unique and innovative because most of the authors possess diverse academic background in all the fields of education. The contributors tackled the topics in a simple straight forward manner that will stimulate the interest of the reading public, educators and the planners and implementers of our education. The journal is therefore strongly recommended for use in Colleges of Education, Universities and the public who possess sincere desire to transform the Nigerian education.

Florence Undiyaundeye Ph.D, MCASSON

Dean, School of Education
Federal Collage of Education
Obudu-Nigeria

EDITOR'S COMMENT

The Nigerian Educator is a multidisciplinary, interdisciplinary and cross disciplinary journal that encourages the cross fertilization of ideas, mostly among researchers, academics and practitioners who find the capacity to think outside the box. It provides a platform for people to engage ideas and research findings in a manner that breaks the regular run of the mill approaches to issues that seem to have become “pathetically” irresponsible to addressing contemporary issues that define the reality of the theory and practice of education today.

With a wide array of seasoned researchers and academics cutting through all divides the Journal provides a forum for writers to put their ideas in perspectives that clearly resonates with their peculiar reading audience(s) blind peer reviewed, the Nigerian Educator is published online at ----- and in hard copy format, making it readily available online all through the year, and in print format twice a year. Articles can normally be submitted as attachment in MS word format to cestpiere@gmail.com or undiyaundeyeflorence@gmail.com other publication procedures and details can be found at www.thenigerianeducator.edu.ng

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Sincerely

Betieng, Peter A. PhD, FCA

Editor-in-Chief

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ASSESSMENT OF THE UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE DISSEMINATION OF CAREER INFORMATION AMONG SECONDARY SCHOOL STUDENTS IN OBUDU L.G.A.

BY

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Abstract

This study assesses the utilization on information and communication technology (ICT) in dissemination of career information among secondary school students in Obudu LGA of Cross River state. Four research questions were postulated to guide the study. Descriptive survey design was used for the study. The population of study comprises 250 made up of 103 male and 147 female students in SS2 from the 10 selected secondary schools. The instrument for data collection was structured questionnaire titled information and communication researchers using very much available (VMA), much available (MA), scarcely available (SA) and not available (NA) options for cluster one; strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) options for cluster two and three; and very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VHE) options for cluster four. The data collected were analysed using mean and standard deviation. A mean of 2.5 was accepted while any mean less than 2.5 was rejected for answering the research for utilization, teachers poor computer knowledge, non inclusion of ICT equipments, and teachers shying away from using ICT are factors hindering utilization of ICT in career information dissemination among secondary school students in Obudu LGA of Cross River state. Some of the major recommendation is that private companies and individuals should be invited to collaborate with secondary schools in procuring the latest ICT facilities, government should ensure that the necessary ICT are made available in secondary schools so that the right

information will be disseminated to students, workshops, seminars and symposium should be organized in schools for teachers and counselors so as to train them on how to utilize these ICTs.

Key Words: *Career Information, Information and Communication Technology, Utilization of Information and Communication Technology and Information Dissemination.*

Introduction

The challenges of classroom instruction in Nigeria's educational system and research started changing dramatically with the emergence of new technologies which include information and communication technology (ICT). The period of computer age has ushered in a new dimension of processing, preservation and dissemination of information among other vital roles of computer through the help of ICT. These days ICT has had and is continuing to have an increasingly significant impact on all aspect of life ranging from processing through the use of computer as a personal tool to collaborating in groups in disseminating information locally and globally.

Information and Communication Technology (ICT) is an indispensable tool in the contemporary world. Hawkins (1998) states that ICT have been accepted as part of the contemporary world especially in industrialized societies. ICT is an umbrella term that includes any communication devices or application encompassing radio, television, cellular phones, computer and network hardware and software, satellite system as well as the various services and application associated with them such as video conferencing and distance learning (Bartlett and Watts, 2000). Ebijuwa (2005) define ICT as tool used for collection, processing, storage, transmission, and dissemination of information. With advances in ICT, electronic journal, CD-ROM, database, OPAC, (online database catalogue) and the internet have launched the world into an information age.

ICT encompasses "a range of new technologies and their applications including all aspects of the use of computers, micro-electronic devices and satellite and communication technology" (The Common Wealth Secretariat, (1991). In line with the above assertion, Ngwurnkwem (2005), states that ICT is the use of telecommunication gadgets such as computers, telephones and other electronic devices in the acquisition, processing, storage and distribution of the various types of information. ICT is a range of applications, communications and technologies which aid information retrieval, research, communication and administration. These include internet access, electronic mail, CD-ROM, telephone, online databases, library services and fax machines (Scott 2002). Thus to think about ICT is to consider all the uses of digital technology that already exist to help individuals, business and organizations using information.

Operationally, the researchers define ICT as advances in technologies that provide a rich global resources and collaborative environment for dissemination of ICT literacy materials, interactive discussion, research information and international exchange, of ideas which are critical for advancing meaningful educational initiative training for high skilled labour force and understanding of issues related to economic development. No doubt the Economic Commission for Africa (ECA, 1999) has indicated that ability to access and use information is no longer a luxury, but a necessity for development. Unfortunately, many developing countries, especially in Africa, Nigeria inclusive are still low in ICT application and use (Aduwa & Iyamu, 2005). According to Anyakoha (2001), although many families today own computers, studies indicate that computer ownership is still uneven. Potashnik and Capper (2002) also indicate that the use of computer and internet is still in its infancy in developing countries due to limited infrastructure and the attendant high cost of access. Olulube, Ubogu, and Ossai (2007) opines that the introduction of ICT usage, integration and diffusion has indicated a new age in educational methodologies and this has radically changed the traditional method of information delivery and usage patterns in the domain of education and as well as offered contemporary learning experience for other instructors and students.

ICT provides an avenue for people in all aspect of human life to access and profit from the power of computer as a personal tool, to collaborate in groups and to disseminate information locally and globally. Esharenana and emperor, (2010) note that computer and other ICT facilities enhance service delivery of employees no wonder educational institutions world over as observed by United Nations Scientific Cultural Organization (UNESCO) are under increasing pressure to use the new technologies and communication technologies.

Information and communication technology (ICT) revolution is gradually affecting the nature of learning and production of knowledge and is transforming the world in unexpected ways (Arunaachalam, 2005). However, Tinio (2002) notes that ICT are powerful enabling tools for educational change and reform as well as career information when used appropriately, different information and communication technologies help expand access to education in the work place and raise educational quality by creating an active process connected to real life. When this is done, (ICT) use will prove beneficial in improving Nigeria's education system and give students a better education and career information.

The word career refers to the activities and position involved in vocational, occupational and job as well as to related activities associated with an individual's life time of work experience. In view of this, adequate utilization of (ICT) is required in public secondary schools in Nigeria if the goals of the nations are to be attained. Traditionally careers were thought to evolve within the context of one or two firm (organization) and were conceptualized to progress on linear career stages (Super, 1957). In line with this assertion Iwuama & Oladele (1999) posit that modern concept of career shows it to refer to a pattern of decision, transactions and

adjustments related to one's role in work, education, family, community and leisure. Also, Ayebola (2000) perceives career as the sequence of role, work, occupation and position occupied during one's working life. It includes both enumerated and non remunerated positions one assumes throughout life. Career can then be summarized to mean the totality of work one does continuously from cradle to grave and from one educational level to another. This definition implies that career is developmental.

The indispensability of ICT in career information cannot be over emphasized. Olalere (2005) maintains that (ICT) has been found very useful in space exploration, engineering, banking and other fields but its greatest influence has been found in the field of education where it has helped tremendously to revolutionize teaching and learning. As Nigerian economy continues to expand as a result of technological advancements, the nature of many jobs change and the need for occupational information and techniques of its provision to students becomes very necessary. The world is a fast-changing world and if Nigerians must not be left behind, then something needs to be done. There is need to upgrade terminals to microcomputers and maintain them and keep pace with technological development which has a significant impact on the information industry and is an important factor in information technology planning (Febbetts, 1999).

In this study, career information, occupational information, labour market information, and work force information will be used synonymously. Broadly, speaking these terms encompass the full range of information about labour market conditions and trends including employment and unemployment, industry and occupational employment and wages, labour market projections, individual workers or job seekers, and providers of educational training (Sommers, 2000).

Career information for adolescents in secondary school tends to facilitate educational programmes, which lead to securing gainful employment after studies. Career information provides exposure and experience for students to enable them make more appropriate educational and vocational decision when required. Olayinka (1973) in his study on the aspiration of adolescents discovered that 33.5percent of the adolescents consulted their parents on the choice of career and 41% got such information from their peers because of the absence of proper information by school counselors, and most students in the study chose jobs without relating them to their interest and ability to cope with the nature of the job. According to Uba (1993) career information is used to help the individual to understand the need to plan rather than to drift, to broaden his outlook, and to increase his appreciation of alternatives and their consequences so that he may choose wisely, make sound decisions and consciously control his behaviour. The purpose is not to pressure the individual into making a choice but to broaden his knowledge of self and environment so that he can be stimulated into reaching his potentials as he matures (Omeje 2007). It is therefore of great value to our nation, especially in the secondary schools, that correct and current information be sourced via the internet.

Although, the awareness of the computer and internet as source of information is increasing, yet not everyone or every secondary school is interested in embracing and utilizing them to their advantage. This is either for lack of technical know-how or complete absence of those facilities in the schools. Kwacha (2007) noted that the most common problem associated with the effective implementation and utilization of (ICT) is lack of qualified personnel, poor perception of (ICT) by teachers and counselors, poor level of literacy of (ICT) teachers and counselors. These factors pose big challenges in secondary schools in Enugu state which in turn would hinder the achievement of educational goals contained in the Federal Republic of Nigeria National Policy on Education FRN, (2004) if (ICT) facilities and literacy level of teachers and counselors in secondary schools are not improved.

Secondary school is a formal organization where teaching and learning occur following the completion of primary education and provides an avenue for entry into higher institution of study such as universities, polytechnics, monotechnic and colleges of education. Proper choice of career leads to success and happiness and indeed is a prerequisite for self actualization. Ezeani (2003) opine that career exploration begins in secondary school. Therefore, the importance of secondary education in educational system cannot be over emphasized. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, and trait beyond the primary level. The Nigerian secondary school system comprises three years junior secondary and three years senior secondary school session. In Nigeria, most secondary schools are still ignorant of the importance of utilization of (ICT).

The awareness of (ICT) such as computers and internet as a source of current information is not yet fully known (Ohiwerei, Azih and Okoli (2013). Also, the knowledge embedded in (ICT) especially in career information in secondary schools is grossly inadequate and this inadequacy of good career information can lead to Career maladjustment and consequently to stress and frustration among secondary school students (Omeje 2013). It is therefore necessary for the right career information to be disseminated to students at the right time so that can be at par with their counterpart abroad.

Research questions

The following questions are posed to guide this study;

- 1) What are the ICT facilities available for career information dissemination among secondary school students?
- 2) To what extent are ICT facilities utilized in dissemination of career information in secondary schools.

Null hypothesis

HO1 There is no significant difference in the mean responses of male and female students on the ICT facilities available for career information dissemination among secondary school students.

Methodology

This study adopts a descriptive survey research design. Nworgu (2006) states that descriptive survey aim at collecting data on and describing in a systematic manner, the characteristics, and sand features of fact about a given population. Ekwe and Obimba (2006) consider this method as one of the best available design to a researcher who is interested in collecting an original data for the purpose of describing a population that is fairly large. This design was seen to be suitable for this study because it offered the researchers the opportunity of sampling a number of respondents considered to be significant representative of the entire population of study.

The study area of this research is Obudu local government area of Cross River state. Obudu is a town and local government area in Cross River state in South South Nigeria. Obudu LGA has an area of 1810km² and a population of 309,633 from the 2006 national population census. This local government area is made up of 23 secondary schools. The reasons for the choice of this area are because little or nothing has been done on ICT utilization in career information dissemination in secondary schools in this

The population of study comprise all senior secondary school two students (SS2) in Obudu local government area. This totals 3,395 (Source; Post-Primary Schools Management Board obudu

The sample for this study is 250 SSII students comprising 103 males and 147 females. This sample was selected 10 secondary schools using simple random sampling technique. In each of the randomly selected schools, 25 students comprising males and female were also randomly selected. The choice of SS II students was on the basis that they are not in the final year in secondary school level. As such, they are more accessible and willing to complete the study instrument.

The instrument for data collection was a questionnaire designed by the researchers and titled information and communication technology and career information dissemination questionnaire (ICTCIDQ). The questionnaire contains 40 items, structured into two parts. Part one elicited personal data information of the respondents. Part two contains items put into four clusters. Cluster one elicited information on availability of ICT facilities in schools, cluster two elicited information on functions of ICT utilized in counseling service, cluster three elicited information on extent to which ICT tools are used in counseling services and cluster four elicited information on hindering factors to ICT in secondary schools. The items in cluster one was scored on a four point response scale of VMA (4), MA (3), SA (2) NA (1).

While items in cluster two and three was scored on a four point response scale Of SA (4), A (3), D(2), SD (1). Again, items in cluster three was scored on a four point response scale of VHE (4), HE (3), LE (2), VLE (1)

The instrument was face validated by three experts in the Department of Educational Foundations and Science Education of University of Calabar, Calabar. Of these experts, two were from guidance and counseling unit while the other was from measurement and evaluation unit. These validates were requested to validate the clarity of items, appropriateness of words and comprehensiveness of the items in addressing the various research questions. The expert corrections and suggestions led to the restructuring of some items and deleting some. Thus, having the final instrument as shown in appendix

To determine the reliability of the instrument, it was first trial tested on 25 secondary school students in Obanliku local government area which is outside the area. The internal consistency of the instrument was determined by subjected the data collected to Cronbach alpha statistical analysis which gave coefficient values of 0.84 for cluster one, 0.82 for cluster two, 0.86 for three and 0.78 for cluster 4. The overall reliability for the four clusters was 0

The researchers administered copies of the questionnaires personally to respondents. Direct hand delivery approach was used for data retrieval of the questionnaire copies. This method used as to ensure prompt return of the copies of questionnaire

The data collected were analyzed using Mean scores and standard deviation. A mean of 2.50 and above was accepted while any mean less than 2.50 were rejected for answering the research questions. The boundary limits for the interpretation of mean value of the item in order to answer the research question is as follows: VMA, SA, VHE 3.50-4.00, MA, A, HE 3.50-3.99, SA, D, LE 1.50-2.49, NA, SD, VLE 0.05-1.49.

Discussion of findings

The results are compiled using mean and standard deviation analysis done according to the research questions. The results of findingsre as presented in the following tables.

Research Question 1

What are the ICT facilities available for counseling services among secondary school students?

Table 1: summary of mean responses of the ICT facilities available for dissemination of career information among secondary school students.

S/N	Items on ICT	Facilities Availability	X	SD	Decision
1		Computer	2.77	0.58	Av
2.		Television	2.65	0.63	Av
3.		Mobile phones	2.48	0.77	Na
4.		Fax machine	1.72	0.45	Na
5.		Internet connection	2.79	0.93	Av
6.		CD.ROM	1.55	0.50	Na
7.		Video tapes	1.47	0.67	Na
8.		Overhead projectors	1.32	0.47	Na
9.		Word processing data based Connectivity	1.70	0.46	Na
10.		Telecommunication satellites	1.57	0.47	Na
		Overall	2.01	0.19	Na

N=250; Criterion mean=2.50; AV=Available; NA=Not Available.

Table 1 represents the views of the respondents with regards to ICT facilities available for dissemination of career information among secondary school students. The table shows that the mean values on item for 1, 2 and 5 were 2.77, 2.65 and 2,79 respectively. Since these mean values for these three ICT facilities were all above criterion mean of 2.50, it implies that they are available. The table also shows that the other seven items 3,4,6,7,8,9,10 have mean values less than 2.50. This implies therefore that they are not available. The overall mean value obtained in table 1 was 2.01 shown in the table which is less than the criterion mean of 2.50 indicates the overall view of respondents on the ICT facilities for not being available dissemination of career information e.

a = 0.05, S = Significant

The result in table 3 shows mean response to male and female students on the functions of ICT facilities in dissemination of career information among secondary school students. Table 3 revealed that a t-test value of 2.24 was obtained with associated probability value of 0.03. Since the associated probability (0.03) was less than 0.05, the null hypothesis (H_{02}) was rejected. Thus, there is a significant difference between the mean responses of male and female students on the functions of ICT facilities in dissemination of career information secondary schools and this was in favour of female students.

Research Question 2

To what extent is ICT facilities utilized in dissemination of career information in secondary school?

Table 2: Summary of mean responses of the extent ICT facilities is utilized in counseling service in secondary schools.

S/N	ITEM STATEMENT	X	SD	Decision
1.	Using computers in sourcing for career information watching television programme on careers	2.14	0.90	LE
2.	Watching television programmes on careers	1.55	0.50	LE
3.	Using mobile phones to communicate career information to students	1.36	0.48	VLE
4.	Using fax machine to send career information	1.32	0.47	VLE
5.	Having access to internet services for career information	1.70	0.46	LE
6.	Using CD-ROM for storage of career information	1.65	0.48	LE
7.	Using videotapes to record career information	2.43	0.82	LE
8.	Using overhead projectors in career information dissemination	2.49	0.78	LE
9.	Using word processor for career information	2.21	0.72	LE
10.	Having uninterrupted career information via telecommunication satellite in my school	1.99	0.53	LE
	Overall	1.89	0.21	LE

n250; Criterion mean=2-50; x=1.50-2.49=low (LE) extend
 x=0.05-1.49=very low extent (VLE)

Table 2 represents the views of the respondents with regards to the extent ICT facilities are dissemination of career information in secondary schools. The result of data analysis presented in the table show that all the item 1 to 10 and the overall with the exception of items 3 and 4 have mean scores within 1.50 to 2.49. This implies that ICT facilities are utilized to a low extent in the dissemination of career information in secondary schools. Items 3 and 4 with mean values 1.36 and 1.32 respectively shows that the facilities are utilized to a very low extent.

Null Hypothesis 1

There is no significant difference between the mean responses of male and female students on the ICT facilities available for counseling services among secondary school students.

Table 3: Independent sample t-test of the mean responses of male and female students on the ICT facilities available for dissemination of career information among secondary school students.

Variable	n	X	SD	df	tcal	sign
Decision						
Female	147	2.02	0.20	248	0.85	0.40
NS						
Male	103	2.00	0.17			

$\alpha=0.05$, NS=Not Significant.

The result in table 2 shows mean response of male and female students on the ICT facilities available for counseling services among secondary school students. Table 2 revealed a t-test value of 0.85 with an associated probability value of 0.40. Since the associated probability of 0.40 is greater than the set probability of 0.05, the null hypothesis H_{01} was rejected. Thus, there is no significant difference in the mean responses of male and female students on the ICT facilities available for counseling services among secondary school students.

Research Question One: What are the ICT facilities available for career information dissemination among secondary schools?

The findings of the study on research question one revealed that computer, television and internet are ICT facilities available for career information dissemination. Both male and female students did not differ with regard to this information. This finding is in line with Annan (1999) who has it that the internet holds the greatest promise humanity has known for long distance learning and universal access to quality education. Also, Bamiro and Liverpool (2002) argues that the computer has already invaded and dominated institutions in the developed world, although in Nigeria it has been slow. This probably could have been due to some hindering factors such as lack of facilities in school. Although, today, people use the computer to communicate more easily than the tradition ways of pens, postage and stamp (Ugochukwu 2008). To Scott (2002) the ICTs available include internet access, electronic mail, CD-ROM, telephone, online databases, library services and fax machines.

Research Question Two: To what extent are the ICT facilities utilized in career information dissemination in secondary schools?

Also, the findings of research question two shows that ICT facilities is utilized in a low extent in dissemination of career information in secondary schools. Both male and female respondents did not differ with regards to this information. Although Ngwurnkwem (2005), states that ICT is the use of telecommunication gadgets such as computers, telephones and other electronic devices in the acquisition, processing, storage and distribution of the various types of information. Owen and Weikel (1999) found Arkansa school counselors were only moderately confident in their use of computers with some authors speculating that personality types who are attracted to

school counseling are wary of technology. Furthermore, Potashink and Capper (2002) indicate that the use of computer and internet is in its infancy in developing countries due to limited infrastructure and the attendant high cost of access.

Recommendation of study

Based on the above findings the following recommendations were made;

- Private companies and individuals should be invited to collaborate with secondary schools in procuring the latest ICT facilities.
- Government should ensure that the necessary ICT facilities are made available in secondary schools so that the right career information will be disseminated to students.
- Workshops, seminars and symposium should be organized in schools for teachers and counselors so as to train them on how to utilize these ICTs.
- ICT facilities should be sold to secondary schools at reduced rates.
- ICT centres should be established in all SUBEB Zonal Offices in the States of the Federation.

Conclusion

Based on the findings the following conclusions are drawn. The dissemination of career information among secondary school students can only be effective through the utilization of ICT. ICT facilities are available but not fully utilized in the dissemination of career information among secondary school students in Obudu Local Government Area of Cross River State.

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INCREDIBLE POLITICAL SLOGANEERING FOR THE WELFARE OF “COWS” THAT HAVE BEEN MILKED FROM BEHIND THE FENCE

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Abstract

Years of fantastic political promises for rural dwellers have been observed at the dawn of every new political regime in Nigeria. The rural dwellers who toil to produce the necessary resources of life remain helpless receptacles of brazen, artful and incredible promises of uncommon changes for better conditions of living by some unscrupulous politicians. At the end of the day, nothing new happens.

These great sustainers of life are thus deceived and denied the dignity just like milking cows from behind the fence. This “Cows” symbolism satirically subsumes some politicians and to some extent the Government.

Introduction

Incredible political sloganeering has almost become a constant in the Nigerian polity. It has become a tradition or policy to keep the rural dwellers, mostly farmers, on a steady dose of deceit. The welfare of these people who produce food and services has been sacrificed. The massive food they toil to produce under unimaginable difficulties cannot be transported to market centres for sale because of bad or non-existent roads. Few health – care centres are dotted far apart in rural areas. Potable water remains a mirage in most cases. Promised bridges where there is no water become a phantom.

When one adds the fact that poverty among rural areas is evidenced in antiquity and ubiquity, one’s heart bleeds. Antiquity declares that poverty has been around for a long time, while ubiquity means it is still tormenting people everywhere, particularly in rural areas where thread-bare poverty is commonly visible.

But is it a Policy to Neglect Rural Dwellers?

Ironically, rural dwellers have brought fortune and food sustainability to urban dwellers since creation. Huge and massive raw food supplies come from rural areas. Some building materials including wood and other roofing materials are obtained from rural areas at a highly reduced cost.

Yet, one observes environmental degradation with specific problems of erosion, seriously endangered health, severe shortages of potable water, epileptic or no electric power, poor arable land and so on. The crushing level of poverty,

aggravated by massive youth unemployment are sufficient grounds to kindle youths restiveness and confrontation.

Most rural citizens, because of low level education, may not expressly indicate their wants. But their body language may be able to mumble a few meaningful words which when interpreted correctly by well-trained social scientists and psychologists will unlock the key to solving their problems.

Several neopaternalistic proposals have been voiced out about community projects and community participation. But these proposals would appear to be sheer lip-service or artful sloganeering. McNamara (1975) of the World Bank once posited that “development programmes will be of no help to the rural poor if they are designed by those who have no knowledge of their problems and operated by those who have no interest in their welfare (P.10). Furthermore, Aristotle (18.40:15), the great philosopher, is credited with the saying “if you want to know how a shoe fits, ask the man who wear it, not the man who made it”. Rural dwellers are the people who know their priorities and are also the best people who know where their shoe pinches.

A good example in Nigeria is found in the Niger Delta Region where the youths showed an unbridled restiveness by 1990s because they considered their community raped and damaged without any compensation. They viewed the total devastation of the Niger Delta caused by the exploitation of petroleum products and the associated damage by the oil spillage. The Niger Delta Development Commission (NDDC) was born as an intervention programme to compensate the people of Niger Delta.

The people of Niger Delta are to some extent compensated and no longer feel gingerly like the proverbial cows whose policy prescription ended in their being milked from behind the fence. The NDDC has a policy prescription that promotes community participation in the development of the Niger Delta Region.

The lesson learnt from the Niger Delta model is profound. It should be emulated and replicated in several communities in Nigeria.

A PROPOSED POLICY FOR RURAL DEVELOPMENT PROJECTS

This proposal is by no means a cook-book recipe nor a panacea for an instant adoption by all. It may however, offer some reasonable elements that fit the African or Nigerian environment.

1. **Informational meetings** with recognizable communities in rural areas for the purposes of carrying out a reconnaissance of the priority needs, developmental interests and then sounding the general support of the communities for their development. Aims and objectives of such proposed programmes and projects should be discussed at such-meetings (2 meetings at least).

2. **Selected representatives** of wards to constitute appropriate panels for each programme or project. Youths, who constitute a potentially volatile, vociferous and combustible component of the community should be represented.
3. **Appointment of a Special Committee** made up of experts, technocrats with sufficient knowledge, administrative savvy and ability to navigate projects should be appointed to provide the technical leadership. Competent members of the relevant communities must be members of this special committee.
4. **Emphasis should be placed on Community participation** so that decisions and their consequences will be collectively owned.
5. **Inevitably, Government's help will be solicited** in carrying out community projects or programmes, but such requests must be rational and duly quantified for possible probity.
6. **Politicians and Philanthropists do carry out projects** for the benefit of rural dwellers. But such projects must be based on the needs, declared interests and genuine desires of the people involved. Lip-service sloganeering damages the integrity of the person engaged in it, though the aim of such an individual may have been swindled already.

CONCLUSION

This policy-oriented exposition may seem to be a scathing attack on an unknown or un-named politician. But between the lines, there is some psychological and social protection of the rural dwellers from chronic and recurring deceit from some unscrupulous politicians.

But a policy procedure for carrying out Community-based projects has also been proposed. Rural dwellers have also been alerted regarding sheer political sloganeering.

Perhaps, the major consolation for Nigerians regarding indiscriminate deceit is the present common-people-oriented-Government led by President Mohammadu Buhari. So much hope is vested in a fair and honest treatment of the grass-roots and poor people-Falsehood has no place.

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**AN APPRAISAL OF THE IMPEDIMENTS TO ENTREPRENEURSHIP EDUCATION
POTENTIALITY FOR JOB CREATION FOR GRADUATING STUDENTS OF
TERTIARY INSTITUTIONS: A CASE STUDY OF FEDERAL COLLEGE OF
EDUCATION, OBU DU**

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Abstract

Annually, the teeming population of Nigerian students leaving higher institutions of learning, especially, the colleges of education, join the labour market and find it difficult to get employment. This unfortunate situation is what has given rise to the need to x-raying the factors impeding the successful implementation of entrepreneurship education in tertiary institutions. The research adopted a descriptive survey research method because of the nature of the study. Three research questions and corresponding hypotheses were raised to guide the study. The study had a population of 3,520 respondents, made-up of 318 lecturers and 3,202 final year students. Out of this population, 360 respondents made-up of 60 lecturers and 300 students were drawn as the study sample through stratified random sampling technique. Researcher made questionnaire titled: Impediments to the Implementation of Entrepreneurship Education for Job Creation Questionnaire (IIEEJCQ) was used for data collection, which was analysed using mean statistics and Chi-square (X^2). The results showed that the poor implementation of entrepreneurship education curriculum, among others, is critical to the attainment of

self-reliant students/nation. Therefore, it was recommended among others that the government and college authority should as a matter of fact, pay very serious attention to the implementation of entrepreneurship education curriculum by the teachers, if the students must leave the tertiary institutions and become self reliant entrepreneurs (i.e., job givers and not job seekers) and contribute to the development of a self reliant economy.

Keywords: *Entrepreneurship Education; Impediments; Implementation, Job creation.*

Introduction

The concept of entrepreneurship education according to Anho (2011) is associated with various activities here in stated but not limited to the following: Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering , energy for hardwork, adjustment to challenges and future looking. He further explains that, it is a form of education which makes humans to be responsive to their personal, families and national needs and aspirations (Anho, 2011). In the views of Fayolle, Kyro and Ulijn (2006) entrepreneurship education has been seen as any pedagogical programme or process of education for entrepreneurial attitudes and skills which involves developing certain personal qualities for creation of new business. According to Garba and Idriss in Silas and Ayuba (2009) entrepreneurship education is a process that provides trainees with knowledge, skills and attitudes to create wealth/jobs for poverty reduction and self employment. The duo argued that entrepreneurship education focus on aspects of training programmes that would lead the beneficiaries to creativity, innovation, identification of business opportunity, self reliance, job/wealth creation, income generation, employment generation, poverty reduction, self-esteem and freedom. To Aliyu (2013), entrepreneurship education is a process of empowering undergraduates irrespective of their area of academic specialization, with the knowledge and skills that will enable them create their own income generating ventures in absence of white collar or government jobs. From the forgoing definitions, it could be concluded that entrepreneurship education is an orientation that seeks to transform undergraduates and change their mindsets from job-seeking mentality to job-creating mindset in order to reduce graduates unemployment and increase students' interest in entrepreneurship as a career. Job creation in the context of this study simply refers to provision of employment for self and others, through small business ventures. Potentiality on the other hand means the ability or capacity to do a thing. Final year students as used here, refers to those at the graduating class of the NCE programme (i.e NCE three students).

Entrepreneurship education according to Yahya (2011) became imperative in higher institutions in Nigeria because it offers a realistic approach to solving the endemic problem of unemployment. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) in their own submission, highlighted a number of prospects in entrepreneurship education as a course of study to include the following; (a) Entrepreneurship education has the prospect of enhancing job creation in society with rising unemployment; (b) Entrepreneurship education in the long run increases the gross domestic product of nation otherwise called wealth creation; (c) Entrepreneurship education stimulates youth empowerment, peaceful society and economic development; (d) Entrepreneurship education can be a catalyst for engendering peaceful society and economic development; (e) Entrepreneurship education provides good and adequate preparation for starting up and growing new firms; and (f) Government entrepreneurship education for clusters and business incubator centres (BICs) prepare SMEs for local and global competitiveness. They however noted that these wonderful prospects of entrepreneurship education has since its introduction into the curriculum of higher institutions, been challenged by so many factors which have rendered it impotent in terms of achieving its desired objectives (Sofoluwe et al 2013).

Some of these key factors according to most researchers/scholars in entrepreneurship education are discussed here/below.

Poor implementation of entrepreneurship education curriculum

Curriculum according to Akudolu (2010) is concerned with the why, what and how of instruction. In other words, it is concerned with the goals and objectives of instruction, the content, organization and evaluation. These curriculum elements form the beacon for the development and implementation of entrepreneurship curriculum and according to her should constitute a core curriculum for every learner at all levels of education in Nigeria (Akudolu, 2010). The unemployment scenario according to Simkovic (2012) is rampant in Nigeria like other nations because of mismatch between the need of employers and stock of job-specific human capital produced by educational training institutions. This makes the curriculum implementation stage of the entrepreneurship development process, a very crucial and one of the most fundamental functions of management without which educational administrators are most likely to drift into confusion and failure in terms of entrepreneurship education. Okebukola (2004) stated that the challenge of most programmes in Nigeria arises from translation of the objectives of a curriculum from paper to practical realities at the implementation stage. This implies that failure to plan and effectively implement entrepreneurship education in higher institutions, the education and training would be inadequate in quantity and quality, ineffective and inefficient and it would be haphazardly provided. Sharing same view, Okorie and Adali (2014) opine that, if entrepreneurial programmes is well planned and properly implemented, it will ensure that the issues of graduate self employment and job

creation will increase and the menace usually visible due to youth unemployment and restiveness will be highly reduced. Also lending support, Ifedili and Ofeogbu (2011) aver that entrepreneurship graduates are not able to create jobs because the entrepreneurship education delivered to undergraduates seems not to be meeting the aims and objectives for the compulsory course. This is because the content and management seem to be porous and the purpose for establishing the entrepreneurship courses seems to be defeated. More other researchers, Garba (2004); Okebukola (2004) and Onyeachu (2008) also laid credence to this claim when they posited that the problem impeding the success of entrepreneurship education in most institutions of higher learning is that entrepreneurship education curriculum is ineffectively implemented; hence the difficulties in translating its curriculum objectives like other specialized education into practical realities at the implementation stage for the benefits of learners. The implementation of entrepreneurship curriculum as proposed by Akudolu (2010) involves virtually no lectures. Instruction is almost totally project-oriented (learning by doing). Effort is made to encourage self-directed learning. Creativity is built into every student – activity so as to challenge learners to think out of the box. Emphasis is on experiential learning, interactive learning and cooperative learning. Also the role of the teacher changes from that of disseminator of knowledge to that of an organizer, planner, motivator, counselor or coach. The teacher spends time listening to and observing the learner, and also engages the learner in constructive feedback.

From the foregoing, there is no doubt that the effective implementation of entrepreneurship education curriculum will help learners in Nigeria to develop entrepreneurial capacities and the ability to be self-reliant and self-employed.

Dearth of professional entrepreneurship educators

Every nation's growth and development is determined primarily by its human capital (personnel). This is because it is the human resources that mobilizes and utilize the non-human resources (material and financial) to accomplish the set goals. In the light of this, Gabadeen and Raimi (2012) stated that one of the key challenges stifling the growth of entrepreneurship education is inadequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus on theoretical instructions. In the same vein, Ifedili and Ofoegbu (2011) noted that professionals in the education sector are having serious nightmare on the solely theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions. More worrisome, is the fact that there is also serious deficiency in the books, hand-outs and other learning materials made available to undergraduate student offering entrepreneurship education course in the Nigerian tertiary institutions, as a result of the non-professional background of most of the lecturers made to handle the course. This according him, is indeed a very major issue of concern, as a teacher who is well vested and competent in this field, finds it much

easier to impact both theoretically and practically to the students. Akpakwu (2008) in his assertion stated that, personnel management is essential because the success of any educational institution, business or establishment is closely related to the quality of the personnel who perform the task necessary to the attainment of organizational goal. He further added that, the extent to which public education succeeds in delivering services with scarce inputs will depend largely upon the quality of personnel engaged in the educational discharge of individual or group responsibilities. The implication of the above is that, the development and implementation of entrepreneurial programme in tertiary institutions depends largely on the efforts of dedicated personnel to plan, organize, and leading the entrepreneurial programme to success. Therefore, to achieve the goal of university entrepreneurship education for job creation, there must be different categories of qualified instructors in the right number to transfer the necessary entrepreneurial skills to the students. According to Nwangwu (2007), the continual increase in enrolment rate of students at tertiary institution level across the country without a corresponding increase in the number and quality of teaching staff is bound to have toll on acquisition of entrepreneurial skills by students, and therefore suggest the establishment of a collaboration with industries/firms and community for qualified personnel for functional entrepreneurship education. That is, a relationship that can ameliorate the dearth of professional entrepreneurship lecturers, as from time to time, some of these professionals are used as resource persons to complement the stock of the faculty. The National Policy on Education (NPE, 2004) states that, since no education system can rise above the quality of its teachers, teacher education shall continue to be given major concerns in all educational planning and development. There is therefore need for in-service training and specialize training on matters of entrepreneurship education for its personnel to equip them with skills and methods of delivering entrepreneurial instructions to students for subsequent business or job creation. Farstad (2002) observed in his study on Integrated Entrepreneurship Education in Botswana, Uganda and Kenya that, in Kenya, the qualifications of teachers have been questioned as many of them are not trained educationist and therefore are poorly qualified for teaching entrepreneurship education.

Entrepreneurship instructional methods

According to Ifedili and Ofoegbu (2011) one of the serious challenges facing entrepreneurship education is ineffective style of teaching that stresses theoretical writing of business plan in groups of 10-15 students, a learning/teaching style that has been seriously criticized and flawed in the literatures. Most literatures have revealed that often the teachers adopt only “lecture method” in teaching, including teaching entrepreneurship education as it is the predominant method of instruction in the tertiary institutions. But contrary to this, Odigbo and Owayese (2006) said this method was inappropriate for entrepreneurship education especially if the objective

is for transfer of skills and change of attitude. The methods considered appropriate by Onwuka (1996) cited in Daniel (2012) are; project method, cooperative method, experiential method, discovery method, laboratory and inquiry method. In the same view, Uche and Umoren (1998) as in Daniel (2012) also suggest Demonstration, Discussion, Brainstorming and Experimental methods as the best methods of instruction for entrepreneurship education. Among the commonly adopted instructional strategies recommended for entrepreneurship education are group work, role play, projects, games and simulations, field visits, traineeship, mentoring, brainstorming, exchange visits and other forms of practical and learner-driven methodology. Effort should be made to introduce creativity, risk taking and other entrepreneurial traits into any entrepreneurship instructional strategy. Instructional methods should be entrepreneurship-driven (Akudolu, 2010). While making a case for the adoption of special methodology for entrepreneurship education, Anowor (2001) argues that "Since the underlying ingredient is to be located in the affective domain of the human mind, only learning experiences which touch that attitudinal abode will produce the desired outcome. That is to say the best method of instruction should be "experiential". Farstad (2002) again in the final report of his study stated that traditional teaching in the classroom will be suitable for the theory related aspect of the establishment and operation of small business. He however concludes that general core skills, such as team working and project management can be practiced within the school area, but practical and vocational skills such as mechanics and hairdressing, on the other hand, can hardly be learnt solely from theory teaching. In his opinion, Daniel (2012) aver that the selection of appropriate instructional method that will eventually lead to necessary transfer of skills and attitude to the students is very crucial in the delivery of entrepreneurship education that is expected to increase graduates opportunities of job creation. The traditional approach of teaching by imparting knowledge to students to make them pass examinations, if employed in teaching entrepreneurship, will more likely result in the production of "theoretical graduate entrepreneurs" with low or no acquisition of skills and no change of attitude towards entrepreneurship.

Among the top rated learning methods recommended for teaching entrepreneurship education is the "experiential classroom" which focuses on teaching entrepreneurship through experiential methods such as case studies, business plans, small business consulting projects, entrepreneurs-in-the-classroom, students' interview of entrepreneurs, entrepreneurial audits and marketing inventions. For effective outputs, appropriate teaching methods for entrepreneurship education at any level should involve the students to personally experience the search for market opportunity and the generation of new business ideas (Daniel, 2012).

Statement of Problem

There is no gainsaying that education plays a catalytic role in the all round growth and development of every nation; as there exists a positive functional link between education (which deals with Human capital development) and national development. However, presently in Nigeria and Cross River in particular, the rate of graduates or youths unemployment has undoubtedly become a monster that has thrown much questions at the functionality of entrepreneurship education. Bolaji and Nneka (2012) supporting this assertion, argued that the rate of growth of students/graduates population is at a geometric progression while the growth of job opportunities can at best be described as being in arithmetic progression. The quest for a solution to the increasing problem of unemployment is what most researchers say have necessitated the Federal Government of Nigeria in 2004 to take a policy decision through the various tertiary institutions supervising agencies (NUC, NBTE, NCCE) directing all institutions of higher learning in Nigeria to include entrepreneurship education in their curriculum; with technical support to carry out the programme (Okebukola, 2004; Raimi & Gabadeen, 2012). However, it has been noted that these laudable objectives for the introduction of entrepreneurship education into the Nigeria higher education system (curriculum), is yet to be fully achieved as many graduates still remain unemployed for a very long time; and most graduates have attributed it to a range of factors. This research is therefore, intended to identify some of these factors that hinder the potentials of entrepreneurship education in fulfilling its mandate of training for job creation and self reliance.

Purpose of Study

The main interest of this study was to examine the factors impeding entrepreneurship education potential for job creation among final year students of Federal College of Education, Obudu. Specifically, the study intends to find out if:

- i. There is any significant relationship between the poor implementation of entrepreneurship education curriculum and entrepreneurship education for job creation.
- ii. There any significant relationship between dearth of professional entrepreneurship educators and entrepreneurship education for job creation.
- iii. There is any significant relationship between the method of teaching entrepreneurship education and entrepreneurship education for job creation.

Research questions

The study was concerned with answering the following questions:

- Q1:** Is there any significant relationship between the poor implementation of entrepreneurship education curriculum and entrepreneurship education for job creation?
- Q2:** Is there any significant relationship between dearth of professional entrepreneurship educators and entrepreneurship education for job creation?

Q3: Does the teaching method adopted in the teaching of entrepreneurship education has any significant relationship with entrepreneurship education for job creation?

Research hypotheses

The following research hypotheses tested at 0.05 level of significance guided the study.

Ho The poor implementation of entrepreneurship education curriculum has no significant relationship with entrepreneurship education for job creation.

Ho There is no significant relationship between dearth of professional entrepreneurship educators and entrepreneurship education for job creation.

Ho The teaching method adopted in entrepreneurship education has no significant relationship with entrepreneurship education for job creation.

Methodology

The research adopted a survey design. This is because the researchers were interested in collecting data on subject, which had already existed. The study had a population of 3,520 respondents, made-up of 318 lecturers and 3,202 final year students. Out of this population, 360 respondents made-up of 60 lecturers and 300 students were drawn as the study sample through stratified random sampling technique. Researchers made questionnaire titled: "Impediments to the Implementation of Entrepreneurship Education for Job Creation Questionnaire (IIEEJCQ)" was used for data collection. The instrument had two sections, A and B. Section A mainly covered demographic data of the respondent. While section B contained 15 items, arranged on a 4-point rating scale of Strongly Agree (4); Agree (3); Disagree (2) and Strongly Disagree (1); covering the content and major variables chosen for this study. The instrument before administration was subjected to a face validation by two research experts, after which a trial test using Cronbach Alpha Coefficient method was done to check its reliability and found to be appropriate with a reliability coefficient ranging from 0.78 - 0.90. Copies of the questionnaire were then administered to the teachers and students who were used as respondents for the study and all retrieved personally by the researchers. Data collected was analysed using percentages, mean rating (with criterion mean of 2.50) to answer the research questions and Chi-square (X^2) analysis to answer the research hypothesis. For the research questions, mean rating of less than the criterion mean (i.e. 2.50) indicates disagreement, while mean rating above the criterion mean, indicates agreement. For the research hypothesis, it was tested at 0.05 level of significance.

Results and Discussions

The results and discussions of the findings are as presented in the tables below:

Table 1: Summary results of field survey (Questionnaire)

Survey questions	No.	SA (%)	A (%)	D (%)	SD (%)	Tot (%)
1) Creativity, innovation and self-employment which is the goal of entrepreneurship education is not reflected in the teaching of entrepreneurship education in my school	360	45.62	42.5	6.88	5.0	100
2) Students who have gone through entrepreneurship education in my school are not able to demonstrate awareness of it and capacity for a wide-range of personal entrepreneurial skills	360	31.25	35.0	20.63	13.13	100
3) Entrepreneurial studies in my school is textbook or document based, rather than practical skills, attitude and values dimension	360	43.13	46.25	6.88	3.75	100
4) Strategies for organizing the content and experiences of entrepreneurship education in my school is not learner-centred	360	33.13	41.25	15.0	10.63	100
5) Entrepreneurship education in my school does not give room for adequate evaluation of the students.	360	25.0	53.75	15.0	6.25	100
Total(fo)		178.13	218.75	64.39	38.76	500
1) The lecturers are well trained entrepreneurship educators, as some even have Ph.D in the discipline	360	5.0	8.13	38.88	50.0	100
2) Beside lecturing, the lecturers act as consultants and resource persons to most businesses within and outside the institution	360	23.13	27.5	31.25	18.13	100
3) The lecturers exhibit mastery of the subject while teaching and in practical activities	360	18.75	18.75	38.75	23.75	100
4) The lecturers have wide range of experience in entrepreneurship as they also run their own private businesses	360	21.25	25.63	28.13	25.0	100
5) The lecturers have published many resource materials (books & CDs) on entrepreneurship education as a course	360	13.13	16.25	24.38	46.25	100
Total(fo)		81.26	96.26	159.39	163.13	500
1) The method adopted in teaching entrepreneurship in my school is appropriate to help the students gain the needed skills	360	4.38	15.0	36.25	44.38	100
2) The lecturers are mostly concerned with the theoretical aspect than the practical aspect while teaching	360	51.25	27.5	15.0	6.25	100
3) The teaching style in our institution is such that gives the students the opportunities to develop and share business ideas with the lecturers and their fellow students	360	8.75	13.13	30.63	47.5	100
4) It is the type that helps students to be able to identify business opportunities on their own, after graduation	360	7.5	9.38	33.75	49.38	100
5) We are often exposed to practical entrepreneurship training in the practical	360	8.75	14.38	26.25	50.63	160

laboratories and incubation centres and through the use of Audio Visual by our lecturers during lectures

Total(fo) **80.63 79.39 141.88 198.14 500**

Table 2. Results of the hypotheses

S/N	Hypotheses statement	Df & level of sig.	X ² -table value	X ² -cal value	Decision
1	Ho There is no significant relationship between poor implementation of entrepreneurship education curriculum and job creation.	12(.05)	21.026	181.8	Rejected
2	Ho There is no significant relationship between dearth of professional entrepreneurship educators and job creation.	12(.05)	21.026	43.0	Rejected
3	Ho There is no significant relationship between teaching methods adopted in entrepreneurship education and job creation	12(.05)	21.026	77.4	Rejected

From table 2 above, all the three (3) tentative null hypotheses are rejected at 0.05 level of significance with Chi-square tabulated value (X²T) of 21.026. The hypotheses were rejected based on the fact that, the various Chi-square (X²) calculated values of 181.8 for hypothesis one, 43.0 for hypothesis two, and 77.4 for hypothesis three, are all greater than the Chi-square tabulated value of 21.026, hence the three null hypotheses are rejected at 0.05 level of significance. The result of this research gain the support of researchers such as Okebukola (2004); Akudolu (2010); Anowor (2001); Okorie and Adali (2014); Daniel (2012); Ifedili and Ofoegbu (2011); and Sofoluwe et al (2013); who in their various researches reveal that, poor implementation of entrepreneurship education curriculum, dearth of entrepreneurship educators and instructional method adopted in the teaching of entrepreneurship education among others are factors impeding entrepreneurship education potentiality for job creation among its students and graduates of higher institutions of learning.

Conclusion

One of the cardinal objectives of introducing entrepreneurship education in tertiary institutions in Nigeria is to provide the students enough training that will enable them to be self-reliant and self-employed after graduation. From the research it is concluded that, this objective is yet to be achieved in the Obudu Local Government of Cross River State. And this is attributed to: the poor implementation of entrepreneurship education curriculum, dearth of professional entrepreneurship

educators and the type of teaching method adopted in the teaching of entrepreneurship education.

Recommendations

The following recommendations therefore, were made:

- (1) That the government and college authority should ensure that entrepreneurship education curriculum is implemented in such a way that creates in the students the awareness, develop the needed attitude, values and skills;
- (2) Government should recruit and/or train more of professional entrepreneurship educators through seminars, workshops and other in-service training to acquire knowledge and skills in the adoption of entrepreneurship – driven instructional methodology; and
- (3) Higher institution authorities should ensure the use of appropriate/recommended teaching methods (experiential method) in entrepreneurship education if the students must leave the colleges and other tertiary institutions and become self reliant entrepreneurs (i.e. job givers and not job seekers) and contribute to the development of the nation's economy.

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INTEGRATING PEACE EDUCATION FOR A SELF-RELIANT NATION

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Abstract

The ability of any nation to stay together in a peaceful atmosphere irrespective of racial, economic, religious, cultural and ethnic dichotomy thereby resulting to peaceful existence is a stepping stone to her national stability and economic growth hence bringing about the possibility of success in building a self-reliant nation. This paper therefore, tends to look into peace education in an ideal nation, the case with the Nigerian situation in the past and present hence pointing out its pitfalls. It goes further to emphatically state the benefits of peace education in national integration and self-reliance especially in a nation as ours. A demonstration of useful strategies/recommendations for peace education in building a self-reliant nation is also captured in this work.

Introduction

Nigeria as a nation has been an express way to economic meltdown despite all the efforts put forward by our nationalists to ensure that their mother's land reaches the zenith of its expected development. Over-dependence on oil and excessive patronage of foreign-made products is not giving Nigeria the picture of a developing nation (Uduma and Tsua, 2013). Nigeria claims to have attained independence from foreign influences since 1960 (54 years ago) but has been experiencing high economic, political, socio-cultural and religious control from external forces. The cause of all these is the incompleteness of her educational system in integrating peace education. If these had long been tackled, the insensitive destruction of infrastructures by insurgents wouldn't have been in place. The northern Nigerian girls need to be restored back their first-love for education, hence the need for peace education.

Clarification of Terms

In order to achieve the pre-occupation of this paper, terminologies need be clarified for proper perception. This terms include; integration, a self-reliant nation and peace education.

Integration

Integration which is also known as summation is the reverse of differentiation. Its scope is so wide that it covers social, educational, economic and cultural scope. Socially, it is believed that integration has to do with the movement of 'refugees' and underprivileged sections of a society into the mainstream of societies. A system whereby people of different social classes, races, economic, and political background are brought together as one people thereby promoting peace among them, without the physically impaired being left out.

On the reverse, if people begin to see themselves as better or different from each other as a result of their predestined fortunes, they would be fighting a course without purpose use to integration especially in a multi-cultural nation as Nigeria. Integration remains incomplete until an act or instance of combining into an integral whole or integrating a racial, religious, or ethnic group for the adoption of a self-reliant approach to development (Ojameruaye, 2004).

The inclusion of peace education into the curriculum as an inclusive subject alongside others is also referred to as integration.

A Self-reliant Nation

Every nation naturally desires to grow out of their dependent on other nations' resources (materials, manpower and money for survival. In the light of this, Ojameruaye (2004) suggests that economic unit, be it continental, regional, national, state, ethnic, local, individual etc, desires to minimize its dependence on the resources of other economic units. That is to say a national economy would strive to depend on its own (internal resources) for sustenance and growth and avoid excessive reliance on external resources. This however does not preclude the use or support of external resources.

In essence, a self-reliant economic development of a nation is defined as that type of development that relies on the human and material resources of the economic unit whose development is the subject of discussion. In other words, it is the development that depends majorly on internal resources which is contrary to development that counts so much on external resources. We must take to heart the truth that emulation of the blueprints of an economic system that is self-reliant would take our nation to that height shortly. Even as our nation pursue policies of self-reliance and strive to ensure "autonomy" we allow for substantial external support.

Peace Education

Peace education is defined as the process of developing the skills, aptitude, attitude and behavior and the process of acquiring the knowledge, the values and characteristics of living in harmony, non-violence with oneself with others and with the natural environment (Adenle and Uwameiye, 2012). Harris and John Synott (2006) described peace education as a series of teaching encounters that draw from

people, their desire for peace, non-violent alternatives for managing conflicts, and skills for critical analyses of structural arrangement that produce legitimate justice. It can be seen on the basis of encouraging a commitment to peace and a settled disposition and enhancing the confidence of the individual as an individual agent of peace. Peace, according to Ibegbu (2011), is a condition or situation or period of time in which there is no war or conflict in the society or country.

Peace education explores peace in theory and practice. Anyacho (2011), acknowledged the immunity featured in Chinua Achebe's *Things Fall Apart* when the people of Mbaino could not protect the woman – the wife of Ogbuefi Udo from Umuofia who went to their market and could not return. In classrooms and other educational scenarios, peace education involves the inculcation of unity, peace and justice lifestyle among learners. Schools should be cautioned on each of the teacher's fairness or unfairness. Justice and fair play should be the guiding principles between teachers and students.

The sensitization of learners on how to learn and live with other learners in schools, and members of the society irrespective of their economic, political, social or religious inclinations is what we call peace education. Adults are not left out of this; when those that are married outside are taught to identify themselves as people that come from the same town or in their own town (Ogbalu, 2006) in Anyacho (2011).

Peace Education in an Ideal Nation

Building a self-reliant nation could be traced to the spectrum of Adenle and Uwanmeiye's focal themes of peace education which include; international and national understanding, environmental responsibility, non-violent conflict resolution techniques, democracy, tolerance of diversity, peaceful co-existence, and gender equality among others. Three variations are germane in peace education, they are: conflict resolution training, democracy education and human rights education. According to Miller & Pencak (2002), peace describes a society or a relationship that is operating harmoniously and without violent or conflict.

Peace and Peace Education: the Nigerian Situation

Historically, Nigeria had enjoyed high level of communal peace spanning from the pre-colonial to the post-colonial African society. Our peaceful existence with our informal education (traditional education) beginning from subsistence to commercial farming on a daily basis after which our evenings was pre-occupied by family meetings – moonlight tales, educating children on morals, age grades convergence, new yam festivals etc at the play ground. These were enough to make a self-reliant Nigeria until that parasitic encounter with the white missionaries from the west and Islamic intruders from the north. This colonial experience no doubt eliminated some barbaric practices like killing of twins and children with unusual hair (commonly

known as dada), vaginal mutilation (female circumcision), 'all form of social injustices (UNICEF, 1999) to mention but a few.

The post-colonial era of Nigeria (i.e. after 1960) was made to experience a serious war. The civil war between the Biafran states/region and the other northern Nigeria wasn't in anyway peaceful. It returned Nigeria to a zero-level economic situation thereby making us dependent on external nations for survival. The absence of peace education to remediate the situation could not avoid future reoccurrences of conflict. The dead of the war gave birth to the series of military coup and violence in Nigeria till the surfacing of the democratic system of government.

The present situation is almost becoming worst because despite the inclusive contents of citizenship, civic education, social studies, moral instruction etc in the Nigerian educational curriculum, peace has not been found. The girls in Sambisa forest are not promising Nigerians peaceful existence, the riot in communities and campuses leading to the lost of lives shows that peace education has in no way achieved its purpose.

More so, religious dichotomy and cultural diversities and multi-national languages and ethnicity have not helped in contributing to the nation's peace. I believe that through this paper, Nigerians attitude toward peace and peace education will change positively. Religious intolerance has not experienced peace education because teachers' efforts to bring harmony in class proves abortive when a parent has made his ward not to offer some of the subjects in school hence causing distraction during lessons in class. A good number of Nigerians hold religious differences as been responsible for the unrest in the country. Some groups agitate against western education and demonstrate this sentiment through suicide bombing. To some others, it is highly political by some jealous group of so-called nationalists or presidential aspirants. The economic growth of the nation is frustrated by violence. Vandalization of the nation's facilities and infrastructures through bombing and its kind, results to a fall in the nation's gross products and profit. The question now is, what is the way forward? Peace education of course!

Benefits of Integrating Peace Education for a Self-reliant Nation

Having looked at the concept of integration, peace and peace education and a self-reliant nation, we can agree that Nigeria's hope of revitalizing entrepreneurship and vocational education among others, for productivity and creativity must first start by making the environment conducive for business investment by encouraging peaceful existence through peace education. Peace education helps teachers promote peace in the classrooms and communities. If wars begin in the human mind, it is through peace education that such can be vanquished.

Ibegbu (2011) holds that civic education was introduced in the curriculum of junior secondary school to create awareness to young Nigerians on peace, unity, nation building and self reliance. The objectives of peace (civic) education as stated by Ukegbu et al (2009) are as follows:

- Civic education promotes social and political awareness in students, enabling them to appreciate, discuss and contribute to the transformation of their immediate environment and the country in general.
- Enabling young people to imbibe the values, norms, knowledge, actions, and activities that will help Nigeria achieve her millennium development goals (MDGs).
- Developing and transforming Nigerian youths into effective and responsible citizens by making them law abiding.
- It equips young people with the skill to deal with various social and personal issues, including economic life skills.
- Through peace education, the young people can acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work, and to crown it all, the quality of being a good citizen. It inculcates in students, the spirit of nationalism and desirable habits, values and attitudes.
- It is one of the vital instruments for the re-branding of Nigeria at the secondary school level (creating a new Nigeria) and enhancing a great nation with good people dwelling in it.
- Peace education inculcates the right kind of values and teaches us to help in uplifting societal values that are positive for nation building.
- Citizens are educated on their multiple roles in society e.g., as producers and consumers of goods and services, thereby making way for their becoming self-reliant.
- It creates political, economic and social awareness in the people thereby making them to know what is happening around them internally and globally.
- It creates citizens who are alive to their responsibilities in making our society orderly, peaceful and stable.
- It makes governance easy as civic education teaches government programmes and policies.
- To develop good sense of judgement, critical and analytical minds and the right perception of things.

Recommendations

- ❖ The tripartite subjects of citizenship, civic education and social studies should be emphatic about peace education or better still, integrate the three subjects as one-“peace education”.
- ❖ Peace education should as much as possible be emphatic in states where insurgence predominates so as to educate the uneducated societies about the necessity of peace in developing their immediate societies.
- ❖ Students at all levels of education (non-formal inclusive) should be taught against conflict by developing the scope of their curriculum into the historic incidents that surrounded violence in the past.

- ❖ Sense of humanity, tolerance, justice, harmony, unity, acceptance of education should be impacted upon learners in both formal and non formal.
- ❖ Vocational and technical education should include the civic responsibilities of peace maintenance in a large society as ours.
Religion has a great work to do in the case of peace education because religious indoctrinations against peace would hardly change a worshiper's mind about it, therefore, religious doctrines should play a better role of singing the peace song for their practitioners to follow suit.
- ❖ Cultural inclinations that oppose peace in the nation should be frowned at by the government and therefore fought against. The implication of letting such situations to just be, would not be peaceful enough to encourage co-operation in schools, work and business places.

Conclusion

If Nigeria has a good level of peace, she would not depend so much on international intervention in rescuing violent situations in the country, the environment would be made conducive for both the wealthy and poor learners to stay towards the building of “a free and democratic society; just and egalitarian society; united, strong and self-reliant nation; great and dynamic economy; a land full of bright opportunities for all citizens” (NPE, 2004) which are the national goals of Nigeria to be achieved by the education of its citizens which presently, is at the mercy of peace education in our nation, Nigeria.

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**INTEGRATING INFORMATION AND COMMUNICATION
TECHNOLOGY IN SECONDARY SCHOOLS FOR STUDENT'S SELF-
RELIANCE IN OBUDU LOCAL GOVERNMENT AREA OF CROSS RIVER STATE**

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Abstract

The explosion in information and communication technology has transformed the world into a global village. To survive in this age bring to focus the dire needs/or students to acquire relevant knowledge on ICT This study investigates the integration of ICT in secondary schools for student's self-reliance in Obudu Local Government Area of Cross River State. Two null hypotheses guided the study. Causal comparative research design was used for the study. Simple random sampling technique was used to sample the 400 students. Data collected from the questionnaire titled "ICT integration and student's self- reliance Questionnaire (AJSSQ) were analyzed using chi-square (χ^2) goodness of fit. The finding reveals that both student's access and provision of ICT facilities influence the student's self-reliance in Obudu Local Government Area of Cross River State. It was based on the above finding that the study recommended among others that government through the Ministry of Education should intensify efforts toward recruitment and employment of ICT experts to effectively manage ICT units in secondary schools and adequate provision of ICT facilities in the school system to enable them meet up with global challenges in ICT usage.

Introduction

The explosion of the information and communication technology industry resulted in the widespread use of computers all over the world as well as Nigeria both in private and government industries including education. Olorji, Nwogbe and Ezenghor (2007), lend credence from the above when they state that ICT is today one of the most rapidly growing field of education and training. As a force

contributing to technological development, ICT is fast becoming an accepted and indispensable part of the mainstream of educational system in all countries of the world and Nigeria is not an exception. There is a dire need for Nigerian students and administrators of schools to have access to ICT, if they are to be equipped to shape their destinies and meet the social, economic and personal challenges of the global knowledge-based economy.

It is as a result of the above that Akuegwu, Bassey, Udida and Nwiue (2007) studied academic staff access to ICT and the management of skill-oriented education in Cross River State University, found out that academic staff access to ICT is significantly low. The implication of this scenario in secondary school administration is that students who do not have access to ICT facilities/gadgets. It will be difficult to apply them effectively in their day-to-day administration of schools. The Federal Government of Nigeria in recognizing the importance of ICT in national development stipulates in the National Policy on Education (2004).

That because of the prominent role of information and communication technology in advancing knowledge and skills necessary for effective functioning in modern world, there is urgent need to integrate ICT in education in Nigeria. Government promised to provide necessary infrastructure and training for ICT integration in the school system. Also to actualize one of the country's national goal which is united strong and self reliance nation, there is a need to integrate ICT in the secondary school system to equip students with relevant skills and knowledge to create ICT related jobs such as computers repairs and installation, cyber café, computer training and others to become job creators rather than job seekers. Hence, the broad goals of secondary education is to prepare the individual for a useful living and higher education.

Njoku (2003) see ICT in the context of education as the combination of technologies for collecting, storing, processing, communicating and delivery of information related to teaching and learning processes in schools. The educational information and communication technology (EICT) curriculum provides a broad perspective on the nature of technology, how to use and to apply a variety of technologies in solving organizational problems. It should be noted however that our world today has become sophisticated, the use of physical and mental abilities to perform task has drastically shifted to the use of electro-mechanical device. Neboh and Ezeano (2010) supported the above when they states that only societies with right information through ICT skills and attitude can be part of the world automation like building of skyscrapers, jets, computers, robots, military arsenal and others.

Undeshi (2011), indicates that ICT has imparted positively on every aspect of human existence, thereby creating a powerful force for changes on human being lives, convey information, processed information, conduct businesses and in fact determine the status of the nation. Computer constitutes the base of ICT, it pervades all aspects of modern living and have become valuable tool in the societal developmental processes (Alebiosu and Ifamagiwa, 2008). Stephen (2004) pointed

out that the provision of ICT facilities aids school administrators to convey to students and teachers a degree of depth of the comprehension which would have been impossible to achieve through the spoken or printed words alone.

The relevance of the above to the study is that, since education is seen as an instrument for national transformation and development, acquisition of relevant ICT skills and competences by secondary schools students will enable them self-reliance through practicalizing their skills as generational entrepreneurs. This bring to focus the need to investigate whether ICT integration in the secondary school will enhance students self-reliance.

Statement of the Problem

For more than a decade, secondary school administrators, Ministry of Education, School Boards (SEB) have been grappling with tremendous task of evolving new and truly relevant systems of effective education service for student venture creation delivery. The decline in our educational institutions is palpable in every facet of the system, more especially in the area of providing ICT facilities to enable student and staff access and develop manipulative skills in using ICT gadgets in schools. Our secondary school students cannot compete with their counterpart in developed countries where they are well rooted in ICT usage and creation of ICT ventures such as computer repairs and installations, cyber cafes, computer training and others. The situation were secondary school leavers who are unable to continue their higher education and cannot fend for themselves by creating any job/businesses is worrisome. The above problems have necessitated this study to investigate whether the integration of ICT will enhance secondary schools students to be self-reliance in the society.

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- i. Student' access to ICT has no significant influence on self-reliance.
- ii. Provision of ICT facilities in secondary schools has no significant influence on self-reliance.

Methodology

The study employed causal comparative (ex-post facto) research design. The population of study consists of 1680 senior secondary school students in the 34 existing secondary schools in Obudu Local Government Area. Simple random sampling technique was used to select 400 (23.81) students from the total population. A self structured 10 item questionnaire titled "ICT Integration and students self- reliance questionnaire (AISSQ) was used to collect data for the study. Validation of the instrument was done through careful scrutiny of experts in Measurement and Evaluation from Faculty of Education, Benue State University, Makurdi. The instrument was accepted as being reasonably reliable and stable

enough for the study.. The data collected were analyzed using inferential statistics of Chi-square (χ^2) goodness of fit to test the study hypotheses.

Hypothesis Testing.

Hypothesis One: Students access to ICT has no significant influence on self-reliance.

Table 1: Chi-square (χ^2) test of influence of students' access to ICT and self reliance

Opinion	of	%	ef	df	X^2_{cal}	X^2_{tab}	sign	Decision
Influence	92	(23%)	200					
No influence	308	(77%)	200	1	28.60	3.84	0.05	
significant	400(100%)		400.					

Table one above sought for influence students' access to ICT and self-reliance. The data indicates that the chi-square (χ^2) calculated value of 28.60 is greater than the chi-square table value of 3.84 checked at .05 level of significance with 1 degree of freedom. It is based on the above that the null hypothesis which state that students' access to ICT has no significant influence on their self- reliance was therefore rejected. This implies students' access to ICT significantly influence self-reliance.

Hypothesis Two: Provision of ICT facilities has no significant influence on the student's self-reliance.

Table II: Chi-square (χ^2) test on influence of ICT facilities on student's self reliance

Opinion	of	%	ef	df	X^2_{cal}	X^2_{tab}	sign	Decision
Influence	78	(19.5%)	200					
No influence	322	(80.5%)	200	1	19.48	3.84	0.05	
significant	400 (100%)		400					

Table two above show influence of ICT facilities on student's self-reliance. The analysis reveals that the chi-square (χ^2) calculated value of 19.48 is greater than the chi-square table value of 3.84 checked at .05 level of significance with 1 degree of freedom. The null hypothesis which states that ICT facilities have no significant influence on student's self-reliance is therefore rejected. This implication of the above is that ICT facilities significantly influence student's self-reliance after graduation.

Discussion of Findings

The discussion of the study finding is arranged sequentially following the research hypotheses.

The first finding showed that students' access to ICT significantly influences their ability to become self-reliant. The analyses indicate that most students in secondary schools do not have access to ICT but desire to be acquainted with computers and other ICT gadgets to enhance their efficiency and their ability to create ICT related jobs for self-reliance in the society. This finding agrees with Akuegwu, Bassey & Udida (2007) which reported that access to the internet and other ICT relevant tools are limited in Nigerian schools and this lack affects administrators and students negatively.

The second finding also reveals that provision of ICT facilities has significant influence on students' self-reliance. The analysis indicates that most secondary schools in Obudu are not ICT compliant and do not have the facilities in the school. Stephen (2004) lends credence from the above when he pointed out that the provision of ICT facilities aids school administrators to convey to teachers and students a degree of depth of the comprehension which would have been impossible to achieve through spoken or printed words alone. The probable reason for the above findings is that if ICT facilities are adequately provided in the school system, it enables students to gain ICT manipulative skills such as repairs and installation of ICT gadgets, sourcing of information from the internet and others which will further enable them to create jobs for themselves and become self-reliant.

Conclusion

To create opportunities for secondary school students to face the challenges of global knowledge based-economy, the role of ICT becomes prominent as it gives room for students to establish ICT related jobs for themselves. Based on the result of the study, it has been established that both students' access to ICT and provision of ICT facilities significantly influence students' self-reliance after graduation from the school system.

Recommendations

Based on the above conclusion, the study recommended that government should intensify efforts to train school administrators/teachers on ICT usage and provision of ICT gadgets such as computers, internet connectivity and others to make secondary schools ICT compliant and students' acquisition of ICT manipulative skills for subsequent ventures creation and self-reliance.

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INEFFECTIVE CURRICULUM IMPLEMENTATION AS AN OBSTACLE TO THE TRANSFORMATION AGENDA IN NIGERIA SECONDARY SCHOOLS

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Abstract

The focus of this paper is to highlight the inherent problems affecting effective curriculum implementation. It also spells out the relevance of curriculum in secondary school education as spelt out in the national policy of education (2013) edition. Issues affecting implementation of secondary school curriculum are also discussed following Nigeria transformation agenda towards maintaining effective security challenges in Nigeria. The paper analyses secondary school curriculum following the challenges affecting effective implementation of the curriculum. Among the recommendations made include provision of facilities and employment of qualified subject teachers in the secondary school system.

Introduction

Curriculum was introduced into the school as a result of the needs and aspirations of the society based on its goals and objectives. In order to achieve the goals of the society, education is however used as a major instrument for meeting the expected needs of the individuals that are found within any given society. Since society is not static as it undergoes changes in all aspects so also education. Educations programmes are implemented for some stipulated time before they are revisited. For education programme to be revisited is based on whether the set objectives have been achieved or not. There is no doubt about the fact that the objectives of any level of education cannot be achieved if the planned programme for such a level is not well implemented. Observing this, Onyeachu (2008) asserts that no matter how well a curriculum of any subject is planed, designed and documented, effective implementation is very important. This is because it is at the implementation stage that planned curriculum will be actualized. This paper is therefore looking into how the secondary education curriculum could be transformed with more attention to

the implementation issues. This is done through the examination of curriculum implementation, transformation agenda and secondary school curriculum and challenges to effective implementation of the curriculum.

Curriculum Implementation, Transformation Agenda and Secondary Schools

The transformation of secondary education curriculum demands total change of action towards enhancing positive attainment of educational objectives. This demands change from unethical forms of practices that have hindered the attainment of educational goals as designed by various governments as stipulated in their national policies on education. Garba (2004) view curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum has been designed. This in other words is the practice of curriculum for the achievement of educational goals after its designation by curriculum experts. In related view, Okebukola (2004) describes curriculum implementation as the translation of the objective of the curriculum from paper to practice. In order to ascertain the level and importance of curriculum is based upon its implementation where teachers are highly involved. For a function and qualitative curriculum implementation, Onyeachu (2008) views curriculum implementation as

“The process of putting all that have been put together as a curriculum document into practice in the classroom through the combines effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment.

From the above, it shows in clear terms that teachers are at the central point of curriculum implementation based upon their interaction with the learners and the result of the subject matter for the society. Since curriculum content is derived from the society, learners and the subject matter teachers also evaluate to determine whether the learners have acquired the desirable change in behavior or not. They also evaluate the teaching and learning outcomes of the students where they make arrangement for themselves to be evaluated either by the students or by other means in order to determine the strength and the weakness of the curriculum. Summarily, all these definitions show that curriculum implementation is the transfer of curriculum content into practice through interaction between the teachers and learners geared towards the achievement of educational objectives at all levels of education including secondary education.

Nigerian Secondary School Curriculum

Secondary education is the education children receive after primary education and before the tertiary stage. The secondary level of education is very important as it determines to a large extent what a person can become in life. Its objectives are clearly defined in the FRN (2012:14), the broad goals of secondary education shall be to prepare the individual for:-

- a) Useful living within the society and
- b) Higher education.

In specific terms, secondary education shall;

- a) Provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious and ethnic background.
- b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- c) Provides trained manpower in the applied science, technology and commerce at sub-professional grades.
- d) Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage.
- e) Inspire students' with a desire for self improvement and achievement of excellences.
- f) Foster national unity with an emphasis on the common ties that unit us in our diversity.
- g) Raise generation of people who can think for themselves respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In realization of the objectives, a senior secondary curriculum has been put in place as contained in the National Policy on Education (2012:16-17) as follows:

Group A - Core

English Language

Mathematics

A major Nigerian Language

One of Biology, Chemistry, Physics or Health Science one of literature in English, History, Geography or Religious studies.

A Vocational Subject.

Group B

Agricultural Science

Applied Electricity

Auto-Mechanics

Book-Keeping and Accounting

Building Construction

Commerce

Computer Education

Electronics

Clothing and Textiles

Vocational Elective

Food and Nutrition

Home Management

Metal Work

Technical Drawing

Wood Works

Short Hand

Typewriting

Fine Art

Music.

Group C

Biology
Chemistry
Physics
Physical Education
Literature in English
History
Geography
Bible Knowledge
Islamic Studies

Non-Vocational Electives

Further Mathematics
French
Health Education

The above Secondary School curriculum makes provision for core subjects and or electives where core subjects are compulsory for every student.

Challenges to the Effective Implementation of the Curriculum

There are so many implementation issues in secondary education curriculum some of these include the following:

- 1) Adequacy of qualified teachers scarcity of or lack of qualified teachers is one of the major problems confronting effective implementation of the curriculum at the secondary school level. This is because most of the teachers in the Nigerian secondary schools are not specialists in the subjects they teach. It is for instance some of those that teach social studies are those who read either of these disciplines history, economics, government and geography; as those who read either Economics, or Accounting are employed to teach business studies instead of those who read business education who are specialists. The question that often arises is how adequate are those who have been employed to handle such subjects have been trained to teach such subjects effectively at secondary school education level and are made available. It has been observed that some teachers who are teaching such subjects like government at senior secondary school level are those who read social studies as course of studies and some that read business education as course of studies are employed to teach economic or commerce where they are not well qualified to teach. In related area is where those who read integrated science are employed and are teaching biology, chemistry or physics as subject of studies. This is also found in some related subjects areas that teachers have been employed to teach at this level of education which is against the provisions of the national policy of education on secondary education in Nigeria.
- 2) Another implementation problem of secondary education curriculum is the inadequacy of instructional materials. It has been observed that instructional materials that are in use in most of the secondary schools in Nigeria are either inadequate or those that are made available to the teachers are not relevant. In this view, Gbamanja (2002) asserts:

The use and availability of curriculum materials depend on the environment and the resourcefulness of the teacher. Some teachers particularly in poorer Environment would normally grumble because their classrooms are not well equipped (p.168). He further notes that sometimes such teachers do not make any effort to improvise at all. Any improvised material serves the function of readymade material or teaching-learning situation. Instructional materials are essential in curriculum implementation. As a result of this, Babalola (2004) emphasis that instructional materials are designed to promote and enlarge effective teaching-learning experiences. Due to the fact that the use of materials in teaching makes learning more practical, and meaningful, Hoban(1949), in Gbamanja (2002) found out that when properly used, resource materials and devices can accomplish the following objectives:-

- i) They supply a concrete basis for conceptual thinking and reduce meaningless word responses of pupils.
- ii) They make learning more permanent
- iii) They have a high degree of interest for the learner.
- iv) They offer a reality of experience which stimulates self-activity on the part of pupils
- v) They develop a continuity of thought; this is especially true of motion pictures.
- vi) They contribute to growth of meaning and hence to vocabulary development.
- vii) They provide experiences not easily obtained through other materials and contribute to the efficiency, depth and variety of learning. (P.177).

These instructional materials are not made available to teachers in Nigerian secondary schools and as a consequence they take to chalk and talk since they have no visual or audio-visual materials which the students can see, touch, smell and feel in the process of teaching and learning. It needs be pointed out that for any curriculum to be implementation. Esu, Enkoha &Umoren (2009) are of the opinion that curriculum implantation requires certain resources such as human, material, finances, time and space. They further observed that inability to provide these materials in their right quality and quantity may lead to the stultification of the implementation process of the curriculum.

The issue of text books, it has been noticed that there are insufficient and inadequate textbooks in the field of teaching and learning. Most of the books are obsolete that were published about one to two decades ago and are only re-printed for use irrespective of the constant review of the curriculum. Most of the books that are found in the Nigerian educational market have not all been written by experts in some disciplines. For instance, social studies text books are published by those experts of sociology, history, government and or economics. And those who read

physics or biology would claim to publish text book on integrated science for secondary school students. Most are written by writers who are hungry for money.

Recommendations

For effective implementation of secondary school curriculum the following recommendations are made;

- Wide variety of instructional materials should be made available to teachers by the government to enable them be resourceful in order to guide the students for effective learning in school.
- Government should make effects to re-educate those teachers who are not trained in their various discipline through in service programmers and general secondary school curriculum should be pursued with more vigour.
- Teachers who are implanters of the curriculum should be involved in decision making and curriculum planning.
- Enough funds should be allotted for secondary education to enhance effective implementation of the curriculum.

Conclusion

This paper x-rays the issues affecting secondary school curriculum implementation. If the issues discussed are properly addressed it would go a long way in ensuring quality secondary education in Nigeria.

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REVITALIZING ENTREPRENEURSHIP EDUCATION FOR A SELF-RELIANT NATION

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ABSTRACT

Being barren is painful but losing love, affection, and above all interaction with one's child is the greatest. It is no news that the nation's economy is going down the drain. More pathetic is that, the nation is being enslaved, after 54 years of independence, due to her heavy reliance on other economically stable nations. Most pathetic is that education which was, and should be, the hope of the nation has done little as compared to the great expectations on it. Poverty, robbery, cultism, unemployment and bombing, to mention but a few, are the order of the day. What then is the way forward? This paper is designed to discuss entrepreneurship education, emphasize its prospects, highlight its problems and suggest steps to its revitalization for the enhancement and self-reliance of our over-dependent nation.

Keywords: *entrepreneurship, entrepreneurship education.*

Introduction

The concept, entrepreneurship and its education serves as a boat for the successful, though not easy sailing of any individual, economy, group, or organization as it opens the way to invention, fore-sight and dexterity for the eventual development of such entities.

Entrepreneurship according to Zuamo and Aondoakaa (2007) is the process of identifying, developing and bringing a vision to life. This vision may be an innovative idea, an opportunity or simply a better way of doing a thing and the result of this, is the creation of a new venture under conditions of risk and considerable uncertainty.

Entrepreneurship education on the other hand is the type of education that prepares students for the identification, development and materialisation of visions, ideas and opportunities despite risk and hazards, for the betterment of life and economics. It makes for national economic growth, rest from social vices like the

Boko-Haram insurgencies, Niger Delta militancy, armed robbery etc and the production of vision-full citizens. Unfortunately, this 'boat' (entrepreneurship education) has been down trodden by the very people intending to arrive at development destination due to several reasons like over-dependence on certificate and government among several others.

Revitalization as defined by the Merriam –Webster Dictionary is 'to make something or someone active or energetic again. The revitalization of entrepreneurship education involves deliberate, conscious and organized efforts of members of the society (the government, families, educational institutions etc) in bringing it again into activity and prominence.

Scope of the Study

This study is not limited to any level of education but looks at revitalizing entrepreneurship education at all levels of education starting from the primary to higher level. This is because no level of education is irrelevant just as a house can NOT stand with either its foundation or walls absent.

The Concept of Entrepreneurship Education

Usman, (2006) stated that entrepreneurship focuses on recognizing a business opportunity, starting a business based on a recognised opportunity and operating and maintaining that business. To Johnson (2007), *Entrepreneurship is creating new enterprises to meet the new challenges and opportunities presented in the situation.*

Entrepreneurship education, on the other hand is that type of education which makes people responsive to the needs, wants, and desires around them. It seeks to provide learners with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. This is a distinct area as it focuses on realizing opportunities. (Wikipedia, The Free Encyclopaedia. html). To Kuratko (2003), *Entrepreneurship education is the education that embraces skill building programmes in creative thinking, product development, marketing, negotiation, leadership training and wealth generation.* It also encourages and exposes students and learners to be innovative, self-reliant and creative to achieve the nation's goals and all- round wellness.

Entrepreneurship Education in Nigeria

A close look at events in Nigeria reveals that she is a 21st century economy that practices 19th century education. A system that GREATLY emphasizes the conventional class room environments with a MIGHTY worship of certificates. A system that trains graduates to be *job seekers*, rather than *job creators*, as seen in the rate of unemployment. No wonder lecturers sleep with female students, sell scores, and shamelessly fail serious students who turn down their shameful sexual advances because they believe in hard work for success with reckless abandon.

Nigeria is bedeviled by numerous mountainous problems and instead of introducing courses and subjects that would provide solutions to their problems; it loads its students with ancient never-worked and would-never work theories and courses that leaves her in a vicious circle of no self-reliance. What insanity, doing the same thing and expecting different results!

Prospects of Entrepreneurship Education

A few out, out of the numerous prospects of entrepreneurship, includes:

- a. Enhancement of both national and individual economic growth thus increasing the standard of living.
- b. Creating of job opportunities which will drastically reduce the rate of unemployment and will lead to:
 - i. Reduction of crime, and social vices.
 - ii. Provision of vision-full, innovative, creative and challenge-handling youths, graduates and citizens.
 - iii. Elevation of the name and status of a nation. China and U.S.A are good examples.
- c. Also, entrepreneurship education helps students gain skills necessary for the diverse challenges they face, and would face, in real life.
- 1 d. Furthermore, it boosts individual's status as it makes for job satisfaction, self-realization and self-fulfillment.

What Went Wrong?

It is true that a problem discovered is a problem half-solved. The decline of entrepreneurship education can be traced to:

1. Heavy Emphasis on Certificates by the Government, and Society

Certificates have been the order of the day as they have been prioritized, sacredly worshipped and even killed for. Those the society, families individuals, and the government recognise are those with certificates to show, irrespective of if they can defend the certificates or not, while the hardworking entrepreneur without a certificate is seen as irrelevant and a failure. This arose from the fact that the national policy on education emphasized education for paid employment rather than education for self-employment.

2. Mice-Race for White Collar Jobs

Everybody, you and I inclusive, dreams of being a robust fat-belly **boss** in an air-conditioned office rather than being a **bus** in an entrepreneurial venture. The former being an issuer of commands and the later a medium of receiving and spreading skills, rendering services and meeting demands. The Nigerian youth, and shamelessly adults, fight and do everything possible to be fast-*money getters* in offices and companies submitting and meeting deadlines rather than patient *value*

givers in business premises producing and inventing values, goods and services to meet people's demands.

3. Lack of Interest and Concentration by government

Can the blind lead the blind? Impossible. Government officials who should have included entrepreneurship education in the educational system either pretend or are actually blind to it. The government had rather failed to provide adequate infrastructures, manpower for personnel training and utilization of available equipment, funds, training materials etc.

4. Laxity and Negligence by Entrepreneurial Bodies Due to little or No supervision and Follow-up by the Government

Schools and educational bodies do not really implement policies laid down by the government due largely to the fact knowledge that none would penalise them. The National Directorate of Employment, which was established by the federal government, to combat unemployment, introduced entrepreneurship education but due to lack of supervision by government, little or nothing is heard about them.

Suggestions and Recommendations

Entrepreneurship education starts and ends with everybody and thus, all hands must be on deck for its revitalization. Everybody has a role to play; the government, families, above all, educational institutions.

The Government

- The government of this great nation should re-emphasize and ensure the inclusion of entrepreneurship education in all educational organisations.
- Entrepreneurship education should be implemented at all levels of education beginning from the primary level because Rome was not built in one day. Alico Dangote, the wealthiest man in Africa and the wealthiest black man in the world, started his entrepreneurial journey in the primary school. He said: *I can remember when I was in primary school, I would go and buy cartons of sweet (sugar boxes) and I would start selling them just to make money*, (Vanguard, 2014).
- Training of skilled personnel. Finances should be invested in sending willing and qualified personnel to entrepreneurial conscious nations like China, Singapore etc. to acquire skills and ideas for effective entrepreneurship education. Funds on excessive tours, carnivals, pilgrimages, politicians and edifices would serve this purpose perfectly.

Furthermore, school supervision should not be taken lightly and punishment of defaulters ought to be neck-breaking.

More so, Provision of Technical and vocational facilities and equipment are A MUST NOW. Schools needs to be equipped to *the teeth* with equipment and

facilities as this would make entrepreneurship education concrete rather than abstract. This would motivate teachers and ensure the actualization of entrepreneurship education.

Also, adequate and regular incentives should be made to teachers. A hungry teacher, no matter how skilled and equipped would not be efficient.

In addition, there should be encouragement of entrepreneurs. This emphasizes provision of monetary loans and grants to entrepreneurs especially small scaled and starters. The government would do much good if entrepreneurial students would be awarded scholarships and monetary entitlements because, this would encourage interest in entrepreneurship studies and participation.

Furthermore, home made goods and services should be patronized and importation reduced and discouraged. This would encourage students' involvement and teachers' willingness in teaching and learning.

Entrepreneurship education resource centres, libraries and e-libraries should be established to fan and feed the entrepreneurship- ready/ conscious students' quest for information.

Educational Institutions/Teachers

The school is the home of formal education and the womb that births national growth for self-reliance. Educational institutions should;

Make provisions for excursions to both big and small entrepreneurial firms. Teachers should make entrepreneurship classes lively and full of fresh and inspiring entrepreneurship ideas. This emphasizes the need to personal upgrading of ideas by teachers so that each class is inspiring and lively and new. Diverse teaching methods should be introduced else classes would end up being boring.

Also, Schools and educational institutions should not wait for the government to provide everything for them, come to think of it, who is government? Acquisition of new books and materials is a MUST for every teacher and educational institutions so we do not continue using *Simbi goes to school* in this contemporary world.

The best way of teaching is doing it yourself is Abraham Lincoln's ideology. Teachers and educational institutions who aim at teaching entrepreneurship education should live what they teach. Teachers should be practicing and successful entrepreneurs and educational institutions should integrate entrepreneurship involvements for students. I suggest that provisions should be made for students to market and sell some products and goods and their output be used to assess them. In addition, schools should make provisions for symposiums, seminars and group discussions available for students and invite successful entrepreneurs as guest speakers.

More so, entrepreneurship days and periods needs be introduced in schools. It should be a day and time when entrepreneurship skills and ideas are displayed and lauded in cash and kind. Schools make time for football matches and social activities which have not helped the nation's economy, why not entrepreneurship?

Lastly, the need for proper handling and maintenance of entrepreneurial materials, books, equipments and facilities by school needs not be over-emphasized.

The Family

This is the foundation of the nation and if entrepreneurship education should succeed, the family can not be overlooked. As members of families, we ought to: Introduce children to entrepreneurship. If parents are entrepreneurs, children would not find it herculean following suit. **THIS DOES NOT ENCOURAGE CHILD HAWKING.**

Teach children skills and techniques to foster entrepreneurship. Alico Dangote always attributes his success to the trainings of his maternal grandpa under who he grew and succeeded. He said:

“All that I am today and that I have become, I owe it to my maternal grandfather. All my business acumen and instincts I inherited from my maternal grandfather.... He poured his business wizardry on me. I wouldn't have been where I am today without him”.

Encourage Entrepreneurship-children. This cannot be overemphasized as every human thrives on encouragement. Encouragement should be financial, words of encouragement and even a little pat on the back in times of failure and disappointment.

Conclusion

Entrepreneurship education is the seed of national self-reliance but it has been ignored due to, majorly, the sacred worship of certificates. Revitalizing entrepreneurship and its education rests on the government, educational/teachers institutions, and families as this would reduce unemployment, over-dependence on government, armed robbery and other numerous problems.

Revitalizing entrepreneurship education starts with you and I as the change the world needs is YOU. The battle for entrepreneurship education should not and MUST NOT end here but follow us to our various homes and schools. Bamkole emphasized that entrepreneurship is MUST NOW. Be an entrepreneur today, teach it, encourage it, because you and I are all entrepreneurship education needs to be revitalized for our own satisfaction and reliance for the self reliance of our dear nation, Nigeria.

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ACHIEVING A STABLE DEMOCRACY IN NIGERIA THROUGH HUMAN RESOURCES DEVELOPMENT

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Abstract

That Nigeria is a democracy is one thing and whether the democracy is stable or not is entirely another. Having a stable democracy is extremely desirable and it is human beings that are responsible for making it either stable or unstable. The quality of human resources Nigeria has or should have is therefore very critical in this regard. This paper emphasises the importance of human resources and clarifies the concepts of stable democracy and human resources development. It then assesses the current trends in human resources development in the country and the effects on her democracy. The paper goes further to proffer measures which could be adopted in the attempt to improve human resources development in Nigeria. It then draws some tentative conclusions.

Introduction

Human resources constitute a factor that is central to any nation's organisation's growth, development and stability. A good number of writers have attested to this fact in various ways. For instance Aina (1982) rightly states that the quality of human resources in an organisation is frequently the single most important factor that determines whether the organisation is going to be successful, whether it will realize satisfactory return on its investment and whether it will reach its basic objectives.

Ukeje (1977) on his own part is convinced that the rate and extent of our economic development will depend, in a large measure, on the quality, as well as the quantity of our available manpower.

Dzum (2003) is of the view that the human resources available to any nation constitutes the most important asset to the nation.

Human resources to Damkor-Ikpa (2003) is a factor that cannot be ignored or treated with a wave of a hand due to its role and uniqueness in the service sector. According to her, the uniqueness of the human resource require a totally different type of attention from management due to its characteristics that provide the organisation its greatest challenges and opportunity.

Bulama (1991) has concluded, and rightly too, that no single organisation or nation can survive and function without the presence of human resources.

It is this seeming indispensability of human resources to the survival and functioning of human society in all its ramifications that the focus of this paper: Achieving a stable democracy in Nigeria through human resources development is conceived as worthwhile.

A Conceptual and Operational Framework Stable Democracy

It is not very easy to arrive at a single accepted meaning of stable democracy. Should stability of democracy be viewed in terms of a regime's durability, that is, the length of time it w for a long time even as or has been in existence not minding whether the long-lasting regime was or is subjected to a great deal of political and other forms of violence? Some regimes last for a t long time even when they face continuous internal conflicts and on and off again civil war. Should the mere survival of such a regime lead us to think it is stable? Or should we, in looking at stability of democracy, disregard the regimes' durability but instead emphasise the relative peace enjoyed by it? Should we view a democratic regime that did not last long but while it lasted, was free from political violence, civil war, bitter opposition etc. as being stable? These are some of the pertinent questions that should agitate the mind of anyone seeking an explanation of stable democracy

Damkor-Ikpa (2003) defines stable democracy as a steady government which is free from pitching. Democracy itself is government of the people, by the people and for the people. It is a form of government which recognizes and indeed institutionalizes the people as the hub around which all power revolves, and enables them by means of elections, at frequent intervals, on a universal adult franchise, choose and mandate those to govern. It is a form of government that has the welfare of the people as the object. In a democracy leaders must be regulated by the rule of law and public opinion. It protects the people from oppression or tyranny by government, protects people's rights, and upholds the supremacy of the rule of law and the independence of the judiciary while other democratic forms and institutions such as legislative houses, political parties, free press, independent electoral commission etc. are allowed to flourish in order to sustain it

For the purpose of this paper stable democracy refers to a popular regime that is steady in terms of the length of time it has been in existence, its freedom from political turbulence as well as its ability to satisfy its people.

Human Resource Development

Human resources have been defined by Aniemeka and Ezeani in Neji & Igbo (2012) as individuals who have requisite education (knowledge, skills, and attitude) that are necessary for industrial productivity and development in a given system or nation. It has also been defined by Okafor in Neji & Igbo (2012) as the segment of a nation's population that is capable of engaging in a useful productive employment. The Encarta English Dictionary defines human resources as all the people who work in a business organisation, considered as a whole

Wikipedia, the free encyclopaedia, defines human resources as the set of individuals who make up the work force of an organisation, business sector or economy. Human resources therefore refers to the productive set of human beings available to a nation, organisation or economy. It is central to the attainment of organisational and national goals.

Human resources development has been defined by Asiegbu in Neji & Igbo (2012) as a process of acquiring and increasing the number of persons who have education, skills and experiences and the motivation which are critical for economic and social development of a country.

Eyibe in Neji & Igbo (2012) views human resources development as the process of training and educating potential labour force for gainful employment and upgrading skills and knowledge of already employed workers to enable them meet the challenges of the changing work place. In this regard, it is the view of Neji & Igbo (2012) that it involves both formal and non-formal learning.

Human resources development therefore is the process of improving on the present state of available human resources in terms of quality as well as quantity.

The State Of Human Resources Development in Nigeria

With improved and high calibre of human resources, an organisation a nation or any other entity can record appreciable progress in the realization of her set goals. The desirability to have high quality human resources in Nigeria as a nation can therefore, not be overemphasized.

It is in a bid to achieve this that budgeting allocations are made to government ministries and parastatals for staff development in Nigeria. They are therefore required to attend capacity building and improvement workshops, seminars and conferences where such further training takes place. It is however important to state, with regrets that human resources development efforts in Nigeria have always been laden with a lot of obstacles which include the following:

1. Mismatching field of study and employment. This is what Dzum (2003) calls the field of study and employment conflict. Human resources development receives the first hitch in this situation. It is a situation whereby there is no close relationship between employees' academic preparation and the work they are employed to do. Nwachukwu in Dzum (2003) observes that there are graduates of engineering, geology, dentistry or even medical technology

teaching geography, mathematics, physics or biology in secondary schools. This type of mismatch has been described by Dzum (2003) as very unhealthy for national growth and development especially for a country like Nigeria believed to have scarcity of qualified manpower. According to him, one expects engineers, for instance to be gainfully employed in engineering jobs where the real exposure to practical application of their academic knowledge would enhance their development and growth. This kind of mismatch can also lead to frustration and low productivity at work.

2. Favouritism as against meritocracy: sometimes workers who are perceived not to be in the good books of the approving authorities are denied being sent on further training programmes. In such a situation, merit is relegated to the background while favouritism becomes the norm. It must be noted that if deserving members of staff are denied their due chances in the further training programmes and instead, undeserving ones are made to enjoy it, it is tantamount to putting square pegs in round holes and the desired result will not be achieved. Partisan politics coupled with politics of bitterness has made most Nigerian workers to suffer from this. Much as workers especially civil servants are expected to be apolitical, their loyalty is always ascertained.
3. A loose private sector: the private sector in Nigeria seems to enjoy too much freedom. Private sector establishments in Nigeria operate according to their whims and caprices as if there are no regulations governing their operations. Human resources development is not an important item on the agenda of most of them. They are contented with the fact that there is high level of unemployment and widespread poverty in the land, and so, labour will always be at their disposal. They therefore do not accord human resources the respect and attention it deserves including its development as long as production continues and profits are maximized by them. They must however, know that though applicants are very many in the country, qualified manpower cannot just be found on the road side unless they work it out by developing their employees adequately.
4. Disruption of academic programmes in our institutions of learning due to strikes and other industrial disputes: The quality of human resources any country has is a direct function of her educational system. The incessant closure of Nigerian educational institutions as a result of strikes and other related issues is worrisome because it has two major negative consequences as far as human resources development is concerned. First, much time is wasted during the strike period and when students resume afterwards, they are rushed to take examinations so as to catch up with the academic calendar, and the result is yearly churning out of half-baked graduate, most of whom are not only unemployed but unemployable. Secondly, most of the human resources development programmes take place in our educational institutions – programmes such as seminars, workshops, conferences,

symposia etc. all these programmes are useful in human resources development. The problem is that sometimes the educational institutions remain closed for a long time making organisation of such programmes impossible.

How the Inadequate Human Resources Development Affects Nigeria's Democracy

All the factors mentioned in the preceding section team up to keep the quality of human resources in Nigeria at low level. The stated anomalies leaves so many people idle while most of those employed are in wrong places. A good number have gone to school without knowing what they went there to do. The result of all these is a heated democracy. This is because those who graduated without anything in the head and those found in jobs for which they were not trained, together with the unemployed turn to politics as a means of livelihood, and politics to these types of people means doing anything at all no matter how dirty and criminal to score a political point. That is why you hear about thuggery, snatching of ballot boxes politically motivated violence, killings etc.

Thus, with this orientation, democracy which is a system that denotes government as the exercise of power, not for its own sake or for the self-aggrandizement of the leader but for the welfare of the people as a whole, now turns to operate only in name while in practice it is the opposite. With that kind of orientation too, other basic tenets of democracy such as protection of the people from oppression or tyranny by government, protection of the peoples' right to certain basic freedoms, supremacy of the judiciary, free press, independence of the electoral commission etc. are all subverted. Nigerian democracy has been arrested by these developments from which she has been trying hard to free herself with so much difficulty.

Recommendations

For Nigeria to achieve appreciable improvement in human resources development, and consequently, achieve stability for her democracy, the following measures could be adopted.

- Employers of labour in Nigeria must always match field of study with employment when they employ. This is the very first step towards ensuring human resources development. When this happens, job satisfaction increases and the worker is happy, and when he is happy, he grows better on the job.
- Leaders in organisations, especially those with approving powers for members of staff to attend development programmes must jettison favouritism, sectionalism, parochialism and politics but rather embrace meritocracy: Deserving members of staff should be allowed to attend the training programmes at all times as the only way of bringing about genuine development as far as human resources are concerned.

- Employers of labour in Nigeria, especially private sector employers should disabuse their minds of the feeling that there is high level of unemployment and poverty in the land, and that labour is and will always be in surplus supply, so that they will begin to treat their employees with much more dignity than they do at present. Most employers in the private sector keep their workers stagnant, saying that any one aggrieved by that could leave so that he could employ other. This is counterproductive and must be reversed because, as stated earlier in this paper, experienced workers are not found on the street or in the shop so a wise employer will try to keep the ones he has and keep developing them.
- Government should try as much as possible to keep educational institutions in the country running uninterrupted. This is because apart from the fact that it is these institutions that train up individuals to acquire skills, knowledge and behaviours that make them become an asset to the nation, many staff development programmes such as seminars, workshops and conferences also take place there. Government should therefore make efforts to minimize or completely eradicate the issue of workers in educational institutions going on strike by treating them well. This is one sector government should not joke with.
- As the largest employer of labour in Nigeria, the government can use the tools of human resources management such as training, proper communication, recognition for job well done and even giving of national awards to deserving workers as a way of boosting their morale and making them hunger for higher achievements.

Conclusion

This paper has established that there really exists a relationship between human resources development and stability of democracy. It is the position of the paper that the higher the quality of human resources a country has, the more stable her democracy will be. The state of human resources development in Nigeria has been described by this paper as being worrisome as a result of certain factors such as field of study and employment conflict, favouritism, a loose private sector, and disruption of academic programmes in Nigeria institutions of learning.

This has left a class of idle, redundant and low calibre human resources for the nation who erroneously see politics as a means of earning a living, and politics to them means causing trouble in order to score political points, thereby undermining Nigeria's democracy. The paper then recommends that to turn the tables around, employers of labour in the country must always match field of study with employment; approving officers for staff to attend development programmes must abandon sectionalism, favouritism, parochialism and politics and embrace meritocracy; the private sector must be made to stop the abuse of labour; Nigeria's educational institutions should be made to run their programmes uninterrupted; and

government as the largest employer of labour must motivate the workforce adequately for them to strive to do more.

This is the only way we can build well developed human resources base and in turn achieve a stable democracy.

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REVITALIZING VOCATIONAL AND TECHNICAL EDUCATION FOR A SELF-RELIANT NATION

BY

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Abstract

The revitalization of vocational and technical education for a self-reliant nation is a very pertinent issue that cannot be overlooked. Globally, education is acknowledged as a means for transforming and empowering the people with skills, knowledge and attitudes to enable them become productive members of the society. Yet Nigeria as a developing country with population of about 170 million is battling with poverty and high rate of unemployment. It has been discovered that the current educational system is deficient in providing impetus for self-reliance. However, in spite of the shrinking economic activities, the revitalization of vocational and technical education can be seen as a panacea for becoming a self-reliant nation. This paper therefore focuses on the contribution of a revitalized vocational and technical education with emphasis on empowerment to improve the economic status of the country. It also presents issues pertaining integrating vocational and technical education in education curricula. This paper concludes that to solve the problem of widespread poverty and unemployment, priority should be given to revitalizing vocational and technical education with emphasis given to empowering the people on vocational education

Key words: *Revitalization, vocational education, technical education and self-reliance.*

Introduction

In the past, education in Nigeria was based on the need of the missionaries for teachers and preachers, as well as the need of the government for clerical workers in government offices, which is the main reasons for early establishment of both elementary and secondary schools by the missionaries themselves (Fafunwa, 1974). The early secondary schools were grammar schools founded after the English system. No vocational or technical schools were originally established.

Incidentally in 1900 the British and French colonies introduced a curricular to meet the need of local educational policy. It was during this period that the teaching of vocational and technical subjects were introduced in few Nigeria schools such as Bonny Boys High School, Port Harcourt, Hope Wadle Trinity Institute, Calabar and Nasarawa School in 1909, (Gunther 1954).

Recently, societal expectations of vocational and technical education have been on the increase owing to its relevance as a tool for achieving a growth in employment rate and for attainment of a self-reliant nation, therefore a call for revitalization cannot be over emphasized. Furthermore, if this goal is adequately achieved, it would lead to a sustainable self-reliant nation (Raymond, 2007). In view of the above assertion, this will make vocational and technical education a veritable tool for a united and self-reliant nation as stated in the Federal Government of Nigeria National Policy on Education, (NPE 2013) which emphasizes on the five main national goals of her education system which is a united, strong and self-reliant nation.

Concept of Vocational and Technical Education

The National Policy on Education (2013) defines vocational and technical education as the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge.

Vocational and technical education according to Raymond (2007) is to give training and impart the necessary skills to individuals who shall be self-reliant. Nwogu (2009) quoting Okonkwo (1993), declared vocational and technical education as viable industries and a prerequisite to new world technological order and therefore requires adequate support of human and material resources.

In the same light, vocational and technical education is a planned programme of courses and learning experience that begins with exploration of career options, support basic academic, life skills and enables achievement of high academic standards, leadership qualities, advanced and continuing education. Adele and Olukayode (2007) described vocational and technical education as a programme with various branches that can transform Nigeria into a producer/ manufacturer nation from its present status of a consumer/importer nation. Its various courses are career oriented and thus arms graduates with skills to work in the selected trade or profession.

Furthermore, according to Dawodu (2006), vocational and technical education are the most reliable vehicles for self-reliance, self-sustenance, economic prosperity and national development. Vocational and technical education is undoubtedly a very important aspect of the Nigerian educational system under the 6-3-3-4 programme. It develops occupational competence and teaches those skills which enables an individual earn a living as cited by Kayoma (2009) in Okorie (2001).

Therefore, vocational and technical is concerned with the practical and theoretical instruction given to a trainee in order to acquire basic knowledge, skills, abilities, understanding and attitudes needed for one's efficient performance in his/her chosen occupational career for self-reliance and national development.

Meaning of Self-Reliance

Self-reliance is the ability to do or decide things by yourself, rather than depending on other people for help (Oxford Dictionary 6th edition). Bassey (2009), in his opinion declared, self-reliance is that which pre-supposes the attainment and autonomy without unnecessarily resorting to begging or borrowing. He emphasized that, "a self-reliant individual is one that achieves steady supply of his needs, one that diversifies his resources to reduce dependency on others for assistance".

Furthermore, self-reliance means reliance on one's own efforts and abilities (Webster, 2006). According to Igweh (2008) when somebody acquires skills in any occupation, such person can establish his or her own business and even employ others, such person according to him is self-reliant. Self-reliance Igweh (2008) emphasized, "leads to national development".

Thus, self-reliance emphasizes growth and development in the life of a citizen, politically, socially and economically. Therefore, a man who is potentially self-reliant will ensure an effective control of his resources over national life for proper national development, for example Dangote and Adenuga etc.

Vocational and Technical Education for Self-Reliance

Vocational and technical education according to Ibeneme (2007) has not been accorded all the attention it deserves, despite its integration in the 6-3-3-4 educational system irrespective of its proven contributions in other nations. Vocational and technical education has been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth (Dike, 2007).

The National Board of Technical Education (NBTE) has recognized the broad classification of vocational and technical education training institutions which are; vocational schools, technical colleges, colleges of education (technical) or polytechnics which are meant for the production of graduates who shall be self-reliant and contribute their quota for national development.

However, Enahoro (2008) opined that vocational and technical education is utilitarianism and it is a concept of recognizing the importance of labour. Therefore, to train someone in his appropriate field and for him to substantially contribute his quota to the overall good of the nation he has to acquire vocational and technical education. It is a truism that any nation that gives proper training in one sided area of importance has nothing to gain. People are differently gifted and therefore, should be given equal vocational and technical education for self-reliance in the different opportunities or openings that abound in the country, in compliance with the tedious

task of giving suitable and proper training to individuals for optimum productivity among others.

Vocational and Technical Education for Employment

Looking for a job is increasingly becoming a job in Nigeria. The dwindling job opportunities imply that the educational system should develop employable skills among youths so that they can be self-employed. This phase of development was attained in the U.S.A. by 1905 during the depression years. It was then that Frank Parsons started vocational guidance to help the youths out of distress (Denga, 2008).

Thus, in order to curb the increasing rate of unemployment in Nigeria a great recognition has to be given to vocational and technical education with appropriate resources to enhance the effective and efficient running of the programme.

Therefore, vocational education is the back bone of the nation's employment because it prepares individuals to enter and continue in paid or unpaid employment in any organized occupation. It gives special attention to development of human skills as well as meeting the needs of all adults including handicapped, disadvantaged and gifted. Vocational and technical education equips the citizens of Nigeria with adequate and required knowledge, skills and attitude which makes them productive in their places of work and make them contribute effectively to the development of the nation's economy.

The Role of Vocational and Technical Education in National Development

The primary purpose of vocational and technical education is basically for useful employment for adults and the young people who are preparing to enter or start occupations in business, home-making, industrial and technical fields. Vocational and technical education plays a vital role in national development especially in the following areas.

➤ **Poverty Alleviation**

Vocational and technical education helps those who are fortunate to graduate in regular school system and excel in various fields of learning fall back to the skills acquired in vocational and technical institutions in time of employment crisis. This has been proven in recent times when workers of various categories were retrenched in both public and private sectors due to the deteriorating state of our economy. Such workers who possessed skills other than that for which they were previously employed had something to fall back on and better off financially than those had no other skills.

➤ **Promotion of Nigerian Economy**

It promotes the national economy through foreign exchange by exporting our products. The knowledge of vocational and technical education helps in the

conversion of local raw materials, this reduces the importation of foreign goods which lessen our import dependency and encourage exportation of our local products.

➤ **Generation of Employment and Creation of Job Opportunities**

Vocational and technical education helps to reduce the rate of dropouts or unemployment in the society. Vocational and technical education could be used to develop marketable skills in students and youths so as to help them become easily employable. It makes an individual to become an asset to himself, the nation and also prevent him from being a liability to the society.

➤ **Entrepreneurship Strategy**

Vocational and technical education offers the beneficiary the ability to be self-reliant, to the job creators and employer's of labour.

➤ **Industrial Development**

Vocational and technical helps a nation develop technologically and industrially by producing people competent and capable of developing and utilizing technologies for industrial and economic development. It is a tool that can be used to develop and sustain the manpower needs of any nation.

Constraints of Effective Vocational and Technical Education in Nigeria

As Vocational and Technical Education is expected to meet the aspiration of Nigerian society, to shape its future and provide solutions to some of its social, political and economic issues. The development of this educational system has been identified with some constraints, which serve as hindrances to its development. The following are some of the constraints militating against effective Vocational and Technical Education in Nigeria:

- ❖ Wrong societal perception of the Technical and Vocational Education Programme.
- ❖ Weak government policy and poor implementation
- ❖ Inadequate funding of the programme.
- ❖ Lack of basic facilities and workshops.
- ❖ Inadequate qualified personnel, leaders and administrators.
- ❖ Problems related to curriculum of the programme.
- ❖ Influence of politics on Vocational and Technical Education programme.
- ❖ Inadequate vocational, technical education policies
- ❖ Lack of supervision and continuity in government polices
- ❖ Poor remuneration of vocational technical teachers
- ❖ Lack of entrepreneurship education in vocational and technical education
- ❖ Poor emphasis on the practical aspect of vocational/technical education.

Conclusion

Recognizing the fact that vocational and technical education is the vehicle that facilitates the achievement of a sustainable national development. However, an attempt was made in this paper to critically examine the major concept and emphasize the role of vocational and technical education for self-reliance and national development. Moreover, there were challenges pointed out which if not checked properly will not allow Nigerians to grow and become self-reliant as to bring about national development. These problems which are associated with these form of education should be addressed and ensure that vocational and technical education can be maximized towards alleviation of poverty and creation of job opportunities which will lead to a sustainable development in Nigeria. It calls for re-vitalization and repositioning of vocational and technical education programme to optimally create job opportunities, alleviate poverty, make Nigerians useful to themselves and contribute their quota to the country.

Recommendations

For Nigerians to be self-reliant and contribute their quota to the national development, there has to be skill acquisition through vocational and technical education to people of all ages especially the youths. The followings are recommended:

1. Qualified vocational and technical teachers proficient in theory and practical should be employed to improve the quality of teaching and learning in the area.
2. That both government and non government organizations (NGOs) should pay serious attention to entrepreneurship development in technical vocational education and training by putting its priorities right and releasing funds for proper development of individuals to become self-reliant and contribute to national development.
3. There should be a consistent policy frame work, backed by legislation that makes it mandatory for various levels of government to set aside some percent of the annual budget for the various levels of vocational technical education training institution.
4. Ensuring that the vocational technical education and training for self-reliance is a tool for national development, teacher preparation programmes should be supported and serving teachers adequately remunerated. Nigeria must cultivate a certain standard of scientific and technological culture. Federal Government should provide adequate education for all Nigerian citizens. In fact, the National Policy on Science and Technology 1986 recognizes that one important means of having National Development is to have strong technical and vocational education programmes at all levels of education system. Hence the re-vitalization of technical and vocational education programme at the Universal Basic Education level in Nigeria.

5. Government should provide proper and adequate funding of technology education. Most problems are as a result of poor funding.
6. Technical and vocational subject should be made compulsory and not elective at all level of learning.
7. Adequate and modern facilities should be provided in our schools, colleges and universities. Equipment and facilities for training technology students should be the replica of what is obtained in the industries. Regular maintenance of the equipment should also be ensured.
8. It is also recommended that enough staff should be provided to our school at all levels. This can be achieved by providing competitive salaries and other incentives. Upgrading opportunities for technology and vocational teachers should be provided through workshops, seminars and conferences. It is also required for technology and vocational education teachers to obtain highest qualification possible in their field.
9. Multinational companies/public liabilities companies should support the learning of technical and vocational subjects by providing infrastructure and equipment to schools and award scholarship to deserving students.
10. Policies concerning technical and vocational education should be left to those in the field to formulate and implement. Formulation and implementation of vocational and technical education policies by the general educators has been a serious obstacle to development and productivity in this country.

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GROWTH RESPONSE, HAEMATOLOGY AND CARCASS COMPOSITION OF CLARIAS GARIEPINUS (BURCHELL, 1822) FINGERLINGS FED DIETS WITH AFEZELIA AFRICANA SEED MEAL

By

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Abstract

Growth response, haematology and carcass quality of African Catfish, Clarias gariepinus (Burchell, 1822) fingerlings mean weight $1.50 \pm 0.20g$ was carried out in Abakaliki Ebonyi State Nigeria under Laboratory conditions. Five experimental diets containing 40% crude protein were used. Afezelia africa seed meal (AASM) was used in replacement for soybean meal at 10%, 20%, 40% and 60% levels respectively. Three hundred (300) viable C. gariepinus fingerlings were randomly stocked in fifteen (15) plastic containers (60 litres capacity) and inundated with 40 litres of dechlorinated tap water. The experiment was carried out in triplicate containing twenty (20) fish per replicate. The fish in each replicate were fed 5% body weight per day (bwd-1) twice daily for 56 days. Water quality parameters were monitored to ensure a good culture climate. Values for the haematological parameters of the fish were also determined using standard methods. The results from the experiment showed that Afezelia Africana seed meal can conveniently replace 10% of soybean meal in diets of Clarias gariepinus without any deleterious effects.

Keywords: *Clarias gariepinus*, *Afezelia Africana*, haematology, growth response, carcass composition.

Introduction

Aquaculture is the rearing of aquatic organisms under controlled or semi-controlled conditions. It is the fastest growing sector of world human food production and has an annual increase of about 10% (FAO, 1997). However, one of the constraints of Aquaculture development in developing countries like Nigeria is the high cost of feed ingredients which constitute the major fraction of the operation cost (Adekunmisi, Awojobi, Mulero, and Omigemo, 2004).

The search for high quality but cheap animal feed ingredients has continued to be the concern of governments and bodies charged with the responsibility for nutrition in different parts of the developing world. This can be partly as a result of lack of information on the composition and utilization of many of the sources of feed ingredients indigenous to the tropical Africa. The cost of protein sources of animal origin makes the evaluation of protein-rich legumes as alternatives in fish nutrition imperative (Akanji, 2002). Fish meal which plays a significant role in fish nutrition as a source of protein in fish feeds has become increasingly scarce due to dwindling catch from the wild. This makes the cost to continue to go up in the face of high demand. This situation creates the obvious need to exploit and expand the production and utilization of other relatively less known protein sources, including legumes as sources of protein in fish feeds.

One of such legumes is *Afezelia Africana*, a plant known in the major Nigerian languages of Igbo, Hausa and Yoruba as “Akparata”, “Kawo” and “Apa” respectively. Information on the use of this leguminous seed (*Afezelia Africana*) as a protein source in fish feeds is still as scant.

Afezelia Africana seed contains about 26% protein, 33% carbohydrate and 32% lipid. Against this background this study was designed to investigate the effects of *Afezelia Africana* seed meal on growth response, haematology and carcass quality of *Clarias gariepinus* fingerlings fed diets in which *Afezelia Africana* seed meal replaces soybean meal.

Material and Methods

Experimental procedure: The research was carried out in the Fisheries and Aquaculture Research Laboratory of Ebonyi State University, Abakaliki Nigeria. Three hundred (300) fingerlings of *Clarias gariepinus* (Burchell, 1822) (mean weight 1.5 ± 0.20) were procured from a reputable fish farm (Chi Boy Integrated Farms) in Abakaliki Nigeria for the experiment. The fish were acclimated for 14 days and fed a maintenance ration of coppen's fish feed at 5% body weight per day (bwd^{-1}). Records of fish weight were taken with the aid of a top loading electronic nuclear balance (Model PT 600).

At the end of 14 days acclimation, the fishes were divided into five groups of sixty (60) fingerlings each to correspond with the five treatments viz:

- T₁: Diet with 0% AASM and 100% SBM. This serves as control
- T₂: Diet in which AASM replaces 10% of the soybean meal
- T₃: Diet in which AASM replaces 20% of the soybean meal
- T₄: Diet in which AASM replaces 40% of the soybean meal
- T₅: Diet in which AASM replaces 60% of the soybean meal.

The experiment was carried out in a completely randomized design (CRD) with twenty (20) fish allocated to each dietary treatment and each replicated three times (3 x 5) to provide 15 experimental tanks.

Additionally, dietary ingredients for the experimental diets (Table 1) were thoroughly mixed, precooked and palletized with a locally fabricated palletizer and sun dried. The diets were packed in small cellophane bags and in a pest free cupboard. Feeding of fish using the various dietary treatments was done twice daily at 8am and 4pm at 3% bwd⁻¹ for 56 days (8 weeks). Water temperature and pH readings were recorded with minimum and maximum thermometer and a pH metre, respectively. Control weighing (sampling) was carried out every 14 days and feed administered adjusted in accordance with the body weight of fish.

Analytical procedure: The proximate composition of *Afezelia Africana* and soybean meal used in this study are showed in Tables 1 and 2), and the proximate composition of the treatment diets (Table 3) were analyzed by methods described by Windham (1996). Crude protein was determined by microkjeldahl method, fat by soxhlet extraction method and ash by combusting in muffle furnace at 600°C for 12 hours. The digestible carbohydrate content was computed by obtaining the difference between % fibre + % ash + % crude protein + % fat and 100%.

Determination of growth parameters: The fortnightly mean weight gain (MWG) was computed following Iswata (1996) method.

$$(a) \quad MWG = \frac{\text{Final MW} - \text{Initial MW}}{\text{Total number of weeks}}$$

Where; MW = mean weight

(b) The food conversion ratio (FCR) was calculated from the equation:

$$FCR = \frac{F}{W_f - W_o}$$

Where:

F = Weight of food supplied to fish during the feeding trial

W_o = Live weight of fish at the beginning of the feeding trial

W_f = Weight of fish at the end of the feeding trial

(c) Percentage survival rate (PSR) was estimated thus:

$$\frac{\text{Initial number of fish} - \text{final number of fish}}{\text{Initial number of fish}} \times 100$$

(d) Specific growth rate (SGR) was estimated from the relationship;

$$\frac{\text{Logew}_2 - \text{loge}W_1}{T_2 - T_1} \times \frac{100}{1}$$

Where: W_2 = final weight of fish
 W_1 = initial weight of fish
 $T_2 - T_1$ = duration of the experiment

Haematological Analysis

Blood samples were collected from the caudal peduncle of the fish with the aid of surgical blade and 2ml capacity hypodermal syringe. The blood was immediately collected into EDTA container which contains an anticoagulant. The blood sample was transported to the laboratory immediately after collection for haematological analysis. The following parameters were analyzed: Red blood corpuscles (RBC), total white blood corpuscles (WBC) and platelet counts were done using the neubaug haematocytometer. The haematocrit or packed cell volume (PCV) and haemoglobin (HB) concentration values were determined by the microhaematocrit capillary tube and cyanomethaemoglobin method respectively. The mean erythrocyte volume (MCV) mean corpuscular volume (MCV), mean corpuscular concentration were calculated from the data obtained using standard formula (Dacie and Lewis, 2001).

Statistical Analysis

All the data obtained were subjected to one way analysis of variance (ANOVA) to determine statistical differences between treatment means (steel and Torrie, 1980).

Result

Proximate Composition of Treatment Diets

The result of proximate composition of treatment diets are shown in table 3 below.

Table 3: Proximate Composition of Treatment Diets

FEED SAMPLE	%CP	% CFat	% CFibre	% Ash	% M	% NFE
T ₁	41.74±0.06	5.45±0.02	2.48±0.02	9.81±0.14	5.82±0.01	34.72±0.07
T ₂	42.32±0.08	5.79±0.12	2.43±0.02	9.79±0.02	5.92±0.03	33.77±0.23
T ₃	42.84±0.05	6.05±0.01	2.52±0.01	9.71±0.02	5.67±0.02	33.22±0.08
T ₄	42.93±0.05	5.60±0.01	2.46±0.02	9.73±0.02	6.01±0.04	33.29±0.09
T ₅	43.21±0.06	6.13±0.02	2.50±0.02	9.84±0.02	5.64±0.02	32.70±0.09
AAM	47.34±0.05	2.47±0.02	3.13±0.02	4.91±0.03	7.23±0.02	34.94±0.06
SBM	43.7±0.01	3.68±0.01	4.40±0.01	5.93±0.02	7.28±0.01	35.01±0.00

Where:

% CP – Percentage Crude Protein % Ash – Percentage Ash
 % C Fat – Percentage Crude Fat % M – Percentage Moisture
 % C Fibre – Percentage Crude Fibre % NFE – Percentage Nitrogen Free Extract
 % NFE was calculated by 100 – (%CP + % C Fat + % C Fibre + % Ash + % M).

The result shows that there were not many variations in the various nutrient contents among different experimental diets.

Growth Response of Experimental Fish

Table 4: Growth response of *C. gariepinus* fed diets containing *Afezilia africana* seed meal for 56 days, Mean \pm S.E. of three replicates.

	Diets				
	1	2	3	4	5
	(0%)	(10%)	(20%)	(40%)	(60%)
Total feed intake	8.27 \pm 0.28 ^b	6.66 \pm 0.9 ^a	6.49 \pm 0.9 ^a	6.65 \pm 0.25 ^a	5.74 \pm 0.45 ^a
Mean feed intake	1.65 \pm 0.56 ^b	1.33 \pm 0.04 ^a	1.30 \pm 0.02 ^a	1.33 \pm 0.05 ^a	1.45 \pm 0.91 ^a
Initial body weight	24.45 \pm 0.37 ^a	23.86 \pm 1.20 ^a	24.61 \pm 0.98 ^a	24.22 \pm 0.86 ^a	25.37 \pm 1.07 ^a
Final body weight	41.39 \pm 1.56 ^c	30.20 \pm 0.55 ^b	26.34 \pm 1.23 ^{ab}	29.57 \pm 0.71 ^b	22.98 \pm 2.56 ^a
Weight gain	16.93 \pm 1.44 ^c	6.34 \pm 0.70 ^b	1.73 \pm 1.52 ^{ab}	5.35 \pm 1.31 ^b	-2.38 \pm 1.85 ^a
Mean weight gain	4.23 \pm 0.36 ^c	1.59 \pm 0.17 ^b	0.43 \pm 0.38 ^{ab}	1.34 \pm 0.33 ^b	-5.96 \pm 0.46 ^a
Feed conversion rate	0.49 \pm 0.02 ^a	0.16 \pm 0.07 ^a	-0.15 \pm 0.77 ^a	-0.02 \pm 1.32 ^a	0.47 \pm 0.49 ^a

a, b, c = mean-values in the same column with similar superscript are not significantly different at $p = 0.05 \pm .05$.

Table 4 above summarizes the result of growth response of the test fish to different inclusion levels of *Afezilia africana*. The result shows that control diet (diet 1) had the highest weight gain 16.93 ± 1.44 and was significantly different ($P < 0.05$) from diet 2, 3, 4 and 5. The highest and lowest mean weight gain 4.23 ± 0.36 g/fish and -5.96 ± 0.46 g/fish was recorded in 0% and 60% diet respectively. There was no significant difference ($P < 0.05$) in the total feed intake between the fish fed D₁, but fish fed D₂, D₃ and D₄ were significantly different ($P > 0.05$).

The highest mean feed intake of 1.65 ± 0.56 was recorded from D₁, while the lowest value of 1.30 ± 0.02 was recorded from D₃. There were no significance difference in initial body weight of fish in all the diets.

Haematological Parameters

The results of the haematological parameters of fish fed the different dietary treatment are shown in table 5.

Table 5: Haematology of *C. gariepinus* Fed Diets Containing *Afezelia africana* Seed Meal for 56 days, Mean \pm S.E. of True replicates.

Haematological Parameter	Initial	Diet 1	Diet 2	Diet 3	Diet 4	Diet 5
PCV (%)	11.17 \pm 0.17 ^b	9.96 \pm 0.06 ^a	10.00 \pm 0.01 ^a	9.93 \pm 0.04 ^a	12.09 \pm 0.06 ^c	11.99 \pm 0.01 ^c
HB (gd ⁻¹)	3.38 \pm 0.04 ^b	3.27 \pm 0.01 ^b	3.29 \pm 0.02 ^b	3.00 \pm 0.21 ^a	3.50 \pm 0.06 ^b	3.50 \pm 0.01 ^b
WBC (X 10 ³ /μl)	3298.33 \pm 1.67 ^c	3202.67 \pm 2.19 ^b	3091.67 \pm 4.41 ^a	3206.67 \pm 3.33 ^b	3305.00 \pm 2.65 ^c	3400.33 \pm 0.33 ^d
RBC(X 10 ⁶ /μl)	2.88 \pm 0.02 ^d	2.70 \pm 0.01 ^b	2.58 \pm 0.44 ^a	2.70 \pm 0.00 ^b	2.81 \pm 0.02 ^c	2.89 \pm 0.12 ^d

* Means with similar superscripts in the same column are not significantly different (P>0.05).

The result shows that fishes fed diet 4 had the highest values for packed cell volume (PCV) and haemoglobin (HB) and this was significantly different (P<0.05) from that of fishes fed treatment diet 1, 2, 3, and 5. Fish fed diet 5 recorded the highest values for WBC and RBC and was significantly (P<0.05) different from values obtained in fish fed other diets.

Carcass Quality of the Test Fish

The carcass composition of the test fish is summarized in table 6.

Table 6: Carcass composition of fish fed diets containing *Afezelia africana* seed meal.

Treatment	% Crude Protein	% Crude Fat	% Fibre	% Ash	% Moisture	Nitrogen Free Extract
Diet 1	51.34	4.04	0.03	5.08	6.24	33.31
Diet 2	55.59	4.14	0.6	10.20	6.53	23.21
Diet 3	59.43	4.08	0.00	10.31	6.34	19.84
Diet 4	59.07	4.30	0.08	10.17	6.47	19.91
Diet 5	59.52	4.35	0.06	10.36	6.70	19.01

The result shows that crude protein was 51.34% in T₁, 55.59% in T₂, 59.43% in T₃, 59.43% in T₄, 59.52% in T₅. Crude fat was 4.04% in T₁, 4.14% in T₂, 4.08% in T₃, 4.30% in T₄, 4.35% in T₅.

Crude fibre was 0.03% in T₁, 0.6% in T₂, 0.00% in T₃, 0.08% in T₄, 0.06% in T₅. Ash was 5.08% in T₁, 10.20% in T₂, 10.31% in T₃, 10.17% in T₄, 10.36% in T₅. Moisture was 6.24% in T₁, 6.53% in T₂, 6.34% in T₃, 6.47% in T₄, 6.70% in T₅. Nitrogen free extract was 33.31% in T₁, 23.21% in T₂, 19.84% in T₃, 19.91% in T₄, 19.01% in T₅.

Discussion

Fish Growth and Feed Utilization of the Treatment Diet

Fish in all dietary treatment consumed their allotted experimental diets except diet five. There was a rejection of feed in diet 5 towards the end of the experiment. However, at the later part of the experiment, fish fed test diets did not consume the feed supplied immediately. Mortality was recorded during the feeding trial.

Control diet (diet 1) had the highest weight gain and was significantly different ($P < 0.05$) from diet 2, 3, 4 and 5. Thus, of the 5 different treatment rates of *Afezelia africana* seed meal, treatment one which is the control treatment has the highest growth performance which differed significantly ($P = 0.05$) from treatment 2, 4, 3 and 5 with corresponding percentage weight gains of 30.20, 29.57, 26.34 and 22.98 respectively. Treatment 2 had a performance close to the control treatment.

In recent years, a significant amount of research has been conducted on the replacement of fish meal by alternative plant protein sources. The result of these replacement efforts in terms of growth performance is highly variable among fish species and experimental condition (EL– Sayed, 1999). The growth performance of fish with FCR, fish weight gain and initial body weight indicated that these diet can be use up to 10% inclusion level to culture *Clarias gariepinus* fingerlings.

In other words, as the inclusion level of *Afezelia africana* increased in the diet, weight gain of fish decreased correspondingly except in diet 4. A number of factors are known to be responsible for the relative poor growth of fish fed with high levels of plant protein sources. These include the apparent poor digestibility and palatability of feeds, presence of anti-nutritional factors and amino acid deficiency among others (Jauncey and Ross 1982; EL – Sayed 1999; Francis, Markkar, and Becker, 2001; Mbahinzireki, Dabrowski, El-Saiday, and Wisner, 2001 and Ogunji 2004). *Afezelia africana* seeds are known to contain some anti-nutritional factors including oxalate, phytate – P, and phytic acid (Enjuigha and Akanbi, 2005).

Phytates are known to decrease the bio-availability of minerals of feeds to animal (Spinelli, Houle and Wekell, 1983). These authors observed that reduced growth in fish fed diets containing phytic acid was related to a reduction in protein availability caused by the formation of a sparingly digestible complex between phytic acid and protein. The decreased growth performance observed as more of the

Afezelia africana meal was replaced with soybean in the diet may have been due to the effects of traces of anti-nutritional substances present in *Afezelia* seed meal.

Fish Body Composition (Carcass)

Fish fed diet 3, 4 and 5 in this study had significantly higher body crude protein and fat than fish fed with other treatment diets, fish fed diets 5 had significantly higher whole body moisture and fish fed diet 3 had lower fibre content than fish fed with diet 4 and 2. There was no significant difference in the total ash content of fish fed diet 2, 3 4 and 5 except diet 1.

Haematology

Fishes fed diet 4 in this study had the highest values for packed cell volume (PCV) and haemoglobin (HB) and this was significantly different ($P < 0.05$) from that of fishes fed treatment diet 1 (control diet), 2, 3 and 5. A measurable increase in the haematological parameter observed in the fish fed test diets with respect to control diets was also observed by Akintayo, Obasa, Alegbeleye and Bamgbose (2008) who fed the toasted sunflower seed meal to *Clarias gariepinus* and Yue and Zhou (2008) who fed Cotton Seed Meal to juvenile hybrid Tilapia, Barros, Lim, and Klesius (2002) for channel Catfish and El-Saidy and Gaber (2004) for Nile tilapia. Although, the result trend deviates from the trend reported by Adeparusi and Ajayi (2004) who fed Lima bean to *Oreochromis niloticus*. Fish fed diet 5 recorded the highest values for WBC and RBC and was significantly ($P < 0.05$) different from values obtained in fish fed other diets.

Akinwande, Moody, Soybean, Ugwumba and Ovie (2004) opined that a measurable increase in white blood count of fish or any animal is a function of immunity and animal's resistance to some vulnerable illness or disease. This increase might indicate that the fish under study had high immunity or resistance to disease.

Conclusion

In conclusion, the present study has demonstrated that *Clarias gariepinus* fingerlings have the capacity to utilize the nutrients and energy of *Afezelia africana* seed meal up to 10% replacement for soybean without any deleterious effects on growth performance, body composition and haematological indices.

Recommendation

For future studies, further research is necessary to determine how to increase the nutritive value of *Afezelia africana* meal in order to increase its usefulness as aqua feed ingredients. Also, other processing techniques of *Afezelia africana* meal should be tried in addition to heat treatment.

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THE VERTICAL AND HORIZONTAL DIMENSION OF LOVE

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Abstract

*This paper seeks to address the readers on the most important commandment in the Bible. This commandment has vertical and horizontal dimensions and it is an inseparable twin. The chief and basic and most authoritative sources of Christian ethical or moral principles are the Old and the New Testaments. From the Old Testament Christianity inherited justice - that cardinal virtue of the Old Testament; and from New Testament Christianity has drawn the spirit of love - the most central and greatest commandment of the New Testament. As the Chief sources of Christian ethical heritage, the Old and the New Testaments are complimentary. While the Old is the foundation of the New, the latter is the light of the Old; and both are equally the heritage of Christianity as a religion founded by Christ; in the light of whose teaching both the Old and the New Testaments are to be reconciled and harmonized. Jesus, the supposed founder of the Christian Religion, gives the summary of the Decalogue or the Ten Commandments in the Gospel as **love for Good and for one's neighbour**. Jesus describes it as "the first and great commandments in Mathew 22:38. He concluded by saying that the Old Testament law and the prophets hang on the commandment of love.*

Key Words: *Love as a Commandment, Christian Ethical Principles, Spiritual and Moral Obligations and Horizontal Dimension of Love.*

INTRODUCTION:

I shall begin the treatment of this paper with the scriptural impetus from both Old and New Testaments:

1. **MATHEW 22:34-40:** But when the Pharisees heard that He had silenced the Sadducees, they gathered together. Then one of them, a lawyer, asked Him a question, testing Him, and saying, "Teacher, which is the great commandment in the law". Jesus said to him, "... you shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and great commandment. "And the second is the like it, you shall love your neighbour as yourself." On these two commandments hang all the law and the prophets.
2. **Exodus 20:3,16:** You shall have no other gods before me. (v16) you shall not bear false witness against your neighbour.

3. **1 John 4:20,21:** If someone says, “I Love God”, and hates his brother, he is a liar, for he who does not love his brother whom he has seen. How can he love God whom he has not seen? And this commandments we have from Him. That he who loves God must love his brother also.

From the above scriptures it is clear that Jesus summarized the Ten commandments to one commandment of love to be expressed in two dimensions. The vertical dimension of love is man’s relationship with His God while the Horizontal dimension of love is man’s relationship with his fellow man.

The question, “which is the great commandment in the law?” was a good question asked by a lawyer except that it was proposed with an ill design (tempting or testing Him) The same thing we find in Luke 10:25-37 in which case the lawyer wanted to know what to do to have eternal life.

Jesus turned him over to the divine law. Though Jesus knew the thoughts and intents of his heart, he did not answer him according to the folly of that, but according to the wisdom and goodness of the question he asked. He answered him with a question: **What is written in the law? What is your reading of it?** The young lawyer answered correctly from **Deut 6:5** and **Lev. 19:18**.

Jesus said that all of the Old Testament laws and teachings hang upon the law of love; take away this, and all falls to the ground and come to nothing. Love is the most excellent way. This is the spirit of the law, which animates it, it is the root and spring of all other duties, the compendium of the whole Bible, not only of the law and the prophets, but of the gospel too. All hang on these two commandments. **Love never fails (1 Cor. 13:8)**.

Jesus and the lawyer gave good account of the principal commandment of the law. The two first and great commandments of the law. Iwe S. S. N. (1991) describes this love as the two-in-one Christian commandment of love and the supreme ethical pole of Christianity which vertically and theologically links human beings to their creator. If you can keep these two commandments you do not have any problem keeping other difficult commandment. Jesus says, “**on these two hang all the law and prophets,**” (**Math. 22:40**). The law here refers to the first five books of the Bible called **Penteteauch**, while the **prophets** refers to the remaining part of the 39 books of the Old Testament

The Vertical Dimension of Love

The vertical dimension of love is a human love expressed to God. Many people do not have problem with this. Israelites were God’s chosen people redeemed from Egypt after 430 years. They were inheritors of a special covenant relationship granted to Abraham.

Genesis 17:7-8 And I will establish my covenant between me and you and your descendants, after you in their generation for an everlasting covenant, to be God to you and your descendants after you. Also I give to you and your descendants after you the

land which you are a stranger, all the land of Canaan, as an everlasting possession and I will be their God.

For 430 years in Egypt God still remember His promise. God is a loving and Covenant-keeping God. Enemies of Israel are fighting in vain for the land that God had promised to the descendents of Abraham.

In the Old Testament, the Decalogue (or Ten commandments) as a legal and religious code was the ethical core of social life in particular. Its injunctions make this assertion undebatable.

“you shall have no gods except me.”

“you shall not make yourself a carved image or any likeness of anything... you shall not bow down to them or serve them...”

“You shall not utter the name of Yahweh your God to misuse it...”

“Observe the Sabbath day and keep it holy...”

“Honour your father and mother...”

“You shall not kill.”

“You shall not commit adultery.”

“You shall not steal.”

“You shall not bear false witness against your neighbour.”

“You shall not covet your neighbour’s wife, his house, his field, his servant-man or woman- his ox, his donkey or anything that is his”.

From the above the Decalogue is divided into two:- The vertical and Horizontal Dimensions. The first dimension of five requires man to recognize and pay due respect to his creator and parents. The second dimension of five has concern for the rights of his fellow human beings. These two are the great and first commandments mentioned by Jesus in the Gospel.

Spiritual and Moral Obligations

These commandments involved spiritual and moral obligations. It should be clear to all that the commandments are concerned with things spiritual and moral, with man’s relationship to God and with his behaviour towards his fellows.

1. The first three commandments concern themselves with the spiritual side of life with the priority of worship and with the method.
2. The fourth enjoins a religious observance as an expression of devotion to the Lord- **“Remember the Sabbath day by keeping it holy”**- and so fits in with those that precede. According to Norman Shields (1983), the fourth commandment is expanded and provides for rest for our fellow men and so also has a man-ward reference.
3. The fifth is concerned with parents and so on the face of it is man-ward, but some scholars see parents as mediators of life and so in direct line between the individual and God. Such sometime argue that this command belongs with those having a God-ward reference, but it can be suspected that in some instances at least, the real motive is to make two equal groups of five. There

- is no doubt whatsoever that the fifth imposes an obligation to other human beings and that it must therefore be seen as joining with number six to ten, where the thrust is moral and the concern is with how a man treats his fellows.
4. Throughout the Decalogue, the overriding responsibility is God ward, whether it is a matter of worshiping him alone, of honoring parents or avoiding covetousness, the command is God's and a breach is an offense against him even where it is primarily an offence against a fellow man. For God says, I am the Lord thy God, you shall not...
 5. Spirituality and morality are not to be separated. If a man would be right with God spiritually, he must also be right with his fellow man morally.

Love for Self

There is no need elaborating on love for self. Love for one self is automatic. Ephesians 5:29 says, "**After all no one ever hated his own body, but he feeds and cares for it, just as Christ does the Church.**"

Horizontal Dimension of Love

Even though horizontal love is very difficult to express or practice it must be said that vertical love can only be adequately expressed horizontally. Many people, if not all, have no problem loving God. People go to Church, pray, kneel down, give offering and tithes to God because they love him. Wicked men, murderers and even armed robbers love God. In fact, before the armed robbers go out for an operation they pray to God for success and not to be caught. And in some cases God hears their prayers, not because He approves their actions but He gives them an opportunity to live and repent from evil. An escapee once said, "Thank God, if not God, they would have kill me today. I will go to Church on Sunday to thank God." The question is, do these people who love God, love their neighbours? How can a man pray to God he "love" to help him kill his neighbour and take away his possession? 1 John 4:20 says such is a liar. Verse 21 of the above scripture says you cannot separate vertical love from horizontal love. It is an imperative necessity- for a child of God to love both God and man, if his religion is to be accepted. Hatred against your neighbour is equivalent to murder. In 1 John 3:15 the Bible says, "**Whoever hates his brother is a murderers, and you know that no murderer has internal life abiding in him.**"

Dr. Chris, quoting Martin Lather King in his [Our Daily manna](#), October to December (2015) said "I believe that unarmed truth and unconditional love will have the final word in reality."

Mahatma Ghandi, considered to be the father of Modern India, wrote on the marble "**Adoptability is not imitation. It means power of resistance and assimilation. The weak can never forgive. Forgiveness is the attribute of the strong. The pursuit of truth does not permit violence on one's opponent.**" It is no news that by his non-violence, love -for-your-enemies attitude, he fought Britain to a position of independent for India.

Commandments in Negative Format but Positive Duties

The commandments, with the exception of the fourth and fifth, are presented in the negative form. “you shall not... This has sometimes been regarded as a weakness by the critics who assert that positive injunction would be much superior. These commandments are not simple prohibitions. Each carries a clear positive implications.

The second five of the commandments, carry prohibitions. Each of the prohibitions bestows an inalienable right on every human being and in so doing imposes positive duties.(Shield 1983).

Example

1. The prohibition on killing confers the right to life.
2. On adultery confer the right to stable marriage
3. On stealing, the right to own properties
4. In forbidding false witness, the right of an individual to his reputation and thus to justice.
5. On the 10th word, “thou shall not covet...” gives each man protection from the scheming that give rise to murder, adultery, stealing and false witness.

Norman Shield (1996) says the 10th commandment strikes at the desires of the human heart and the motivation behind wrongful action. It strengthens the prohibitions and the right enshrined in commandment 6,7,8, and 9 by proscribing the thoughts that produce actions that break those commandments. The selfishness that would deprive another of life, or freedom, that would violate his marriage or rob him of property or of justice was to have no place in Israelite life. As born again children of God we are spiritual Israelites and should not allow such dangerous greed in our lives. Paul says in Romans 7:12. **“The law is holy, the commandment is holy, righteous and good.** In 1Tim. 1:8, Paul says **we know that the Lord is good if one uses it lawfully.**

Who is my Neighbour?

The problem of neighbourhood is not only in our contemporary society. It was the problem of the young lawyer. When Jesus, in Luke 10:28, told him to practice his theology, he wanted to justify himself, he asked Jesus **“who is my neighbour?”** Here Jesus gave him a parable to illustrate who his neighbour was.

Jesus gave a parable of a man traveling from Jerusalem to Jericho who fell into the hands of evil men. Armed robbers robbed him and left him “half dead.” A priest, by chance, came and saw the victim but he passed by on the other side. The Levite also came and saw the victim in need but he too “passed by the other side.” But when the Samaritan, who was not a proper Jew, saw the victim, he has compassion on him and treated him with special care at his own expense as he

would care for his own family. That give him a beautiful adjective “Good” to qualify the type of Samaritan he was.

Today he is known as the Good Samaritan. People of God (Clergy inclusive) should stop pretending that they love God when they do not love their neighbours.

Let’s look at how each of the persons in the parable treated the victim.

1. The lawyer treated him as a topic for discussion;
2. The robbers saw him as an object of exploitation;
3. The priest saw him as a problem to avoid;
4. The Levite saw him as an object of curiosity.
5. Only the Samaritan treated him as **a person to love**.

Man’s first responsibility is to God while his second responsibility is to man. There are inseparable twin.

Conclusion

Apostle Paul, in Romans 13:8-10 says, “Owe no man anything, but to love one another: for he that loveth another hath fulfilled the law. For this, thou shalt not commit adultery, thou shalt not kill, thou shalt not steal, thou shalt not bear false witness, thou shalt not covet, and if there be any other commandment, it is briefly comprehended in this saying, namely, thou shalt love thy neighbour as thyself. Love worketh no ill to his neighbour: therefore love is the fulfilling of the law. One may think of his neighbour only as a person who live nearby to him, but forget that all human beings are very close to him. God is our creator and father of all. Acts 17:26 says, “**And he has made from one blood every nation of men to dwell on all the face of the earth, and has determined their pre-appointed times and the boundaries of their dwellings.**” Jesus interpreted “neighbourly love” as “love of the nearest person. He interpreted it in an absolutely universal sense.

In other cultures and civilizations, love is exclusive of stranger and the enemy. The Christian love is universal and exclusive of none, for it is a forgiving love. In a sense it is an end in itself and its own reward, (Iwe 1991). **And this commandment we have from him: that he who loves God must love his brother also (1 John 4:21).** This is what we mean by vertical and horizontal dimensions of love

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GUIDANCE AND COUNSELING: A TOOL FOR ACADEMIC RECONSTRUCTION IN NIGERIA

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ABSTRACT

Education is an act of acquiring skills passed on from one generation to the other for the development and conformability of mankind. Education in Nigeria has suffered tremendous challenges in some past decades. The general statement in the lips of most Nigerian is the fallen standard of education. This means that education no longer satisfy its fundamental objectives such as the acquisition and transmission of skills, values, attitudes and knowledge for the development of man and his community. Therefore for education to achieve its goals academically in Nigeria, academic counseling has to be emphasized in guidance and counseling.

Keywords: *Guidance, Counselling, Academic, and Reconstruction*

Introduction

Fafunwa (1976) defined education as the aggregate of the process by which a child develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives. It may be informal and formal. Informal education refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture. While formal education refers to the process by which teachers instruct students in courses of study within

institutions. Whether formal or informal, education seeks to achieve its goals irrespective of the curriculum.

Before the invention of reading and writing, people lived in environment in which they struggled against natural forces. To survive, preliterate people developed skills that grew into cultural and educational pattern which were shared from adult to children and from one generation to another. These eventually became the moral code that regulate behaviours of members of the society.

During the age of enlightenment however, educators believed people could improve their lives and society by using their reasoning and their power of critical thinking for social reform and development. Today that power of reasoning and critical thinking seems to have been failing in Nigerian students.

Aims and Objectives of Nigeria Education

Education seeks for the growth of the nation and the development of individual and it is expected to draw out people from darkness to a world of enlightenment. Education nourishes people for a better standard and in order to achieve the established goals, government has formulated an educational policy which is aimed at achieving the stated goals.

The National Policy on Education (2004) carefully and clearly states the following aims and objectives of Education.

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 Nigerian society.
3. The training of the mind in the understanding of the world around him.
4. The acquisition of appropriate skills, abilities and competence, both mentally and physically, as equipment for the individual to live and contribute to the development of his society.

Aims and Objectives of Guidance and Counseling

Educational guidance according to Denga (2001) is a cluster of formalized educational services designed by the school to assist students to achieve self knowledge or self understanding which is necessary for them to attain the fullest self development and self realization of their potentials. Guidance is not an imposition on a person but a service that allows a person to take a look at himself in order to come to terms with his strength and weakness. The primary concern of guidance and counseling is facilitation of the smooth transition of children from home to school, from primary to secondary and from secondary to tertiary institutions.

Even though counseling is one of the services rendered through guidance, counseling is deeper than guidance. Counseling can be defined as a personalized dialogue, interview or interactions between the client/counselees experiencing a problem and counselor who tries to render help (Denga, 2001). Counseling is more involve emotionally and in the affective realm of personalized learning. Counseling is

a relationship between two or few individuals, the client/counselor relationship of trust (Geshinde, 1991).

Geshinde (2000) outline the following as the aims and objective of guidance and counseling:

- To contribute to the improvement of the standard of education, example; poor memory, inability to adjust to school environment, under achievement, inability to decide on a subject, truancy, school anxiety and dropout.
- To help an individual identify and know special aptitude and abilities to make realistic choice of careers, for example in the third National Development Plan (1975), it was said that absence of career counselling in our educational system in the past must be held responsible for the frustration among the nations young men and women.
- To help individuals develop adequate values and moral discipline those are necessary for the building of a just society. The adolescent engage in nefarious activities to the extent that many of them become juvenile delinquents, drug addicts and underachievers.

Both aims and objectives of academic achievement in education and guidance and counseling can be achieved through effective and proper implementation of guidance services in schools.

Guidance Services in Schools

The following guidance services when fully implemented helps to build effective academic achievement in the Nigeria educational system.

- Orientation service
- Appraisal service
- Information service
- Counseling service
- Placement service
- Follow-up service
- Referral service
- Liaison with the community.

Orientation:- Is the processes of giving information to students who are newly admitted into the school in order to enable them familiarize themselves with the new environment. Students need to know the rules and regulations of the school, how to locate the library and clinic and how to put them into use, how to locate each room, office, teacher, other officers and students might work with as well as the services that are available within and outside the school. The school counselor is to assist each student in his problem of adjusting to the school environment.

Appraisal Service:- This unit deals with the academic performance records of students, transcript, test batteries and psychological and psychometric data

specifically designed and administer for further appraisal and diagnostic purposes. From these test the counselor is able to spot out the gifted and talented for special educational monitoring. Also the diagnostic monitoring helps him to identify students with problems or the uneducable that become social problems.

Information Service:- This is the largest unit of guidance services because it is the unit where information on other units is stored. There is need therefore for the counselor to provide and be source of information on vocation, academics, psychological tests, student's personal data records and current affairs. Nwachuckwu (2007) noted that information unit should contain current affair globally, youth issues such as child abuse, cult activities and how to avoid them as well as examination malpractice decrees and other recent laws concerning youth, violence and juvenile delinquency and the world of work.

Counseling Service:- counseling services enables the client understand himself better it involve something more than a solution to an immediate problem. Counseling is at the heart of guidance (Adegoke, 2004). Counseling services include educational, vocational and personal/social aspects of student's problems. Problems in these areas can easily be solved if only the individual student can open up, ready to be helped and participate fully in solving the problem.

Placement Service:- The placement unit deals with knowledge about people's abilities and interest so as to know where to place and learner in a school either in terms of class steaming or type of course to read in a tertiary institution. Nwachukwu (2009) noted that placement guidance helps client re-establish in a new place or next level instead of chance trails and error exploration.

Follow Up Service: This unit is engaged in keeping track of all those who have benefited from counseling services. There is need to monitor the client until the targeted behavior change occurs or till referral is made. It also keeps track records of alumni in terms of their current status and update in society.

Referral Service: Referral is necessary if the problem is belong the counselors ability. The counselor needs to have a list of resource persons that will be useful to the clients e.g. Doctors, lawyers, priest, community leader and other professionals in the neighbourhood. There should be telephone facilities in order to reach the resource person easily. The counselor should seek the approval of the client and discuss it with him/her before he/she makes a referral (Geshinde, 2000). The counselor should write a letter to the resource person and read it to the client's hearing for his/her approval, when the resource person finishes his work, the counselor must be written to explaining what was done and the counselor must replay showing appreciation for the work done.

Liaison with Community: The school guidance counselor can also provide liaison service between the school and the local community. As a result of counselor's interaction with the parents, employers non governmental agencies etc, counselor is in advantage position to interpreting the entire school programmes to these groups as well as the community in general. Any feedback from interaction with the community will also help the administration to adjust its programmes. Bakare (1996) confirmed the liaison role of the counselor when he stated that the guidance programme is one of the most important lubricants for reducing friction between the school and the community.

Contribution of Counseling towards the academic reconstruction in Nigeria

The aims of education can easily and reasonably be achieved with the collaboration of guidance and counseling services. Both the aims of guidance and counseling and that of education are inseparable, because guidance and counseling is an integral part of education.

Education in Nigeria seems to be deteriorating in value rather than maintaining prominence in the transmission of the right types of values, skills and attitudes among the citizenry. Education is a vital source of enlightenment so it should be salvaged from collapsing at all levels of primary, secondary and tertiary. One way of doing this is through counseling. Effective counseling in our educational institutions will help to improve the standard of education and sustain its development.

It is very important for students to be guided and managed especially in this era when they start schooling at the very tender age at all levels. They are faced with problems ranging from educational through vocational to personal, social/psychological problems. Academic problems such as low grades, time to study, concentration, good study habits etc can be handled by the school counselor. Effective counseling will assist student develop good study habit, prepare personal timetable, improve concentration which ultimately enable the student to function effectively in the school system. (Denga, 2001).

Proper information is essential for academic reconstruction in Nigeria. Information is very essential in this ear. According to Akinboye (2003), creativity, innovation and success work together to help man achieve his dream. Students need information on choice of school to attend, choice of career/occupation to pursue, subject combination that leads to career and the world of work. Counseling will not only provide the information but counsel students to realize their dreams. When this is done students become directed, focused and concentrated on what suits their interest, aptitude, abilities and competence. The aims of education therefore will be achieved.

Appraisal will also help in academic reconstruction in Nigeria. Appraisal services give ability status/profile of a pupil, student or any other user (Nnwachukwu, 2007). When students know their abilities it is easy for them to consider what best

conform to their interests and abilities. Therefore, it will amount to putting around peg in a round hole rather than the present practice of putting a square peg in a round hole which has brought disdain to education.

Conclusion

Guidance and counseling help to alleviate the problems associated with learning in our school systems. Help students excel in academics, counseling has to be taken into serious consideration. Counseling centres should be established as a matter of necessity in each school from kindergarten to tertiary institution in Nigeria.

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REVITALIZING TEACHER EDUCATION FOR A SELF RELIANT NATION

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Abstract

Education is an investment that pays off anytime anywhere. And in a world of crumbling economies and turbulent times where investors spend sleepless nights trying to figure out how well their stocks are doing. Investing in education becomes even more paramount. Nigeria's quest for self reliance depends wholistically on a turnaround in her socio-economic programmes of which education is a major player. Against this background, this paper examines the concepts of self reliant development within the context of the Nigeria nation and offers some suggestions on how to promote and sustain self reliant development in Nigeria education system using teacher education as a partner.

Keywords:

Introduction

When the issue of Nigeria educational system today is raised, the first set of thoughts that come to mind are; decline in standard, detonation of facilities, examination malpractice, mass promotion syndrome and the like, before any other thing else. This calls for an indept study and analysis aimed at tutoring each and

every stakeholders in the education system on how their actions and inactions have individually and collectively contributed to the collapsing state of education in Nigeria. In any case, knowledge and skill acquisition which education is all about cannot be over emphasized. According to the World Bank (1999:25) “Successful development entails more than investing in physical capital or closing the gap in capital, it also entails acquiring and using knowledge as well as closing the gaps in knowledge”. Thus, to successfully confront the challenges of development and self reliance, a developing country must undertake three major task.

1. Acquire and adapt global knowledge and create knowledge locally.
2. Invest in human capital to increase the ability to absorb and use knowledge.
- 3 Invest in technologies to facilitate both acquisition and the absorption of knowledge

The case of teacher education is reflective of the entire Nigeria education system and its falling standard. It is likened to the case of “he who pays the piper dictates the tune”. Achieving self reliance through education depends to a large extent on how much emphasis government lays, and is investing, in teacher education in order to motivate the pipers.

Conceptual Clarification

Self Reliant Development

Self reliant development may be defined as that type of development that relies on the human and material resources of the economic unit whose development is the subject of discussion. In other words, it is the development that relies on “Internal” resources as opposed to development that relies heavily on “external” resources. Self reliant development is not autarky; it allows for “external” support, but it is propelled and sustained by “Internal” resources. Ojameruaye (2004).

It is the natural desire of every economic unit (be it continental, regional, national, state, ethnic, local, individual etc). to minimize its dependence on the resources of other economic units. In other words, a national economic unit would strive to depend on its own (Internal resources) for sustenance and growth and avoid excessive reliance on external resources. This natural tendency has found expression in economic development literature as “self reliance” or self reliant economic development”.

Thus, one of the common objective you find in economic plans or blue prints of continental, regional, national and state organizations or government is “to promote self reliant development”. Capfens, Ed (1999). Even as these units pursue policies of self reliance and strive to ensure “autonomy”, they allow for substantial external support. In fact, a fundamental conundrum of “self reliance” is that in many cases external resources do “make a difference” thus challenging the “independence or autonomy” of the economic unit. In fact, self reliance can be viewed as a continuum that is bounded on the left hand side by parasitism and on the right hand-

.side by autarky but which does not include both boundaries. Thus, we can talk of different degrees or levels of self reliance, the farther an economic unit is to the right hand side of the continuum, the more self reliant it is.

According to Eade (1997), at the micro level, the concept of self reliant development is expressed in the principles of self help. The dictionary defines self help as “The act or instance of helping or improving oneself without assistance from others”. In other words, it is “do it yourself (DIY). Today, there are very many self help or (DIY) books, tools and other resources to assist individuals in doing a wide variety of things. In practice, however, there is hardly anything like DIY because some form of “external” assistance is usually required for an individual to improve himself. For instance you may need to ready a DIY book (written by somebody else) to be able to fix a problem (e.g. Electrical or plumbing) by yourself. This is why economists take a more robust view of self help as “helping poor and disadvantaged people to help themselves”. In other words, it is “assisted self help” or “autonomy respecting help”. It is recognized that poor and disadvantaged people find it extremely difficult to improve their condition of living without help. Sometimes they even become complacent with poverty. In such a situation, external help or support can serve as a catalyst or provide the push for action against poverty or to improve conduction of living and even to sustain improvement actions. In fact self reliance can be regarded as a “helper doer” relationship or game where the “principles of self help” are adhered to. Both government and teacher education must depend and compliment each other for a self reliant nation to be realized.

Teacher Education

Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behavior and skills they require to perform their tasks effectively in the classroom, school and wider community. Cecil (2009).

Although ideally it should be conceived of and organized as a seamless continuum, teacher education is often divided into these stages:

- Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher).
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school.
- Teacher development or continuing professional training (CPD) (an in-service process for practicing teachers)

Organization

In many countries, initial Teacher Education (also known as perspective teacher training) takes place largely or exclusively in institutions of Higher Education organized according to two basic models:

In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often an undergraduate Bachelor's degree), and then studies for a further period to gain an additional qualification in teaching (this may take the form of a post-baccalaureate credential or Master's degree).

In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a combined Bachelor's degree and teaching credential to qualify as a teacher of that subject.

Other pathways are also available. In some countries, 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.

Curriculum

The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures. This is understandable, teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology as well as of information, advice and wisdom, and with facilitating learners acquisition of the key knowledge attitudes and behaviours that they will to be active in society and the economy.

Generally, Teacher Education curricula can be broken down into four major areas:

- Foundational knowledge in education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education.
- Skills in assessing student learning, supporting English Language learners, using technology to improve teaching and learning, and supporting students with special needs.
- Content-area and methods knowledge and skills-often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first ("foundation") area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences', which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curricula and ways of working in the classroom).
- Practice at classroom teaching or at some other form of educational practice usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching, or (U.S) internship.

Measures towards Revitalizing Teacher Education Continuous Professional Development

Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous professional development (CPD) is the process by which teachers (like other professionals) reflect upon their competences keep them up to date, and develops them further. Ashby (2008). Continuous professional development of the teacher depends to a large extent how well the employer (government) support or motivate teachers to develop their potentials and access good training needs to function in the education system. A revitalized teacher through continuous professional development is a revitalized education system well prepared to meet growing or emerging challenges. The extent to which education authorities support the process varies, as does the effectiveness of the different approaches. A growing research base suggest that to be most effective CPD activities should

- Be spread over time Be collaborative
- Use active learning
- Be delivered to groups of teachers
- Include periods of practice, coaching and follow up.
- Promote reflective practice
- Encourage experimentation and
- Respond to teachers needs. Snow-Renner and Lauer (2005).

Quality Assurance

Quality in education according to Anderson (2009) relates to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. Further, those who pay teacher's salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure quality of work of individual teachers, of school, or of education system as a whole are therefore often sought.

In most countries, teacher salary is not related to the perceived quality of his or her work. Some however, have systems to identify the best performing teachers (refer to the Cross River Model) and increase their remuneration or reward them accordingly. Elsewhere, assessment of teacher performance may be undertaken with a view to identify teacher's needs for additional training or development, or in extreme cases, to identify those teachers that should be required to leave the profession. In some countries teachers are required to reapply periodically for their license to teach, and in so doing to prove that they still have the requisite skills.

Feedback in the performance of teachers is integral to such state and private education procedure, but takes many different forms. The "no fault" approach is

believed by some to be satisfactory, as weaknesses are carefully identified, assessed and then addressed through the provision of in house or school based training. Cecil. (2009).

The assurance of quality in the system could easily be translated into self reliance economic development for the country because quality in the country's education system minimizes dependence on external resources and encourages substance and growth for the sector.

Teachers Education Policy

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. However, the degree of political control over teacher education varies, where teacher education is entirely in the hands of universities, the state may have no direct control wherever over what or how new teachers are taught, this can lead to anomalies such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools or teachers being taught by persons with little or no hands on experience of teaching in real classrooms. In other systems outside, this country, teacher education may be the subject of detailed prescription, that is, the state may specify the content of teacher education courses. Cecil. (2009).

For a revitalized teacher education to positively motivate or steer a country's education system towards self reliance, very strict and purposeful teacher education policy needs to be put in place.

Need For Research Development

Good educational research cannot be conducted in an unhealthy environment lacking books, libraries, ICT and other research materials. According to Bajah (1990); research infrastructure are materials which are available for disseminating research findings. Journals and other publications, educational statistics and demographic data; data processing equipment etc. such infrastructure are not easily come by in our educational institutions nor obtained by teachers.

Everyone who appreciate genuine growth and sustainable development. Government, private and corporate organization, non-governmental organization and individuals should as a matter of due responsibility encourage and finance research programmes, inventions and mass production of invented products as a way of furthering education and discouraging laxity and irregularities in academic excellence; encouraging research in teacher education as a window to foster self reliance in the education sector is important. The research sub-sector that is grossly neglected in Nigerian and play upon indiscriminately, is the basis for socio-economic,

political, scientific, and technological advancement of our most admired developed nations of the world today. Therefore, conscious effort toward qualitative and durable education system need to be put in place for posterity in Nigeria, and the numbers of its people, their level of skills, attitudes to work and desire, to self improvement.

Way Forward

- Government must make a positive difference in the living conditions of the teacher, that is, the impact of the government must be seen and felt.
- The support government gives to teacher education must not undercut the autonomy of the teacher and being mindful that too much support can make the teacher lazy.
- Government assistance to teacher education must be for a limited period of time long term charity corrupts self help and undercuts the capacity for development.
- The teacher should be able to sustain or continue with the development process if and when the support from government stops or even terminated abruptly.
- More vocational and technical education centers be established and the few existing ones properly equipped and staffed.
- An independent inspectorate committee should be put in place to regularly monitor activities in schools as the existing inspectorate unit has ceased to function effectively.

Conclusion

Many countries and groups have adopted the principles of self reliance in promoting rapid development. Nigeria can borrow a leaf from the Harambe Secondary School Movement in Kenya from the mid 1 960s to the late 1 980s to promote self reliance in the education sector and country in general. We have discussed the concept of self reliant development and outlined how it can be promoted and sustained in Nigeria education system. We have noted that while self-reliant development means development that depends on internal human and material resources, the Nigeria education sector must be allowed some level of autonomy and control and allowed to initiate the process of self reliance. We also made some far reaching suggestions how to revitalized teacher education and prepare it for emerging challenges. The required actions outlined in the way forward above involve government, civil society, organizations, corporate organizations, nongovernmental organizations, individual and teachers themselves. Now therefore, is the time to act to ensure self reliant development of our country for the present and future generation.

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Revitalizing Quality Teacher Education in Nigeria through Alternative Funding Approach

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Abstract

This paper examines the effect of funding on the quality of education in Nigeria. The paper notes that based on past trends, funding of educational sub-sector has been on steady decline contrary to the UNESCO prescribed bench mark of 26 percent of the total budget for education. It observes with dismay that within the sub-sector, teacher education was accorded the least priority in funding and noted that such level of funding does not augur well for quality teacher education in Nigeria which of course has dire consequence on the system. The paper therefore recommended alternative sources of funding for teacher education in order to save the system from total collapse.

Key Words: *Teacher, Education, Funding, Quality.*

There is no gain saying the fact that fund is the life-wire of any organization. No organization can survive without financing. Funds are needed for provision of facilities, payment of staff salaries, running costs and institutional expansion among others. Education is capital intensive. The National Policy on Education recognizes this fact (Federal Republic of Nigeria, 2004).

Quality education is associated with quality financing in order to provide best hands, facilities and equipment for enhanced teaching and learning. Quality education leads to improvement in livelihood, increase in productivity and economic growth. However, poor quality education creates many problems including sexual harassment, abuses, violence and unemployment (Adeyemi, 2011).

The Nigerian educational system is characterized by examination malpractice, cultism, sexual harassment, violence and unemployment – an indication of poor

quality education (Opie, Asagha & Ntamu, 2013). To this end, what obtains in Nigerian tertiary institutions can aptly be described as a variance of what quality education should be.

Quality education can only be achieved through sustainable financing. Most public tertiary institutions in Nigeria rely solely on federal grants through statutory allocation. Such funds are used solely for capital and recurrent expenditures. Notwithstanding, because of the debt burden on the country, mismanagement of public funds and corruption, the Nigerian government has not been able to adequately fund her educational institution. Budgetary provisions from education have been far from reality when it comes to implementation and, of course, over the years the government has not been able to meet the UNESCO bench mark of 26 percent of the total budget allocation to education (Ajayi and Ekundayo, 2006).

In order to ensure the sustenance of education and to maintain industry standard, there is need for alternative approach to funding education. This paper examines such ancillary sources of funding education in a dwindling economy.

Funding and Quality of Education in Nigeria

Despite the UNESCO recommendation of the 26 percent of the total budget for education, the funding of tertiary education in Nigeria has not been encouraging. Indeed less than ten percent of the total budget is being allocated to education each year. For instance, Oyediji (2013) stated that out of a budget proposal of N4.92 trillion for 2013, only N426.53 billion representing about 8.7 percent of the total budget was allocated to education. This showed the paltry sum that was budgeted to education. Notwithstanding this amount, analyst commended the government's efforts in according the sector a marginal increase of five percent over the 2012 budgetary allocation to education.

Furthermore, past trends on educational funding has not been encouraging also. For instance, Adeyemi (2011) showed that whereas the number of enrolment in educational institutions was on the increase, there was no corresponding increment in the percentage of budgetary allocation to the sector. Statistics from the Central Bank of Nigeria presented on Table 1 showed geometric increase in the number of enrolments into public schools while only marginal increase was obtained in funding.

Table 1

Number of enrolment in public schools and budgetary allocation (1995 – 2000)

Year	Enrolment in Schools			Budgetary	% of Annual
	Primary	Sec	Tertiary	Allo. (N'm)	Budgetary Allo.
1995	17.99m	5.08m	391,035	12,728.0	13.0%

1996	19.79m	5.58m	689,619	15,350.0	10.0%
1997	21.16m	5.58m	862,023	16,840.0	11.5%
1998	22.47m	5.79m	941,329	23,668.1	9.6%
1999	23.71m	6.06m	983,689	27713.5	11.1%
<u>2000</u>	<u>24.89m</u>	<u>6.36m</u>	<u>1,032873</u>	<u>56,568.1</u>	<u>8.7%</u>
Total	130.01m	34.26m	4,900,568	152,867.7	10.8%

Source: 1. *Central Bank of Nigeria (1999). Annual Report and Statement of Accounts, p. 92.* 2. *Central Bank of Nigeria (2000) Annual Report and Statement of Account p.130.*

Also from table 1, between the year 1995 and 2000, whereas the number of enrolment was increasing at a galloping rate, the percentage of the federal budget to public schools was on the decrease. During the period under analysis, it could be observed that there was an astronomical wastage between primary and tertiary education as a result of inadequate funding.

Indeed, whereas about 130.01m pupils enrolled in primary schools within the period, only 4.9m graduated from public tertiary institutions! What obtained in funding was a paltry average budgetary allocation of about 10.8% contrary to UNESCO bench mark! The wastage according to analysts (e.g. Ubogu, 2014) was attributable to poor funding.

Furthermore, in 2001, about 1.2 million young Nigerians applied for JAMB admission into tertiary institutions but unfortunately only 20 percent of them actually secured admission (JAMB, 2001). The reason is simple: demand out-weighs supply. Since the facilities are inadequate and have not been expanded beyond their carrying capacities to accommodate more applicants, over 80% of the candidates who wrote UME could not be admitted. The consequence of this was the apprehension of both parents and students in their quest to secure admission into tertiary institutions under competitive and limited opportunities. The dire result led to the sale of JAMB scores, examination malpractice and admission racketeering scandal in most public tertiary institutions! This struggle to gain admission at all cost had led to the admission of people who are not supposed to be in the system through several means: quota system, vice chancellor or provost list and so on. The result is money changing hands for unqualified and incompetent candidates being admitted into the system which in itself has serious implication on the quality of education.

Again, it is common knowledge that most facilities in our educational system are obsolete where they exist at all. In most educational institutions in Nigeria, laboratory facilities are either lacking, inadequate or obsolete. Library facilities are also obsolete. Power supply has been erratic or non-existing, chairs, tables and comfortable offices are inadequate. These have all compounded the problem of teaching and learning in our educational system. No meaningful and quality

education can take place in the midst of obsolete or near existing facilities. The availability or otherwise of these facilities are all tied to funding apart from corruption.

Funding Teacher Education in Nigeria

Despite the dwindling funding of the educational system in Nigeria, funding of teacher education has been a major challenge and the worst hit. Teacher education like other public educational institution draws her funding from statutory grant from the federal budget and those from Tertiary Education Fund (Teffund) apart from school fees. The major challenge to the system has been largely due to dependency on these sources of funding.

An analysis of the sectorial funding of public tertiary education in Nigeria between 2006 and 2008 shows that the Federal Allocation to Universities as at 2008 stood at N104b, Polytechnics at about N28b and Colleges of Education at just N18bn. This is presented on table 2 (COEASU, 2014).

Table 2

Federal Government Allocation to public tertiary institutions in Nigeria (2006-2008)

Institution	Year	Amount ₦
Universities	2006	79,539,690,211
	2007	84,470,077,315
	2008	103,588,833,909
Polytechnics	2006	22,871,635,850
	2007	23,764,635,850
	2008	27,752,763,517
COEs	2006	15,041,817,015
	2007	17,600,907,751
	2008	18,251,939,070

Source: COEASU, 2014.

From table 2, it's clear that teacher education received the least allocation among the three tiers of tertiary education in each of these years representing the abysmal level of government's commitment to funding teacher education. Little wonder the three unions in the Colleges of Education shut down the system for about seven months between December 2013 and July, 2014. Notwithstanding this funding problem through federal budget, the problem of funding teacher education is further compounded by the lopsidedness of intervention from Teffund which remains 2:1:1 for Universities, Polytechnics and Colleges of Education respectively. For instance, an analysis of the funding pattern of higher institutions in Nigeria between 1999 and 2001 by Teffund showed this apathy in funding. This is presented on table 3.

Table 3

Tetfund funding of Higher Institutions (1999-2000)

Institution	1999 (N)	2000 (N)	2001 (N)
Universities	2,041,374,962.50	466,000,000.00	184,800,000
Polytechnics	1,087,209,288.00	369,500,000.00	76,926,000
COEs	1,099,137,930.00	431,200,000.00	181,800,000

Source: *ETF 2001 Annual Report*

From table 3, in 1999, Colleges of Education got about half of what was allocated to the Universities. However, it could be noticed that funding of the system started dwindling as from 1999 from N1.099b to a mere N431.2m in 2000 and just a paltry N181.8m in 2001 representing astronomical decline in funding.

Funding of education in Nigeria through statutory budgetary allocated therefore has not met the needs of the system. It must be clearly noted that in Nigeria, there is a great departure between fund allocation and fund release. Most times, the Nigeria budget has performed below 70 percent. Most of the budgetary provisions are not met because of budget deficits. The education sub-sector is not left out in this economic crisis. Hence, sometimes, allocations are not released as budgeted. This unfortunate action adds to the precarious nature of managing the educational system to holistically affecting the quality of the system.

Effect of inadequate funding of teacher education on Teacher quality

This paper has noted that in the past two decades, access to education has increased especially at primary and secondary levels. Also with the introduction of private tertiary institutions, access to tertiary institution is further enhanced. However it is saddening to note that many of the indicators of quality education are lacking in our educational system especially as it affect teacher education. For instance, capital projects to meet the ever expanding programmes and needs of the system are lacking and where they are initiated, they had to be abandoned due to lack of funds (Ubogu, 2014). Poor funding has hindered growth and development in the system. The result is seen in cases of abandoned projects that litter these institutions, poor office accommodations, ill equipped laboratories and workshops, archaic textbooks in libraries, limited number of field trips and practical classes to mention but a few.

The consequences of this are largely felt in the quality of manpower as most teachers in the system transfer their services to universities (seeking for greener pastures) immediately they obtain their masters and doctorate degrees. The result is that colleges of education become a breeding ground that feeds the university system with quality manpower. This leaves the system with dire manpower need

which equally affects the quality of education the multiplier effect is seen on the quality of teachers produced of these institutions and churned to the labour market.

Secondly, where facilities for teaching and learning are inadequate or non-existing, teaching is rather cheating and hence evaluation is not the true reflection of the learners' abilities. The implication is that the certificate is worthless not representing the ability level of the learner. It should be noted that the products of teacher education will themselves become teachers, and of course, no education can rise above the quality of the teacher (Federal Republic of Nigeria, 2004). Therefore, the quality of education begins to decline at every level because of the multiplier effect of teacher quality. The much talked about low quality of education in Nigeria is indeed low quality of teachers!

Suggested Alternative Funding Approaches to Teacher Education

The following are plausible alternative funding approaches which Colleges of Education system in Nigeria could adopt to revitalize the quality of teacher education thereby saving it from total collapse. These include:

- (i) School fees: The introduction of tuition fee at a marginal level could boost the internally generated revenue profile. At present, public tertiary institutions in Nigeria are tuition free. Education is a capital project and therefore the introduction of tuition could bail out the system.
- (ii) Consultancy services: A strong consultancy base that could partner with other educational agencies to offer consultancy services in research and evaluation of programmes can serve as a source of finance to colleges.
- (iii) Entrepreneurial centres: The development and establishment of entrepreneurial centres to develop such business such as production of package water, soap, disinfectants, and so on will add up to the source of finance for the college system.
- (iv) Research grant: A plausible strong research team could partner with foreign research grant desks to attract research grants to the system. Such partnership with foreign research institutes will inevitably attract funding.
- (v) Development of tourism potentials: Institutions could venture into education tourism. The building of hotels and conference centres with a focus on organizing conferences on regular basis attract visitors and conferences. Funds generated as such could help the institutions.
- (vi) Private – public partnership through legislation, multinationals could be compelled to adopt school partnership, a model whereby the multinationals will play part of their profit after tax as their corporate social responsibilities on annual basis.
- (vii) Contributions from philanthropic individuals and organization during anniversaries, convocations and special programmes should not be overlooked.

- (viii) Agriculture: Colleges of Education could capitalize on the agricultural potentials of the country to establish mechanized forms, plantations and animal husbandry as sources of income.

Conclusion

Funding of teacher education is necessary to ensure quality education through the provision of requisite facilities and human resources. However, the experiences of the past have shown downward trending in the funding of tertiary education and indeed teacher education. With the ever increasing demand on access to education, teacher education must source for alternative ways of funding, if indeed the quality of teacher education is to be sustained. This is a plausible way towards revitalizing the quality of teacher education in Nigeria.

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SOLVING A NUMBER PLACEMENT GAME USING RECURSIVE BACKTRACKING ALGORITHM ON THE GRAPH MODEL

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Abstract

In this study, a number placement game has been developed. This application is designed on a graph model. Recursive backtracking algorithm was used in the solution of this game. Numbers on a board of $n \times n$ will be placed in a certain order under specified rules in finite time. With backtracking algorithm based on depth first recursive search method, finite number of possible solutions has been revealed. In this application that was inspired by 8-Queen problem, Knight's Tour, coloring a map, Knapsack problem and other search problems, advantages and disadvantages of this method have been discussed. The larger the board size, the much more the number of placement complexity. In further studies, the solution of this problem can be possible with the use of heuristic or informative search techniques.

Key words: Backtracking, Graph, Depth-first Search Algorithm

Introduction

Nowadays, in every sector, millions and billions of data is processed by computers. Weather forecasts from statistical analysis, patients' records sampling and finding suitable marrow, image processing and face recognition systems, training data from test drives, finding the correct way from different road routes, learning through entertainments etc. in almost every field of knowledge in computer processing have made important contributions to our daily life as well as to our future. Numerous data processed electronically in the fastest way using the least memory and few resources enabling to be accessible at a lower cost. Therefore, depending on the field of data used in the data structure to achieve the objective, mathematical model, applied algorithm and methods used are important.

In the real world, computer science contributions are very important in solving complex mathematical problems.

In solving a problem, mathematical structure that are included in models must exist. Discrete structures such as trees, graphs, permutation and probabilities, equations and finite state machines are used in mathematical modeling. After

modeling the problem, it is necessary to determine the best algorithm that will lead to a solution.

In this study, we are expected to place a sequence of all data set in an area of $n \times n$ in such a way that no gap is accommodated according to the specified rules. All possible solutions are searched by graph structures using backtracking algorithm. This application; maze problems, 8 queens are aligned on the chessboard while the knights are placed in L position in such a way that they don't eat each other [1] and likewise sudokupuzzle has been an inspiration in the development of such applications. Methods in application are used in detection of right path from the possible paths, the results and recommendations are discussed in details in the relevant sections.

Graph Theory

One of the branches of Mathematics known as Graph Theory, is commonly encountered in day to day life whereby in many cases the creation of a mathematical model that enables us to solve easily using different techniques from the common known methods. Expressing in a mathematical way, a G graph is formed by V ; a set of elements of vertices and E ; a set of elements of edges that connects any two non-binary vertices. Each elements of E is referred to as an edge(West, 2001). Directed graph is expressed by respective pairs of the vertices [2].

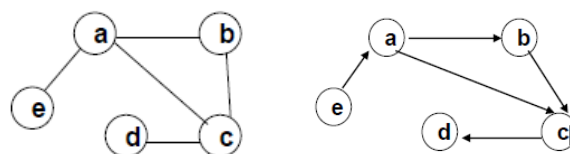


Figure 1. Graph and Directed Graph

In this study the matrix cells are formed by vertices of the graph while in a case where one cell is directed to another cell, the formation is by edges of the graph.

Backtracking Algorithm

In problems of achieving the goals, it is important to choose the right path. Backtracking algorithm tends to find a right path from the followed paths to reach the goal. All possible paths of the problem within the boundaries are tested. When unsuccessful path is followed or a path fails to reach a solution, it is abandoned and a previous step is followed to return back and that path is eliminated. Figure 2 shows the paths from the point of source to the goal.

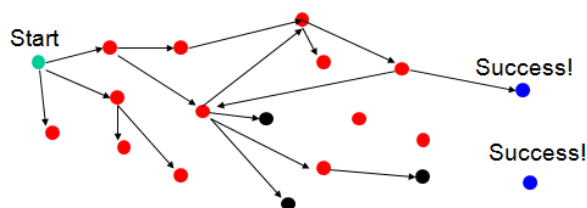


Figure 2. Backtracking Example [3]

Depth-first search algorithm is a very important part of Backtracking. Depth-first search (DFS) is an algorithm for traversing or searching tree or graph data structures. In DFS, a starting node is selected. Within the constraints of the problem, the nodes that are adjacent to neighboring nodes are added to form tree or a graph structure [4]. A right path from the source to the goal is found from all possible paths using backtracking depth-first search algorithm. Figure 3 shows part of the nodes from the point of source to the goal.

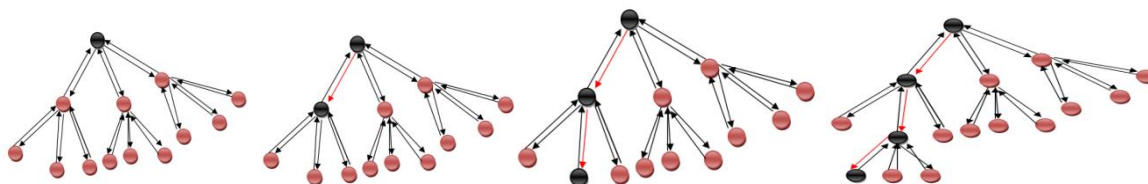


Figure 3. Application Example

In this study all possible paths that lead to the goal are taken into consideration. Backtracking depth-first search algorithm is one of the best methods for this application [5].

DEVELOPMENT OF APPLICATION

Problem Definition

In developing this application, 5x5 board model is transformed to 5x5 matrix form. The numbers are placed in a matrix form in accordance with specified rules.

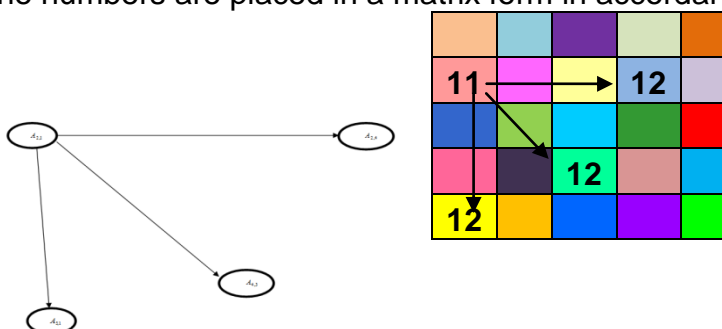


Figure 4. Number Placement Rules

In the figure $A_{2,1}$ above, the number placed on the vertex and the vertex that the next number can be placed on are shown. Our rules;

- 1- Numbers must be placed in sequential order starting from 0 or 1.
- 2- After placing a number, the next number to be placed can be placed in the same column or row after 2 empty gaps or in a diagonal way if there is free space.
- 3- For the game to end successfully, all numbers need to be placed.

Solution Algorithm

In our studies, the graph model of 25 vertices and 38 edges is shown in Figure 5.

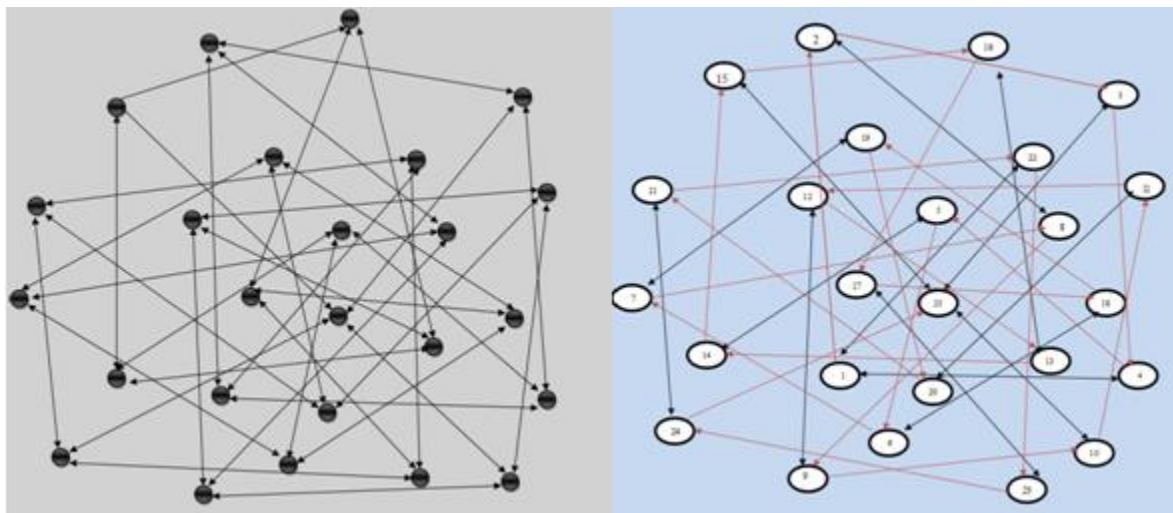


Figure 5. Number Placement Game Graph Model.

DFS pseudocode is as follows:[6]

```
public static void DFS (Graph g, Object vertex) {
    g.visit(vertex);
    Iterator itr = g.neighbors(vertex);
    while (itr.hasNext( )) {
        Object v = itr.next( );
        if (!g.isVisited(v) )
            DFS(g, v);
    }
}
```

The most prominent feature of the problem is the placement pattern of the numbers on the matrix. In a square matrix being 5 x5, to go from the starting point or adjacent nodes, number of nodes is maximum 3 or 4. This condition is shown in Figure 6.

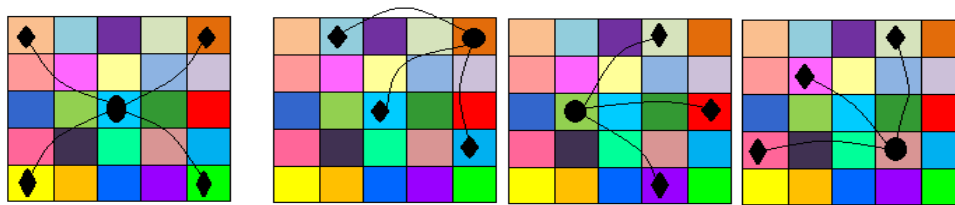


Figure 6. Destination Number of Nodes

In Figure 6, if the node position on the left is $A_{2,2}$, then the maximum number of 4 alternative nodes can be placed after itself. In the right table 3, maximum number of 3 alternative nodes can be placed.

In the process of programming our game, a sequence of rules is formed by defining the board size in x-y axis movement.

```
move_x = { 2, 2, -2, -2, 3, 0, -3, 0 };
move_y = { 2, -2, 2, -2, 0, 3, 0, -3 };
```

According to this x-y motion, all of the numbers are placed step by step in appropriate regions. Number of "0" is start point. Start node can be selected randomly. After number of "0" is placed in $A_{3,3}$, placement of number 1 is decided. Number 1 can be placed (-2,+2) units after $A_{3,3}$ point. Then, number of "2" is placed in $A_{1,4}$. As long as the correct spacing exists the remaining numbers can be placed.

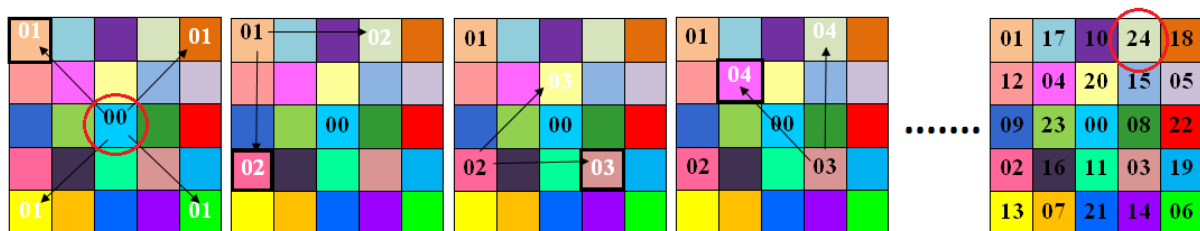


Figure 7. Step by step number placement

In solution process;

- Assigning of the movement point, in other words starting node,
- Calculation of new movement coordinates,
- Alternative nodes test or trial,
- Testing the validity of the new step coordinates,
- Not returning the previous node.

The steps above should be paid attention.

RESULTS AND FINDINGS

Position of starting node can be selected randomly on the board. Number of "0" surrounded by green is start node and number of "24" surrounded by red is goal node. All of the numbers are placed according to rules. As shown below, all of the numbers from 0 to 24 have been placed successfully on the board. Figure 8 shows the successful possible paths.

18	10	02	17	09	00	13	16	01	12	23	08	05	22	09	03	14	17	04	13
04	21	13	05	22	18	23	04	09	22	13	02	19	12	03	09	06	01	10	07
01	16	08	00	15	15	07	20	14	06	06	16	24	07	17	16	19	22	15	18
19	11	03	20	12	03	10	17	02	11	20	11	04	21	10	02	11	08	05	12
07	24	14	06	23	19	24	05	08	21	14	01	18	15	00	21	24	00	20	23
07	13	03	06	16	14	01	07	15	02	01	17	10	24	18	01	15	07	00	16
21	10	00	24	19	19	11	04	18	21	12	04	20	15	05	12	04	18	13	05
02	05	17	12	04	08	16	23	09	06	09	23	00	08	22	20	09	24	21	08
08	14	20	09	15	13	00	20	12	03	02	16	11	03	19	02	14	06	03	17
22	11	01	23	18	24	10	05	17	22	13	07	21	14	06	11	22	19	10	23

Figure 8. Numbers placed successfully

Figure 9 shows the steps of placing numbers according to their rules.

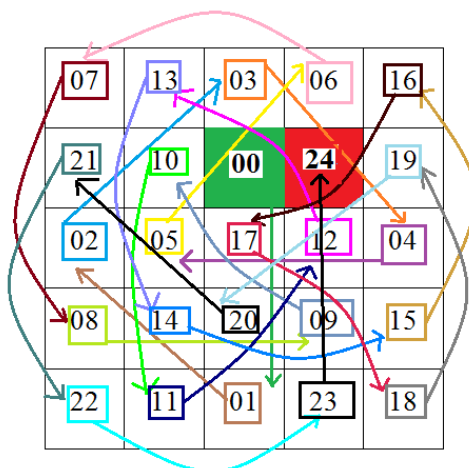


Figure 9. Example of a success path

Figure 10 shows unsuccessfully finished game with wrong paths. The numbers which are turned round by yellow colour in the cell can't move because there were no other number of steps to make a move it turns to the previous node with Backtracking. It evaluates other possible move. Thus, all possible outcomes are scanned in the search space.



Figure 10. Unsuccessful paths

Probability Calculations: Although the probability condition totals to $(25 \times 24 \times 23 \dots 1) / 5!$, if we consider every possibility which doesn't contain solution, our searching space size would quite decrease. Considering our limitations;

After placing the first number on any of the 25 cells, the total number of moves sums to 23 and since at each move that can be made differently totals to 3, this makes the searching space size to be $25 \times 3^{22} \times 2$

Conclusion and Future Work

In this study, by placement of sequence of numbers in accordance with certain rules based on the board enabled us to develop a game. In this game, the player uses all numbers with an aim of finding possible solution paths. Thus, an individual's trial and error method of analysing different ways and decision making skills are provided and improved.

In this application, 5x5square has been tested on the board. The field can be expanded, hence possible paths are increased. Game rules defining the placement pattern of numbers can be changed. The dimensions of the playing field can be increased, 2 dimensional space can be transformed to 3 dimensional space. Exploration of our game on the possible right paths using heuristic algorithms based on learning methods may be put in trial. Thus unsuccessful paths can be avoided and the right paths can be found without selecting wrong paths. As we progress in our studies, this kind of applications can be used to compare methods based on informed and uninformed search algorithms.

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Relevance of Social Work Practice to Adult Learners in Nigeria Formal and Non-Formal Education Settings

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Abstract

The paper highlights divergent problems which plague the effective functioning of adult learners in Nigeria formal and non-formal education settings and stresses that some social work services are germane to resolving these issues. Adult learners engaged in any learning activity are susceptible to hostility, anxiety, sexual violence, truancy, total failure, drug abuse, drop out tendencies and other disruptive behaviours which could cripple and frustrate their desire to successfully complete such programmes. Therefore relevant social work support services should be provided as a measure to assuage the tendencies of such dysfunctioning occurrences and immunize these learners against the re-occurrence of disruptive behaviours which threaten the realization of the goals of such educational activities.

Introduction

Divergent problems occur in any given learning setting. Learners in both formal and non-formal education settings encounter an avalanche of difficulties which tend to disrupt their effective functioning in such programmes. These problems lend themselves to existing social work services which could be employed by social workers to help these learners function effectively and efficiently to actualize their educational dreams. In view of this, social work has been defined as a professional activity designed to help individuals and families deal with the problems they encounter in their different environments.

Similarly, Boehm (1968) states that social work is a profession which seeks to enhance the social functioning of individuals singly and in groups by activities

focused upon their social relationships which constitute interactions between individuals and their environments. Folaranmi (2003) corroborated Boehm's assertion and observed that learners in different Nigerian educational settings exude negative tendencies such as violence, hostility, indiscipline and truant behaviours.

Furthermore, Akpama (2008) listed other disruptive behaviours such as sexual abusive activities, examination cheating behaviours and drug abuse with their debilitating outcomes as tendencies which are prevalent in our educational settings and could significantly contribute to the social dysfunctioning of adult learners. It is difficult to teach learners who are disruptive since such behaviours create an atmosphere which makes it difficult for others to learn or for facilitators to render instructional services (Skidmore, Thackeray & Farley 1991; & Folaranmi, 2003). Therefore, social workers must expand the scope of their activities to formal and non-formal educational settings to help learners whose maladaptive behaviour threaten the realization of the goals of such educational programmes.

Broadly speaking, Folaranmi (1998) observes that school social workers in any education setting serve learners whose emotional problems disrupt their effective utilization of school experiences to the maximization of their ability. These socio-psychological issues dictate that learners in such circumstances need help. Hence, the proceedings of the workshop on school social work in Illinois in 1956 cited in Folaranmi (1998:58) identified such problems which include:

School achievement below ability level, problems of attendance, illness without physical cause, excessive fears, anxiety and crying, shyness, withdrawn behaviour and over-dependency, extreme and hostile behaviour, conflict with authority and difficulty with other children

Similarly, Adult learners in different formal and non-formal education settings encounter these same problems which elicit for urgent social work intervention. These problems include:

- Physiological problems of being deaf and dumb, or dumb only, blind, mental imbalance and physical disability.
- Emotional disturbance
- Delinquent behaviour and those who antagonise school authorities and members of the community wherein they live.
- Those who are maladjusted
- Those with behavioural problems
- Those who are afraid of different academic tasks such as tests, assignments, examinations etc.
- Those who are afraid of failure
- Those who are anxiety prone
- Adult learners who are financially constrained
- Adult learners within unstable marriage environments and so on.

These problems which have potentials for impeding the effective functioning of adult learners lend greater credence to the clarion call for social work intervention.

Adult learners' disruptive behaviours

Adults in different learning situations exude behaviour disorders which retard or impede effective participation in learning activities. Among these include:

Negative self concept: Some adults who had dropped out of the formal school system or who failed previously may believe that success is never attainable again (Oduaran, 1996).

Attention deficit: Adults who experience or encounter different problems at home find it difficult to concentrate while in the teaching learning milieu.

Social interaction problems: Some adults manifest anti-social behaviours and therefore find it difficult to cope with group work which is a major study technique in adult education. Man is gregarious by nature hence those who are deficient in social interaction skills will be isolated from other adult participants.

Truancy: Some adult participants in various adult education programmes do find it difficult to cope with the demands of the educational programmes and their taxing social roles at home and in the community. Consequently, in order not to appear irresponsible and negligent of family and community responsibilities these adults inadvertently become truant and in some unfortunate cases eventually drop out of such programmes.

Anxiety: Anxiety has been identified as one major of the characteristics of adult learners. Oduaran (2001:51-52) listed some anxiety provoking situations among adult learners to include, worries about the capacity to cope, awareness of their physical tiredness, awareness of the declining power of memory and concentration, too high sense of needs, fear of failing among peers, awareness of the aging process, fearing disappointing a dear one, and far too low assessment of their abilities and available resources.

Aggressiveness: Some adults tend to be very unruly, quarrelsome and harsh in relating with other learners. The hostility of some adult learners scare other learners from them thus impeding group work. These groups of hostile adult learners need the help of social workers to show them love and the need to be friendly in such social settings.

Narcissistic Behaviour Disorder: Narcissistic individuals according to Denga & Akuto (2004) are those who are self centred and have an unusual wonderful opinion of themselves even if such glorified opinions are untrue and unrealistic. Adult

learners with this is type of behaviour are so proud that they think they are superior to other learners. They arrogate to themselves unique wisdom and think that they are academically superior to others. This behavioural tendency alienates them from others, a trend which threatens interpersonal relationships.

Substance abuse: Substance abuse for example drugs, alcohol etc. is common among some adults in Nigeria. Adults who indulge in excessive drug intake exhibit behaviour disorders which impede their effective functioning in any teaching and learning setting (Denga & Akuto, 2004).

Substance abuse incontestably could lead to violence, sexual coercion and other criminal behaviours. School social workers, could be relied upon to prevent and treat this behaviour disorder with its debilitating consequences.

Sexual Victimization: Sexual violence with its attendant debilitating consequences could rear its ugly head into adult education programmes. Victims of this social menace do loose out of such educational programmes.

Social Work Based Solutions to Disruptive Behaviours

Social workers perform numerous roles which are relevant to the restoration of social functioning of individuals in both formal and non-formal education settings. Among these essential roles listed by Sheafor et al (1991) cited in Olesin (2000:43) include:

- Client situation assessment: This means that the social worker is versatile and proficient in comprehending thoroughly and accurately the needs and abilities of the client/clients. This would facilitate a speedy resolution of issues which impede the effective academic functioning of clients such as adult learners.
- Resource assessment: The social worker in any social setting knows and guides clients on how to access available resources to meet the needs which militate against their desire to achieve their academic and career aspirations.
- Information finding: the social worker should be able to access, manage and disseminate relevant information to individual adult learners in order to improve their academic performance.
- Referral: There are some problems which fall outside the competence of the social worker even in formal and non-formal education settings. For instance health and legal related matters should be referred to appropriate agencies.
- Client advocacy: the social worker may employ aggressive strategies to secure help for clients or even adult learners who may be constrained by economic or social issues.
- Service system linkage: The social worker must consistently liaise with other agencies for proper coordination in order to improve the wellbeing of clients such as adult learners.

Also, Odejide (1999) recommends core-set life skills which are relevant to resolving the problems of adults in formal and non-formal education settings. Social workers are trained to imbue adults with the following competencies.

- Decision making: Ability to deal constructively with decisions concerning one's life.
- Problem solving ability to deal constructively with problems.
- Creative thinking: Ability to explore available alternatives and various consequences of one's action and non-actions.
- Critical thinking: Ability to analyze information and experiences in an objective way. Helps individual recognize and assess the factors that influence attitudes and behaviours, example, values, peer pressure and the media.
- Effective communication: Being able to express opinions, and desires, needs and fears. Being able to ask for advice and help in time of need.
- Interpersonal relationship skills: Help to relate in positive ways with the people one interacts with, example friends, classmates, facilitators, relatives and ending relationships in a constructive way.
- Self awareness: Recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes.
- Empathy: Ability to imagine what life is like for another person, even in a situation that we may not be familiar with.
- Coping with emotions: Involves recognizing emotions in ourselves and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately.
- Coping with stress: Recognizing sources of stress in our lives, recognizing how this affects us and acting in ways that help to control our levels of stress.

These various strategies are suggested which could enhance the academic achievement of adult learners in different adult and non formal education programmes. The above listed problem solving strategies are diagrammatically presented in table 1:

Table 1

Acquisition and application of social work related life skills for improved academic activities

	Level 1	level 2	level 3
Self awareness	Learning about "me as a special person"	Self control	My rights and responsibilities.
Empathy	Understanding how people are alike and learning to appreciate the differences between people	Avoiding and discriminating against people who differ	Caring for people with AIDs and other disabilities.
Interpersonal relationship skills	Learning to value relationships with friends and family	Forming new relationships and surviving loss of	Seeking support and advice from others in a time of need.

		friendships	
Communication	Basic verbal and non-verbal communication skills	Assertive communication in the face of peer pressure	Using assertiveness to resist pressure to do potentially health damaging activities (example, unprotected sex and taking drugs)
Critical thinking	Learning the basic processes in critical thinking	Making objective judgment about choices and risks.	Resisting media influence on attitudes towards smoking and alcohol.
Creative thinking	Developing capacities to think in creative ways	Generating new ideas about things that are taken for granted	Adapting to changing social circumstances
Decision making	Learning steps for decision making	Making difficult decisions	Decision making about important life plans
Problems solving	Basic steps for problem solving	Generating solutions for difficult problems or dilemmas	Conflict resolution
Coping with stress	Identifying sources of stress	Methods of coping in stressful situations	Coping in situations of adversity
Coping with emotions	Recognition of the expression of different emotions	Understanding how emotions affect the way we behave	Coping with emotional distress

Source: Odejide (1999) cited in Folaraanmi 1998:63-64

From the afore stated problem solving strategies, it is obvious that social work has numerous problem resolution processes since problem solving is its main focus.

However, it could be inferred from Boehm's (1968) assertions that all these problem resolution strategies are subsumed under two main functions of social work practice:

- i. Restoration – provision of resources and
- ii. Prevention of social dysfunctioning

Restoration is however categorized into two viz: curative and rehabilitative. Curative prevention is to eliminate factors which fuel breakdown of functioning such as behaviour disorders among adult learners.

Rehabilitative restoration recognizes and rebuilds interactional patterns. All these are related to the five areas of social work: case work, group work, community organization, administration and research. These core areas provide relevant services for improving the social functioning of adult learners in all educational settings.

Conclusion

The paper discussed diverse problems which interfere with the effective functioning of adult learners in formal and non-formal educational settings. An array

of social work based intervention strategies have been suggested. However, these social work services must be deliberately planned, properly streamlined and utilized for the utmost benefit of adults whose academic and career aspirations must not be undermined.

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INNOVATIVE APPROACHES TO SOIL CONSERVATION AND MANAGEMENT IN POST MILLENNIUM NIGERIA

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Abstract

Several studies in the 1990s estimated that 23 percent of global arable land had been degraded to the extent that it has limited its productivity. The complex processes that degrade, soils are nutrient removal, Salinization, water-logging, pollution and land development. Essentially, each process either removes economic system functions such as soils ability to sequester carbon dioxide, filter polluted air, provide habitat and function in the nitrogen, hydrologic and other bio geographical cycles. Most types of degradation are natural processes, but human ability speeds them up. Natural soil erosion is not necessarily a negative process but rather a complex process acting to sculpt the land over different temporal and spatial scales. Human-induced erosion is often many times faster and produces changes that render upland soils unsuitable for agriculture and downstream flood plains glutted with sediments. Accelerated erosion sets off a cascade of problems which includes nutrients and organic matter depletion, decreased infiltration, increased impact of floods and droughts and degradation of wet lands and water ways. Solving these problems involves countermeasures such as using the principles of conservation agriculture and of agro-forestry, different types of terraces etc. This paper examines among other things some innovative approaches to soil conservation and management in post millennium Nigeria.

Introduction

Although soil accounts for an almost insignificant fraction of the earth materials, it is one of the most significant resources in terms of its effect on life. Soil provides nourishment and physical support for plant life. It is the very base of the food chain that supports human existence. As such, soil is one of earth's most vital resources, but it is also one of earth's most abused.

Soil is defined in different ways for different purposes. Engineering geologists define soil very broadly to include all unconsolidated materials overlying bedrock. Soil scientists restrict the term soil to those materials capable of supporting plant growth; and distinguish it from regolith, which encompasses all unconsolidated material at the surface, fertile or not. Conveniently, the term soil implies little transportation from the soil that indicates matter that has been transported and re-deposited by wind, water or ice (Beach 1994). Soil is produced by weathering, a term that encompasses a variety of chemical, physical or biological processes acting to break down rocks. It may be formed directly from bedrock or from further break down directly from bedrock, or from further breakdown of transported sediment such as glacial till. According to Wild (1993), soil has the most central role in the earth's ecosystems. Soil is unique to the earth, as far as is known, because life is also unique to the earth. Soil is known because life is also unique to the earth. Soil is an ecosystem itself and is a part of all but the most extreme of other ecosystems on earth. Soil contains ecological niches, habitats, ecosystem functions, trophic levels, symbiosis and untold biodiversity. Soil is also the storehouse of fertility and water for plants, supporting the necessary nutrients, moisture, and physical medium for plants to grow. Moreover, soil does more for decomposition than other ecosystems. Its role in removing contaminants from infiltrating water is enormously important, and humans have harnessed this role for waste water treatment.

Since the dawn of agriculture, soil has been degraded by erosion, salinization, water logging, pollution, and desertification and land use changes. Soil is becoming more and more altered by human activities, but scientists know that soil degradation is both ancient and pervasive because anthrosols are found even in what were assumed to be pristine areas. Indeed, people now recognize that ancient cultures altered many soils for the better (Beneth & Chapline, 1998). Ironically however, human impacts on degradation, especially soil erosion, are ancient and devastating. Soil erosion is now the largest simple geomorphic agent on earth, with impacts as large at down stream and offsite locations in rivers and wetlands as an onsite location where detached particles and dissolved nutrients start their cascading impacts. All of this erosion occurred as crop yields and agricultural production increased significantly in the twentieth century. In developed nations, fertilizers have compensated for erosion on uplands, but these same fertilizers have compounded the damage to eroded soils downstream in channels, wetlands, lakes and estuaries. Channels have built up, floods and dredging have increased, ecosystem functioning have reduced and waters have evaporated (Kretch & Merchant, 2004).

According to Bridges (1990), all of the processes of soil degradation started seriously but several became noticeable by at least classical antiquity, and all increased dramatically after the industrial revolution. The obvious aspects of soil degradation for example, gullies and Salinization catch people's attention, but the insidious aspects-sheet erosion and nutrient removal are more important because they go unnoticed by most people. Farmers in Nigeria have become concerned about environmental impacts of soil degradation, which has led to a small but growing sustainable agriculture movement, along with billions of naira spent on soil conservation which determine if, like the poor, soil degradation will "always be with us".

Soil Erosion in Nigeria

Soil erosion is a naturally occurring process that affects all landforms. In agriculture, soil erosion refers to the wearing away of a field's topsoil by the natural physical forces of water and wind or through forces associated with farming activities such as tillage (Waugh, 1995). Erosion, whether distinct actions: soil detachment, movement and deposition. Top soil which is high inorganic matter, fertility and soil life is relocated elsewhere "on-site" where it builds up over time or is carried "off-site" where it fills in drainage channels. Soil erosion reduces cropland productivity and contributes to the pollution of adjacent watercourses, wetlands and lakes.

In recent years, there has been an increase in overall kinds of activities that may increase soil erosion in places other than farms and cities. One is strip mining, which leaves behind readily erodable piles of soil and broken rocks, at least until the land is reclaimed.

The major cause of soil erosion in Nigeria is the removal of the natural vegetation cover, leaving the ground exposed to the elements. The most serious of such removals is deforestation. The loss of trees resulting from population growth and the extra need for farmland and fuel wood, means that the heavy rains, when they do occur, are no longer intercepted by the vegetation. Rain splash loosens the top soil and prepares it for removal by sheet erosion. Water flowing over the surface has little time to infiltrate into the soil or recharge the soil moisture store. Where the water evaporates, a hard crust may form, making the surface less porous and increasing the amount of surface runoff. More topsoil tends to be carried away where there is little vegetation because they are neither plant roots nor organic matter to bind it together. Small channels or rills may be formed which, in time, may develop into large gullies making the land useless for agriculture. Even where the soil is not actually washed away, heavy rain may accelerate leaching and remove nutrients and organic matter at a rate faster than that at which they can be replaced by the weathering of bedrock or vegetation (Canson & Plummer, 2008).

Overgrazing, especially in the savanna areas of Nigeria accelerates soil erosion. Many African tribes have long measured their wealth in terms of the numbers, rather than the quality of their animal herds. As the human population of

these areas continue to expand rapidly, so too do the numbers of herbivorous animals to support them. This almost inevitably leads to overgrazing and the reduction of grass cover. When new shoots appear after the rains, they are eaten immediately by cattle, sheep, goats and camels. If the grass cannot re-establish itself, the land is denuded of vegetation and exposed to rain and wind. Under this condition, acute soil erosion can take place.

The burning of vegetation initially provides nutrients for the soil but once these have been leached by the rain or utilized by crops; there is little replacement of organic material. Bush burning is practiced in some rural areas in Nigeria. Small plots are cleared by fire which destroys the original forest, leaving the barren surface to be acted on by erosional forces. According to O'Hare (2000), it is easier to plough up and down a slope than to follow the contours and thus many farmers grow their crops slope-wise. Ploughing up and down-hill creates furrows. After rain, water runs down the furrows which form ready-made channels. Loose soil is carried down the hill and erosion is accelerated by the force of gravity so that the channels are deepened and widened to form gullies.

In places where there is a rapid population growth, land which was previously allowed to fallow now has to be cultivated each year. If so many crops are grown on the same land year after year without adequate replacement of the plant nutrients, the soil is bound to suffer. Yields will deteriorate until it is no longer economic to use the land.

Subsequently, if all the soil in an area is lost, farming clearly becomes impossible. Even while some remains, however, the present rapid erosion rates are cause for concern. The top soil with its higher content of organic matter and nutrients is especially fertile and suitable for agriculture and it is the top soil that is lost first as the soil erodes. Considering the nutrients now being lost could save billions of dollars annually in fertilizers cost. In addition, the organic matter-rich topsoil usually has the best structure for agriculture - it is more permeable, more readily infiltrated by water, and retains moisture better than soil layers.

Soil erosion from cropland leads to reduced crop quality and reduced agricultural income-even when the nutrients required for adequate crop growth are added through fertilizers. Other chemicals that contribute to the nutritional quality of the food grown may be lacking. In other words, the food itself may be less healthful. Also the soil eroded from one place is deposited, sooner or later somewhere else. If a large quantity is moved to other farmlands, the crops on which it is deposited may be saturated or destroyed, although, small additions of fresh top-soils may enrich cropland making it more productive.

A subtle consequence of soil erosion in some places has been increased persistence of toxic residue of herbicides and pesticides in the soil. The loss of nutrients and organic matter through topsoil erosion may decrease the activity of soil microorganisms that normally speed the breakdown of many

toxic agricultural chemicals. Many of these chemicals which contribute significantly to water pollution, also pollute soils (Benneth & Chapline, 1998).

Another major soil erosion problem is sediment pollution. In the United States about 750 million tons per year of eroded sediments end up in lakes and streams (Birkland, 1990). This decreases the water quality and may harm wildlife. The problem is more acute when those sediments contain toxic chemical residues, as from agricultural herbicides and pesticides. The sediment is then both a physical and a potential chemical pollutant. A secondary consequence of this sediment load is the infilling of stream channels and reservoirs, restricting navigation and decreasing the volume of reservoirs and thus their usefulness for their intended purposes, whether for water supply, hydro-power or flood control. It is then both a physical and a potential chemical pollutant. A secondary consequence of this sediment load is the infilling of stream channels and reservoirs, restricting navigation and decreasing the volume of reservoirs and thus their usefulness for their intended purposes, whether for water supply, hydro-power or flood control.

Soil Conservation

Clarke (1991) defines soil conservation as the prevention of soil erosion or reduced fertility caused by overuse, acidification, salinization or other chemical soil contamination, slash and burn, and other unsustainable methods of subsistence farming. It is a combination of practices used to protect the soil from degradation. Soil conservation involves treating the soil as a living ecosystem. This means returning organic matter to the soil on a continual basis.

Because most organisms in the soil depend on dead plants and animal matter for their food and energy, soil conservation requires that organic matter be returned to the soil on a continual basis. Organic matter is what provides good soil structure and water holding capacity, provides water infiltration, and protects the soil from erosion and compaction.

In addition to preserving soil life and organic matter, the other principles of soil conservation are to manage surface runoff, protect bare exposed soil surfaces, and highly susceptible sites and protect downstream water courses from sedimentation and pollution.

The essence of practicing soil conservation is to:

- i. Maintain an adequate amount of organic matter and biological life in the soil.
- ii. To ensure a secured food supply at reasonable prices.
- iii. To save farmers and consumers money
- iv. To improve water quality.
- v. To improve wild life habitat
- vi. For aesthetic reasons
- vii. To help create an environment free of pollution where we can live safely.

viii. For the future of our children, so that they may have enough soil to support life.

Soil Conservation and Management Techniques'

Innovative techniques for improved soil conservation and management includes: contour ploughing, terracing, Keyline design, perimeter runoff control, windbreaks, cover cropping/crop rotation, soil conservation farming, salinity management, soil organisms protection, mineralization, strip cropping, checking overgrazing, afforestation and the use of retention and infiltration ditches.

Contour Ploughing

Contour farming orients crop furrows following the contour lines of the farmed area. Furrows move left and right to maintain a constant attitude, which reduces runoff. Contour farming was practiced by ancient Phoenicians, and is effective for slopes between two and ten percent. Contour ploughing can increase crop yields from 10 to 50 percent, particularly as a result from greater soil retention (Courtney, 1994).

Terracing

Terracing is the practice of creating nearly level areas in a hillside area. The terraces form a series of steps, each at a higher level than the previous. Terraces are protected from soil erosion by soil other than barriers. Terrace farming is more common on small farms and in undeveloped countries, since mechanized equipment is difficult to deploy in the setting.

Keyline Design

Keyline design is an enhancement of contour farming, where the total washed properties are taken into account in forming the contour lines.

Perimeter Runoff Control

Trees, shrubs and ground — cover are effective perimeter treatment for soil erosion prevention by impeding surface flows. A special form of this perimeter or inter-row treatment is the use of a "grass way" that both channels and dissipates runoff through surface runoff and encouraging infiltration of the slowed surface water.

Windbreaks

Windbreaks are sufficiently dense rows of trees at the windward exposure of an agricultural field subject to wind erosion. Evergreen species provide year-round protection; however, as long as foliage is present in the seasons of bare soil surface, the effect of deciduous trees may be adequate.

Cover Crops/Crop Rotation

Cover crops such as legumes, white turnip, radishes and other species are rotated with cash crops to blanket the soil year — round and act as green manure that replenishes nitrogen and other critical nutrients. Cover crops also help suppress weeds.

Soil-Conservation Farming

Soil conservation farming involves no till farming, “green manures” and other soil — enriching practices. Such farming methods attempt to mimic the biology of virgin land. They can revive damaged soil, minimize erosion, and encourage plant growth, eliminate the use of nitrogen fertilizers or fungicides, produce above-average yields and protect crops during droughts or flooding. The result is less labour and lower costs that increase farmers' profits. No till farming and cover crops act as a sink for nitrogen and other nutrients. This increases the amount of soil organic matter.

Repeated ploughing/tilling degrades soil, killing its beneficial fungi and earthworms. Once damaged, soil may take multiple seasons to fully recover, even in optimal circumstances (Birkland, 1998). Critics argue that no till and related methods are impractical and too expensive for many growers, partly because it requires new equipment. They cite advantages for conventional tilling depending on the geography, crops and soil conditions. Some farmers claim that no-till complicates weed control, delays planting and that post-harvest residues, especially for corn, are hard to manage (Money, 1998).

Salinity Management

Salinity management in soil is caused by irrigating with salty water. Water then evaporates from the soil leaving the salt behind. Salt breaks down the soil structure, causing infertility and reduced growth. The ions responsible for salinization are sodium, potassium, calcium, magnesium and chlorine. Salinity is estimated to affect about one third of the earth's arable land. Soil salinity adversely affects crop metabolism and erosion usually follows. Salinity occurs on dry lands from over irrigation and areas with shallow saline water tables.

Over irrigation deposits salts in upper soil layers as a by-product of soil infiltration; irrigation merely increases the rate of soil deposition. The best known case of shallow saline water table capillary action occurred in Egypt after the 1970 construction of the Aswan Dam. The change in the groundwater level led to high soil concentrations in the water table. The continuous high level of the water table led to soil salinization.

Use of humic acid may prevent excess salinization especially given excessive irrigation. Humic acids can fix both anions and cations and eliminate them from root zones. Planting species that can tolerate saline conditions to produce surface cover

and preserve soil salinity can be reduced. Salt tolerant plants include salt bush, a plant found in much of North America and in Mediterranean regions of Europe.

Soil Organisms Protection

When worms excrete egesta in the form of cast, a balanced selection of minerals and plant nutrients is made into a form accessible for root uptake. Earthworm casts are five times richer in available nitrogen, seven times richer in available phosphate and eleven times richer in available potash than the surrounding upper 150 millimeter of soil (Knapp, 1991). The weight of casts produced may be greater than 4.5kg per worm per year. By burrowing, the earthworm improves soil porosity creating channels that enhance the process of aeration and drainage.

Other important soil organisms include nematodes, mycorrhizae and bacteria. Degraded soil requires synthetic fertilizer to produce high yields. Lacking structure increases erosion and carries nitrogen and other pollutants into rivers and streams. Each one percent increase in soil organic matter helps soil hold 20,000 gallons more water per acre.

Mineralization

To allow plants full realization of their phytonutrient potential, active mineralization of the soil is sometimes undertaken. This can involve adding crushed rock or chemical soil supplements. In either case the purpose is to combat mineral depletion. A broad range of minerals can be used, including common substances such as phosphorus and more exotic substances such as zinc and selenium. Extensive research examines the phase transition of minerals in soil with aqueous contact. Flooding can bring significant sediment to an alluvial plain. While this effect may not be desirable if floods endanger life or if the sediment originates from productive land, this process of addition to a flood plain is a natural process that can rejuvenate soil chemistry through mineralization and macronutrient addition.

Strip Cropping

Crops may be cultivated in alternate strips, parallel to one another. Some strips may be allowed to lie fallow while in others, different crops may be sown e.g. grains, legumes, small tree crops, grass etc. various crops ripen at different times of the year and are harvested at intervals. This ensures that at no time of the year the entire area is left bare or exposed. The tall growing crops act as wind breaks and the strips which are often parallel to the contours help in increasing water absorption by the soil by slowing down run-off (Van, 1995).

Checking overgrazing

Overgrazing of forest and grasslands by animals, especially by goats and sheep, should be properly checked. Separate grazing grounds should be earmarked and fodder crops should be grown in larger quantities. Animals freely move about in the fields for grazing and spoil the soil by their hoofs which lead to soil erosion. This should be avoided.

Aforestation

The best way to conserve soil is to increase area under forest. Indiscriminate felling of trees should be made to plant trees in new areas. A minimum area of forest land for the whole country that is considered healthy for soil and water conservation is between 20 to 50 percent but it was raised to 33 percent. The proportion being 20 percent for the plains and 60 percent for hills and mountainous areas.

Use of retention and infiltration ditches

Retention ditches are dug along the contour. They catch and retain incoming run-off and hold it until it seeps into the ground. They are an alternative to cutoff drains when there is nearby waterway to discharge the runoff into. They are often used to harvest water in semi-arid areas. Infiltration ditches are one way of harvesting water from roads or other sources of runoff. They consist of a ditch 0.7 — 1.5m deep, dug along the contour, upslope from a crop field. Water is delivered from the end. Water trapped in the ditch seeps into the soil — on soils with an impervious layer (such as hardpan) below the surface. The water does not sink straight down into the soil, instead, it moves downslope just below the surface, towards the crops in the field.

Conclusion

Soil erosion remains a key challenge for Nigerian agriculture. Many farmers have already made significant progress in dealing with soil erosion problems on their farms. However, because of continued advances in soil management and crop production technology that have maintained or increased yields in spite of soil erosion, others are not aware of the increasing problem on farmland. Awareness usually occurs only when property is damaged and productive areas of soil are lost.

The increase in extreme weather events predicted with climate change will magnify the existing water and wind erosion situation and create new areas of concern. Farmland must be protected as much as possible with special attention to higher risk situations that leave the soil vulnerable to erosion. Our peasantry is not fully aware of many benefits of soil conservation, and neglecting the soil is like killing the hen that lays the golden eggs. Soil conservation measures should aim at preventing or at least minimizing the soil's loss. In order to do this, proper land utilization coupled with agricultural practices should be adopted.

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**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) RESOURCES:
PANACEAS FOR SUSTAINABLE POVERTY ERADICATION AND
DEVELOPMENT IN NIGERIA**

BY

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Abstract

Poverty amid plenty is the greatest challenge facing most African countries, Nigeria inclusive. Men and women in poverty use diverse coping mechanisms conditioned by their access to various support systems. Governments and people around the world have started appreciating the ability of ICT to stimulate rapid development in all sectors of the economy. ICT is redefining the way we do almost everything and it is a ready tool for all strata of society. They are a “tool for development”, not a “reward for development”. They have the potential to empower billions of people; to enable sustainable development, and enhance human dignity. They can offer new access to education for and by the people even in the most remote regions; bring improved health care; help eradicate poverty, empower men and women, and build sustainable communities. They must be harnessed to the goal of globally sustainable development. This paper makes an overall presentation of the role that ICTs resources is playing in poverty eradication and in promoting sustainable development, and discuss other strategies the government and other stakeholders can adopt to make it more effective.

Key Words: *ICTs, Poverty and Poverty Eradication, and Sustainable Development*

Introduction

Over the years the role of ICTs, both established (radio, television, video, compact disc) and emerging (wireless, Internet, broadband), as a powerful if not indispensable tool in the massive scaling up and inter-linkage of development interventions and outcomes inherent in this objective has become recognized. ICTs offer enormous opportunities to narrow social and economic inequalities and support sustainable local wealth creation by overcoming obstacles of geographic isolation, lack of access to information and challenges in communication. Recent developments in technologies, reduction in prices, greater availability of networks and a more user friendly approach to technologies have strengthened these roles.

The potential of information as a strategic development resource should be incorporated as a routine element into the development planning process and for poverty eradication. But many people in developing countries like Nigeria especially the poor in rural areas who are still struggling to address their basic human needs, the endemic problem of poverty, illiteracy etc believe that ICTs are making no difference to their lives. Supported by this finding is the World Bank Report (2005) that states that unlike in other services, ICTs are also failing poor people in many ways. In the light of this, it is imperative that we address the following questions: How and in what ways can ICTs help poor people and those who are socially excluded? How can ICT-based development strategies and policies be made more accountable to the special needs of the disempowered? What are the connections between ICT and the government anti- poverty measures? What are the areas that are likely to create opportunities for the use of ICTs where they have the maximum potentials to benefit the poor? These questions and some others serve as an impetus for this paper.

ICT has the potential to power development and eradicate poverty and is a veritable weapon for promoting human development and accelerating economic growth. According to the UNDP, the socioeconomic impact of the knowledge and information revolution derived from ICT has been compared to the industrial revolution, providing nations and individuals alike an unprecedented opportunity to accelerate economic growth, promote human development and eradicate poverty.

The Concept of Information and Communications Technology (ICT)

The term information and communications technology (ICT) was introduced in the early 1990s to replace that of information technology (IT) in recognition of the communicating abilities and facilities offered by the computer. However, while most people adopted the term ICT, people in higher education used the term communication and information technology (C & IT) to refer to the same concept. ICTs refer to any electronic means of capturing, processing, storing and disseminating information. ICT is a combination of information technology (IT) and communication technology (CT). The former involves the processing and packaging of information, while the latter is concerned with the interaction, exchange and linkage with information and data bases between users via networking. The coverage of ICT goes beyond such activities as programming, networking and analyzing. It enables the usage of computers and related tools to enhance the quality of products, labour productivity, international competitiveness and quality of life.

The term Information and Communication Technology (ICT) springs from the convergence of telecommunication, computing and broadcasting through the use of digital information. It covers any products that will store, retrieve, manipulate, transmit and receive information electronically in a digital form. Information and Communication Technology comprehends technologies that can process different kinds of information i.e. voice, video, text, data and facilitates different forms of

communications among humans and among information systems. The telecommunication infrastructure plays an important role to boost the development of a country in this information society. The advent of ICT brings all the citizen of this planet close together and has a quicker access to all the information and benefits that the world may have. Information and Communication Technology (ICT) encompasses the broad fields of information and communications by means of computer and telecommunication tools are being increasingly used for organizational/personal information processing in all sectors of economy and the society as a whole.

The term ICT covers a whole range of applications, techniques and systems (Clarke, 2006). Lallana and Margaret (2003) clearly opine that ICT “refers to a broad field encompassing computers, communications equipment and the services associated with them.” ICT is not just considered as applications and systems but also as skill for life. In this sense it is regarded in line with literacy and numeracy as a fundamental skill which every individual needs so as to live “confidently, effectively and independently in a modern society (Clarke, 2006). According to the ICT Development Indices Report for 2004, South Asian and African Countries have a considerable way to go in connectivity and ICT diffusion. This very low level of penetration in developing countries includes a lack of awareness of what these technologies can offer, absence of adequate legal and regulatory frameworks, shortage of requisite human capacity, failure to develop local language content and a lack of entrepreneurship and business culture open to change, transparency and social equality.

ICTs are seen as a critical resource in the promotion of socio-economic development, with a potency to alleviate poverty (Gopalakrishna, 2005). However ICTs should not be seen as a panacea for all development problems. Although multidimensional as ICTs offer the potential to share information across traditional barriers, to give a voice to traditionally unheard peoples, to provide valuable information that enhances economic, health and educational activities, they are particularly effective only when used appropriately as part of an overall development strategy.

Contributions of ICTs in the Enhancement of Socio-Economic Livelihood of Nigerians

ICTs are often viewed as near-magic solutions to problems. They are extremely powerful tools that have proven useful in many areas of Nigeria. Traditional media and new ICTs have played a major role in diffusing information to poor living in rural communities. Although little empirical evidences of the benefits of ICTs in Nigeria are found in literatures, there are great potentials of ICTs as tools for enhancing people’s daily lives whether by increasing access to information relevant to their economic livelihood, better access to other information sources; healthcare, transport, distance learning or in the strengthening of kinship. The result from many

studies showed that, the most common of the ICTs related to poverty alleviation programs in Nigeria are telephone and radio. While other commonly uses of traditional media include: Print, video, television, films, slides, pictures, drama, dance, folklore, group discussions, meetings, exhibitions and demonstrations (Munyua, 2000). The use of computers or the Internet is still restricted to very few people living in urban centres. ICTs have the potential to broaden and enhance access to information and communication resources for remote rural areas and poor communities, to strengthen the process of democratization and to ameliorate the endemic problem of poverty (Norrish, 2000).

With the privatization of the Nigeria Telecommunication system, mobile phones are increasingly becoming affordable by average Nigerian (the poor), and they help to overcome rural isolation and make communication easier. The wireless technologies have entered remote rural areas thereby reducing the reliance on costly fixed telephone infrastructures. In many rural areas, over 50% of households make regular use of the telephone when compared with few years ago when the figure was less than 5%. Such accessible communications are now been used for family contact, reduction of the necessity for trips, access to government services, and much more. Both radio and telephone are now operating in Nigeria regardless of the language spoken and do not require literacy, which helps in explaining the exceedingly high utility and utilization of both. The Internet-based communications is however found to remain the least effective in majority of the rural areas of Nigeria because the resource thresholds are far higher, typically requiring higher-quality communications, electricity, technology infrastructure, and literacy in a computer-supported language.

ICTs are also found as tools that open new opportunities and new threats (often by virtue of each other). They have a far more enabling role in building the capacity of the intermediary institutions that work for poverty, rather than directly affecting poor themselves. ICTs have the greatest potential to act as a facilitator for specific development initiatives such as the cassava, rice initiative programmes that are currently operational at grass roots in Nigeria. Access to ICTs provides information on prices, markets, technology, and weather to the poor farmers. Community-based telecentres have the potential to empower rural communities and facilitate socio-economic developments in agriculture. It uses selected ICTs (e-mail, Internet, phone, radio, TV, print) to accelerate the wider delivery of appropriately packaged agricultural information and other relevant information useful for the poor.

ICTs offer information and knowledge, which are critical components of poverty alleviation strategies; they make available easy access to huge amounts of information useful for the poor. Through the new technology, particularly networked Internet technologies, anyone can find almost anything. There are fewer secrets, and fewer places to hide. Educated but poor farmers and traders in Nigeria are now promoting their products and handle simple transactions such as orders over the web with payment transactions for goods being handled off-line (O'Farrell, C.,

Norrish, P. and Scott, A., 1999). Evidence has also shown that even though trading online is not a common practice by the poor Nigerian; the technology is cheaper and faster than paper-based medium, telephone or fax. Electronic-commerce enables entrepreneurs to access global market information and open up new regional and global markets that fetch better prices and increase earnings.

The lack of adequate healthcare is one of the most onerous aspects of poverty. There has been significant focus on using ICTs to actually deliver healthcare (telemedicine) and as a way of educating people on health issues in Nigeria. For instance, preventive measures of AIDS and current incidents of bird flu and swine flu are communicated to the poor through television, Internet, radio, posters etc. However, there are other uses of technology, which have the potential for revolutionary improvements in the delivery of healthcare. In most cases, the technology is being used in its simplest forms to aid in the collection, storing and retrieval of data and information.

ICTs have assisted Nigeria in the reduction of unemployment rates at national, urban and in rural areas of Nigeria. Through the establishment of rural information centers in most parts of the country, ICTs have created employment opportunities in rural areas by engaging telecentre managers, subject matter specialists, information managers, translators and information technology technicians. Such centers have helped to bridge the gap between urban and rural communities and reduce the rural-urban migration problem. The centers have also provided training and those trained have now become small-scale entrepreneurs in their respective areas. Thousands of the poor Nigerian has also benefited from telephone service through sales of either accessories or Telephone calls (make calls, receive calls).

Sound decision-making is dependent upon availability of comprehensive, timely and up-to-date information. Food security problems facing Nigeria demonstrate the need for informed researchers, planners, policy makers, development workers and farmers. Information is also needed to facilitate the development and implementation of food security policies. Introduction of mobile phone in Nigeria has helped in transmitting information to and from rural inaccessible areas.

ICTs have helped in the empowerment of a number of rural communities in Nigeria and give them "a voice" that permits them to contribute to the development process. With ICTs, many rural communities acquire the capacity to improve their living conditions and become motivated through training and dialogue with others to a level where they make decisions for their own development (Balit 1998). According to the ILO (2001), ICTs have assisted significantly in socio-economic development of many poor Nigerian.

In Nigeria, the ICTs have also helped to impact on the livelihood strategies of small-scale enterprises and local entrepreneurs as well as in the enhancement of various forms of social capital. ICTs initiative is part of existing social interactions;

they reduce the friction of space not the importance of place (Hampton 2004). The technologies have been viewed as part of a complex ecology of communication tools that enable local social interactivity. For instance, the Internet is a tool for maintaining social relations, information exchange, and increasing face-to-face interaction, all of which help to build both bonding and bridging social capital in communities (Kavanaugh and Patterson, 2001). ICT initiatives play a significant role in developing and sustaining local social ties and stronger ties are characterized by broader media usage (Haythornthwaite, 2005).

New ICTs (like computers, satellites, wireless one-on-one communications, including mobile phones, the Internet, e-mail and multimedia) though not commonly used by majority in Nigeria as compared with the old ICTs (like radio, television, land-line telephones and telegraph) and really old ICTs (like newspapers, books and libraries) have the potential to penetrate under-serviced areas and enhance education through distance learning. The new ICTs facilitate development of relevant local content and faster delivery of information on technical assistance and basic human needs such as food, agriculture, health and water. Farmers can also interact with other farmers, their families, neighbors, suppliers, customers and intermediaries and this is a way of educating rural communities. The Internet can also enable the remotest village to access regular and reliable information from a global library (the web). Different media combinations are used in different cases through radio, television, videocassettes, audiocassettes, video conferencing, computer programmes, print and CD-ROM or the Internet (Truelove 1998). Rural areas also get greater visibility by having the opportunity to disseminate information about their community to the whole world.

ICT and Anti-Poverty Measures in Nigeria

ICTs have been used as an integral part within the framework of the government policy plans on poverty alleviations programmes in Nigeria. Most government poverty alleviation programmes through ICT (such as radio, newspaper, mobile phone etc) are now been communicated to the very poor the programmes are meant for. Monitoring of poverty alleviation programmes, feedback from the beneficiaries/non-beneficiaries is now been done through ICTs such as "radio weekly link programme" "Governors' monthly charts" etc. At the national, States and local level in Nigeria people can express their views on the performance of government anti-poverty programmes chatting with the president, governors or the local government chairpersons as well as officers directly in charge of the execution of such programmes.

In addition, anti-poverty measures introduced through the use of ICT has been able to generate substantial amount of employment through the use of mobile phone by many Nigerian to sustain a living. In a field survey conducted by Obayelu and Ogunlade (2006) on 50 call centers operators, it was discovered that there are many call centers in villages and towns mostly operated by people between age

distributions of between 20-29 years (38%), mostly women with secondary/post-secondary education in Nigeria. Some of these people run shops for the sale of Global System of Mobile (GSM) accessories as a major form of occupation as means of self-employment as well as a means of sustaining livelihood (80% and 84% respectively). Past studies have shown that over 2,000 persons are directly employed by GSM operators and an estimated of 40,000 Nigerians are benefiting from indirect employment generated by GSM operators in Nigeria (Ndukwe, 2003). ICTs have also assisted in the area of micro-credits finance and cooperatives. Farmers are now organizing cooperatively to manage their access to market as an alternative to being at the mercy of powerful buyers. Credits are now easily made available to the poor for a better quality of life through such social groups and ICTs. Through the use of ICTs such as the GSM telephone, transaction costs of many Nigerian who are poor have drastically been reduced. People make called before traveling and for business transaction. The technology has led to increase service innovation, efficiency and productivity.

Further Strategies for Effective Use of ICTs for Development

ICTs should also be geared towards capacity and capability building. Capacity building seems to vary according to the user, but there appears to be no doubt that ICTs can help achieve it. Capacity building refers to developing an organization's (or individual's) core skills and capabilities to help it (him/her) achieve its (his/her) development goals. This definition suits the context of ICTs well as it assumes knowledge of the existence of development goals without which ICTs are unlikely to be of much value. The full realization of the potential of ICTs requires skills, training, individual and institutional capacity among the users and beneficiaries.

But the key question for poverty alleviation seems to be whether ICTs can build the capacity of the poorest people to achieve whatever goals they may have. If you are illiterate, destitute, disabled, malnourished, low caste, homeless and jobless, will ICTs help? The most likely scenario is that these very poor people will receive assistance from organizations and institutions that use ICTs and whose programmes specifically target them as beneficiaries.

ICTs in the form of multimedia community centres/telecentres, especially at the rural level can act as a nodal point for community connectivity, local capacity-building, content development and communications, and serve as hubs for applications, such as distance education, telemedicine, support to small, medium-sized and micro-credit enterprises, promotion of electronic commerce, environmental management, and empowerment of women and youth. Where such services have a pro-ultra-poor strategy, then the benefits of ICTs can be directed to them.

Focusing on the use of ICT alone does not lead to development and sustainable poverty alleviation in Nigeria. However, the most effective route to achieving substantial benefit with ICTs is to concentrate on re-thinking development activities by analyzing current problems and associated contextual conditions, and

considering ICT as just one ingredient of the solution. Application of ICTs for poverty should always begin with a development strategy. From that, an information plan can be derived and only out of that should come a technology plan. In doing this bottom-up, demand-driven should be followed; gender and the poor to be empowered must be allowed to appreciate the needs while they must be alleviated by allowing them to express their developmental needs, that is, they should be allowed to construct their own agenda for ICT-assisted development, prior to introducing the technology.

Government should also realize that eliminating the problems that the digital divide represents requires more than the provision of access to technologies. According to the ILO, ICTs can contribute significantly to socio-economic development, but investments in them alone are not sufficient for development to occur (ILO, 2001). That means that telecommunications is a necessary but insufficient condition for economic development. Application of ICT is a necessary but not sufficient resource to address problems of the poor that mostly reside in the rural areas of Nigeria without adherence to principles of integrated rural development. So, unless there is minimal infrastructure development in transport, education, health, and social and cultural facilities, it is unlikely that investments from ICTs alone will enable rural poor in Nigeria to cross the threshold from decline to growth.

The digital divide then goes beyond access to the technology and can be expressed in terms of multiple dimensions. If Nigeria wishes to share the benefits of access to technology, further provisions have to be implemented in order to address all the dimensions of the digital divide. These include a variety of societal concerns to do with education and capacity building, social equity, including gender equity, and the appropriateness of technology and information to its socio-economic context. The poor people must understand digital divide and they must be thought to use and have access to ICTs.

In order for Nigeria to be economically competitive, politically stable, and socially secure, there is the need to utilize technology in making advances in health, politics, education, business, agriculture, consumer goods, national security and poverty reduction. The country needs to focus its attention on the development, access, and implementation of ICTs both in the rural area where majority of the poor resides and in the urban centers. Formation of women association, farmers' associations and Community-based organizations at rural areas will act as training centres and access points for ICTs. From such group, the poor will be thought on how to use computers for word processing, making complex calculations and tables of their work plans and income and expenditure. The access points will also play the role of information centres where price lists, weather forecasts will be available in any form either as print, digital, audio, video form.

Recommendations for Effective Deployment of ICT Resources for a Sustainable Development

To achieve the aforementioned possibilities of using ICT resources for a sustainable development in general, and in Nigeria in particular, the following are further recommended:

- a) The problem of access to electricity in most rural areas of Nigeria and its irregular supply in the urban centres must be solved through the promotion, generalization and better understanding of the technology of local solar or biofuel supply system. While the latter can feed a small-scale local alternate current (AC) generator eventually connected to the grid, the solar cell system does not have to feed a storage-inversion system to generate AC; it can feed the computer directly with low-voltage direct current (DC);
- b) Sustainable poverty reduction strategy should not focus narrowly on gender and ICT. They should be seen as essential component of poverty reduction process where both gender are carried along.
- c) A tele-centre that is designed to support community development should be stressed by Nigeria government and in accordance with Collen (2000), it should be aggressive and creative in localizing its knowledge and information resources. Locations for telecentres must be carefully selected, and should take into consideration the level of potential demand for communication and information services from a large number and wide range of users, its proximity to other organizations and institutions, infrastructural considerations and socio-cultural issues (Anderson 1999). The information systems established should be multi-sectoral (agricultural research, extension, training and education, and health).
- d) In most rural areas in Nigeria with a greater proportion of the poor and where the infrastructure is not yet developed, the internet could be used from a central point (telecentre) for online broadcasting and for dissemination and exchanging relevant information to them.
- e) Nigerian governments should formulate national strategies to narrow knowledge gaps, including those for technology acquisition and distribution, education and training and expanding access to technologies through its economic reform of deregulation and privatizations.
- f) Government must continue with its liberalization policies in the telecommunication sectors to attract more private sector investment in the ICT development and utilization as it has done for the makers of "Zinox" computers. This will make ICT more accessible and cheaply. The policies must also be consistent, stable, and investment friendly.
- g) The moribund rural telephony project must be resuscitated and doggedly implemented to bring the ICT revolution and its potentials to rural areas where the majority of Nigerians live and work to ensure the country's survival. Access to information is part of empowerment of the rural masses.

- h) There is the need for the Government to make ICT the hub of the Policy wheel, to link the various sectors and absorb the cost at the initial stage of implementing the Policy.
- i) There is a need to extend the monitoring, evaluation and documentation of successful and unsuccessful applications of ICTs for poverty alleviation and to develop models for identifying strategic future investments and programmes.
- j) It is necessary for the Government to encourage locally assembled computers to enable more people to get access to the ICTs at a reasonable cost.
- k) The information needs of various users should be identified in order to develop user-specific, locally sensitive content and applications. The role of civil society and the private sector become very important in this identification process. It is important for the policy on ICT to take into account training of disadvantaged people to harness their potential for the National interest.
- l) There is the need for the Government to focus on the introduction of ICT into its educational systems from the Basic level to the Tertiary level. The revision of the curriculum of these institutions should be designed in such a way as to meet the needs of the country. This will make the children to be used to the use of ICTs and prevent them from entrance into poverty in future through their access to opportunities that can fetch them jobs. The necessary ICT resources must be available in the educational institutions to facilitate the teaching and learning of ICTs in the country's institutions.
- m) The Government must address in the Policy issues relating to the duties and taxes paid on computers and accessories to make it affordable to most people to spread the literacy rate. Investment and policy structures to stimulate initial demand for ICTs should be put in place.
- n) There is the need for the Legal and Regulatory framework to ensure that the telecommunication operators follow required standards and provide quality service to customers.
- o) The general telecommunication facilities in the country must be improved and spread to all the districts, towns and villages in the country since the spread of ICT would rely heavily on this facility.
- p) There is the need to address policy issues relating to Human Resource Development. It is important for all employers to re-train their staff to make them ICT literate and a must for all new employees.
- q) There is a need to develop ICT strategies for rural areas taking into consideration differences in languages, culture, socio-economic conditions and infrastructure. There is also a need to encourage the private sector to invest in the design of ICTs appropriate for use in rural areas.
- r) ICT has not been given appropriate attention in the Nigeria yearly budget. To sustain poverty alleviation using ICTs, a portion of revenue from telecommunications should be used to support and promote the expansion of ICT infrastructure in rural areas.

- s) The socio-economic context should be integral to the design of ICT projects. Local initiatives should be encouraged to explore the opportunities presented by ICTs and incorporate participatory communication and learning processes.
- t) There is the need for a constant and painstaking review of the poverty eradication policies in order to make them relevant to the contemporary realities through the use of ICT.

Conclusions

Since ICT has become one of the most important channels through which a nation can impact on its citizens, there is no doubt that it can be used to drive sustainable development and eradicate poverty. The penchant for ICT usage in ameliorating poverty and in promoting a sustainable development cannot be overemphasized and government in partnership with concerned stakeholders should use every available opportunity to eradicate poverty through the deployment of ICTs and the provision of the right infrastructures to fight the unending scourge of poverty and under-developments.

The challenge of using ICT as a tool for development in Nigeria has been a great one. However, we are grateful that the paradigm shift is taking place and we are very hopeful for the future.

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COUNSELLING YOUTH FOR EMPLOYMENT AND ENTREPRENEURSHIP DEVELOPMENT

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Abstract

The importance of youth employment and entrepreneurship development in every society cannot be over-emphasized. When youths are not gainfully employed or committed to a business, they become vulnerable to criminality. Therefore, provision of effective counselling most especially vocational counselling that will emphasize career decision making, work preparation, job search and possibility of self employment is necessary to reduce unemployment and dependence on government job. It was recommended amongst others that government should provide essential facilities including human and material resources, workshops and in- service training to maximize both input and output of guidance counsellors for entrepreneurship education, the need for counsellors to be aware of their responsibilities toward creating a psychologically conducive environment for youths re-orientation that will stress the effects of crime, the need for honest livelihood and need for acquisition of skills to maintain their life.

Keywords: *Counselling, Youth, Employment, Entrepreneurship and Development*

Introduction

For over a decade, Nigeria has been confronted with massive unemployment crisis. Hundreds of thousands of university graduates are roaming the streets without jobs. The rate of youth unemployment in the country is alarming, particularly, in the face of the current global jobs crisis. Available figures from the Nigeria Bureau of Statistics put the current youth unemployment rate at over 25 percent and the enormity of the crisis of youth unemployment is however not being properly confronted with the necessary tools to reduce the scourge by encouraging the youth to become successful small scale business owners. The implication of is that over 25

million out of about 100 million youths in Nigeria are unemployed- a situation that is threatening the very survival of Nigeria as a nation. (Eroke 2014)

However, Counselling according to Feithman & Dryden (cited in Gladding, 2004) is the application of mental health, psychological or human development principles, through cognitive, affective, behavioural or systematic interventions, or career developments, as well as pathology. This definition reveals that counselling deals with wellness, personal growth, career, and pathological concerns. Based on the above, counselling is regarded as an instrument that can be used to tackle the challenges of youths unemployment this and entrepreneurship development.

Youth

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That is why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education, and finding their first job. (UNESCO 2014).

According to Spence (2005), In everyday life and language, the concept of 'youth' is associated in a commonsense manner with the state of being young, particularly with that phase of life between childhood and adulthood. Sometimes the word 'youth' is used interchangeably with 'young person'. It appears to mean the same thing. Yet with the plural, 'youths', the meaning broadens. 'Youths' is a word carrying a great deal of baggage. That baggage includes ideas about unruly young people, often male, operating in groups, and at the very least, being a nuisance on the streets. He Furthered that the meanings attached to the concept of youth, and the way in which the term is commonly used, do say something about dominant attitudes towards young people. These, in term affect the way in which young people in general are perceived and treated. Employment and welfare and housing benefits and partly related to the notion that youth is a period of 'learning', 'apprenticeship", 'training' to become adult.

Unemployment

Unemployment is defined as a situation where someone of working age is not able to get a job but would like to be in full time employment. Note: If a mother left work to bring up a child or if someone went into higher education, they are not working but would not be classed as unemployed as they are not actively seeking employment(Tejvan 2010).

According to Eroke, (2014), youth unemployment is not a recent phenomenon in Nigeria given the fact that at the period of economic boom in the 1970s, the country recorded 6.2 percent level of unemployment among youths. Also, the level of youth unemployment rose to 9.8 percent and 11.5 percent in the 1980s and 1990s

respectively. However, the rising youth unemployment rate has become a major concern to all Nigerians in view of the dangerous implications for the economy.

According to the Editorial report of The Sun Newspaper of 9 April, 2014, Nigeria's troubling unemployment rate has once again been brought to the fore by the Coordinating Minister of the Economy and Minister of finance, Dr. Okonjo-Iweala. Quoting figures from the National Bureau of statistics (NBS) that no fewer than 5.3million youths are jobless in the country, while 1.8 million graduates enter the labour market every year. She explained further that the unemployment figure has been accumulating over years. In her words," this did not start this year, neither did it start last year" She added that the nation's inability to track the number of people coming into the labour market is a part of the problem of managing the new entrants into the market.

However, it was concluded by the Editorial report that the worsening employment crisis in the country is partly a reflection of government's inability to design policies that will create more jobs, or provide enabling environment that could encourage both individuals and the private sector to expand employment opportunities without let or hindrance.

Employment

Employment is regarded as one of the most important social and economic issues in every country. As a result, measures of utilisation and non-utilisation of labour are usually of considerable concern to researchers and policy makers. Employment refers to the number of people who work for pay in cash or kind, work on their own account or are unpaid family workers. Unemployment figures include those out of work, able to work and looking for a job through recognised channels.

Employment is an agreement between an employer and an employee that the employee will provide certain services on the job and in the employer's designated workplace, to facilitate the accomplishment of the employer organization's goals and mission, in return for compensation. The agreement can be verbal, implied, or an official employment contract. She added that in employment, the employer determines the where, when, how, why, and what of the work that is performed by the employee. The degree of input, autonomy and self-directedness that an employee experiences on the job is a by-product of an employer's philosophy of management and employment. (Susan, 2014).

Entrepreneurship

Entrepreneurship is a combination of mindsets, knowledge and skills. As mindsets are formed at the early stages of life entrepreneurship should be fostered early in life. Entrepreneurship education is designed to equip trainees with the necessary skills, knowledge, ability, interest and motivation to become entrepreneurs (Azubuike, 2006). The sole motive is to enable them to become self-employed to impact positively on sustainable development and reduce poverty. Entrepreneurship

refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. An entrepreneur is one who is highly creative and who imagines new solutions by generating the opportunities for profit. He innovates, introduces new technologies, increases efficiency, productivity or generates new products or services (Obi, 2013).

According to Emmanuel & Sylvia (nd), the enormity of the crisis of youth unemployment is however not being properly confronted with the necessary tools to reduce the scourge by encouraging the youth to become successful small scale business owners through the implementation of a variety of tax incentives and benefits including workable welfare schemes to enable unemployed youth meet up with payment of some important bills and also participate in the administration of small businesses as owners and consumers. Till date some foreigners are actively involved in the setting up and running of small businesses such as supermarket retail outlets, restaurants and bakeries. It is only in Nigeria that such things are encouraged when the local youth are roaming the streets jobless and government is showing concern the other way and allowing all manner of unqualified and unskilled persons from foreign jurisdictions to invade the Nigerian local markets. The Federal Ministries of Labour/productivity and Internal affairs must be reorganized to guide against abuses of expatriate quota that has become pervasive in Nigeria.

They furthered that on the part of the government officials are of the view that different steps are being taken to address and redress these anomalies with a view to making the youth successful owners of small businesses. This, according to government, is evidenced by the government's recent innovative job creation mechanisms as well as the mandate given to the Bank of Industry (BOI) and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), the facilitation of the Banker's Committee's Institutionalization of the Small and Medium Industry, Equity Investment Scheme (SMIEIS), youth enterprise with innovation in Nigeria [YOUWIN] which is a joint initiative of the Federal ministries of Finance; youth affairs, Women affairs and Communication Technology. The program is to encourage and support ambitious and creative enterprising young men and women to develop and implement business ideas for job creation. But these elitist measures have not trickled down to the millions of jobless Nigerian youth.

In order to promote youth employment and entrepreneurship, the European Union (EU) and its member countries are to:

- integrate the concerns of young people in employment strategies;
- invest in providing the skills employers are looking for;
- develop career guidance and counselling services;
- promote opportunities for young people to work and train abroad;
- promote quality internships/apprenticeships;
- improve childcare and encourage partners to share family responsibilities to better reconcile professional and private life;

- encourage entrepreneurship in young people.

Importance of youth Entrepreneurship

The importance of entrepreneurship to any economy is like that of entrepreneurship in any community. Entrepreneurial activity and the resultant financial gain are always of benefit to a country. If you have entrepreneurial skills then you will recognise a genuine opportunity when you come across one. *“Youth who are taught about entrepreneurship show a positive change in attitude and strong success orientation, and are more likely to be focused on academic and professional achievements and aspirations and leadership.”*Anthony(2011).

He revealed the following as the major benefits of youth entrepreneurship:

Life Skills: Young people, who are taught personal, professional and financial skills, will utilize them for the rest of their lives. And will also have the advantages of goal setting, visualization, financial literacy, brainstorming, problem-solving, project management, teamwork, determination, the feeling of accomplishment that comes from planning a project from an idea to completion, and all the steps in between.

Academics: Young people experience a real-world application of important skills. English, Math, Social Studies, and Civics are viewed through the entrepreneurial lens as highly effective tools for business development.

Self-Sufficiency: Youths recognize and discover the possibilities that lie their domain . They are provided with the framework to achieve, to do, to think, and to dream. Laying the groundwork for the possibility of working for themselves instead of for someone else. In a tough job market, they can rely on their own ability to generate income.

Community Leadership: Entrepreneurial thinking helps youth identify community needs and recognize that they have the power to provide solutions of both personal and public benefit.

Role of Counselling

Counselling is regarded as an enabling process which encourages self-responsibility, as people make choices and decisions or shares an inner burden. It also enables people to examine their needs and problems and in so doing reduce the confusion in the thoughts and feelings that should be stressed

(Ewumi, Anthony and Jimoh 2012). Ipaye in Adebowale (2011) posited that trained counsellors are expected to provide physical, social and psychological atmosphere within which provision of educational, vocational and social needs of individual could be met.

Brunswick (2014) identified the following areas of counselling to aide employment opportunity: (i) Career Decision Making and Planning (ii) Work Preparation (iii) Job Search.

Career Decision Making and Planning

Counsellors can advise individuals on how to take stock of their skills and aptitudes, discover their work preferences, identify employment sectors offering good opportunities, determine their career goals, and develop and carry out an employment action plan.

Work Preparation

Counsellors can assist individuals with: Educational upgrading, helping individuals get the education they need to get jobs, training, helping individuals get the skills they require to attain their career goals, work experience, helping individuals explore career choices, make contacts, develop their skills or acquire work experience.

Job Search

Counsellors can advise individuals on how to do jobs search using a variety of tools available in our offices, such as job listings, access to job-search sites on the Internet, job-search books and software, assistance to prepare a résumé and to prepare for an interview, computers, printers, faxes and photocopies, and information on the labour market in your area and elsewhere.

Vocational Counselling

Vocational counselling is an interaction designed to help people narrow down the options and make an informed career decision. Lack of vocational counselling through occupational information has led to the production of graduates without entrepreneurial knowledge and skills for effective running of business, hence emergence of increased unemployment trend in the society. Onyejiaku in Ewumi, Anthony and Jimoh, 2012).

Anagbogu in Ewumi et al (2012) suggested that vocational counsellors should stress the possibility of self –employment, the nature of occupations, the job requirements as this will help the students after graduation to apply the knowledge in varying context.

Many Nigerian graduates are jobless after their National Youth Service Corps (NYSC) programme because they have not been counselled to be creative. Adekola in Adebowale (2011) noted that many graduates complain that it is very difficult for them to get jobs. Employers of labour equally complain that the type of knowledge students acquire from universities is not what they desire. Olayinka(1993) advised that Nigeria should give her citizens a system of education which could only be functional but also job oriented.

In the recent times Non Governmental Organization with untrained counsellors, go about extorting money, assuring to be counselling youths on job opportunities and empowerment (Punch, 2009). Few graduates that are fortunate to have jobs move in and out of jobs as supported by Geshinde in Adebowale (2011). This will definitely dampen the spirit of development of a nation. A large number of students find themselves in professions or disciplines not as a result of interest but because they just wanted to gain admission at all cost into higher institution of learning. Oyenuga in Adebowale (2011).

The youth also need empowerment, the realization need to come up when they are in the university system through the help of a professional guidance counsellor. Akinboye in Adebowale, (2011), concentrated on guidance and counselling as an important area of youths empowerment.

Furthermore, it is important to influence the mindsets of the youths by creating awareness on the alternative career options in the formal and informal sector. According to Daudu and Papert in Obi (2013) identify the role of counselling in creating an environment where each student will be special and utilize the opportunity to carve out a niche for himself/herself and make positive impact in the world. They suggested the introduction of counselling for entrepreneurship education into the Nigerian educational system at all levels. The purpose was to introduce counselling as a strategy for economic empowerment. The premise that underlies this study is that if counselling is provided, entrepreneurship skills can be grasped and then honed. This will bring about transformations in perceptions on entrepreneurship issues. The counsellor is perceived as a vibrant, dynamic and holistic empowering change agent. Counselling is a facilitating and helping process where a professional counsellor provides skills, attention and time to assist clients to explore and identify issues causing problems and provide conducive environment where change is possible. Obi, (2011) identified the counsellor's role as working on students' mindsets and stimulating their interest in self-employment and business creation and emphasizing unlimited opportunities for them in the 21st century. The counsellor will utilize counselling skills and strategies garnered through training, experience and practice to proactively address the issue.

Conclusion/ Recommendation

Entrepreneurship skills can be reactivated among students at all levels of education through intensive and articulated guidance and counselling services, thereby making them psychologically ready for business venture before leaving school.

Recommendations

The following recommendations are therefore made in order to ensure that youth employment and entrepreneurship can best be achieved through:

1. The need for counsellors to be aware of their responsibilities

toward creating a psychologically conducive environment for entrepreneurship development.

2. The need for the counsellors to increase their knowledge and skills especially in the area of career counselling to be able to provide clients with adequate career services that will satisfy clients' needs for the 21st century world of work.
3. Entrepreneurship development right from the primary to tertiary level of education as a means of eradicating unemployment and family poverty.
4. Counselling services should be made available to youths in order to develop a culture of entrepreneurship.
5. Youths re-orientation that will stress the effects of crime, the need for honest livelihood and need for acquisition of skills to maintain their lives.
6. The Government's provision of essential facilities including human and material resources, workshops and in-service training to maximize both input and output of Guidance Counsellors for entrepreneurship education.

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REVITALIZING FUNCTIONAL LITERACY FOR A SELF RELIANT NATION

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Abstract

The public outcry on the general falling standard of education gave rise to the writing of this paper entitled “Revitalization Functional Literacy for a Self-reliant Nation”. The paper dealt extensively on the concepts of literacy, functional literacy, types of functional literacy. The paper further highlighted the importance of functional literacy and how functional literacy can be used to improve the learners’ skills, knowledge and productivity. It was summed up with recommendations and conclusions. If the suggestions and recommendations are properly put to use, revitalization of functional literacy will to a large extent make Nigeria a self-reliant nation.

Introduction

Functional literacy which is an aspect of human development is recognized as a major element of human resource development especially as it is the education that deals with the 3Hs which are the heart, head and hand. For a proper discourse to be meaningfully carried out on the above subject matter basic concepts like literacy, functional literacy and self reliance will exhaustively be looked into by way of the definitions of these two major concepts that forms the crux of the matter.

The paper shall also dwell on how functional literacy can make people to be self-reliant, hence making Nigeria a self reliant nation which will reduce the dependence on government for job opportunities.

Conceptual Discourse on Literacy

The term literacy is so vast that it lacks a generally accepted definition. This lack of generally accepted definition gave rise to Aderinonye's (2004) assertion that there are as many definitions of literacy as there are practitioners of it. The reason according to him is that there are many languages and types of literacy.

As a result of these multifaceted definitions of literacy, the paper shall attempt to look at some definitions of the term literacy:

UNESCO (2006) defined literacy as a dynamic concept formerly understood as just reading, writing and basic numeracy. This definition was influenced by time and other factors. UNESCO (2007) and Bhola (2004) in the 60s saw literacy as the ability to read and write in another tongue.

In recent time, there has been an alteration in the definition of literacy because of change of contents and functions.

Rogers (1992) defined literacy as the degree to which an individual possesses mastery over symbols in their writing form, or is able to encode, the symbols which may be letters or numbers.

Bhola (1994) described literacy as the ability of a person to code and decode, that is read and write, a growing system of marks, words, numbers, notations, statements and diagrammatical representations all of which has become part of the visual language of the people, both the specialist and the non-specialist. Aderinonye (2004) notes that Bhola's definition includes all item including traffic signs, danger maps and notations that have become unofficial members of all the worlds' alphabet systems.

The harmonized literacy and post literacy syllabus of 1988 defined literacy as "Ability to read fluently and write legibly in any language using either Roman or Arabic scripts.

On the importance of literacy, Nzeneri and Ogili (2000) stated that literacy is essential to the development of both the individual and the nation in that it involves the liberation of the individuals and groups from pains, poverty, disease, ignorance, passivity, unemployment and other conditions which tend to subject individuals to objects of exploitation. This truly affirms that literacy is the key that unlocks the recognition and functioning of personal rights and privileges. Literacy education provides so much joy and independence. Commenting on the joy and independence,

"I can now read all the letters I received from my relations and I am able to reply them, I can without any one's help send some money home. Literacy has done us such a lot of good. Now I understand everything". Ngwu,(2003)Pp87

Literacy also facilitates the flow of vital ideas and information by creating new channel of acquiring knowledge on important issues and points that are of benefit to the peoples' daily life. By reading newspapers, magazines, bill-board, listening to

radio and television broadcasts and advertisements, literate persons acquire knowledge which can be extended to the home and community for cultivation of actions that would lead to social and economic advancement. The implication of the importance of literacy to functional literacy is that if mere literacy can do all of that to man, it suffices then to imply that functional literacy which is the education that makes man more productive through the use of the three Hs can actually bring about self-reliant nation.

Conceptual Discourse on Functional Literacy

Literacy is no doubt recognized as the mainstay of any meaningful development the world over. Human resource development through literacy and training has also been recognized by development planners as a vital element in the overall strategy for sustainable development, functional literacy as an aspect of human resource development can also be recognized as a major element of human resource development especially as it is the education that deals with the three Hs: the heart, head and hand.

This type of literacy makes man very functional and because he is functional, man will become very useful to the society. This is the type of literacy that we will be talking about, that literacy is simply referred to as functional literacy.

What is Functional Literacy

Functional literacy has variously been defined. We shall look at the meaning of functional literacy as opined by various scholars:

Mba, (2004) defined functional literacy as an adult education programme which is learnt along with the job of the adults with the objective of improving their ability and competence and to evolve new techniques and skills to function more efficiently and effectively in their respective occupational careers.

Omolewa (1985) also defined functional literacy as the ability to read and write plus the ability of the adult learner to apply skills to major knowledge anew. The implication of this is that functional literacy goes beyond reading, writing and counting, it includes programmes of education geared to social, political and economic development of an area.

Kolawale and Adepoju (2007) agreed that functional literacy goes beyond being able to read and write, it is rather an emancipatory practice that requires people to above all use their basic literacy knowledge to solve their socio-cultural and economic problems.

Ingwu (2003) is of the view that adult literacy education becomes functional when it deals with selective and intensive literacy education that is tailored to a particular need. Ingwu said that functional literacy is sub-divided into two, which are; the work-oriented and the socio-cultural types of functional literacy.

The work-oriented functional literacy refers to the type of literacy that combines the teaching of the 3Rs with the terms and concepts of an occupation or

vocational knowledge of the worker. An example could be carpentry, mechanics etc. Thus, the technical language to be used in these occupations and vocational knowledge to be included with the 3Rs are turned to the selected occupation. The essence of all of these is to enable the learners to improve the working efficiency and increase their productivity.

The socio-cultural functional literacy refers to the literacy that combines the teaching of the 3Rs with problems focus on family life, sanitation, nutrition, religions, civics and other areas of importance to the community. The teaching of the literacy is geared to the acquisition of social and living skills. Here literacy skill is tailored towards social matters.

A self-reliant nation is a nation whose citizens are not dependent upon the government for their provision of means of livelihood. It is also a nation that could fend for herself without solely depending upon another nation for her survival.

Functional literacy therefore enables citizens to be self-reliant. In some years past, there has been a complete neglect by government and well-placed individuals on literacy generally and functional literacy in particular. If the government truly wants the nation to be self-reliant, she and other well-placed citizens should pay special attention to literacy generally and functional literacy in particular. Programmes that will make the citizens functional should be introduced into the educational system so that workers' productivity could be increased.

On the importance of functional literacy, Arikpo (2007) is of the view that functional literacy helps people to become self-reliant. If the people are helped by functional literacy to become self-reliant, it implies that the nation can also become self-reliant because the people are the citizens of the nation.

Kagiotcibasi (2005) in Kolawale et al (2007) said that functional literacy is particularly important in developing countries ... especially in rural areas where education has not reached significant population..., functional literacy has continued to be the main contributor to their development.

Still on the essence of literacy generally, Nzeneri and Ogili (2000) stated that literacy is essential to the development of both the individual and the nation. It then implies that functional literacy is equally essential to the development of both the individual and the nation because it is a type of literacy. The reason for its importance is that it liberates man from pains, poverty, diseases, ignorance, passivity, unemployment and other conditions which tends to subject man to object of exploitation. If individuals could be literate from all of these, as a result of functional literacy, it is therefore worthwhile to say here that functional literacy make a nation to be self-reliant.

Recommendations

Based on the issues discussed on this paper, the writers of the paper hereby make the following recommendations:

- That government should introduce a programme that has to do with functional literacy in the school system.
- Funding of functional literacy should not be left alone for the government, well-placed Nigerians should assist the government to properly fund functional education.
- People attach little or no importance to literacy let alone functional literacy because they have no idea about its value; they should be sensitization talk about the importance of functional literacy so that people could be endeared to it.
- After learners have been trained on functional literacy, well-placed individuals should provide the required tools to the learners in order for them to be truly functional.

Conclusion

Functional literacy which is the ability to read and write plus the ability of the learner to apply skills to major knowledge anew. This type of literacy which has naturally died as a result of poor government and well-placed individuals attention, if properly invigorated can make Nigeria a true self-reliant nation.

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EXISTENTIALISM AND TEACHER EDUCATION IN NIGERIA

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Abstract

In existentialism, “existence precedes essence” what this implies is that man first of all exists but has the ontological responsibility to create essence or meaning out of his existence. Accordingly, existentialism as a school of thought in philosophy sees man as a conscious and concrete existing being with the sole responsibility to determine his fate. This paper exposes the relevance of existentialism to teacher education in Nigeria taking into consideration some salient aspects that are inseparable from the teacher education programme.

Existentialism Defined

Existentialism as opposed to metaphysics treats human beings as concrete beings with concrete existence capable of feeling, acting and thinking for themselves. Soren Kierkegaard, the father of existentialism succinctly defines it as the philosophy of existence (Saliu (2001)). The human person is the most marvelous and most complex being in the universe. The marvels of the human person by far surpass those of the universe. Man therefore, needs to find his own place and make meaning out of his life in the universe where he finds himself.

Suffice it to say that, absurdity and tension haunts man in his original state. Man is free yet in chains. He seeks what he cannot find, attempts what he cannot accomplish. He is helpless though powerful and this creates a feeling of anguish and pain in him. His helplessness is even worsened by civilization and modernization. This is simply because; he becomes more aware of himself. Consequently, he is faced with new social and political responsibilities and this makes him more insecure. Incidentally, pressure sets in. There is pressure from social groups, political arrangements and even the government presses on him. His privacy is threatened and he is reduced to an object of public opinion in most cases. The bewildering oddities and vicissitudes of life tend to make modern man escape his

responsibilities by either immersing the social mass or by withdrawing his social obligations. Maxine (1969:13) writes in this direction.

“There is no denying that for many people, it is a belief to be lost in a crowd, they are disposed to welcome the slavery of collectives”

Interestingly, it has to be mentioned that, absorption of personal identity in mass solidarity necessitates a ransom paid by reason' man becomes a product of his social environment as justified by so many philosophical and sociological ideologies. In the light of the foregoing, morality to the Nigerian teacher ceases to be a matter of personal responsibility and conveniently becomes a matter of social pressures. Some even withdraw into themselves and deny social obligations. This kind of attitude accepts rights as a matter of course and resents duties as an imposition. It should be pointed out however, that, loyalty needs to be reinforced by deep emotional drives. The thinking that the most highly educated individuals in Nigeria should remain in the classrooms and be cut off from participation in the emotional life of the people, thereby becoming unfit to be leaders, has to be jettisoned; such escape responses/absorption in the mass and denial of social obligations are facilitated by shallowness of the non-intellectual whom nothing has ever deeply stirred below the level of conventional sentiment and trivial entertainment.

Considering that, modern civilization has aggravated the tension in man and an increasing temptation to escape it; it becomes apparent that existentialism is central in preparing the Nigerian teachers to come face-to-face with higher responsibilities as a person and how to cope with life generally. This derives from the fact that existentialism is 'the outcome of, and response to, this increased tension in man'. The disquietude at the root of existentialism is an intimidation of the very nature of the world itself. For Kierkegaard, it can express a protest against the tyranny of conventional social values as Heidegger puts it, it is a horror of an apparently meaningless and calamitous universe. The Nigerian situation that is currently bedeviled with security challenges further typifies this. For the existentialists tension and a continuous attempt to attain the unattainable, are real but they refuse all the ways of escape, whether by losing our identity in the social mass or by denying obligation and withdrawing from commitment.

Man also has the power of self-transcendence. He can transcend himself-he can reason. That power of self-transcendence guarantees man's freedom and choice. Without recollection and anticipation, there could be no choice (Satre, 1957). It is the condition of glory of the human being and also the condition of agony of being a man.

The existentialists also explain two ways of acquiring knowledge. The first one is the subjective or existential way of knowing. This refers to the experience of a situation that comes from entering inwardly and yielding oneself to it. It brings with an already existing relationship or intimacy with the object of knowing. The second way

of knowing is the external or conceptual medium of knowledge acquisition. It is a detached kind of knowing that deals with abstractions.

Having x-rayed the main tenets in existentialism, it is germane to state its relevance to teacher education in Nigeria thus:

- One of the most fundamental missions of teacher education is to bring people to realize their responsibilities as persons and to equip themselves to fulfillment of responsibilities. A teacher who has imbibed this principle of personal responsibility, respects the autonomy and integrity of the pupil Maxine, (1975:66) maintains that: "A passionless teacher is a bad teacher" A teacher is therefore placed with an obligation to combat everything that disintegrates human personality. Undermining the value set upon persons as such reduces human life to mere abstractions. The existentialists' reaction encourages mutual respect of persons and frowns at absorption of personal identity in the mass. Learning as a social process places too much value for the various social units.
- The relevance of existentialism to teacher education is also evident in the teaching methods it holds. One is the 'role-playing/dramatization method and the other is the Socratic method. While the former presents the teacher acting and performing the role of what he/she is teaching before the pupils, the latter is participatory learning with suitable questions and answers scenario.
- According to Satre, (1957:16):
"We have not educated men more than a little when we have them more literate, more vocal and more technically skilled. The school has to nourish and educate feeling and intelligence and will as well impart knowledge and techniques and train minds each according to its capacity to analyze and dissect"

The above quotation underscores the importance of feeling in teacher education which existentialism depicts; we must pay at least much attention to the exercise of feeling as to the exercise of thinking because the shallowness of feeling as existentialists explain, distorts life.

- The usefulness of existentialism to teacher education is also seen in the area of teachers' assessment and evaluation of students. It is the position of existentialism that teachers should be careful the way students are assessed and evaluated. This is basically because; assessment scores are usually useful in class promotion and placement. Wrong evaluation can go a long way to destroying the potentials and competencies of students.

Conclusion

As a school of thought in philosophy, existentialism exposes man to his responsibilities. It affirms the ultimate and inescapable responsibilities of the

individual human being in the universe. This responsibility is inevitable and no one can relieve him of it. It is in choice that man truly exists and is himself. Teachers in Nigeria are therefore encouraged to adhere to the tenets of existentialism as highlighted above in the teaching programme.

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THE PREDICTIVE VALIDITY OF CROSS RIVER STATE JUNIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION IN MATHEMATICS

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Abstract

This is a correlational study undertaken to determine the predictive validity of the Cross River State Junior Secondary Certificate Examination (CRS-JSCE) in Mathematics, with reference to the West African Examination Council's Secondary Certificate Examination (WAEC - SSCE). The subjects for the study consisted of five hundred and twenty (520) students from fifteen (15) secondary schools selected through multi-stage sampling technique, who wrote both the JSCE in the years 2010, 2011, 2012 and SSCE in 2013, 2014, 2015 in mathematics. Three research questions and three hypotheses were postulated by the researchers. The statistical tools employed included the t-test, Pearson product moment correlation technique, simple linear regression analysis and the v-statistic. The results showed that there is a positive, moderately low but statistically significant relationship between the JSCE and SSCE performances of students in mathematics and the predictive validity of do not differ from year to year for the period under study, 2010 - 2012. Based on the findings, the researchers recommended amongst others that the CRS-JSCE should be retained with adequate modification in mode of construction and administration as a qualifying examination for the Senior Secondary School System.

Introduction

The Federal Republic of Nigeria (2004) recommends a two-tier secondary education system; the Junior Secondary School (JSS) and Senior Secondary School (SSS) with duration of three (3) years for each. At the end of each segment, the students write the Junior Secondary Certificate Examination (JSCE) and the Senior Secondary Certificate Examination (SSCE) with the West African Examination Council (WAEC) or National Examinations Council (NECO) respectively. The JSS graduates are streamed on the basis of their JSCE result and vocational interest into the Senior Secondary School (60%), the technical colleges (20%), vocational training

centres (10%). Hence the JSCE serves as a qualifying examination for the SSS students (FRN, 2004).

Mathematics is one of the core subjects recommended for both JSS and SSS in the National Policy on Education. In fact, the world over, Mathematics remains a core subject in any school curriculum for all levels of education. This is because knowledge in Mathematics finds application in virtually all fields of human endeavours, including military, recreation, engineering, agriculture, navigation, aviation, accounting, technology, education, as well as social sciences especially those concerned with prediction of human behaviour (Uche, 1996). On the importance of Mathematics, Bajah (1998) posits that no meaningful scientific and technological development can be achieved by a nation except the mathematical ability of the people is enhanced and developed. Unfortunately, despite the role played by the subject Mathematics in the overall development of a nation and the resultant emphasis placed on it, many researches have shown that students still lack interest in the subject and perform poorly in it. Ukeje in Okigbo (2007) noted that Mathematics is one of the most poorly taught, widely hated and abysmally understood subjects in the secondary school. He maintains that students especially girls run away from the subject. Also, Maduabum and Odilli as cited in Okigbo (2007) showed that the proportion of students who achieve a credit level pass and above in SSCE in Mathematics is considerably low (7.71 – 36.6) % compared with the proportion of students who achieve failing grades (F_9), which is overwhelmingly high (30.7 – 66.2)%. Thus, performances of students in Mathematics continue to deteriorate over the years.

The examination department of the Cross River State Ministry of Education is responsible for the conduct of JSCE in the state. The department develops, administers (through school heads), marks and award grades and certificates to all examinees in schools under its jurisdiction, while the SSCE is conducted by both WAEC and NECO. The two examining bodies conduct equivalent examinations for the SSCE in Nigeria. Only the WAEC version of the SSCE will however be used in this study.

Under normal condition, a student who passes the JSCE should possess the necessary mathematical skills and competence required to solve problems in mathematics appropriate to his/her level of study and finally pass the SSCE in the subject. But this is not obtainable in real life situation as most of the SSS students who pass the JSCE in Mathematics cannot solve simple mathematical problems in the SSS thereby resulting to failure in the SSCE. This touches on the students' cognitive entry qualification which is determined by the quality of the selection or placement examination, the JSCE (Popham, 2002). That is to say the students' ability to perform creditably in SSS in the subject and finally the SSCE is influenced by their performances in JSCE which acts as a 'filter paper'.

The concept of predictive validity has been described by many authors (Walsh and Betz, 1985; Popham, 2002; etc.) as the ability of a measuring instrument to

forecast future performance of an individual in a related task. Thus, the predictive index of a test or examination refers to the extent to which a persons' current test score can be used to estimate or forecast what the criterion (related task) score will be at a later time. In this study, JSCE predictive validity means the extent to which students' performances in the CRS-JSCE can be use to forecast or predict their performances in the WAEC-SSCE in Mathematics

Several correlational studies abound both within and without the country, Nigeria. Some of these previous researchers (Odu, 1986, Fawokan, 1981, Majassan and Bakare, 1974) used internal examinations such as continuous assessment and mock examination and entry or qualifying examination results respectively to predict future performance. Recent studies by Adebayo, (2002), Faleye and Afolabi, (2005) and Adeyemi, (2008) used JSCE scores to predict SSCE achievement. From these studies, diverse findings are obtained. While some (Majassan and Bakare, 1974, Faleye and Afolabi, 2005) revealed significant relationship between present and future assessments, Adebayo, (2002) found no significant or negative relationship between them. The present researchers therefore wish to pry into the predictive efficacy of the CRS – JSCE in relation to the WAEC – SSCE in Mathematics, both of which are set externally and have three years interval between them.

Most of the previous studies were conducted with only one group of students. In this study, the researchers are interested in observing the pattern over a period of three years rather than a single examination year as is commonly done in some of the previous studies. This study therefore attempts to investigate the commonly held belief that the JSS Mathematics curriculum adequately prepares the students for the SSS level and seek to provide empirical evidence for predicting SSCE performance of students from their CRS-JSCE performance in Mathematics.

The main objectives of this study therefore are:

- (i) To find out whether there is a significant relationship between the performances of students in the CRS–JSCE and WAEC–SSCE in Mathematics.
- (ii) To determine whether students' performance in the WAEC-SSCE can predicted from their CRS-JSCE
- (iii) To determine whether the predictive validity of the CRS–JSCE with respect to the WAEC–SSCE in Mathematics differ from year to year.

Research Questions

The following research questions were posed in the course of the study:

- (i) Is there any relationship between the performances of students in the CRS–JSCE and WAEC–SSCE in Mathematics?
- (ii) Can the students' performances in the WAEC – SSCE be predicted from the CRS – JSCE performances in Mathematics?
- (iii) Does the predictive index the CRS–JSCE with respect to the WAEC–SSCE in Mathematics differ according year?

Research Hypotheses

The following research hypotheses were formulated to guide in the conduct of the study:

Hypothesis 1: There is no significant relationship between students' performances in the CRS–JSCE and WAEC–SSCE in Mathematics.

Hypothesis 2: Students' WAEC–SSCE performances in Mathematics cannot be predicted from their CRS–JSCE performances.

Hypothesis 3: The predictive validity of the CRS – JSCE in Mathematics does not differ from year to year for the period under investigation.

Methodology

Participants

The subjects of the study consist of five hundred and twenty (520) students selected from fifteen (15) government approved secondary schools through multi-stage sampling approach from the 48 secondary schools in Cross River North Senatorial District, who wrote the CRS – JSCE and WAEC – SSCE in Mathematics in the years 2010, 2011, 2012, and 2013, 2014, 2015 respectively. The students from each school were selected on the basis of availability of academic records for both the JSCE and SSCE.

Instrument for Data Collection

Semi-structured interview were used to gather background information about the schools and the participants for the study. Academic records obtained from the sampled schools provided relevant data about the students' grades at both the JSCE for the years 2010, 2011, 2012, and the SSCE for the years 2013, 2014, 2015. For the purpose of scoring, the JSCE letter grades of A, C, P and F which stand for distinction, credit, pass and fail were given grade points of 3, 2, 1, and 0 respectively. While the SSCE grades of distinction (A and B), Credit (C), Pass (P) and Fail (F) were also given the grade points of 3, 2, 1, 0 respectively.

Method of Data Analysis

The major statistical tools employed for analyzing the data include; t-test, the Pearson product moment correlation coefficient, simple linear regression analysis and v-statistic.

Results

To answer research question 1 which sought to know whether there is a relationship between the students' performance in the two examinations, the mean and standard deviation of the students' scores in the two examinations were found

for the three (3) years under study and tested for statistical significance as presented in table 1.

Table 1: Mean and standard deviation of students' performance in Mathematics in the JSCE and SSCE

Exam	\bar{x}	S.D	n	t-cal	t-crit	Remark
2010 JSCE	1.7063	0.7405				
2013 SSCE	1.0000	0.8441	160	7.956	1.960*	S
2011 JSCE	1.0944	0.8235				
2014 SSCE	1.0556	0.7675	180	8.8052	1.960*	S
2012 JSCE	1.6722	0.8511				
2015 SSCE	1.0722	0.7456	180	7.1143	1.960*	S

* $p \leq 0.05$

Table 1 reveals that the means of students' performance in Mathematics for the two examinations remain statistically different for the three years under investigation. Also the means of the students' performance in the JSCE remained consistently higher than that of the SSCE. This implies that the students performed better in the JSCE than the SSCE.

Hypothesis 1

This hypothesis states that there is no significant relationship between the performances of students in the JSCE and SSCE. To test the hypothesis, students' performances in the JSCE for the years 2010, 2011 and 2012 were correlated with the students' SSCE performance in 2013, 2014 and 2015 respectively. The findings are shown in table 2.

Table 2: Predictive indices of the CRS – JSCE in Mathematics

Year	Variable	$\sum x$	$\sum x^2$	$\sum xy$	n	r	t-cal	t-crit	Remark
		$\sum y$	$\sum y^2$						
2010	JSCE(x)	273	553	305	160	0.321	4.26	1.96*	S
2013	SSCE(y)	160	274						
2011	JSCE(x)	323	701	391	180	0.442	6.56	1.96*	S
2014	SSCE(y)	190	306						
2012	JSCE(x)	301	633	371	180	0.424	6.24	1.96*	S
2015	SSCE(y)	193	307						

* $p \leq 0.05$

In table 2, the correlation indices of 0.321, 0.442 and 0.424 were obtained for the year 2010/2013, 2011/2014 and 2012/2015 respectively. These were tested and found to be statistically significant at 5% level of significance when compared with table values of 1.96. Also, the correlation indices for the three years under study were positive hence, the null hypothesis is not upheld and the alternative hypothesis that there is a significant relationship between the performances of the students is upheld. This means that there is a positive and statistically significant relationship between the CRS-JSCE and WAEC-SSCE performances of students in mathematics. However, according to Ibanga (1992), a correlation index of 0.20 to 0.50 indicates a moderately weak relationship between the mathematics performances of the students in the CRS-JSCE and WAEC-SSCE.

Hypothesis 2

This hypothesis states that students' SSCE performances in mathematics cannot be predicted from their JSCE performances. The predictive indices obtained in table 2 were used to do simple linear regression analysis. They were used to calculate the regression constant, a and the regression coefficient, b which were then tested for statistical significance. The results obtained are shown in table 3 below.

Table 3: Summary of Result of Simple Linear Regression Analysis

Year	Variable	n	r	r ²	a	b	t-cal	t-crit	Rmk
2010	JSCE	160	0.321	10.30	0.374	0.367	4.26	1.96*	S
2013	SSCE								
2011	JSCE	180	0.442	19.57	0.316	0.414	9.56	1.96*	S
2014	SSCE								
2012	JSCE	180	0.424	17.95	0.450	0.372	6.24	1.96*	S
2015	SSCE								

*p ≤ 0.05

In table 3, the regression coefficient for 2010/2013 whose predictive validity was 0.321 is 0.367, which was found to be statistically significant for prediction purpose at 0.05 level, with a regression constant of 0.374 thereby yielding a regression equation of $y = 0.374 + 0.367x$. The coefficient of determination (r^2) for this year is 0.1030 (10.3%).

The regression coefficient for year 2011/2014 with a predictive index of 0.442 was found to be 0.414 while the regression constant is 0.316. Hence the prediction equation for the year is $y = 0.316 + 0.414x$ with a coefficient of determination of 0.1957 (19.57%). The regression coefficient and constant for 2012/20015 years were found to be 0.370 and 0.450 respectively, with coefficient of determination as 0.1795 (17.94%). The prediction equation for this pair of year is $y = 0.450 + 0.372x$. Since all the calculated values of t: 4.26 for 2010/2013, 9.56 for 2011/2014 and 6.24 for 2012/2015 exceeded the critical values, all the regression coefficients were accepted

as being statistically significant for prediction purposes. Hence, the null hypothesis is not retained and the alternative hypothesis that the students SSCE performances in mathematics can be predicted from their JSCE performances is upheld. The prediction equations for the three years under study are:

$$Y_1 = 0.374 + 0.367x$$

$$Y_2 = 0.316 + 0.414x$$

$$Y_3 = 0.450 + 0.372x$$

Hypothesis 3

The hypothesis states that the predictive validity of the CRS –JSCE in mathematics do not differ from year to year for the period under study. To test this null hypothesis the predictive index for each of the three years were transformed to z-scores using Fisher’s transformation formula.

$$Z_r = 1.1513 \log \left\{ \frac{1+r}{1-r} \right\}$$

Where r is the predictive index (Spiegel, 1992)

The transformed Z-score were then tested for significant difference using the V-statistic and the findings shown in table 4.

Table 4: Summary of Results for Testing for Significant Difference in the Predictive indices

Year	n	r	Z _r	V-cal	V-crit	Remark
2010/2013	160	0.321	0.333			
2011/2014	180	0.442	0.475	1.901	5.99*	NS
2012/2015	180	0.424	0.452			

*p≤0.05

Table 4 reveals that the calculated value of V is 1.901 which is less than the critical value of 5.99 at 0.05 level of significance and 2 degree of freedom. Hence, the null hypothesis that the predictive index does not differ from year to year is upheld. That is to say the minor differences in the predictive indices observed are not statistically significant at 5% alpha level.

Discussion

Findings in table 1 showed that the students performed better in the JSCE than the SSCE. This disparity in performances by the same group of students suggests lack of congruency between the JSCE and SSCE in terms of development, administration, scoring and area of coverage. This may arise when the students are not effectively taught what is spelt out in the SSCE syllabus, which may be due to absence of mathematics teachers, lukewarm attitude of mathematics teachers to

work and constant closure of schools because of industrial crises. The better performance of students in the JSCE may be because principals with the help of their teachers are made to invigilate their own students. This gives them the opportunity to assist their own students in the JSCE.

Table 2 showed that the CRS-JSCE had a moderately weak positive predictive validity. This finding lends credence to that of Masassan and Bakare (1974) who found that the three entry qualifications of GCE-O/L; GCE-A/L and HSC into University of Nigeria possess low predictive validity accounting for only (9-25)% of the variances in degree performances. Also Faleye and Afolabi (2005) found that the overall performances of students in Ogun state JSCE is a poor predictor of students' performances in SSCE. However, the result of the present study is at variance with that of Adeyemi who found no significant relationship between students' performances in Ondo State JSC and SSC mathematics examinations. This suggests that the CRS-JSCE in Mathematics possesses more improved psychometric properties.

The low predictive efficacy of the CRS-JSCE in Mathematics may have been affected by a number of factors like the quality of the examination questions, the administration and scoring procedures. This suggest that there are some defects in the examination items such as lack of appropriate psychometric properties, unsatisfactory and poor arrangement of alternatives, inappropriate wording of the items, etc. The CRS-JSCE questions are not standardized as the items may not have been pre-tested to ascertain their psychometric properties before administration on the students.

The findings also showed that the predictive index of the CRS-JSCE does not vary from year to year. This result was bound to be obtained as far as the different years' examination came from the same examiners, developed through the same process, possessed the same psychometric qualities, went through the same administration and scoring procedures.

Recommendations

Based on the findings of this study, the following recommendations are advanced:

- Continuous assessment scores that forms part of the final scores of students in the two examinations should be closely monitored by the State Ministry of Education to ensure accurate assessment and reporting. The administration procedure of the JSCE should be generally overhauled. The examination should be externally supervised by teachers of proven integrity.
- In addition, the CRS-JSC examiners should go on regular (annually) training to improve their test development skills. More also adequate steps should be taken to standardize the CRS-JSCE to enable it play its predictive and placement role effectively.

- With the required modification done, the CRS-JSCE should be retained as a pre-requisite (qualifying) examination for the senior secondary schools.
- Curriculum planners, examination bodies and mathematics teachers should make detailed planning and sequencing of mathematical concepts in manageable hierarchical order at the JSCE in order to facilitate students' understanding of the concepts at the SSS level.
- Teachers of mathematics should be encouraged by the Government with adequate incentives such as enhanced and regular payment of salaries, special allowances, sponsorships to workshops, seminars, in-service training and provision of improved conducive mathematics environment such as mathematics laboratory.
- Adequate care should be taken by both the Government and school authorities to check examination malpractices during the administration of both the JSCE and SSCE examinations in the state. The Cross River State Government is highly commended for her present effort to curb the menace of examination malpractice in the state. More efforts should be made in this direction, involving all the stake holders to maintain the fight against examination malpractices.
- A similar study like this should be conducted to determine the predictive efficacy of the CRS-JSCE in at least six core subjects.

Conclusion

Based on the findings of this study, it is concluded that:

- (i) The mathematics performances of students in the CRS-JSCE are positively, weakly, but statistically related to the WAEC-SSCE.
- (ii) The JSCE performance of the students is a weak predictor of their WASC-SSCE performance in mathematics.
- (iii) The predictive strength of the CRS-JSCE in Mathematics does not vary from year to year for the period, 2010-2012.

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LANGUAGE EDUCATION AS A TOOL FOR REVITALIZING NIGERIA FOR A SELF-RELIANT NATION

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Abstract

This paper examines the concept of revitalizing language education in Nigeria for a self-reliant nation. The paper sees language as an important instrument in any society and no nation has developed without using language as a tool for its development. The paper looks at the concept of language and how it can be used as a tool for revitalizing Nigeria education for self-reliance. This paper looks at the sterling qualities of language education and transforming our hitherto flaunting situation into an advantage that should result in greater cohesion for a self-reliant nation. Finally there are recommendations and conclusion.

INTRODUCTION

Language literacy and communication are the most intrinsic requisites for human development, national building that brings about a self-reliant nation. Man uniquely possess a language that makes him distinct from other creatures. Language serves as the most convenient and effective means of human communication and self-expression and also defines and moderates the human thought, processes, perception, attitude and behaviours. It determines mode of human social relationship, shapes our interpretation of life and reality and charts ways of coping with both. (Yina, 2009).

LANGUAGE EDUCATION

Language education in a multilingual and multicultural contexts is particularly a desirable hallmark of social cohesion, intergroup understanding and co-operation

in the joint task of nation building and self-reliance. Language education is an orientational process and in Nigeria where politics begins and ends with ethnicity and sensitization of diverse ethnic interest for a common national endeavour is often difficult (Yina, 2009). Language education is particularly important whether in the rituals of daily interaction or in formal communication in education, the media or in government official domination. The role of language in revitalizing a nation for self-reliance cannot be overemphasized. Language education involves a change in the individual or ethnic outlook, a reorientation or revitalization towards national consciousness, goals and values and harnessing of resources for the welfare of all citizens irrespective of ethnic cleavages

The target of this is to discuss the role of language education in a multilingual and heterogeneous context of Nigeria-most especially on the ways language is used in communication to put Nigeria on the path to ethnic unity, mass participation in governance and nation building and self-reliance.

Language education is a humane democratic policy, a conscious and deliberate strategy aimed at a stimulated management of the diverse language and cultures available within the multilingual set up. Yina (2009) sees language education as entailing a language awareness campaign to promote multilingualism and language equity as veritable resources for national development and self-reliance. It is a literacy process that engineers the development of indigenous language as viable means for exercising and presenting the people linguistic and cultural rights for self-reliant nation.

According to Yina (2009), Language education further targets language as a means to empower the diverse ethnic-linguistic groups with different aspirants to

- negotiate meaning and understanding on a neutral pedestal;
- have uniform access to information, literacy and other privileges
- to think and express their thoughts and emotions, critically and creatively but maintaining a commonality of purpose
- harmonize the diverse interests, and mobilize people to interact, fraternize and participate socially, politically, economically and culturally and spiritually across ethnic and linguistic borders.
- Understand the beneficial relationship between effective communication and the power of inter ethnic co-operation and understanding and to influence interpersonal relationships.
- Develop and reflect critical values and reorientation attitudes crucial to national building
- Use and gain standard expressions and understand forms and registers at appropriate contexts.

Language in pluralistic contexts like Nigeria integrates all shades of diverse opinions including literacy levels into a compact national homogeneous entity while affording each language and culture the opportunity to develop and value their own identities.

Ashong (1999) also sees language education as making it possible for humans beings to discuss past experiences, present realities and future projections. It also has strong bonds between members of a speech community.

Language education helps us to manage unity in diversity for self-reliant nation. It also encourages us to adopt and fraternize with other languages, culture and literacy both within and across national boundaries to enhance shared understanding, technology, craft information and other cultural value system.

Finally, language education encourages the teaching and learning of indigenous language at certain level in our educational system, public attitudes. The language situation in Nigeria calls for a serious re-appraisal according to Yina (2009). The target according to him is to encourage effective assignment of roles to the diverse Nigerians languages in all facts of our national life and make recommendations to make the effective instrument of national integration and a self reliant nation.

WHAT IS SELF-RELIANCE

Bassey (2014) see self-reliance as depending on oneself for social and economic survival and further involve not looking up to somebody to supply your personal needs.

Emendu (2013) as quoted in Bassey (2014) sees it as doing things for ourselves rather than having things done for use. He stresses further that it focus on believing on oneself and caring for one's needs. Self-reliance goes with appropriate skills. It is the skill that promote it and give it the desired meaning.

Self-reliance hinges on the following philosophics outline by Ogundowole in Bassey (2014).

1. Creating a new cultural and productive environment which will promote pride in primitive work and self discipline.
2. General awakening to the rights and obligations of citizens to the nations
3. Encouraging people to take activity and freely in discussion and decision affecting their general welfare.
4. Promoting new sets of attitudes and culture for attainment of the goals and objective of the Nigeria state.ggggdfddddd
5. Acquiring new sets of universal values for global citizenship.

The failure of language education to take care of these philosophics has resulted to wastage in terms of human and materials resources because their product are not equipped with the skills to excel in life (Nwangwu 2007).

REVITALIZING LANGUAGE EDUCATION

According to oxford advance learners dictionary means to given new life, energy, activity or success to something or to roused state of inactivity. To revitalize means according Bassey (2014) is putting new life or adopting new method of

providing something or doing either through redesigning and modifying their programmes to equip students with skills for individual survival, self-dependence, creativity and problem solving. It is by so doing that over-dependence on government jobs can be reduced. Kotecha (2008) quoted in Bassey (2014) stressed that revitalization should not be taken as a game of “catch up” but rather as accelerative leap.

Revitalization of language education in Nigeria depicts that there is shortcoming on this aspect of education. It is a remedial measure to correct some lapses observed in language education. It is a means of adding new life to education by updating their knowledge and capacity to tackle challenges and meet the demands of the present realities Bassey (2014).

In revitalizing language education in Nigeria, the content has to be recovered in its originality if not close to its originality. This idea according to Fanyam (2009) will enhance accessibility to the original culture languages, learning, speaking and writing in Nigerian language. Indeed, in this case the content of the Nigerian languages in their originality would be known as against lowering the standards in preference to foreign languages the foreign languages should rather complement the purpose of international relations but not as the best in the Nigerian culture. Parents will have to encourage their children to speak the cultural languages, read and write in it as well. This will arouse the interest in the children thereby creating a desire to study them at the tertiary level.

Tertiary institutions according to Attahiru (2014) will have to deemphasize a situation whereby only students who fail to meet admission requirements are pushed into language departments. The essence of revitalizing language education is rooted in the view captured in detail by Goodlad that:

We now see everything constituting the culture of the school—its operational curriculum, written and unwritten rules verbal communication physical properties, pedagogical regularities principal’s leadership behaviour and so on—influential what pupils learn, for good or ill consequently, if one could come to grips successfully with changing schools cultures in significant ways, one could then begin to formulate some explanatory hypothesis regarding any observed difference in pupils’ outcome (1975:113).

Such outcomes will definitely be positive. A change in the attitude of teachers, parents school management etc, for a comprehensive and non-segregation language education in Nigerian schools will give positive and effective outcomes in the learning of not only pupils but the matured student in tertiary institutions.

The national revitalization project in language education is about attitudinal change, a culture and ethnical revival and greater love for our nation. This means

building a compelling brand with a deep multifaceted attributes which requires a long term, team oriented co-operative approach. It also requires the commitment of all citizenry bureaucrats, politicians, societies, the religious groups, educationists, journalist and the organized private sector.

RECOMMENDATIONS

Success in the revitalization of the language education in Nigeria depends on concrete actions embarked by all segments of the Nigeria society with definite result

1. The rise in the rate of the falling education standards in Nigeria should be address through the revitalization project.
2. Speaking, reading and writing in Nigeria languages should be encourage.
3. A website on Nigerian languages should be developed as it will stimulate learning and understanding of those languages.
4. Parents should encourage their children to study Nigeria languages

CONCLUSION

In conclusion, it is expected that when all these measures and steps are implemented with all seriousness, it will help to revitalize our language education and put us on the path to national development, unity and self –reliance.

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