KIU Journal of Humanities

College of Humanities and Social Sciences

Kampala International University, Uganda.

Published in March, 2019

ISSN: 2415-0843 (Print)

ISSN: 2522-2821 (Online)

Published by:

College of Humanities and Social Sciences,
Kampala International University,
Kampala, Uganda.

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Kampala International University ISSN: *2415-0843;* 4(1): 3–4

Editorial

This issue of KIU *Journal of Humanities* touches on Media Studies, Language and Literary Studies, Educational Psychology, Educational Technology and Entrepreneurship Education.

The first part of the Journal focuses attention on Media Studies. It is universally accepted that media can be used to influence the audience, persuade and can be used in many aspects of everyday life and this is why it is important to study the media as a whole. Media as a subject helps us understand the world in many different ways which is critical to understanding how society and the way the world works. While the first paper in the section discusses the role of the media in anti-corruption war in Nigeria while the second paper explores the role of the media in ending Fulani herdsmen and farmers conflicts in Nigeria

Articles in the second part of this edition center on Language and Literary Studies. The study of literature allows people to develop new ideas and ethical standpoints, and can help individuals to present themselves as educated members of society. Today, Literature in second language classes has a very important linguistic input for students and it is a valuable source for learners' motivation. Traditionally, the role of Literature was not taken into consideration in English Language Teaching programs due to the importance given only to functional language. Today, Literature in second language classes has a very important linguistic input for students and it is a valuable source for learners' motivation. Usually, students who study only English Language emphasizing on reading and writing skills, sometimes fail to see the point of studying English literature, especially if they have no plans to study English or Translation at University. But English Literature can introduce students to a range of aspects, not only of the English Language but also of the English culture. Teachers are the basic pillars to reach students through literature trying to attract them to this field that can be interesting to everyone. Teachers should think about everything that they are going to do without falling in boredom and keep their students interested in the topic. Also we, as teachers, consider that we are the ones who must make students get closer to Literature so that they can realise that it is not as abstract as they think, trying to avoid their frustration. Also it is useful to have literary texts and their analysis easier made for students.

Educational Psychology studies various factors which have impacts upon students, which may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about him or her mentality and behavior and its manifestations. Against this backdrop, section three looks at how some factors such as drug abuse, early marriage, government policies and physical disability affect students' performance in education.

Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. This is why a few papers in this issue highlight ideas on how students can acquire teaching and learning skills through the use of modern technologies. Based on the its findings, one the papers in this section recommends among others that Curriculum planners should incorporate concept mapping in the curriculum and Teachers should be train and re-trained on how to effectively use the concept mapping method in the teaching of genetics and biology in general.

Entrepreneurship Education aids students from all socioeconomic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensures social justice, instills confidence and stimulates the economy. This is why all the papers in the last section of this issue address different issues in Entrepreneuship Studies such as Value Added Tool for Food Production and Learning for Full Employment.

Above all, this edition of *KIU Journal of Humanities* features many thought provoking articles. We hope that these educative and informative articles will contribute immensely to the existing knowledge on each topic.

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March, 2019.

Part One
Media Studies

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Kampala International University ISSN: *2415-0843*; 4(1): 7–14

The Role of Media in Strengthening Anti-Corruption Crusade in Nigeria

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Abstract. This paper examined the role of media in strengthening the fight against corruption in Nigeria. Since 1999 when the country returned to democratic rule, there has been a heighten expectation that the media in general will assume it's role of serving as the watchdog over the activities of government on behalf of the public. This paper therefore addressed the question: has the media lived up to the expectations of the public in the area of the fight against corruption by government officials. Using in-depth interview our findings revealed that the media has been playing the role expected of it in the fight against corruption. The work of investigative journalists has helped to expose incidences of corruption among public office holders. However, the study also found that much is expected from the media given that many media houses shy away from investigative journalism. Also, the study found that the Freedom of Information Act is grossly underutilized. The paper therefore recommends that Journalists should deepen their capacity to perform the watch dog function, and finally journalists can also explore the new media for publishing investigative news that are blocked in conventional media.

1. Introduction

Through their reportage of daily happenings in the country, Journalists serve as the bridge between the governed and government. Section 22 of the 1999 constitution describes them as "watch dog" of the society charged with regular and independent inspection of those in power and publishing trustworthy information about government's activities 'the Press, Radio and

Television and other agencies of mass media shall at all times be free to uphold the fundamental objectives contained in this chapter and uphold the responsibility and accountability of the government to people'.

Tobechukwu (2000) describes media as the "fourth estate of the realm" and "watchdog of the society," responsible for sourcing, dissemination of news, educational promotion, surveillance, social enlightenment and mobilization. These functions collectively made the media an important link/factor in the relationship between the government and the governed and make them essential to societal growth and development.

This responsibility is predicated on the thinking that, for government to be seen as transparent and above board, its activities must be made known to the people it governs and must yield itself to scrutiny. It is thus the statutory responsibility of journalists to use all means and methods legal to bring the activity of government to the people.

This watch dog role is mostly discharged through news reporting of day to day happenings in the society with special focus on government's business. In Nigeria just like other societies, the mass media transmit ideas and new information to a target audience; thus playing vital role in the adjustments of behavioral pattern of people in the society that they serve.

In other words, the press serves as agents of change, and as watchdog of the society, it is expected to play a part in ensuring transparency and accountability in government as well as contribute to the efforts of crime-fighting institutions to curb corruption in the country (Nwuneli and Nwosu, 1990).

Supporting the above, Sambe (2005) asserts that 'in performing its watch dog or surveillance function, the mass media in Nigeria keeps watch over government; its three arms and the entire society, so as to keep their performance up to the expected standard that would encourage the development of the country'.

Investigative reports seek to find information about a news event that may not be apparent to the public but could lead to revelations that the organization or people involved may not wish to be put in the public domain. As such it gives further insight into news and is often linked to campaigns by the newspaper for better protection of the rights of people from individuals, organizations or authorities. It also involves investigating issues through which evidence of neglect may be found and published in support of the victims. This of course is a very sensitive matter which will demand extensive verification of evidence of all the facts, eye witness accounts and interviews for or against a group of people to ensure accuracy.

Nigerian Newspapers and Magazines from time to time feature corruption related stories, editorials and articles exposing corrupt public officials and stating the dangerous effects of corruption on the socio-economic life of the nation. A typical example is provided by Dikko (2007) who alleges that Nigerian past leaders stole $400 billion before transition to civilian rule in 1999. According to him, the eight years of former President Olusegun Obasanjo was full of corruption and even went ahead to cite some specific examples:

…various funds expended by Obasanjo's government on revamping power N1.3 trillion; $700m on refineries; N300b on our roads; N400 million fraud in the Ministry of Defense uncovered by former Defense Minister General Theophilus Danjuma; N150b in the Nigerian Ports Authority; $302 million oil revenue were unaccounted for by the NNPC as well as N800 million revenue paid by oil companies to NNPC in the first five years of Obasanjo's government as reported by NEITI have become a source of concern for most Nigerians and called for studies on media's role in the fight against corruption during the period.

Newspapers like *The Guardian, the Nation, Punch, Tribune, Vanguard, This Day, Leadership, Peoples' Daily* and many others have also contributed in one way or the other in exposing corruption in high places by obtaining hard facts through painstaking investigative journalism.

Despite the above efforts, the position of Nigeria in annual Corruption Perception Index (CPI) is still low. The 2013 global Corruption Perception Index released by the Transparency International (TI) ranks Nigeria the 148 out of 180 countries in 2018.

This study becomes important, giving the fact that analysts have traced the root of underdevelopment worldwide to corruption; for instance Ribadu (2006) argues that corruption is responsible for perpetual collapse of Nigerian infrastructure and institutions; it is the cause of the endemic poverty in Africa; it is behind the under-development and cyclical failure of democracy to take root in Africa. Corruption is worse than terrorism. Stople (2008) also, argues that the cost of corruption exceeds by far the damage caused by any other single crime; corruption worsens the investment climate and undermines competitiveness of national economies.

This research focuses attention on public corruption carried out by public office holders at all levels and organs of government.

2. The Concept 'Corruption'

Salisu (2000) defines the term 'corruption' as the misapplication of public resources to private ends. He proceeded to cite examples like: public officials collecting bribes for issuing passports or visa, for providing permits and licenses, for authorizing passage of goods at sea/air ports, for awarding contracts or for enacting regulations designed to create artificial scarcity. Tanzi (1995) defines it as 'the intentional non-compliance with the arm's-length principle aimed at deriving some advantages for oneself or for related individuals from this behavior.'

Transparency International (1996) sees corruption as any act or omission by any one (be he/she a public official or private individual) that deviates from acceptable norms governing the official duties with the intention of creating gain for personal or group advantage

Byrne (2009) identifies five types of corruption that media report in their daily news and publications. They include:

Systemic corruption - a situation where corruption has become an integrated and essential aspect of the economic, social and political system of a country i.e. the major institutions and processes of the state are routinely dominated and used by corrupt individuals and groups, and in which most people have no alternatives to dealing with corrupt officials.

Sporadic (individual) corruption- this is the opposite of systemic corruption. Sporadic corruption occurs irregularly and therefore it does not threaten the mechanisms of control nor the economy as such. It is not crippling, but it can seriously undermine morale and sap the economy of resources.

Political corruption- this type of corruption takes place at the high levels of the political system, when politicians and state agents entitled to make and enforce the laws in the name of the people are using this authority to sustain their power, status and wealth. Political corruption is when the laws and regulations are abused by the rulers, side-stepped, ignored, or even tailored to fit their interests. It is when the legal bases, against which corrupt practices are usually evaluated and judged, are weak and furthermore subject to downright encroachment by the rulers.

Grand corruption otherwise called high level corruption takes place at the policy formulation end of politics. It refers not so much to the amount of money involved, rather the level in which it takes place i.e. at the top levels of the public sphere, where policies and rules are formulated to suite interest of a group. Petty corruption is everyday corruption that takes place at the implementation end of politics, where the public officials meet the public.

Petty corruption is bribery in connection with the implementation of existing laws, rules and regulations. It involves modest sums of money and has also been called "low level" and "street level corruption" taking place in public administration and services like hospitals, schools, local licensing authorities, police, taxing authorities and so on.

Oluwagbemiga (2009) advances five broad types of corruption that pervades Nigerian polity. He calls them: political corruption; economic or commercial corruption; administrative /professional corruption; organized corruption and working class corruption.

Commenting on the effects of corruption on national development, Dandago (2008) describes it as the greatest obstacle to Nigeria's development "corruption in Nigeria, just as in most other African countries, has currently become the greatest challenge to leaders and citizens, threatening to undermine effective governmental financial management. It is also a threat to both economic development and the process of establishing an enduring democracy in developing countries, like Nigeria".

The annual reports on global corruption released by anti-graft agencies like the Transparency International (TI), Action Aids (AA), World Bank and IMF etc have continued to portray Nigeria as one of the most corrupt nations of the world e.g. the TI continues to list Nigeria amongst the most corrupt nations in its annual corruption perception index (CPI) since 1996.

This is a national embarrassment and cause for concern to the government and citizens of this country. This therefore justifies the need for a study on the role of Nigerian media in the fight against public corruption and how media can strengthen government anti-corruption crusade.

3. Role of Media in the Fight against Corruption

Alawode (2008) identifies key areas that media can contribute to the fight against corruption in Nigeria. They include news reporting through collaboration with the anti-graft and other law enforcement agencies like EFCC, ICPC and Police, etc., to expose corruption by highly and lowly placed officials. Such reports in the press has led to removal, resignation and prosecution of some highly placed officials including the former Inspector General of Police, Tafa Balogun and the former Speaker Patricia Etteh and Senate Presidents Adolphus Wabara e.g. EFCC arrests Ondo Chairman OSOPADEC over N100bn fraud (Daily Trust 21st March 2012:6)

The press can also serve as whistle blower, capable of unearthing corruption through investigative reporting thereby prompting anti-graft agencies to launch investigation into such matters. A recent example is the allegation of fraud against Niger state pilgrims welfare board entitled "Hajj officials defraud Niger pilgrims" published by Daily Trust on 20th March 2012 pp6

Media also contribute to the fight against public corruption by publishing features, articles and editorials with a view to exposing corrupt practices by selfish public office holders and calling for action e.g. 'Corruption in Nigeria: Facts before the case' written by Abbas A. Dikko (Daily Trust 24th Dec 2008), and an editorial entitled 'Government not serious in anti-graft crusade' (Daily Trust 5th April 2012).

In addition, media can reinforce anti-graft values through consistent reports and news analysis on the dangers of corruption and promote values of honesty and integrity in the society. The constant exposure of corruption by the Nigerian printed press has emboldened increasing number of the civil society groups in the country to join and identify with the anti-graft war. The reports in the media about corruption have provided these groups with the needed tools to demand prosecution of leaders perceived as corrupt and to demand greater transparency in government businesses.

Stressing the critical role media play in the fight against corruption, Na'Allah (2013) maintains that "through investigative journalism, manipulation, exploitation and destruction of lives and properties that have become prominent features of the Nigerian society would be addressed, and by doing that, journalists would be assisting the three arms of government in discharging their mandates".

The Transparency International, (TI) Zimbabwe (2012:1) provides three major roles of the media in fighting corruption which includes unearthing major cases within a broader social climate were graft involving the abuse of entrusted power by government officials and persons in positions of authority are involved; stimulating investigation into the alleged stories; and also setting agenda to stimulate the public by prioritizing issues of corruption involving government officials and other senior ruling party officials, the public will treat the issue with value and importance and creates discourse.

Given that, people in power whether in government, in business, or any other group in society can abuse that power; they can be corrupt, steal money, break laws and do all sorts of things which harm other people and will usually try to keep this knowledge secret. Societies thus need investigative journalism because "people have a right to know about the society in which they live; they have a right to know about decisions which may affect them, even if people in power want to keep them secret (Ingram and Henshall, 2008).

Journalists also have a duty to watch how well people in power perform their jobs, especially those who have been elected into public offices. They should constantly ask whether such people are keeping their campaign promises. To do that, investigative journalists must be unafraid, determined, patient, watchful, fair, as well as dog minded.

The Transparency International (2013) conducted an extensive survey of business people in 30 countries on the best tools to fight public corruption. The result indicated that business people in 20 of the 30 countries chose investigative journalism as the most effective tool for fighting public corruption. In 27 countries, it was ranked even higher than international agreements, and in 24 countries higher than national anti-bribery laws. In Brazil for instance, 70 percent of the respondents described investigative journalism as the most effective tool against private sector corruption. This sentiment was evenly spread to various sectors like: oil and gas (58%), pharmaceutical and healthcare (56%), transportation and storage (54%) as shown below.

Investigative journalism is still in its infant stage in Africa; because African media generally filed in their reports on public corruption in either straight news reporting or commentary formats. The straight news reporting involves coverage from arrest of suspected corrupt official to courts' judgment as released by government sources. The commentary on the other hand, includes x-raying and analyzing some issues in corruption cases in the court or in police custody that are reported by the media for prompt action (Alzubayr, 2011).

Kontagora (2011) maintains that the press has contributed immensely in reporting arrest and prosecutions by anti-graft agencies like EFCC and ICPC or Code of Conduct Bureau. He however argues that the Nigerian press has done very little in the area of investigative journalism i.e. independent investigations to uncover scandals and only wait for EFCC, ICPC, Code of Conduct Bureau or the Police to expose the corrupt public office holders which they subsequently report. He cited examples of corruption stories involving former Speaker Bankole, Governors Aliyu Akwe Doma, Danjuma Goje and Gbenga Daniel which was first broken by EFCC before media reported or published.

Baba-Ahmed (2011) argues that as a watch dog of the society, journalists are duty bound to always highlight the extent of the havoc corruption wrecks on the society and to also expose the activities of corrupt officials with a view to putting halt to them. He further argues that while Journalists are free to investigate all corrupt practices to logical conclusions, they apparently lack the capacity to do so, either because of their inexperience or lack of encouragement from their superiors. Instead they dwell on reporting allegations of corruptions in the courtrooms and even at that, they don't diligently cover them to final judgement. He however admitted that despite the challenges, Nigerian media have to some extent contributed to the fight against corruption especially in the area of public enlightenment.

Gimi (2011) however commended Nigerian media for their contributions to the fight against corruption in their reportage. He identified four ways the print media contribute to the fight against corruption in Nigeria which include reporting the activities of anti-graft agencies like the EFCC, ICPC and the Code of Conduct Tribunal e.g. 'EFCC arrests of OSOPADEC chair over alleged N61.63b fraud' (*The Nation* 21st /03/2012); carrying out investigative journalism to expose corrupt public officials to follow up and establish a case e.g. '1200 ex-lecturers protest non-payment of pension, gratuity'(*The Guardian* July 1st 2012), editorials of Newspapers have been consistent in condemning public corruption. Whenever a corrupt act is discovered, editorials came out to strongly condemn it and called for decisive action against the suspects e.g. 'Death in EFCC Custody' (*The Guardian* 1st -July 2012); carrying opinion articles that people write on corruption. Editors contribute by giving prominence to corruption issues on their papers e.g. 'Poor as House Mouse' (*Daily Trust* 2nd -7-12). He concluded that the fight against corruption wouldn't have reached where it is now, without the contribution of the print media.

Alli (2012:3) described investigative journalism as a national service:

It is a national service when it is used to correct the ills of the society, the powers that be, may not be happy, but the end will justify the sacrifice. The wrong assumption some journalists have on investigative journalism that it is synonymous to poverty is wrong, because good investigators are paid heavily and are promoted as at when due' e.g. Aremu Segun Osoba who later became a Governor, Chief Tony Momoh (former Minister of Information), Alhaji Lateef Jakande (former Governor of Lagos) and Labaran Maku (serving Minister of Information) and many others who stepped on toes, yet the society rewarded them.

For a successful investigative journalism Alli (2012) advises media proprietors to only recruit journalists who are ready to take the risk of investigative journalism. To him, with investigative stories newspapers will survive extinction despite the emergence of on-line journalism.

4. Objectives of the Study

- Identify the role the media plays in the fight against corruption in Nigeria
- To identify the various ways media can be used to strengthen the fight against public corruption in Nigeria
- To identify the most viable media instrument that can be used to fight corruption in Nigeria

5. Methodology

The research methodology employed for this research is in-depth/ intensive interview. The researchers used purposive sampling techniques to select five Kaduna based registered journalists who are involved in investigative journalism and interviewed them on the relationship between media and public corruption, and how media can be strengthen in the fight against corruption in Nigeria. The data generated were transcribed and analyzed qualitatively.

6. Discussion

On the Correlation between Media and Public Corruption

All respondents agreed that a strong relationship exist between corruption and investigative journalism. They concur with the fourth estate of the realm concept which declared that "the only way reporters can fight corruption is through investigative journalism". Also "I believe if Nigerian journalists will properly monitor public office holders and be brave enough to expose any corrupt practice, corruption in Nigeria will reduce." They added that 'the very consciousness among the public office holders that there exists a vibrant press that is ever watching to report corruption could be a deterrent to corruption as observed by Alawode (2008) that Nigerian politicians no matter how corrupt they are always portray themselves as 'saint' and so will not like anything that could tarnish their own image.' This implies that the presence of a 'vibrant press' that is up and doing; with qualified and dedicated journalists who can investigate and report corruption can serve as deterrent to corrupt public office holders. A respondent argues that a typical Nigerian politician wants to be in the corridors of power as long as he/she lives and he knew that exposing his corrupt practices will go a long way in ending his political career, therefore he will not be comfortable with investigative journalists.

Another respondent states that strong relationship does exist between public corruption and investigative journalism, he however identifies 'Godfatherism' as the main obstacle to the realization of the link saying Nigerians do not appreciate the relationship because of the frequent cases where corrupt public office holders go scot-free when exposed by the press. For instance, the Minister of Petroleum, Diezani Alieson Madueke, her counterpart in the interior ministry, Abba Moro and many others have been accused of corrupt practices and were not punished by the former President Goodluck Jonathan.

On the Various Ways Media can be used to Strengthen Public Corruption

Speaking on the various ways media can contribute to the government fight against corruption, respondents said the media can assist by exposing corrupt practices in public offices. Journalists can make use of the opportunity provided by the freedom of information act to request for information and publish reports, news commentaries, articles, editorials, etc. for public consumption. This concurs with Alawode (2008) viwes who identify news reporting through collaboration with the anti-graft and other law enforcement agencies to expose corruption by highly and lowly placed officials

On the Most Viable Media Instrument that can be used to Fight Corruption

All the five respondents are unanimous that investigative journalism is the only viable media instrument that can be used to fight corruption in public offices. This supports Filkov (2012), who insists that the only way reporters can fight corruption is through investigative journalism.

7. Conclusion

The study is of the belief that media can only play its role in the fight against corruption by exposing corrupt public office holders as emphasized in the fourth estate of the realm concept. This concurs with Filkov (2012) who insists that the only way reporters can fight corruption is through investigative journalism.

This study is of the view that investigative journalism is the most effective tool to fight corruption in both private and public offices and that investigative journalists face security challenges globally.

This research agrees with the 'fourth estate of the realm concept' and the views expressed by majority of the journalists interviewed who stated that a relationship between public corruption and media exists which is inversely proportional in nature i.e. the higher the uncovering of scandals the lower the rate of corruption and vice versa in Nigeria.

8. Recommendations

Journalists should deepen their capacity to perform watch dog function in form of investigative journalism

Media stations should device new means of generating revenue to enable them exercise full editorial independence.

Also, government should punish officers of Ministries, Departments and Agencies (MDAs) that violate the provision of Freedom of Information Act (FOIA).

Journalists should explore the new media to publish investigative news that are blocked in conventional media

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Kampala International University ISSN: *2415-0843*; 4(1): 15–22

Role of Mass Media towards Ending Fulani Herdsmen and Farmers Conflicts in Benue State

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Abstract. Fulani herdsmen and farmers in Benue State have recently been at each other's neck. This ugly situation has led to the destruction of many lives and property worth millions of naira. Consequently, the nomadic Fulanis who mainly rear cattle and Benue indigenes living in rural areas with farming as their main preoccupation now live in suspicion for the fear of the unknown. Though several efforts have been made to curb the menace but less success has been recorded. The mass media have through their information, education, surveillance, agenda setting and other functions proved to be powerful means of entrenching peace and mitigating conflicts. It is against this backdrop that this paper x-rays how the mass media could be utilized to salvage this ugly situation. Agenda setting Theory is used as theoretical slant for this study. The study concludes that, mass media have a significant role on preventing and resolving conflict effectively by assuming conflict preventing functions

Keywords: Fulani Herdsmen, Farmers, Conflict, Mass Media, Benue

1. Introduction

Nigeria and her component units referred to as states have been riddled with one form of conflict and security challenges or the other. This is evident in ethnic, political and religious conflicts and/or crises. The attendant consequences of these anomalies range over wanton destruction of lives and property, assault, kidnapping/abduction, assassination, and general state of insecurity as well as social disorder. As Dodo (2008) asserts:

Just like most African nations, Nigeria has been witnessing various social ills since the attainment of political independence. These social problems include: religious intolerance, ethnicity, sectionalism, apathy and indifference in matters of national interest. So far, successive governments since independence have made efforts to minimize these evils but these have yielded little or no positive result (p. 2).

These precarious and unfortunate situations described above have permeated all strata of the Nigerian society thereby plunging ethnicities which were known to be mutual friends into a state of 'cat and dog' relationship. Oral accounts indicated that the Fulanis of North Western and Eastern Nigerian and Tiv people of North central Nigeria have common ancestry and occupation, cattle rearing. However, the Tiv people been lovers of meat, had eaten all their cattle, a situation which made Fulanis referred to Tiv people as "munchi". Instead, the Tiv people take farming as their major occupation while their Fulani brothers stick to cattle rearing. They have lived peacefully together for decades even as herdsmen and farmers.

Regrettably, and recently too, these friendly cohabitants have been thrown into occupational war which escalated between 2013 and 2014 with some vestiges in 2015. No doubt, several and concerted efforts have been made by government at all levels, community and faith based organizations to end the feud as evident in the deployment of military and other security operatives to quell the crises as well as convocation of peace summits. However, these efforts have almost been less effective. Thus, this paper explores the possibility of using the mass media as a answer to correct this anomaly, hence Nwosu (2004) says, in times of conflict or even war, adequate or inadequate management of information is considered to be a critical factor in the emergence, escalation or reduction of tension at various levels.

2. Brief Overview of Fulani Herdsmen and Benue Farmers Conflict

Though, there are little historical accounts on the causes of Fulani-Tiv conflicts, with hindsight one could say the trouble starts when nomadic Fulanis allow their cattle to graze on crops planted by Tiv farmers. The farmers in attempt to protect their crops or farms usually chase the herdsmen and their cattle thereby leading to violent retaliations. Hagher (2013), notes that, the foundation to the current crises was laid first in 1988 when the then District Head of Nzorov District of Guma local government area, Chief Iordye Akaahena was assassinated by gunmen suspected to be Fulani herdsmen. This incidence sparked anger and derision among Tiv indigenes at home and in Diaspora, as it portrayed the Tiv nation as weaklings before most ethnic groups in Nigeria. Akor (2015) recounts that:

The recent wave of Fulani-Tiv crises re-echoed on February 8, 2011 when armed Fulani herdsmen numbering between 200 and 500 attacked and sacked three districts in Gwer-west local government area with scores left dead and over 20,000 people rendered homeless. The sedentary Tiv farmers at the Benue Riverside areas of Gwer-west were the frits to be attacked. This situation lasted from February 8th – 10th, 2011 when the horde of Fulani herdsmen who after an altercation with the sedentary farmers over grazing and farmlands years back, returned to the area armed with sophisticated amoury including chemical grenades. The same scenario played itself later on March 4th, 2011 which coincided with the official visit of former president Goodluck Ebele Jonathan to Benue State (p.44).

The second deadly attack was on March 5, 2012 when scores of Fulani invaders crossed River Benue by boats into the state. Armed with AK47, Mark 4, and other weapons, they sacked the Tiv farming community, marching through a distance of 30 kilometers from Tse-Abomste Mbamegh to Tse-Joo, all in the Gwer west local government area. They allegedly killed all men including women and children they met on their way and spared no farmlands, economic trees, houses, food barns and domestic animals. These communities had reportedly had no previous conflict with the Fulanis (Akor, 2015). Akor (2015) posits that:

Another deadly attack was launched in Agatu in which 37 persons, including seven soldiers made up of a Lieutenant, two Sergeants, one Corporal and Lance Corporal as well as two Privates serving with Nigerian School of Military Engineering (NASME), Makurdi lost their lives. After the prolonged killing of sedentary Tiv farmers in Guma LGA, and surprisingly enough, the ancestral home of the then Tor-Tive Orchivirigh Dr. Alfred Akawe Torkula was razed down by suspected Fulani militia with sophisticated weapons, killing an unspecified number of people. (p.46)

These crises later spread to Logo, Ukum, Katsina-Ala and Kwande local government areas of the state particularly along the Taraba and Cameroun borders. In fact, between November and December, 2015, the conflict has taken over parts of Oju and Ado Local Government Areas of the State leading to several killings, kidnapping with many cows missing.

3. Mass Media

The mass media are defined by Eyutachae (2002) as the communication systems or devices

used in delivering information, thoughts, knowledge, ideas and attitudes to a sizeable and diversified audience. The systems or devices according to this author refer to television, radio, newspapers and magazines. Abagen (2009) says, the mass media are by definition, the whole range of information dissemination institutions and agencies.
Furthermore, Iwokwagh (2009) defines the mass media operationally from a dual perspective. First, as technological artifacts, and second, as social institutions. At the first level of conception, the mass media refer to the various systems of modern communication that make information consumption possible. These include newspapers, magazines, books (print media) and television, radio, film or cinema (electronic media).

At the second level of conception, the mass media refer to those highly structured or organized social systems with well-defined authority relationships and are responsible for the gathering, processing, packaging and dissemination of information or message for public consumption. He explains that, the advantage of such dual conception of the mass media is that, it presents a near total picture of what the mass media are. Thus, the mass media are both the technological means and social systems that facilitate the dissemination of information to a large, scattered and anonymous audience.

4. Conflict

Conflict is inevitable among humans. When two or more social entities (i.e., individuals, groups, organizations, and nations) come in contact with one another in attaining their objectives, their relationships may become incompatible or inconsistent. Relationships among such entities may become inconsistent when two or more of them desire a similar resource that is in short supply; when they have partially exclusive behavioral preferences regarding their joint action; or when they have different attitudes, values, beliefs, and skills. There are divergent connotations about what constitutes conflict. Pate (2002), argues that, conflict is part of life. It characterizes the dynamics of human interaction. Owens-Ibie (2002), concurs that, conflict is a product of life and living. As long as there are people who interact, there is bound to be conflict.

A conflict is more than a mere disagreement, it is a situation in which people perceive a threat (physical, emotional, power, status, etc.) to their well-being. Participants in conflicts tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. As such, people filter their perceptions (and reactions) through their values, culture, beliefs, information, experience, gender, and other variables. Conflict responses are both filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions. Conflict connotes disagreement, dispute, or controversy in ideas or viewpoints held by two or more individuals or groups (Oyeshola, 2006). Imobighe (2003) in Adeogun (2006), asserts that conflict represents a condition of disharmony within an interaction process usually as a result of clash of interest between parties involved in some form of relationship. Week (1992) submits that, conflict is a phenomenon that is an important part of human existence and a natural part of our daily lives.

The forgone views demonstrate that conflict occurs in all human societies and it varies in degree and form of expression. In some societies, verbal rather than physical aggression is more frequent, while in other societies, more passive forms of expression may predominate. Some people inhibit aggression within the local community, to wage war against their neighbouring groups as in the case of herdsmen and farmers in Benue State.

5. Theoretical Slant

In keeping with academic tradition globally, scholars often use models and theories in an attempt to explain social phenomenon, at least under ideal circumstances (Keghku, 2011,). This work is not an exception. Therefore, it is anchored on agenda-setting theory.
Agenda-setting theory is credited to two researchers, Donald Shaw and Maxwell

McCombs in the 1970s who studied people's reactions to election campaigns through the media. The theory basically assumes that, "the more attention the media give to a topic, the greater is the importance attributed to it by the news audience" (McQuail, 2010, p.548). According to McCombs (2004, p1) the theory's main postulation is salience transfer which is the ability of the news media to transfer issues of importance from their "news media agendas to public "agendas". The mass media through their day-by-day selection and display of news focus our attention and influence our perceptions of what are the most important issues of the day.
Moreso, the proponents of agenda-setting, McCombs and Shaw (1972, p.179) identified its two basic assumptions. These are, "the mass media do not reflect reality, they filter and shape it, and the mass media concentration on a few issues and subjects leads the public to perceive those issues as more important than others. Folarin (1998, p.8) submits that, agenda-setting theory does not ascribed to the media the power to determine what we actually think, but it do ascribed to them the power to determine what we are thinking about.

Agenda-setting theory is relevant to this discourse in view of the fact that, through constant reporting of the Fulani herders-Benue farmers conflict the mass media can attract attention to it, thereby eliciting the desired action towards curbing the ugly trend. The mass media based on this theory can present the conflict as the most important issue that demands urgent government or public attention.

6. The Role of the Mass Media in Ending Fulani Herdsmen and Benue Farmers Conflict

There is a general consensus by communication scholars that the media lay a vital role in conflict resolution and peace building, locally, nationally and globally. Nwosu (2004) observes that:
The mass media are considered to be very important in conflict management because they are information merchants, conduits or carriers of various shades and colours of information. And in times of conflict or even wars, adequate information is considered to be a critical factor in the emergence, escalation or reduction of tension at various levels. Tensions depending on how they are managed can determine the end or continuation of the conflict (p.15).

The above scholarly disposition suggests that the mass media have a significant impact on preventing and resolving conflict effectively by assuming conflict preventing functions. In recent times, the media have emerged as an essential tool in combating conflicts, crises and acts of terrorism through the mechanism of information dissemination. Pate (2002), maintains that:
In times of conflict, information is regarded as a critical factor in escalating or reducing tension. In conflict it is often argued that abuse by the instrument of mass communication in time of crises, especially in complex and fragile societies like Nigeria, could have serious consequences (p.5)

Though, the media are cardinal to the maintenance and sustenance of peace in the society, they can also serve as destructive agents in the peace process. They can choose to negatively report on the risks and dangers associated with a compromise, raise the legitimacy of those opposed to concessions and reinforce negative stereotype of the enemy. To this end, Jan (2011) asserts that:
Media can foster human security and it is evident that media can reinforce motives for fuelling wars. Media, traditional/non-conventional, can both prevent and resolve conflict through the autocratic functions of responsibly disseminating information, furthering awareness and knowledge, promoting participatory and transparent governance and addressing perceived grievances (p. 190).

Tahir (2009) argues that, it is important for the media to understand what conscious and unconscious role they play in their routine work of reducing or a times aggravating conflicts. Tahir further, identifies the role of the mass media in the process which include:

- Bridging communication gap
- Educating the audience
- Confidence building
- Correcting misrepresentations
- Identifying interests

- Emotional outlet
- Face-saving and consensus building
- Solution building
- Encouraging a balance of power

Furthermore, Bajraktan and Parajon (2007) notes that, the mass can contribute to peace merely by restoring level of trust and self-worthy in a population on the brink of or emerging from war. Where the mass media can occupy a space in the grassroots of civil society, it has the potential of healing and community building and prevention of future resurgence of violence.

Precisely, the mass media based on its numerous functions in the society have a major role to play in conflict resolution. Ekhareafor and Olley (2011) highlights the media functions that are expedient in resolving conflict and combating acts of terrorism as follows:

Information: This is the first and major function of the media in the society. Providing the public with information on conflict situations such as the skirmishes between Fulani herdsmen and Benue farmers will make the society-those concerned to brace up to the challenges of the violent conflicts the two factions face. For the media to effectively assist in the resolution of this conflict, accurate and objective information, devoid of sensationalism, sectionalism or religious undertone must be passed to the people.

Surveillance: No doubt, the media assist in watching over the society. In the times of conflict such as the one being discussed, the issue of gathering intelligence about gunmen and their operations must not be left to the security agents alone. The media must ensure that they play their surveillance functions well with a view to complementing the efforts of security agents. The media can send undercover investigative reporters to get information on the activities of those perpetrating violence. By so doing, the media will be able to position themselves and inform the public before violence breaks.

Transmission of Cultural Heritage: This is a critical function of the mass media which focuses on the transmission of knowledge, values and social norms from one generation to another. The mass media can extend this critical role to conflict resolution by helping to preserve those cultural heritages that make us whom we are. For instance, the Fulanis, Tiv and entire Benue people have for a long time live peacefully together until recent developments which created a warring situation amongst the erstwhile friends, now foes. Through transmission of cultural heritage the media can help in sustaining the relationship and ensuring peace among these people. The media should therefore present to the public more of our heritage and play down imported foreign contents which are often laced with violence.

Act as Community Forum: The mass media can create a community forum for the discussion of issues and for solutions without violence to be sought. Thus, a forum could be created by the mass media to brainstorm and proffer solutions to causative factors that have thrown Fulani herdsmen and Benue farmers into conflict.

Apart from the above, the media could be the best option of settling ethno-religious clashes as obtainable in the Fulani herders-Benue farmer's situation due to their enormous importance to the society. McQuail (1994) in De wet (2004) provides some assumptions about the media and their importance which made them indispensable to conflict resolution. These are:

- The media are able to influence matters and control innovations because they remain the most potent way of informing and influencing society.
- The media remain the sphere where issues nationally and internationally are played out. They have the potential either to place issues at the centre of debates or to ignore issues that could control or steer debates in particular directions.
- The media provide definitions of identities and social realities.
- The media are platforms to fame and disgrace where instant heroes and villains are made.
- The media are the source of an ordered and public meaning system that provides a benchmark for what is normal.

- The media are the largest focus of leisure time activities and means of entertainment.
- The conduct of both democratic and undemocratic politics, nationally and internationally depends, increasingly on mass media being a part of the social system.

Beyond that, the media's role in the development of national security proposed by Umeri and Galadima (2011) is veritable for ending conflict situations as in the case of Fulani herdsmen and Benue farmers.

Motivation Role

Motivation factor is one responsibility of the mass media in any society. The promotion of the immediate and ultimate aims of each society, and the stimulation of personal choices and aspirations, the fostering of individual or community activities, geared to the pursuit or agreed aims. From this position, the media have the responsibility to pep up support for the police and other security agencies in area of equipment provided by government in the discharge of their duties, particularly in handling conflicts. Other issues of welfare and working conditions of the police should form key issues of reportage in media as ways of encouraging or motivating the police to professionally quell crises.

Public Entertainment

The mass media are socializing organs that service the needs of society through gathering, writing and distributing the news of the day. The media are thus in a position to bring to the attention of all, issues of the day. Consequently as a socializing force, the media should be in the fore-front of enlightening Nigerians on issues relating to development of National security through provision of sufficient information and to encourage government to introduce programmes that would be based on attitudinal change and behaviour of the people.

Social Responsibility

The social responsibility of the mass media is based on the fact that the mass media are the 'watch dog' of society. To perform this role creditably, the media must be objective in their reports. The goals and priorities of the media ideally should be to portray the realities of the society they serve. A key impetus for development of national security is objectivity on the part of journalist on some of the shortcomings of the police and other security operatives, for instance, reportage of inadequate communication facilities and vehicles for police and their conduct should be presented to illicit immediate solution so as to effectively and efficiently handle conflicts.

7. Conclusion

Based on the aforementioned, it is evident that the mass media are veritable tools of tackling or resolving ethno-religious conflicts in Nigeria, particularly the one of herders and farmers in Benue State. This laudable objective could be achieved through the information, education, agenda-setting, advocacy, mobilization and sensitization functions of the mass media. Prevention and/or resolution of conflict, is everyone's responsibility including the mass media. Mass media can be used to and set-agenda for the government to prioritize security of lives and property of the citizenry. In a particular, the mass media could through advocacy champion the establishment of ranches to avert cattle grazing on farmlands and crops which is the remote cause of herders and farmers conflicts in Benue State and the entire country. They can sensitize the people to be security conscious and alert security agencies as soon as there is security threat. The mass media could also mobilize peaceful action against conflicts in order to forestall or eliminate violence. However, in carrying this enormous task, the mass media must remain objective, fair, balanced and avoid sensationalism in order to reduce and not aggravate the conflict situations. Media practitioners should consider public interest by being truthful and factual as well as avoid provocative or malicious language. This is because citizens in conflict situations need to know both sides of the story in order to make the right decisions or take appropriate actions to safeguard their lives and property.

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Part Two

Language and Literary Studies

KIU Journal of Social Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 25-28

Phonology of Igbo Compound Place Names

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Abstract. This paper presents a phonological study of Igbo language toponyms using Allen's (1978) Strong Boundary Condition as a theoretical base. The basis of the study is to prove that strong boundary condition for compounds can be applied to Igbo place names in order to further endorse its universality. The paper posits that tonal changes and regressive assimilation are common features among non-productive compounds while productive compounds are insensitive to phonological changes.

Keywords: Phonology, Igbo, Compounds, Place names, Tones

1. Introduction

The Igbo nation constitutes of five South-Eastern states in Nigeria. These are Anambra, Enugu, Ebonyi, Abia, Imo and some parts of Delta and Rivers States. Igbo belongs to the West Benue-Congo sub-family of the Proto-Benue-Congo language family with about eighteen million speakers.

In this paper, the researcher is interested in the phonology of Igbo compound place names.
Although, attempts have been made to discuss names among the Igbo people, the studies have only focused on personal names generally and not on tones of Igbo compound names (see Udoye, 2018). The present work is different from the previous ones because whereas the earlier works focused on Igbo personal names in general, the present work seeks to understand how tones function in compound toponyms using Allen's 1978 theory, Strong boundary condition for compounds. It is argued here that tonal change in compound toponyms occur at word boundaries and word final positions in compound place names.

2. Overview of Igbo Sound System

The tonal system of Igbo is the register – tone type in which sequences of high tones may continue a proceeding high tone level or step down to a new level, (Emenanjo, 2015). Although, high and low tones can occur in all positions (- initial, medial and final) in Igbo language tonal system, no word has been found to begin with a down step tone. The tonal patterns found in Igbo are:

HH	'high high'
LH	'low high'
HL	'high low'
LL	'low low'
HS	'high down-step'

Example:

HH	'cry'	ákwá
HL	'cloth'	ákwà
LH	'egg'	àkwá
LL	'bed'	àkwà

2.1 Vowel Harmony

Vowel Harmony is the system whereby in many languages vowels divide themselves into two sets (+ATR and – ATR). The first set (+ATR) is produced when the root of the tongue is advanced or widened and they are usually written without dots, while the second set (-ATR) is produced when the root of the tongue is narrowed:

[+ATR]		[-ATR]	
i	u	ı	ụ
e	o	a	ọ

2.2 Compounding

According to Udoye (2018), compounding occurs when two or more words are joined together to form a word. She observes that nominal compound personal names are the most productive of all Igbo personal names. Taiwo (2009) opines that in deriving compounds in Yoruba language, some phonological processes take place such as tonal displacement or replacement and vowel elision. Similarly, Okoye 2016) notes that Etulo compound words undergo both vowel and tonal elision.

3. Theoretical Framework

Allen's 1978 theory, the Strong Boundary condition for compound is the most suitable theory for the study. It gives explicit recognition to compounds in English and Welsh languages. Allen's theory is contained in Morphological investigation and later applied to the Igbo language by Anagbogu (1995). Allen 1978 stated that the strong boundary condition does not apply to non-productive compounds but only to true compounds because non-productive compounds allow phonological rules to operate across word boundaries. The reason for allowing phonological rules to operate across boundaries is because of weak internal boundaries which lead to phonological change. But for true compounds or productive primary compounds as shown by Anagbogu (1995), the internal boundaries are strong and prohibit phonological rules operating across boundaries. While Anagbogu (1995) used Igbo personal names in general to discuss the universality of this theory, the present work used place names found in Anambra East and Awka South in Anambra State, Nigeria to discuss the theory.

4. Literature Review

Udoye (2018) studies senselessness of Awka place names. She discovers that history, etymology and semantics operate in Igbo place names and indeed Africa languages and place names in general. Udoye maintains that African place names as well as their personal names are meaningful (as against the English senseless proper names discussed in Udoye 2018). The most significant aspect of the study is the in-depth analysis of commemorative, cultural, incident and calendar names to prove that Igbo names are connotative and not denotative as claimed by earlier western scholars. The present study focuses on the phonology of place names and not on how meaningful Igbo names are.

Okoye and Osuagwu (2017) investigate the similarities and differences of Igbo and Etulo tones. They discover that Igbo tonal change occurs on the third person pronoun and it is used to differentiate declarative sentences from interrogative sentences. In both Igbo and Etulo languages, nouns in associative construction change their inherent tones. The study has enriched the researcher's knowledge on tones in general. It is similar to the present work because it considers the functions of tones while the present study focuses on how compound place names change their tones depending on their places of occurrence.

Obianika (2014) examines tone in Abankaleke Igbo. She discovers that there is a feature of the high rising tone in Izii and Ezaa which is not phonetic and is not found in other Igbo dialects. The work is different from the present work because the present work looks at how tones cause phonological change in compound place names.

Obiamalu (2013) examines the role of tone in Igbo negation. He discovers that high tone plays a vital role in negation. Obiamalu cited examples using names such as: *íféányi –chúkwú* (nothing surpasses God), *Á – mā – ńnà* (father is not known) to indicate that high tone on the agreement prefixes give the names their negative meaning. Interrogative and non-interrogative names could be differentiated by a low tone in the subject noun as shown below:

Ife – a- nyị̌ - chukwu
Thing – Agr.NEG-surpass God
'nothing surpasses God'

A – mā nnà
AGR – NEG-know – father
'father is not known'

Although the present work is based on Igbo tones, it differs from Obiamalu (2013) work because the former considers Igbo tones in negation but the present study considers how Igbo tones function in compound place names with the aim of contributing to the onomastic study of Igbo toponymy.

5. **Data Presentation and Analysis**

Here, as elsewhere, the researcher followed the widespread tone-marking convention leaving high tones unmarked, marking low tones with a grave accent /` / and downstep with a macron /-/ (cf. Emenanjo 2015, Anagbogu 1995). Anagbogu (1995:250) classified Igbo nominal compounds into three types:

- Those that are characterized by tonal changes only
- Those that have undergone regressive assimilation and tonal change and
- Those that are insensitive to phonological processes.

The same classification is applicable to Igbo toponyms that have the Igbo compound structure; because indeed, most toponyms in my data are compound nouns; and most examples in the data are examples of genitival or associative constructions, and fit into the above three categories.

5.1 Toponyms that are Characterized by Tonal Changes Only:

Consider the following examples:

Inherent Tones of N1 and N2 Tones after N1+N2 have Undergone the Morphological Processes of Compounding
Processes of Compounding

Ụmụ̀ ọ̀nyị̀ma → Ụ̀mụ̄ ọ̀nyị̀ma
H L L L H → H H! + L L H
children onyima 'onyima's children'

Ụmụ̀ + èrì → Ụ̀mụ̄ èrì
H L + L L H H! + L L
children eri 'Eri's children'

Umụ̀ + ụkwà → Ụmụ̄ ụ̄kwà
H L + H L → H H! + H! L
children ụkwà Ụkwà''
children

d. Iru + akpụ → Iru akpụ̄
H H + H H → H H + H H!
Face cassava
cassava's face

Iru + echi → iru echī
H H H H → H H + H H!
face tomorrow face of tomorrow

Ama + òbhu → ama ōbhū
H H L H → L L H! H!

In the examples above which have undergone tone rules, it is observed that phonological processes take place mostly at the boundaries between compound members, affecting the final vowel of N_1 which are raised from low to down step in (a), (b), (c) and in the final vowels of (d), (e), and (f).

5.2 Some Toponyms Undergo Both Tonal Change and Regressive Assimilation Processes:

Anagbogu (1995) observes that *nwa* 'child' in Igbo personal names appears to be the most productive for regressive assimilation and tonal change as shown below:

N1	+	N2		N3
Nwa		òsu	→	nwoōsu
Child		outcaste		
Nwa		okpụ	→	nwọọ̄kpụ
Child		**		

Similarly, in Anambra place names, prefixes umu and ama behave like nwa as shown below.

Ụmụ̀	ike	→	Ụmī	īkē
H-L	H-H		H –H!	H! H!
Ama	ùdo	→	amu	udō
H H L H			H-H	H-H!
Ụmụ̀	ékètè	→	umē	ēkètè
H L H L L			H H!	H! L L

The second vowels of N_2 in (a) and (b) which were inherently high toned are reduced to down step; the initial vowels of N_2 in (a) and (c) are reduced from high to down step respectively and the down stepped tone is extended to the final vowels of N_2 in (a) and (b), in the three examples provided above, the regressive assimilation rules seem to have operated changing the final vowel of N_1 in (a) from 'u' to 'i', and in (b) from 'a' to 'u' and in (c) from 'u' to 'e' respectively. From the examples above, it is obvious that the internal boundaries collapsed and the compounds which were once independent words became lexicalized and lost their semantic compositionality.

5.3 Toponym Compounds that are Insensitive to Phonological Changes

Compounds that belong to this category are true compounds that stick to SBC rules. The category of toponym compounds below retains their inherent tones after undergoing the morphological process of compounding.

Iru	agụ̄	→	iru	agụ̄
H H	H H!		H H	H H!
Ama	agụ̄	→	ama	agū
H H	H H!		H H	H H!
Enu	ugwū	→	enu	ugwū
H H	H H!		H H	H H!

It is pertinent to observe that compound toponyms behave phonologically like Igbo noun compounds described in Anagbogu (1995).

6. Conclusion

From the foregoing, the researcher has established that the rules of the strong boundary condition for compounds is truly language universal and function in Igbo personal names as well as place names. Non-productive compounds are affected by tonal changes and regressive assimilation while true compound place names are insensitive to phonological changes because of their strong internal strong boundaries. In conclusion, the study is a significant one because it has been established that the theory is universal.

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Kampala International University ISSN: *2415-0843*; 4(1): 29 - 38

An Analysis of Linguistic Politeness' Strategies in a Superior / Subordinate Communication: A Speech Event in a University Setting

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Abstract. The multitude of linguistic strategies that characterize superior/subordinate communications can be gleaned from face-to-face interactions, letters, circulars, memos, notices and so on. Drawing upon the sociolinguistic theory of politeness, this paper described the linguistic politeness strategies used in superior/subordinate communication in a university in terms of exercising power and resolving conflicts. Data analysed in this paper were drawn from face-to-face interactions at a departmental meeting between Head of Department and lecturers. The findings showed that while the superiors' politeness strategies comprise a mixture of imperatives, interrogatives and declaratives the subordinates used mainly impressive declaratives and interrogatives to demonstrate regard and circumspection. The paper concluded that the bidirectional nature of power in superior-sub-ordinate communications determines politeness tactics. The choice of linguistic forms used in exercising these roles would help regulate human conduct, reduce and eliminate forms of misconduct that breeds conflict, especially if superiors' and even subordinates' power and face are diminished, ignored or blurred through wrong choice of linguistic strategies.

Keywords: language, politeness strategies, superior-subordinate communication, politeness

1. Introduction

As a means of communication, the "life" of language revolves around the basic components of communication speaker/source, listener/addressee and the message. It is through these components that the basic functions of languages are derived and fulfilled. From the speaker component expressive function are derived and fulfilled; from the addressee and message components directive and referential functions are fulfilled. The fulfilling of these functions are achieved through the use of the different types of sentences and selection of appropriate words and phrases.

Functional linguists such as Halliday (1985), Halliday and Matthiessen (2004) emphasize the delineation of the expressive, directive and referential forms of language as fulfilling the ideational and interpersonal functions of language. Sociolinguists such as Hymes (1986) and Holmes (2004) emphasize how through the different forms of language (particularly sentences) and the fulfilling of these functions individuals display and communicate status or relative power. Thus power differential among individuals are not abstractions or mere appellations that hover above people as they use language in the exercise and execution of their daily private or public business. Rather, since language use cannot be divorced from social roles, the power embedded in the different roles of individuals are enacted and communicated through the use of directive, expressive and referential sentences. Hence, language by itself is powerless and cannot change the world; language only works if its resources are used by individuals to achieve specific goals such as the enactment the maintenance of status or power and the resolution of conflicts between the users of a language. This paper therefore drawing from Brown and Levinson (1987) sociolinguistic theory of politeness examines how power differentials in educational institutions are enacted and maintained through the linguistic strategies used in superior-subordinate communication to avoid as well as resolve conflicts.

There is considerable value in using a sociolinguistic approach to the study of superior/subordinate communication. Not only do superiors and subordinates spend greater percentage of their time engaged in spoken and written activities, but the pattern of language and the communication strategies they deploy vary. For instance, given the routineness or reasonableness of the task, Holmes (2008) observes that a superior might use a direct imperative when giving a subordinate a routine task (e.g. *Send those results to the Dean immediately*; *make photocopies and circulate to all the lecturers*.). However, if the superior is expecting the subordinate to do something out of the ordinary or especially a difficult task, he is far more likely to use a less direct imperative such as, *Could we stay a bit later till 5pm today; don't you think, to finish typing the results,* or even use a hint: *it is like this typing is taking longer than we thought; what will we do if it is not ready for tomorrow's meeting?*

Similarly, subordinates are potentially more careful not to infringe on the power of superiors upon whom they are dependent. Thus, they display regard and circumspection when faced with possible intrusion into the powers of the superiors. Therefore, it is more common for subordinates to use expressions such as *Excuse me sir, I am really very sorry to bother you, but... I am wondering if I can close before 5pm today.*

The choice of linguistic form and tactics used in superior-subordinate communication are dynamic processes of showing politeness and how power differentials can be displayed without threat or intrusion into the powers of both superior and subordinate. Thus, the aim of this paper is to do a descriptive analysis of the linguistic strategies used in superior/subordinate communication to depict forms of politeness. The specific objective is to highlight how power differentials are embedded in language use, how language use can be the possible causes of conflict in an organization, and how language can also be used to resolve such conflicts.

The structural contingencies of educational institutions, like any other workplace, have increasingly emphasized the value of status and power maintenance and sustenance. An analysis of language use in superior-subordinate communication in this setting will show how power is enacted and can also be diminished or blurred through the use language. Therefore using Brown and Levinson (1987) sociolinguistic theory of politeness as the framework for the analysis of superior-subordinate communications in an educational institution (IAUE, Port Harcourt) is considered appropriate.

2. Review of Literature

2.1 Superior-subordinate Communication

Jablin (1979) define Superior-subordinate communication as an exchange of information and influence among organizational members, one of whom has official authority to direct and evaluate the activities of the subordinates of the organization. Superior-subordinate communication therefore refers to the interaction between organizational leaders and subordinates and how they work together to achieve personal and organizational goals.

There are two types of superior-subordinate communication, namely downward communication and upward communication. Downward communication refers to the transactions and interactions that emanate from the superiors to the subordinates. These are usually done via manuals, handbooks, oral communication and written orders (e.g. circulars, memos etc). For instance, when a head of department (henceforth HOD) gives order to a secretary to do something. Upward communication on the other hand is the process of transmitting information from the subordinate levels of an organization to the superior levels. The channels of communication in upward communication can be face-to-face or written etc. These includes reports, complains, appeals, proposal etc from subordinates to superiors.

According to Watts, Ide and Ehlich (2005) and Bakar and Mustaffa (2014), no relationship and communication in a workplace are as important as the ones between a superior and a subordinate. This is because the success of both parties, as well as the success of the organizations is dependent on an effective and efficient relationship and communication between them (these two people). Hence, any breakdown in superior-subordinate communication has fundamental implications on the overall performance of the entire organization (Bakar and Mustaffa, 2014). However, as important as superior-subordinate communication is, it can be often fraught with problems, particularly misunderstandings. Thus, in order for superior-subordinate communication to be effective, both superior and subordinate must be respectful and polite in transmitting information.

Effective communication between superior and subordinate requires using specific linguistic strategies. The most obvious linguistic strategies are the use of imperatives, declaratives and interrogatives to effect direct and indirect communication. The use of these sentences in turn has implication on the polite strategies which both the superior and subordinate can use in carrying out their duties.

2.2 Relationship between Language Use, Power and Politeness in Organization

According to Holmes (2008) researchers have examined the ways particular utterances (spoken and written) are expressed in a variety of contexts and the range of linguistic forms they take. Such researches as Holmes (2008) notes have revealed that directives which are concerned with getting people to do things can be expressed as an imperative sentence (e.g. *Sit down*., *Have a seat.*etc), interrogative sentence, (e.g. *Could you sit down?, wont you sit down?)* or a declarative sentence, (e.g. *I'd like you to sit down., You'll be more comfortable sitting down.).* Whereas the imperative sentences are generally used to express orders and commands, polite attempts to get people to do something which are generally suggestive and inviting use interrogative or declarative forms.

Although, in general the interrogative and declaratives are more polite than the imperatives, Holmes (2008) argues that the choice of any is determined by a number of factors such as the social distance between the speaker and addressee, their relative status and power (e.g. doctor – patient, teacher - student, boss/manager-secretary, supervisor-worker etc) and the type of context (e.g. formal or informal).

According to Morand (2000) language plays a crucial role in the enactment, maintenance and sustenance of power, a basic aspect of intergroup and interpersonal relations. The complex and multifaceted nature of power makes it defy a satisfactory definition. But for the purpose of this study power is defined as that formal authority or right, influence based on content, structure and style and goals of any organization which the individual members in every organization exercise, and command over people and events for effectiveness and efficiency in the realization of target individual or corporate goals. This definition implies that the exercise of power in both private and public organization is predetermined by hierarchical positions and is also not a unidirectional construct. Unequal power relations exist, but the effectiveness of any shade of power derives from a bidirectional relation. The bidirectional relation permits both the high ranking/status or high positioned members of any organization and the low ranking/ status or low positioned members to mitigate their language use and show "face" consideration toward each other in the exercise of their power. This explains the basis for the association of some linguistic behaviour as characterizing a particular organizational rank or social status. Thus the features of power can be assessed and defined relative to specific linguistic elements that occur in the language use of people in superior or subordinate positions. In other words, power differentials in every organization determine and influence the choice of linguistic expressions (sentences, words, phrases etc) used in organizational communication.

In organizations (whether formal or informal) status and power differentials are clearly marked and accepted and the use of the imperative forms is the norm. Verschuren (1999) notes that in the downward superior-subordinate communication, the direct imperative forms are overwhelming used by superior to transmit information to the subordinates because the status and power of the superior enables them to order, command and permit. On the other hand, an "upward", (subordinate) use of the imperatives for superiors is usually inappropriate because they clearly flout the sociolinguistic rules of politeness that directives "upwards" are couched in indirect forms, such as the use of modal interrogatives. Thus in upward superior-subordinate communication, the subordinates (regardless of his corporate status and personal attribute), is mostly less powerful and therefore asks, begs and suggest.

However, Mabelle (2009) observes that though getting linguistic expressions of social distance right as far as superior-subordinate communication is concerned is important but the routineness, reasonableness and value of the task to be accomplished requires that superiors use linguistic politeness tactics (usually expressed in modal interrogative and declarative forms) to mitigate the exercise of potentially face threatening power over their subordinates. Similar studies (Takano, 2005; Mullany, 2004; Vine, 2004; Holmes & Stubbe, 2003; Morand, 2000) of how language is used to enact, exercise, maintain and power in the workplace and other institutional settings assert that power is not static and unidirectional, but dynamic, negotiable and bidirectional, that face saving concerns and politeness go hand in hand with the exercise of power in organizational settings, and that linguistic politeness can be deployed not only as a redressing strategy but also as a manipulative resource to gain compliance and cooperation, mask interactional conflicting opinions/ideas/intents and gain even more power through a non-coercive way. Thus linguistic politeness tactics expressed mostly through the use of imperative, interrogative and declarative sentences is a predictor of how language can be used to accommodate differences in power and overt disagreements between superior-subordinate thereby resolve any conflict. Where people show politeness, there is usually a careful collection of words, phrases or sentences. The interlocutors are aware of their environment or speech context.

3. Theoretical Framework

3.1 Politeness Theory

The explanatory framework of this paper is Brown and Levinson (1987) sociolinguistic theory of politeness which is based on Goffman (1967) notion of face. Face refers to the public self image of all rational adults in social interaction. The theory claims that everybody has a face, and a face can be positive or negative. A positive face is the desire to be well thought of, liked or admired by others; a negative face is the desire to act freely, unimpeded and not imposed upon by others. Given that everyone has a face to save in daily interactions, it is therefore generally expected that people would not only provide interactional support to one another but would also provide the expected affirmation. Hence Brown and Gilman (1991) describes politeness as the phrasing of things in such a way as to take into consideration the feelings (faces) of others.

Politeness theory therefore is basically concerned with the way people use language in communicative act without sounding or being offensive. The crucial role of politeness is best observed in connection with specific sets of interactional encounters known as face threatening acts (henceforth FTAs). FTA is the act that inherently damages the face of the addressee or speaker by acting in opposition to the wants and desires of the other (Morand 2000). In other words, FTAs occur when one threatens or imperils the face of another.

FTAs are common, unavoidable conflict events in human interaction. They can be verbal, paraverbal or non-verbal and can be in forms of contradicting, criticism, interruption, disagreement, refusal, imposition, requesting information etc. Linguistic politeness therefore is an array of expressions used to defray such threats. This means that when a writer or speaker uses language to soften or to mitigate face threats towards another (e.g. the addressee) he is preserving the addressee's face by being polite. For instance, if a HOD has cause to disagree with a lecturer, the HOD might state this directly (e.g. *You are wrong.*) or indirectly (e.g. *well, I don't think I see things as you do., have you considered that perhaps...),*the later being more polite than the former.

The use of direct and indirect expressions performs vital interactional functions; moreover such expressions are systematically related to power. The way the HOD's responses are couched reveals that power relations can be exercised and restrained by certain linguistic tact without damaging anybody's face. The aim however is to ensure that no avoidable conflict arises. Hence the need to use appropriate politeness tactics is most desirable.
Brown and Levinson (1987) identify four types of politeness tactics in language use namely, negative politeness tactics, positive politeness tactics, bald on-record tactics and off- record tactics. The negative tactics emphasizes avoidance of imposition on the hearer and recognizes the social distance between speaker/writer and the addressee. The linguistic expressions negative tactics are used include the use of indirect questions to inquire into the addressee's ability or willingness to comply (e.g. *Can you come to the office tomorrow? Would you know where the files are?)*,using plural pronouns (e.g. *We regret to inform you ....*) to distance the speaker/writer from the acts, using hedges (e.g. *I wonder if I could* ….) to reduce the force of the speech act on the addressee; using apologetic expressions (e.g. *excuse me., sorry to bother you, but*….), using subjunctives to express permission about the hearer's ability or willingness to comply (e.g. *you couldn't find your way to asking her, could you?*); impersonalizing the speaker or addressee by avoiding the use of the pronouns "I" and "you" (e.g.*is it possible to type this work?);* using honorific's such as *Prof, Chief, Mr., Mrs. Dr.* etc to give deference, create an aura of respect or social distance that in turn cushion the effects of FTAs (e.g. *the VC, Sir, have a handshake Prof, what can I do for you, HOD,* Emeritus) using formal words choice to indicate seriousness and to establish social distance (e.g. *could you permit me to attend to the* …), using past tense to create distance in time (e.g.*I had wondered if you would assist with the result?*) stating the FTA as a general rule (e.g. *candidates are warned that* ….etc)

Positive politeness tactics work through insinuation or establishment of a sense of commonality or familiarity (Morand 2000, p. 238). They are used to minimize threat to the addressee's face, mostly in situations of friendship or solidarity without the risk of confrontation. Examples of such situations and the linguistic expressions include using phonological slurring to signal in-group membership (e.g. *whutzup, gimme a hand* etc) using exaggeration to call attention to the addressee's admirable qualities or possession, interests or wants (*Ib, that's a beautiful traditional you have, mind if we exchange?*), using colloquialism or slang to convey in-group membership (e.g.: *the seniorest is around*), using ellipsis to communicate tacit understanding (e.g. ... if I drink Ajuru Bitters ...), using first names or in-group name to insinuate familiarity (e.g. *hey Schola, have that one*) using plural-pronouns such as "*we*" or "*let's*" to include both speaker and hearer in the activity and soften any friction that might arise from the performance of FTAs (e.g. *we're not doing it, are we? Let's see what happens etc).*Positive politeness tactics are considered less polite than the negative usages. This is because the familiarity and commonality which positive strategies signal have the risk of seeming presumptuous unlike the more circumspect negative strategies (Morand, 2000).

The bald on-record tactics is direct without regard to the addressee's face. Examples of the situations it can be used and their linguistic expression include urgent or desperate situations (e.g. *return immediately; be careful*), when efficiency is necessary (e.g. *hear me out first….*), task- oriented situations (e.g.: *submit the papers on Monday*), little or no desire to maintain someone's face (e.g.: *don't forget to switch off the computer today),* offer (e.g. *leave it, I'll clean up later*) 9. The off-record politeness strategy otherwise called indirect strategy is the use of indirect language that removes the speaker from the potential of being imposing. For instance, when someone in an air-conditioned office says, "*Wao, it's getting cold in here"* he is insinuating that the air conditioner should be turned off, without directly asking the listener to do so. The off-record strategy relies heavily on pragmatics to convey intended meaning while still utilizing semantics as a way to avoid losing face.

It is obvious that politeness theory accounts for how language can be used to threaten face or to redress affronts on someone face. Utilizing appropriate politeness tactics is therefore crucial for effective organizational communication. However Watts, Ide and Elilich (2005) caution that an over application of any strategy may actually achieve the opposite of the intended effect, as certain speakers consistently evaluate polite behaviour as unnecessary and offensive.

From these different types of politeness tactics, it is evident that power and social distance are predictors of how much of a particular politeness tactics an individual will use. In other words, speakers low in relative power and who are in subordinate positions as opposed to those in superior positions are most likely to use greater amount of politeness. This paper therefore focusing on power differentials embedded in superior-subordinate communication in an educational institution seeks to find out how the choice of linguistic forms used in exercising these roles help regulate human conduct, reduce and eliminate forms of misconduct that breeds conflicts.

The politeness theory is appropriate for analysing superior-subordinate communication in educational institutions because, though superiors are by relative power inclined to use more imperatives, it is assumed that they are not restrained from using interrogatives and declaratives to effect polite acts that can help in resolving both avoidable and unavoidable conflicts. It is also assumed that since power relations imply dependence, subordinates use greater amount of politeness expressed mostly in declaratives and interrogatives because they are careful not to offend or infringe on the powers of the superiors, thereby displaying impolite behaviour or provoking conflict. Hence this study hypothesizes that in education institutions:

- Subordinate low in power relative to their superior will employ high levels of politeness;
- The specific tactics of politeness as a significant predictor of overall degree of power differentials is a vital instrument of conflict resolution.

4. Methodology

This study is descriptive. It involves an analysis of the data collected from recorded face-to-face superior-subordinate interactions at a board meeting of a department in Ignatius Ajuru university of Education, Port Harcourt. The meeting comprises the HOD, lecturers and an administrative staff who is the secretary. It pays attention to the linguistic forms which the HOD and lecturers used to manage each other's face. That is how the politeness strategies expressed through imperatives, declaratives and interrogatives are utilized by superiors and subordinates as face-saving and face-threatening devices. Thus the analysis entails identification and interpretation of the sentences, words and phrases each used in relation to politeness strategies.

5. Presentation and Data analysis

In the data below comprises the HOD's report on result computation, particularly Lecturer I's refusal to compute results, Lecturer 1's reactions and the reactions of other lecturers.

Extract 4.1 Departmental Meeting: Computation of Results

HOD: Another agenda for this meeting is result computation. We agreed at last meeting that all result computing lecturers must start and I called yesterday to remind them. But Dr… said he thought he has told me he cannot again! I should give it to another person.
Lecturer 1: Ehm (pause)well, I don't know.(pause). I know this meeting is because of me.
Prof 2: How can you say that? Dr…. It can't be!
Lecturer 1: Can I say something, Prof? Ehm, what I mean....
HOD (interrupts): What then did you say if I may ask?
Lecturer 1: No, I didn't. Ehm ... ehm.... What I did say was that ... my new responsibility as….in-charge of… in the whole university, I will not be able to compute again.
HOD: Dr... I am saying that you must do that computation. You and I know why. You can't leave it. By the way, have you completed the first semester result?
Lecturer 1: Yes, ma. I have done it. It is here with me.
Prof 1: Ehm,… if I understood Dr…well, all he is saying is that he needs assistance. He may not cope, in view of his new post.
HOD: No, Prof. That's not it. No matter what he must do it, otherwise I won't continue. I resign as HOD. We can't continue like this. (HOD takes her notes and leaves her seat.)
Prof 1: Oya, my HOD, do I give you paper and pen?
(There were reactions from other lecturers asking the HOD to go back to her seat. She refused and instead asked Prof 1 to take over.)
Prof 2: You see. In this our job… I wonder if our primary responsibility is here. And those of us who are old in the system can't remember being asked by our HOD to do anything, especially computation ... and we refused. We worked in those beautiful good old days as a family. But you, younger ones, well, I don't know. Ehm, Yes, my HOD, could you please go back to your seat? Please. Let's continue this meeting; unless you don't have time again and want us to end it abruptly. I think we need to understand one thing here. That Dr….new position as….. of the university does not mean he is no longer a member of the department. He is; he should do works assigned to him by HOD. But with this computation, he is saying he may not cope, he needs assistance. What do we do?
HOD:I don't think there is any argument again or what I can say again. That is that, I have made my decision. Dr… has to do it.
Prof 2: Sure, my HOD; sure, we don't have to behave anyhow. There's ehm, just take your seat, let's continue.
HOD: (goes back to chair the meeting)
Prof 1: If I may say, can we suggest that Dr… gets assistance? (silence.)
HOD: That is not what he wants. I have taken a decision. But if you think you can get someone to assist him, Oh well and good, go ahead. All I want at the end is a computed 200level result from Dr. ....
Lecturer 1: Please ma, may I say that I am sorry if I offended you. I really didn't mean to. All am saying is that I may not cope; I may not finish it before senate meeting. Please ma I'm sorry. I apologize.
Lecturer 2: If I may ask, what and what does this computation…involve? Is it now more than what we knew and did?
Lecturer 3: No. just a little change in pattern of arrangement.
Lecturer 2: Ok, Dr…if you have finished first semester I shall assist you with second semester, to avoid our department being mentioned at senate.

The HOD starts with a combative stance, using declarative sentences, to indicate a possible threat to "her face". Though she uses the inclusive plural pronoun *we* in the first part of the declarative sentence (*We agreed at the last meeting* ....) to distance herself from the speech act but she takes on a powerful discursive role to ascertain her authority by using the exclusive pronoun I, with little consideration for maintaining the lecturer I's face in the second part of the declarative : *I called....* All throughout the discussion, the HOD who is Lecturer I's superior and also the most powerful member reasserts her power and tries to keep the meeting on track using bald on-record strategies such as *you must do that computation, You can't leave it, Dr ... has to do it, I should give it to* *another person* to convey urgency, task-oriented situation and desperation. Similarly, the HOD's use of the interrogatives such as *what then did you say*? and declaratives such as *I don't think there's any argument again* depicts the use of negative politeness tactics to indicate seriousness and to establish social distance between her and Lecturer I. Also the HOD uses positive politeness tactics expressed in the declaratives: *You and I know why. You can't leave it.* to assert that Lecturer 1 has knowledge of her wants. Her predominant use of the second and third person pronouns (*You and He)* signals the other group (subordinate group: lecturer 1) and also serves identification purposes. The use of hedges such as *I don't think…, what can I say again?, that is that* in response to Prof 2's admonition is to reduce the force of her speech act on Prof. 2.

To cushion the effects of the FTAs on both the HOD and Lecturer I Prof I and Prof 2 made effective use of negative tactics such as honorific like *Dr*, *my HOD*. Prof 2's extensive use of positive politeness tactics such as using Plurals pronouns like *this* o*ur job", those of us, we refused, we worked, what do we do?, Let's continue…, we don't have to*… to include both the HOD, lecturer I and other members in the department softens the conflict that has arisen from the performance of FTAs by the HOD and Lecturer I. By using, the plural *we* Prof 2 tried to absolve the HOD of the liability of the decision being challenged. Prof 1 and Prof. 2's utterances comprise declaratives and interrogative and they are all suggestive and inviting to the HOD. Their use of both negative and positive politeness tactics to resolve the conflict between the HOD and Lecturer 1 re-enacts and maintains the HOD's power, the social distance between the HOD and the Lecturer 1 and also appeal to other members to evoke solidarity *(what we do? Those of us, Our HOD, our primary responsibility, we don't have to behave anyhow).* By retreating into the safety of institutional power and processes, Prof 2 use of declarative and imperative sentences shows the armoury of discursive resources used by those in power to manage and resolve conflicts. These tactics corroborates Holmes and Stubbe' (2003 p. 150) that "this armoury of discursive resources is deployed by those in positions of authority/power, to strengthen their position and as well resolve conflict".

After Prof I's suggestion of getting an assistance for Lecturer 1 and HOD's reaction to it, Lecturer I takes the opportunity to save his face and redress the affronts on the HOD's face. By using negative tactics such as apologetic expressions like *Please ma, I'm sorry…, I really didn't,* lecturer I admitted his infringement on the HOD's powers and his reluctance to obey authority. Thus he shows his willingness to comply thereby resolving the conflict and an understanding of the value of politeness.

Finally Lecturer 2's use of interrogative sentences to make conciliatory move works to protect the HOD's face as Lecturer I is saved from having to further disagree with HOD on record, thus committing more conflicting FTAs, indicative of negative politeness tactics.

6. Discussion and Conclusion

The analysis shows that the HOD used direct language when performing tasks that are expected of board chairman. Both the HOD and the lecturers tend to use a mixture of negative and positive politeness tactics when performing potentially FTAs such as expressing disapproval, disagreement, avoiding imposition giving orders, issuing instructions and managing conflicting opinions. It is also obvious that conflicting opinions, especially when there are unequal power relations, are fertile grounds for finding instances of exercising power and politeness tactics. Hence the HOD, other superiors (Prof 1 & 2) and the subordinates (Lecturer 1,2,3) effectively used declarative, imperative and interrogative sentences to maintain institutional power, politeness, handle and resolve conflict.

This paper hypothesized that (i) subordinates low in power relative to their superior will employ high levels of politeness and (ii) the specific tactics of politeness as a significant predictor of overall degree of power differentials is a vital instrument of conflict resolution. The HOD's linguistic forms show that the superior's (HOD's) stance signals an appeal to institutional authority and how those in superior power manage resistance from subordinate members of the institution. Thus, she did not relent to exercise the power with negative politeness and bald on-record tactics by using declaratives and interrogatives to resist lecturer 1's acts and Prof 2 and Prof 1's appeal to group membership that threaten her face. However, Prof 2's intervention and suggestions indicate that a mixture of both negative and positive politeness strategies and bald on-record tactics is crucial for effective polite superior-subordinate communication and resolution of conflicts. By invoking group solidarity through the use of positive and negative in-group plural pronouns (we, us, let's) Prof 2's choice of linguistic forms (imperatives, declaratives and interrogatives) shows that all can be used to exercise power and also enact acts of politeness as well as resolve conflicts.

The finding of this study therefore is that the metaphoric space within which superiors and subordinates interact and negotiate is bounded by the corporate powers of the work place and the overall goals of the educational institution. The collective face of the organisation (in this case the department) plays a bigger crucial role in shaping conflicting events and their resolution patterns far more than any individual's positive face wants (the need to be admired) and negative face wants (the need to act unimpeded). The choice of negative politeness and bald on – record tactics expressed mainly through the use of imperatives, interrogatives and declaratives is high among the superiors (HOD, Prof 1 and Prof 2) as they exercise power and resolve conflicts while the subordinate's (lecturer 1 and lecturer 2) use of positive politeness tactics expressed mostly in conditional Yes/No interrogatives, apologetic declaratives is high.

This study affirms that the hierarchical structure of the workplace regulates the bi-directional exercise of power and use politeness strategies. It is obvious from Prof 1 and Prof 2's speech acts that in superior-subordinate communication linguistic politeness strategies have implication in mitigating the exercise of power. Hence, contrary to Brown and Levinson's (1987) model, this study reveals that an individual's relative power is not an accurate and absolute predictor of linguistic politeness. Being a superior does not necessarily mean being less polite and being a subordinate does not always equate to more linguistic politeness.

This study extends current concept and knowledge of language use in relation to politeness strategies deployed in superior-subordinate interaction in organisation, to educational institutions. Power might strengthen the wheels of superior-subordinate interaction, but it is the concern for each other's face through the use of appropriate linguistic politeness tactics couched in imperatives, interrogatives and declaratives that makes the wheels well-oiled, making the move towards the management of individual and corporate faces smoother and potent.

The HOD as the most superior member has the greatest influence in the content, structure, style and goals of the meeting. Thus, the HOD is relatively more powerful than the rest of the members irrespective of their ranks and personal attributes. The HOD therefore has the powers to command, order and permit while the less powerful members may ask, suggest and beg. However, the analysis suggests that the situation is more complex. Some of the less powerful members who are also of high rank (Prof. 1 and Prof 2 who are superiors too) do not just command, order and permit, but also mitigate their language and show face considerations towards both the superior (the HOD) and the subordinates, over differences of opinions, views and overt disagreement between the HOD and the Lecturer 1. Hence, they use conditional declaratives to suggest that Lecturer 1needs assistance (...if...I understood... all he is saying...he needs he may not cope in view of his new post.

7. Recommendation(s)

The Paper therefore suggests that second language learners of English should be taught the appropriate linguistic forms for enacting acts of politeness and when and how to deploy any politeness tactics. This is because an understanding that the dynamic and bidirectional nature of communication influences the choice of linguistic forms used in exercising social roles would help regulate human conduct, reduce and eliminate the use of in appropriate linguistic forms that breeds conflict, especially if status relations are diminished, ignored or blurred through wrong choice of word, phrases or sentences.

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KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 39-47

Graphological Devices and Meaning in Tanure Ojaide's Poetry

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Abstract. This study identifies the prominent graphological features in selected poems of Tanure Ojaide. It analyzes and categorizes these prominent graphological features and relates them to the socio-political contexts of the poems. This is with a view to understanding the graphological style of language use in the poems. Our data is drawn from selected poems of Tanure Ojaide and a close analysis of each of the poems is done to elicit graphological features using functional stylistics as our linguistic framework. The result showed that at the level of punctuation, the poet deviates from the usual norm of everyday use as he disregards the use of comma and full stop where convention calls for them. He also avoids the use of capital letters when it is necessary to do so. He uses these graphological deviations as a means of rejecting and protesting the destruction of his native Niger Delta environment through oil exploration and exploitation; and as a means of expressing his concern for deviant attitude of Nigerian rulers towards the political structure and order. The study concludes that the style which reveals the use of graphological devices projects the inherent messages of the poems.

Keywords: graphology, poetry, style, Niger Delta, Tanure Ojaide

1. Introduction

The origin of Niger Delta discourse in general can be traced to the discovery of crude oil in the region in 1958. The consequences of this discovery are large scale environmental pollution, degradation and subjugation of the indigenes. This gave rise to different forms of agitations by the subjugated people. The manifestation of aspects of these agitations in literary works (prose, drama and poetry) is what is referred to today as Niger Delta literature – a form of protest literature.

As a regional literature, Niger Delta literature started receiving attention not too long ago. One of the pioneers of this body of literature is Tanure Ojaide with the publication of *Labyrinths of the Delta* in 1986 with poems set in the degradation of the region and exploitation of its people. Such poems in the collection were among the first to draw attention to the effects of oil exploration and exploitation in the region. As one of the trail blazers of this literature in terms of literary creativity and criticism, Ojaide defines Niger Delta literature as "works of literature that have been produced by both indigenes of the Niger Delta and outsiders about the region. These literary works are either set in the Niger Delta or take their themes from the experiences of the region's people" (Ojaide, 2015:56). Consequently, this essay is a linguistic study of Ojaide's poetry from the perspective of graphology to show how Ojaide explores themes and settings of Niger Delta in particular and aspects of the Nigerian society in general.

1.1 Graphology as a Linguistic Level

Following the Systemic Functional Grammatical model, graphology is that linguistic level which links form and graphic substance. Form refers to the arrangement of substance into recognizable meaningful unit, while substance is the raw material of language – symbols that we use when we write (or the sounds that we use when we speak (Berry, 1975:37-43). According to Crystal and Davy (1968:18), graphology is the study of writing system or orthography of a language as seen in the various kinds of handwriting and typography. Simpson (2004:25) defines it as the visual medium of language which describes the general resources of a language's writing system including punctuation, spelling, typography, and paragraph structure. To Simpson (2004), it can also be extended to incorporate pictorial and iconic devices. Similar to the above definition, Leech (1969:47) goes further to identify the characteristics line-by-line arrangement of poetry on the printed page with irregular right hand margin as a special feature of the genre.

Stylistic analysis at the graphological level is concerned with the visual devices such as indentation, capitalization, text's layout (lineation), italicization, punctuation, spelling, font choices and sizes, hyphenation, logographs and how they are used to create certain stylistic effects and communicate meaning to the readers. Despite this important function of graphology, Leech and Short (1981:105) state that "graphological variation is a relatively minor and superficial part of style". This may be appropriate in prose narratives which is the subject of their work. However, Adegoju (2008:160) argues that: *graphological features have a great deal of role to play in the interpretation of discourse. In fact, the meaning generated at the graphological level in some cases could be more significant than that generated by verbal signifiers.*

This position has been underscored earlier by Hodge and Kress (1988) that "in contemporary society, meaning resides strongly and pervasively in systems other than the verbal especially the visual (cited in Locke, 2004:23). As Campsall (2013) argues, of all the features that characterize a written or printed text, it is the graphological that is first noticed and these graphological features go a long way to determine subtle and important aspects of the work such as genre and ideology. Graphological features of a text are more "eye-catching", more attention catching and more prominent and foregrounded whether it deviates or not. Thus, Babajide (2000:131) states that "foregrounding is a major device in the graphological aspect of a text". Deviant graphological aspects of a text do not only foreground parts of a poetic discourse, they are also designed to shed light on the important messages of the poet. As Ogunsiji (2007:273) observes, the utilization of certain graphological features in a text has some semantic and stylistic implications.

Poetry, the main focus of this paper, is marked off from other genres by graphological means in terms of lineation/line arrangement on the page, capitalization and other specific structure that abide by the conventional agreement of the genre (Ayeomoni, 2012:13; Osakwe, 1995:161). Lineation and stanzaic arrangement and other graphological devices as means of managing space have become the most obvious, if not the most important criteria for distinguishing poetry as a genre. It is our view that poets do not just organize line into stanzas arbitrarily; the choices of lineation, indentation, punctuation, capitalization and other graphological devices deployed by a poet have communicative effect. Such choices are imbued with meaning that could be iconic, indexical or symbolic.

2. Methodology

The methodology adopted for this study is textual analysis. Two poems each are selected from Tanure Ojaide's *Labyrinths of the Delta* (1986), *Delta Blues and Homesongs* (1997) and *The Tale of the Harmattan* (2007). The poems are analyzed through the linguistic framework of graphology. At this linguistic level, the selected poems/extracts are analyzed using the graphological devices of stanzaic pattern, spacing, lineation, punctuation, and capitalization, among others. These visual graphetic devices help writers to achieve certain visual communicative effects. Under punctuation, the use and non-use of punctuation in our data are considered as both have a considerable effect in the poetic rendition of Ojaide. Punctuation helps poets to generate or change pace in a line or more, it can also help to bundle or separate units of meaning for communicative purposes. In this regard, poets can work with or against conventions of punctuation in written language. Our attention is also focused on capitalization to see if the poet deviates from the norm of capitalization in everyday use of language in general and in poetry in particular and how this helps to communicate meaning.

3. Data Analysis

The selected poems for this study are “Ughelli” (Ojaide, 1986:74), “The Cross” (Ojaide, 1986:73), “Without the trees” (Ojaide, 2007:38), “Oil Remedies” (Ojaide, 2997:27-28), “Abuja” (Ojaide, 1997:41), and “Army of microbes” (Ojaide, 1997:43). In what follows, each poem is identified by title and a textual analysis is carried out. Relevant extracts are presented where necessary.

In “Ughelli”, the stanzaic pattern makes it an invective, a tirade on the looters of the oil wealth of the Niger Delta. The poem is divided into three stanzas. Stanza one is made up of nine lines while stanzas two is made up of six lines. Each of the lines in the first two stanzas is made up of about seven to twelve words. The last stanza, stanza three, consists of one line carefully spaced out from the rest, and it consists of five words. Thus, it stands out graphologically. This graphological feature of one full stop at the end of the last stanza makes the entire poem a one sentence poem with multiple Adjuncts. Thus, it suggests fast rhythm/pace and fear of the looters of the oil wealth of the Niger Delta. The stanzaic form of this poem is also suggestive of its meaning. Stanza one is so rich in lines and in words. Stanza two is less rich while stanza three is so sucked by army of leeches. This stanzaic pattern represents the condition of “Ughelli” and all oil producing communities of the Niger Delta by extension. Stanza one is the pre-oil exploration era. Stanza two is the beginning of oil exploration while stanza three is the present condition of “Ughelli” as it has been disrobed, sucked and exploited with nothing given back to replenish and revive it.

At the level of comma, there are two instances: one each at the end of stanzas one and two. These two instances of the use of comma is a deviation in everyday use of language. The comma is supposed to be used to mark off introductory structures which precede the subject of a clause, but this is not the case in this poem. Stanza one consists of nine lines and each is made up of a *to*-infinitive clause which should be separated from the main clause with a comma. The whole stanza receives a comma only at the end of the last line. Same for stanza two, it consists of six lines of four prepositional groups with a single comma at the end of the stanza. This miserly use of comma affords the poet a fast means of piling up of sequences of circumstantial information on the ills and deprivations in the Niger Delta in the context of fear and insecurity on the ordinary masses. There is only one instance of the use of full stop at the end of the last stanza of one line. This has a graphological implication: it makes the poem a one sentence poem (a simple sentence). This full stop marks the end of the poem and foregrounds the peak of the poet’s vituperation and disaffection with the system responsible for the abject deprivation, denial and destruction of the Niger Delta region. The use of dash in this poem affords Ojaide a means of authorial comment to achieve double voice on the content of the poem:

> *for one to earn so much and be denied all except life –*
> *robbery wears a thousand marks in official bills –*
> *and for her to be sucked anaemic by an army of leeches,*
>
> *it is a big shame.*

The second line in the above extract is a comment clause. It appears medially and it is like a main clause in form, especially as it is sandwiched between two infinitive clauses functioning as Adjunct. It expresses the poet’s attitude and reflects his assertion on the content of the poem.

"Without the trees" employs double spacing to demarcate each couplet as a stanza. Each couplet expresses a unit of meaning as a full clause, though not punctuated as such and there is no phonological similarity at the end of each line. Each stanza of the poem corresponds to a specific grammatical unit: the first line of each stanza is a prepositional group made up of a preposition and its qualifier while the second line is a full clause. The two lines which constitute a stanza combine to form a finite clause which is not graphologically marked as a sentence as the first three stanzas illustrate:

Without the trees
the wind no longer gestures playfully to me

without the evergreen
nobody speaks the lingua franca to me

without the creeks
the rain no longer sate my voracious appetite

Lineation as a device is also a foregrounding technique in this poem. Though the first line of each stanza corresponds to a grammatical unit (a prepositional group), it does not correspond to a full sentence. There is a continuation of the sense, and therefore the grammatical construction of the fist line in the second line to make a complete thought. However, the point at which the lines break to create a pause before the beginning of the next line in each stanza is graphologically significant. The first four stanzas illustrate this:

Without the trees
the wind no longer gestures playfully to me

without the evergreen
nobody speaks the lingua franca to me

without the creeks
the rain no longer sate my voracious appetite

without the currents
the flying fish no longer makes sorties into
my soup pots

From the above, each line breaks for a pause before the words *trees, evergreen, creeks*, and *currents* to lay stress on the words. This is deliberately done by the poet to achieve stylistic effect. Incidentally, they are the destroyed features of the environment which the poet is concerned with. Thus, they are made prominent as they receive stress due to the pause at the end of each line. Another prominent feature of lineation as the above extracts reveal is the variation in the length of the lines. The first line of each two-line stanza is a prepositional group and it is shorter than the second which is a full clause. It is in these short lines that the poet lists the destroyed ecological features of the environment. Such short groups are functional: they aid recitability, memorability and visual patterning. The content of such short phrases creates dominant impressions of the impact and the effect of the destructions caused by oil exploration on the environment. At the spoken level, such features underscore the mood of the poem. In reading aloud, the short lines of each stanza is rhythmical and likely to be read in a fast pace. However, this rhythmical fast pace is dragged down to a sluggish pace in the second line. This sluggishness underscores the sad mood of the poem and that of the poet. And functionally, such rhythm depicts the poet's mourning and disapproval of the destruction of his natural environment.

Non-usage of comma is also adopted in this poem. Introductory Adjuncts are often separated from the main clause with a comma but this is not the case here. Stanzas one and two illustrate this:

Without the trees
the wind no longer gestures playfully to me

without the ever greens
nobody speaks the lingua franca to me

The first line of each stanza in the above extracts consists of a prepositional group functioning as Adjunct. It ought to be separated by comma from the main clause, the second line of the stanza, but this is not so. This is a deviation from the accepted norm of language use. However, Ojaide discards the use of comma here to allow for free flow and fast pace as it is obtainable in spoken form.

Also obvious is the violation of the rules of punctuation as a style at the end of a full sentence until the last line/sentence of this poem. Each stanza constitutes of a unit of thought as an independent declarative alpha clause with its internal constituents which is equivalent to a full sentence; and should be marked off with a full stop as an end marker. But the poet intentionally omits the expected full stop at the end of each stanza until the end of the last line of the poem. This graphological deviation at the level of full stop is not a common practice in everyday use of language. This anomaly is introduced to foreground each stanza of the poem and to create the intended impression of disapproval of the destruction of the ecosystem in the Niger Delta. The graphological effect of the use of full stop only at the end of the last stanza in this poem is that it makes the poem a one sentence poem made up of nine alpha clauses (a compound sentence grahologically).

Non-usage of initial capital letter is also a graphological feature of this poem. Apart from the first letter of the first word in the first line of the poem, and the pronoun "*I"* as the first word of the last line, all the other lines start with small letters. This is the poet's means of protesting and rejecting the wanton destruction of the ecological features of the Niger Delta. Such deviations reflect defiance against normative order by the destroyers of the ecosystem.

"The Cross" is a poem of three stanzas; each of the stanzas states the pain of exploitation and exploration of oil in the Niger Delta symbolized here by blood. At the level of punctuation, the poet observes acceptable punctuation pattern. Comma, semi-colon, full stop and question mark are used in the appropriate places. It also uses initial capital only at the beginning of a new sentence after an end marker. All these are marks of deviation in poetic genre. However, it is appropriate with respect to the message and to the poets of Ojaide's generation whose poetic canon is to make poetry accessible to the ordinary man. Thus Ojaide's choice of punctuation here is to bring the message of oil exploitation to the masses, hence the use of prosaic punctuation pattern.

However, at the level of lineation, this poem offers the poet a means of foregrounding the themes of marginalization and exploited minority through lineation as a graphological device. It is a poem of three stanzas with all the lines made up of at least six words. But line six, in stanza two, and line eight in stanza three, deviate from this pattern as they are made up of four words and they are shorter in length from the other lines. The lexical-semantic content of these two lines also foregrounds their length:

I bleed from blows of brutish majority.
Why must my blood be shed
because of my birth place
for nepotic groups to celebrate their mediocrity?

In the above, the theme of minority as a result of the birth place of the poet persona is foregrounded in the expression *because of my birth place* which is the shortest line. Again in the last three lines of the last stanza, the theme of marginalization and exploitation is further made prominent through lineation:

It is guerrilla war I must wage
small as I am
to live in this helpless land

Sandwiched between two long lines, the clause *small as I am,* functionally depict deprivation and suffocation, the plight of the Niger Deltans in the midst of plenty. It projects the theme of marginalization of the minorities amidst the obvious plenty in their land. The line-break from the second line to the third in the above extract also foregrounds the theme of deprivation and pain as one may be tempted to read the *to*-infinitive clause *to live in this helpless land* alone which suggests a painful regret.

"Oil Remedies" is organized in fourteen couplets. Each couplet deviates from the poetic tradition of couplet. However, each expresses a complete thought as the first four stanzas state four different functions of oil, in this case palm oil, before the discovery of crude oil. In stanza one, oil is a source of wealth, in stanza two it sustains life, in stanza three it is a healer, and in stanza four it nourishes the body. This stanzaic pattern runs through the poem. With respect to lineation, each line runs into the next (enjambment) with instances of the use of full stop and comma in the appropriate places. The poem also uses initial capital to mark the beginning of a new sentence and small letters at line beginnings that does not mark a new sentence. All these are used by the poet to make the message of the poem accessible to the ordinary readers. Furthermore, the use of dash affords the poet a means of realizing a double voice and makes his comment on the usefulness of palm oil. In stanza three, the use of dash enables him to comment on the soothing nature of oil on the skin in stanza four in form of praise:

We keep our bride by the lavish oil
that massage their body to glow with allure –

preserver of skin from cracking harmattan
there is oil in the bride's praise repertory.

The second stanza above is a comment and a praise on the first and it is triggered by the use of dash. Again, dash brings out the poet's comment in the following:

A decongestant relieving patients of acute cough,
priceless oil the ointment that heals wounds –

necessity of every household and homestead,
it dispenses health in the clinic-less community

Also, the second stanza here projects the poet's second voice and eulogy on the healing power of palm oil in the content of the previous stanza. The stylistic significance of this is the sharp contrast of the usefulness of this oil to the producers as against the uselessness of the crude oil to the producers as presented in the last four stanzas of the poem.

In denouncing the socio-political misrule in his country Nigerian, Ojaide adopts similar graphological pattern as above. For instance, in "Army of microbes" the poet uses a two-line pattern as a building block and each couplet is separated by double spacing. The expectancy of the couplet is the presence of a recurrent pattern of rhyme and uniformity in the number and length of lines in addition to containing a complete thought. In this poem, the couplets contain a complete thought; they do not exhibit other features of couplet as stated above. Thus, it constitutes deviation from the standard norm of couplet in English poetry. However, this device is used to achieve foregrounding effect. It is a poem of eleven stanzas. Each of the first ten stanzas is made of a *to*-preposition with its qualifier, while the last stanza is made up of a single line of one main clause spaced out from the others with double space. As a graphological device, the use of double spacing marks out each stanza as a unit of thought, though they are groups, not full clauses. Each prepositional group expresses an aspect of the different evil marks of the ruling military junta on the poor masses. The last stanza is a marked deviation from the internal norm of stanzaic arrangement set up by the poet in the first ten stanzas. Graphologically, it is a full clause, not a group. It also consists of a single line which is graphologically marked as against the set norm of double line stanzaic pattern. This graphological deviation affords the poet a means of demarcating the speaking voice and as a foregrounding device, to realize the peak of the poet's invectives on the ruling military junta. It makes the overall message of the poem to be visual and prominent as Ojaide tells the *ruling council*, the *army of insatiable microbes* and their kinds to feel ashamed for their misrule, exploitation, and wickedness; and for impoverishing ordinary Nigerian citizens. Thus, the graphological form here is used to realize semantic function of disapproval of the activities of the ruling military class.

As a strategy of lineation, each line does not correspond to a particular grammatical unit as each stanza consists of a run-on line. For instance, each stanza of two lines constitutes a prepositional group with rank-shifted structures and the lines are of unequal length without a rhyming pattern to conform to the traditional norm of couplet. Stanzas five to nine illustrate this:

To the ruling council fat in the neck and thigh
but whose plans make wraiths of workers

To those who have creased faces of farmer and fishers
with lines of hunger and pain

To the Hyena and his cavalry of hangmen
that litter the landscape with mounds

To the cabal of loyalty and fealty
that sold the rest for coded Swiss accounts

To the executioner and his legion of praise-singers
who maimed the land's totem pet

As can be seen from the above, each couplet consists of an enjambment which does not conform to the English traditional norm, and they are unequal and irregular. This deviation from the poetic norm, coupled with the irregular and unequal length of lines in this poem is a graphological marker and of stylistic significant. It underscores the deviation of the military from accepted norm of leadership and the unpredictability of their evil deeds.

At the level of comma, the poet fails to use comma at the appropriate places. It is a rule in language use that comma should be used to separate one or more expressions of similar structure to mark a slight pause in speech. But this rule is violated in this poem. The first ten stanzas of the poem constitute of a *to*-prepositional group of two lines each functioning as Adjunct in the structure of the clause. None of these is marked off by comma as a group and as an introductory Adjunct. Thus, it is an irregularity in graphology. This deviation from the usage of comma underscores the deviant and fearless confrontation of the ruling military class and their cohorts. It also underscores the poet's disapproval of the wickedness and insensitivity of the ruling military class. It is important to point out the use of comma in the last stanza of this poem:

I say, Shame on you and your kind.

As we can see above, the comma is used here to separate the Predicator from its Complement in a simple clause. The pause which this comma produces in the spoken form serves as a means of emphasizing the poet's invectives on the ruling military class. This is because it signifies an emphatic pause, partly used to identify the speaking voice and to introduce what appears to be a short quotation by the use of initial capitalization for the word *Shame*. However, the effect is underscored by the discarding of the quotation mark to set off the expected quoted utterance. This use of comma and non-use of quotation mark in this clause is also suggestive of the fast rhythm and pace of movement and fear during the military era.

Furthermore, it is important to point out the effect of the use of full stop in the last stanza of this poem. It constitutes one line and the poet uses full-stop thus:

I say, Shame on you and your kind.

This use of final full-stop graphologically marks the poem a one sentence poem with ten prepositional groups functioning as multiple introductory Adjuncts. This gives the poem the clause structure of A^{10} S P C A as the full stop marks the end of the poet's tirade against the military junta of General Sanni Abacha.
At the level of capitalization, there is deviation in "Army of microbes". The established norm in poetry is that every line of a poem starts with a capital letter, that is, capital letter is used to demarcate one line of a poem from the other. But as we can see, it is only the first letter of the first line in each stanza that starts with a capital letter. The second starts with a small letter. Capitalizing the initial letter of *To* in the first line of each stanza is a means of stressing the direction of the poet's invectives and the recipients of the tirades. In speech, it signifies a shouting voice. It also serves as a means of identifying each stanza as a complete semantic unit. Also prominent in this poem are the words *Hyena* and *Shame.* Only proper nouns are supposed to be capitalized in the middle of a sentence. Capitalizing the initial letter in *Hyena* makes it obvious that the military dictators are wicked and inhuman. They are not better than

hyenas who feed on dead animals. *Shame*, a nominal element, as used in this poem, ought not to be capitalized; however, the poet draws attention to it through capitalizing the initial letter as the peak of his vituperations to the military junta.

In “Abuja”, Ojaide satirizes the Federal Capital Territory of his country, Nigeria, and the rulers of the country. It is a one stanza poem made up of fifteen lines. This stanzaic structure is appropriate to the message of the poem. Each line is a statement of an activity that goes on in the nation’s capital, Abuja. Thus, within this single stanza Ojaide piles up these different but related activities. In terms of lineation, all the lines are unequal in length on the left margin. This goes a long way to show the unpredictable happenings in the nation’s capital city, Abuja. As the norm demands, the first four lines of the poem which are Adjuncts are expected to be marked off by comma. But this is not the case. Apart from the first four lines, all the other lines are full alpha clauses and each constitutes a complete thought, yet they are not marked off by any end marker or comma as the norm demands. This non-usage of an end marker at the end of a full clause capable of realizing a complete thought marks deviation in language use. Equally, apart from the first letter of the first line, all the other lines of the poem start with a lower case letter. These deviations at the levels of comma, full stop and initial capitalization underscore the deviation from norms of accepted behavior by the rulers of a nation in the nation’s capital. It shows the poet’s disapproval of the activities that go on in Abuja. This non-usage of comma and full stop is indicative of suspense in Ojaide’s poetry. It is also stylistically significant as it is used to create suspense by the poet. These deviations at the levels of comma and full stop, and the use of full stop at the end of the poem, are particularly significant. Graphologically, they make the poem a one sentence poem: a complex sentence with eleven main clauses and four subordinate clauses.

4. Conclusion

This paper has shown the extent that Ojaide manipulates the linguistic features of graphology to put across his message in his poetry. Ojaide’s graphological features of stanza pattern and spacing exhibit some interesting features. The stanza pattern of the poems does not conform to the English closed verse forms of poetry. Ojaide uses free versification which uses miscellany of line arrangements and the poems are written in ordinary speech rhythm. This is in keeping with the canon of the recent generation of Nigerian poets which Ojaide belongs to as against the difficult lexis and contorted syntax of the older generation of Soyinka and Okigbo. What is also worth noting is his use of space and stanza pattern. This pattern is used by Ojaide to express his disapprovals and invectives of shame to the ruling military junta and the exploiters of the Niger Delta inhabitants.

Also, it is discovered that Ojaide’s lineation strategy is functional. His use of unequal lines as lineation strategy is identifiable in the selected poems. Such short lines as we have in “Without the trees” serve as visual devices to aid memorability and recitability. In “The Cross”, lineation affords the poet a means of projecting the themes of marginalization and deprivation. The irregular line arrangements play semantic function. They go a long way to underscore the irregularity in the socio-political order in the context of “Abuja”. Line breaks as shown in our analysis is significant in the discourse of the graphological features of Ojaide’s poetry as we can see in “Without the trees”. At the level of punctuation, Ojaide follows a similar pattern in the poems selected for this study. Apart from “Oil Remedies”, Ojaide deviates from the usual norm of everyday use of language as he discards the use of comma and full stop where convention calls for them. Graphologically, the non-usage of full stop in the appropriate place has implication for sentence typology in the poetry of Tanure Ojaide. Furthermore, Ojaide does not use capital letters to demarcate the lines in his poems as the poetic genre demands; rather, he uses the upper case to mark the beginning of a sentence in some of the poems. This is also functional. This deviation from initial letter capitalization in is a marked deviation from accepted norm in the society in which the poet writes about.

Finally, graphology as a style marker in the poetry of Tanure Ojaide foregrounds deviation against the normative order in the society which Ojaide writes about. It helps to communicate the themes of rejection of the destruction of the primordial environment of the Niger Delta and fear in the context of military misrule among others.

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Kampala International University ISSN: *2415-0843*; 4(1): 49-55

Globalization and Awka Personal Names: An Anthropolinguistic Study

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Abstract. This paper examines the effect of globalization and modernity on Awka personal names from anthropolinguistic perspective. Ten names were given in-depth analysis based on primitivism theory by Lovejoy and Boas (1935). The study indicates that most Awka names tell stories about the people. Through names, it is possible to understand the Awka man's simple way of life. Finally, it is discovered that globalization has destroyed most of the indigenous names making the people to embrace English names or names that do not reflect their culture and tradition because the people believe that such names will help them to keep abreast with the modern times.

Keywords: Globalization, Awka, names, culture, primitive, Ozo

1. Introduction

Globalization has become an issue of international discourse from various perspectives. Westerners see globalization as the best thing that could ever happen to man, especially to Africans. They believe that globalization will improve Africa's total way of life particularly in the area of poverty reduction. To Africans, the negative impact of globalization has aroused many research by scholars such as (Enojo, 2008; Udoh, 2007; Akpotor 2005). United Nations 1999 as cited in Enojo, (2008:47) opines that "people's lives around the globe are linked more deeply, more intensely, more immediate than ever before to acquiring the good and the bad things of life". The economic, social and political revolution brought about by globalization in the 21st century is believed to have triggered radical changes in all the spheres of life of the ordinary Awka man particularly; his culture and names (Onukawa, 2000; Obeng, 1998; Mmadike, 2004). The arrival of globalization struck the Awka man like a hurricane, they had many elements of culture which were displayed in the names they bear. Their belief, philosophy, history, festivals, hopes and aspirations are encapsulated in their names. Makoni and Pfukwa, (2010:199) posit that "names of all kinds are social documents which fix a person's position in the social relations to other members of society". They concluded that names are vital communicative resource. Awka names are numerous and reflect all the aspects of their life. Awka names can be classified under the following categories: market days, gods, love for children, death, sorrow and suffering, philosophy of life, belief in God Almighty, complexion, remembrance and reincarnation, circumstances surrounding the birth, parents financial state, man's relationship with man, cultural attributes, hopes and aspirations (Udoye, 2018). This paper discusses ten Awka names before globalization and after globalization and further examines its effect on present day Awka culture .

1.1 Awka People

Awka people belong to the major group of Igbo language speakers found in south-eastern part of Nigeria. The name *Awka* refers to both the people and their dialect. Their dialect and culture are quite unique to them. They claim *Ọkikanube* 'he who is pre-eminent with the spear' as their ancestral god and they are mostly blacksmiths. Few studies have been carried out on the grammar of the dialect and names including Udoye (2011, 2018) studies on Awka names from semantic and sociolinguistic points of view, no study has been done on names using primitivism theory thus, the present study tries to fill this gap.

1.2 Awka Indigenous Culture

Awka tradition boasts of rich cultural heritage often geared towards entertaining, sustaining and maintaining culture like the *Ọzọ* title and festivals organized by the people. Culture distinguishes members of one society from another and is often unique. Culture serves as the peoples' conscience and modifier of behaviour. Culture is made by man to regulate and guide members of the society. In traditional Awka setting, certain elements of culture exist such as *Ọzọ* title taking and *Imọka* festival. A feast day is a day to worship the named god and also is a day of rest. *Ọnwa Nvu* "first month" *"Egwu Imọka*" is the most glowing of all the feasts. *Imọka* saved the Awka people from inter-community war through the shriek made by the black monkeys which alerted the people. This singular act by the monkeys made the people to dedicate the monkeys to *Imọka* hence they do not kill monkeys. History reveals that it is a symbol of *Imọka*. Offodile, (1998) asserts that *Egwu Imọka* is celebrated on the first *Afvor* market day following the 21st day of the moon. The feast lasts for five days. During the celebration, nobody dared to go to the farm or do any type of work. *Imọka* detests people who undertake any type of farming or other type of activity that will tarnish the image of Awka during its celebration. For this reason, he visits them with fire which usually burns their houses. Another fascinating festival is *Ede-Ọzọ*. *Ede-Ọzọ* is a cocoa yam feast in honour of *Ọzọ* titled men. *Ọzọ* titled men are seen as symbols of dignity, honour and respect. In fact, the title taking is the most expensive and prestigious of all the titles in Awka and it is not an all comers affair. In the twelve calendar months, there is always a feast in every month which is observed as public holiday. Every feast in Awka is celebrated on *Afvor* day except *Chi* which is celebrated on *Oye* day. This can be summarized in the table below:

	Awka Calendar	**Feast**	**Month**
1.	Ọnwa Nvu	Egwu Imọka	May
2.	Ọnwa Ibuo	Ọnwa Ukwu	June
3.	Ọnwa Ito	Ọnwa Fulu Manfu	July
4.	Ọnwa Ino	Obubu Amanulu	August
5.	Ọnwa Ise	Chi	September
6.	Ọnwa Ishii	Alor	October
7.	Ọnwa Asaa	Otite	November
8.	Ọnwa Asatọ	Owuwaji	December
9.	Ọnwa Teghete	Ede Ọzọ	January
10.	Ọnwa Illi	Egwu Alụshi	February
11.	Diọkpala Onwa Illi	Egwu Alụshi continued	March
12.	Ọnwa Ọgugu Arọ	Edemuọ	April

Table 1: Awka Calendar

1.3 Awka Names before Globalization

Awka names are a summary of their culture. Culture infuses a certain level of pride in a man. It serves as a link between the past and the present. Cultural values are inculcated in language, festivals, traditions etc. Awka names are symbolic and the people attach great importance to their names. Before a name is given to a child, certain observations were made such as the child's background, family history, situation surrounding the birth, religion of the child's parents and the festival or. Names are not just tags, but, vehicles used to understand cultural activities of the people.

2. Theoretical Framework

Primitivism theory is basically concerned with the way our fore-fathers lived. It was propounded by Lovejoy and Boaz in 1935. According to Staszak (2004:353) primitivism is characterized by "a rejection of canonic western art, perceived as inauthentic". Primitivism is simply an attempt to promote our fore-fathers lives which appeared to be simpler and freer than the modern and civilized world. The life of primitive people is a representation of the state of nature and nature in its totality is lost when external additions are added. Lovejoy and Boaz in their book *Primitivism and related ideas in antiquity* grouped primitivism into two: chronological and cultural primitivism. However, this work uses cultural primitivism to advocate that simple life is better and less complicated than modern life. This idea is supported by Romantic movement and writings of early twentieth century writers such as Fairchild in his book *the Noble Savage* 1928) which promotes love for nature. Cultural primitivism is divided into two: soft and hard primitivism. Hard primitivism upholds natural life that is free from any civilized process such as arts and sciences. Life of primitive people is fun and free from war or atrocities. The people are always happy and content with the little they have while soft primitivism promotes a stress free and friendly life (Dictionary of the history of ideas, 1968).

3. Literature Review

Mmadike (2014) studies Ala names from anthropolinguistic perspective. The summary of his findings is that modernity and Christianity have great impact on Ala names. Ala names are no longer first names as they used to be but are now surnames. The work is different from the present work which studies Awka names specifically while Mmadike's work is based on Ala names.

Udoye (2018) does a semantic classification of Oka dying anthroponyms. She observed that most indigenous Oka personal names give information about the circumstances surrounding the birth of a child. Hence, names have historical and social influence on the individual. The work is similar to the present work because both looked at the effect of contact and some examples of Awka dying names are used in the present work. It differs from this work because the earlier work focused on the classification of Oka dying names while the present researcher looks at the effect of globalization on Awka names using primitivism theory.

Obeng (1998) considers Akan death prevention names from pragmatic and structural perspective. He discovered that Akan as well as other African death prevention names are given to trick death and to lament the death of children who had died earlier. However, Obeng observed that westernization, Christianity and improved medical care have greatly affected Akan names in general and death prevention names in particular. Obeng's work is related to the present work because both look at the influence of modernity on names. The work is however different from this work in the sense that the previous work looked at Akan death prevention names while the present researcher's major focus is on Awka names.

Mensah (2015) studies the structure of Ibibio death prevention names. He discovered that Ibibio death prevention names have open ended and deeply versatile syntax. He further observed that the structure of Ibibio prevention names is different from ordinary Ibibio names. The work is different from the present work while the previous work looked at Ibibio death prevention names, the present work examines Awka names.

4. Data Presentation and Analysis

Ten names have been selected for discussion. The names are analyzed based on the theoretical framework as follows:

***Nwajiobu* (my child holds my lineage)**

Nwajiobu denotes a male child. Igbos believe that a male child is the only one that is allowed by culture to inherit his father's *obu* 'the nucleus of the family' (Udoye, 2018). Where there is no male child in the family, the man's elder brother inherits it. This is hard primitivism because the child grows up being content that he will inherit the *obu* and continue with the family lineage and the child is satisfied with the simple lifestyle without the stress of arts and sciences. A male child who succeeds his father is entitled to all his father's properties including the house the father lived in before he died. Succession is mainly by seniority. However, when the eldest son dies before his father, the second son automatically succeeds the father when the father dies. In a situation whereby a woman is unable to bear male children, the woman can marry another woman who could be impregnated by anybody in an attempt to bear male children. All the children born by the woman belong to the man and are entitled to succeed the man. Although the people attach great importance to male children, women are given rights such as inheritance. An unmarried woman is entitled to a plot of land from her father's estate. She is also entitled to farm in the community land. Another interesting privilege given to the Awka woman is that when a woman gives birth out of wedlock, the child automatically becomes the legitimate child of her father and becomes part of the man's male children. It is important to point out that although such a privilege is given, Awka people frown at such behaviour. Unlike the situation now, where the first son will abandon the *obu* and move to another country where he takes up the culture of the people hence, he sees his father's culture as timid and unprogressive. Again, during the primitive era, barren women did not leave their husbands' houses because of childlessness as practiced today but, they married women for their husbands and still catered for those children who automatically become theirs. Hence, divorce due to childlessness was not popular as it is now because the people enjoyed peace through simple decisions that they made.

***Ekemma* (Eke day is beautiful)**

The name Ekemma shows that the name giver eulogizes nature and aesthetics of Eke day. People pray to the god of the market day to bless the day so that buyers and sellers at the market will have a peaceful market day devoid of trouble and calamities. Anybody who stole at the market place had to contend with the god guiding the market day. People avoided offending the god of the market day by not stealing. This name is no longer used by Awka people. The belief in such a name has gone into antiquity because, the market day the child was born on is no longer considered when choosing a name for the baby. This may be the reason why stealing at market places is now rampant.

***Nwọkeabia* (a son has come)**

This name signifies that the family waited for so long before the arrival of a baby boy. This shows the state of mind of our fore – fathers. It shows that nature is the giver of children whether male or female. Our fore-fathers had no scientific knowledge about in-vitro fertilization; a rigorous and painful procedure but, they had their natural ways of doing that and also believed that the giver of life will give them male children and most often they were given. But, today, with all the technological know-how more women suffer from infertility; more so, many people do not give birth to baby boys as they used to before the invasion of modernity into their lives.

***Udeọzọ* (the glory of Ọzọ title)**

This name shows the soft life of primitive people. They simply organized their community by making *Ọzọ* titled men to be custodians of culture. *Ọzọ* titled men have rights, privileges, duties and codes of behaviour. The title is the closet an Awka man could get to be a king. Before the advent of the white man, they held judicial and executive responsibilities. The title is a sign of coming of age of an individual. There was nothing like lawyers, police men etc. the people had their simple way of settling dispute hence crime rate was extremely low and nearly non-existent.

***Nwobukaịbeya* (lineage that is greater than others)**

Our fore-fathers believed so much in lineage and this is the reason why our forefathers were afraid to do bad things in order not to soil the image of their home. They believed so much that posterity will judge them. Some lineages are known for their truthfulness while some were known for their hard-work, hence, the name *Nwobukaịbeya* . This philosophy is no longer in existence and men are now judged not by their character but by the number of cars and houses that they have; whether gotten legally or illegally. Simple primitive lifestyle promoted genuine hard-work while, modernity promotes fraud at all level.

***Nwaugoye* (beautiful girl of Oye)**

Ụgọ is 'an eagle' and it is regarded as a beautiful and glorious animal and the names depict the reality of *Oye* market day. Onukawa (2000) observes that names of market days are gender specific because men are associated with deities, death, greatness, revered title while women are associated with goodness. Women are regarded as nature's best art and they are taken care of like eggs. But, in modern world, the slogan "what a man can do, a woman can do better" has affected the mentality of modern women so much that they have lost the tenderness and love nature bestowed on them. This may be the reason why most modern women are breadwinners in their home.

***Nwaoyeokaebede* (child born on Oye day Ebede is a market square)**

The name depicts the location where a child was born which is in a large market square. In the primitive era, large squares were provided for village markets, meetings or festivals and *Ebede* was one of them. Life was simple but fun for our grandfathers. But with the advent of globalization, such squares have disappeared, houses and industries have occupied such squares and that natural and friendly environment our fore-fathers enjoyed has gone.

***Okwike* (harsh word is not good)**

This name is largely used to caution people to be mindful of what they say which could hurt the feelings of other people. This is because when negative things are said about an individual, it could lead to heart attack. Primitive people believed so much in peaceful and friendly co-existence. Unlike, the present world, where people intentionally say hurtful things to one another such as the use of hate speeches for cyber/ social media bullying; this maybe the cause of high rate of suicide and mental illness in modern world.

***Ejiọfọ (*a truthful person)**

It should be noted that the name is now used mostly as surnames and not first names. Primitive people believed so much in integrity and truth. A truthful man used to be celebrated and given respect and sensitive things to handle in the village. Such people were trusted by people. Unfortunately, in modern day Awka, being truthful is no longer a virtue but rather it is seen as naivety.

***Okoludo* (A man of peace)**

This name depicts the primitive nature and lifestyle of our fore-fathers. They believed in peaceful and friendly life. A peaceful life brings joy and happiness and not war. However, such a name is no longer in existence. With the advent of civilization and globalization people now see peaceful people as cowards.

Awka Names in the Face of Globalization

As Awka culture interacts with one another, there are bound to be impact. Impact could be positive or negative. Globalization has given rise to global culture and global culture has had negative impact on the names Awka people once bore. All the cultural values once cherished by the people had been given up for western cultural values. English names now occupy an enviable position in our community. Invariably, English has become the global language and our culture is bound to be displaced. Our youth have been culturally colonized and they now imitate patterns of the Europeans, their language and naming pattern with no regard for the local culture. This is the reason why succession is no longer practiced. In fact, children insist that their parents should disown them and if the parents did not yield to the pressure, they become intolerable and may abscond without keeping in touch with their parents. Many on the other hand, force their parents to sell their family house and in turn, travel outside the country to find greener pastures with the money made from the sale. For some, they refuse to get married therefore will not procreate. Women no longer have a place in their father's compound. If a woman is unmarried, her brothers would frustrate her so that she will leave the family compound and will not have a share in her father's estate. If the woman dared give birth to a bastard, her father would quickly disown her. Globalization has obviously affected our value system. Those valued areas of our fore-fathers' lives have been abused and jettisoned by modernity; cultural norms are now thrown to the dustbin.

A closer look at the market days which were once used by the people to count the days of the week has been abandoned. Although *Eke* and *Nkwọ* markets are still in existence, they are better to be called international markets. All the respect and spirituality which made up these markets are no longer recognized. The youths do not know the stories behind the market days and why the people of old took pride in even answering the names of the market days. This development is unfortunate, because culture sharpens the behaviour of man. Fafunwa (1991) as cited in Okeme (2008) states that "a people with no knowledge of their past would suffer from collective amnesia, groping blindly into the future without guide posts of precedence". The Awka man's pride was once in *Ozo* title taking, sadly, the wind of globalization has blown away such a rich culture especially among the younger generation who see it as a paganistic practice. The fashionable names in this era of globalization are names that do not tell stories about the people and may sometimes be considered "meaningless" such as: Jennifer, Lynda (snake), Jenny, Stephanie, Maureen, Hope, Wisdom, Redemption, Love, Favour, Oscar, Will, Gold, Patra, etc. Even when they choose to answer Igbo names, they use names that do not say anything about Awka culture or tradition which they tag as unique names some of the names are: *Kamharida* "may I not fall; *Echioma* "brighter tomorrow"; *Enyichukwu* "God's friend"; *Somnazu* "walk behind me"; *Oluemunso* "it is close to me".

5. Conclusion

The paper attempted primitivism theory on the analysis of Awka names. The study has indicated that names in traditional setting reflected the socio-cultural belief of their fore-fathers. Based on the above, the researcher concludes that globalization has negative impact on the names of the people which invariably have led to the death of Awka culture.

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Part Three
Educational Psychology

KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 59–64

Influence of Drug Abuse by Parents on the Academic Performance of their Children and its Cost Implication on the Nigerian Economy

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Abstract. This study examined the influence of drug abuse by parents on the academic performance of their children in school and its cost implication on the Nigerian economy. The study, which was a theoretical paper, examined the influence of drug addicted parents on their children's academic performance. It also assessed its cost implication on the Nigerian economy. The study found out that children of drug addicted parents tend to perform poorly academically due to lack of care and attention by their parents. The study also discovered that drug abuse affects a country's economy negatively. For instance, Nigerians spent ₦34 billion on drug abuse in year 2013, this has a negative influence on the country's GDP and economy generally. For this to be mitigated, it was recommended among others that parents being role models of their children, should avoid drug abuse, in addition, government at all levels should enlighten its citizens on the dangers of drug abuse on their health, children and the economy.

Key words: Drug abuse, parents, children, academic performance, economy

1. Introduction

Drug abuse by parents is a global problem which rarely has any positive influence on both parents and children. The rapid increase in the prevalence of this behavior among parents has remained a global concern with consequences on the child's education and the economy. Education has been generally regarded by stakeholders as a vehicle for socio-economic development of any country. There has also been a growing commitment to education by government, individuals, communities and missionary bodies (Bettinger and Slonim 2007). This commitment on the part of government and other non-governmental organizations has extended to ensure that children are properly groomed and tutored on how best to effectively manage themselves in an ever-changing world. Indeed, Parents have a role to play in ensuring that their children perform well academically.

Drug abuse is generally viewed as the use of a substance that modifies mood or behavior in a manner characterized by a maladaptive pattern of use. Musto (2008) disclosed that substance abuse is the use of drug that can cause disorder characterized by the use of a mood or behaviour-altering substance in a maladaptive pattern resulting in significant impairment or distress, such as failure to fulfill social or occupational obligations or recurrent use in situations in which it is physically dangerous to do so or which end in legal problems. What this connotes is that it modifies behaviour. Drug abuse by parents in Nigeria has become an embarrassing phenomenon to relatives, schools, government authorities, and the society at large. Children of today are the leaders of tomorrow and they deserve good education in the right direction. The constant abuse of drugs by parents can cause psycho-social problems in the economy. This fear is not unfounded because of what happens to be the frequent and rampant drug crises in Nigeria. It is in this connection that this study examined the influence of drug abuse by parents on the academic performance of children and its implication on the Nigerian economy.

2. General Overview

A child is generally regarded as a boy or a girl of any age between infancy and adolescence. However, a child in southern Nigeria is a person between the age of 0-14 years and between 0-12 years in Northern Nigeria (Acolagbe, 2005). Udoh and Ajalah (2006) viewed drugs as that which alter the chemical components of the body as well as affect the central nervous system. Hornsby (2006) defined drug as a substance used for medical purpose either alone or in mixture. Hornsby added that drug is a substance that changes the function of cells, organs or organism. Turner (2008) asserted that drugs are chemicals that influence or modify the action of the body's own chemistry. Adeniyi (2002) classified drugs as antibiotics (penicillin, streptomyline, tetracycline and so forth), stimulants (dexamphetamine, amphetamine, tea, alcohol and coffee), Sedatives (barbiturates, phenobarbitone, tranquilizers such as valium), narcotics, analgesics (phenobabitone), hypnotics (phenega), hallucinogens (cysergic acid and Indian hemp).

Justification for drug abuse: Acolagbe (2005) opined that people abuse drugs because they believe that it is the only way to become part of the jet age sub-culture. Acolagbe went further to say that the decision to take alcoholic drinks, smoke cigarette or Indian hemp is a trip out of the curiosity. In addition, Oshodin (2003) posited that the availability of drugs as well as sociological and psychological factors have been identified as predispositions of drug use. Oshodin added that those who use drugs to the point of abuse have different reasons for doing so ranging from stress, pressure, curiosity and so on.

Effects of drug abuse: The effects of drugs on humans are not farfetched. Drugs are chemical substances that destroy the body cell, depending on how the drugs are used. Every drug is a potential poison. According to Orija (2008), a drug dependent person unknowingly damages his/herself and the society. The effect is a deteriorating health, which may cause mental ill health, deformed babies and untimely death of the individual involved.

Drug addicts become more demanding with regard to funds, increased appetite and they complain often of aches and pains in the body. Drugs like Indian hemp have the power to impair mental activities. It decreases the male sex hormone called testosterone and as well as interfere with the menstrual cycle in women (Ogunsakin 2007). Ogunsakin further pointed out that when a man or woman smokes twenty sticks of cigarette a day for 25 years, there will be reduction of 21.5 percent of his/her life. That the risk of lungs cancer is between 8 and 15 times higher in cigarette smokers than non-smokers.

3. Influence of Drug Addicted Parents on their Children's Academic Performance

Drug addicted parents are adults who constantly and consistently abuse drugs or adults who pride in taking drugs as a way of life with consequent effects on their lives and loved ones. Studies have shown that drug abuse by parents can have negative consequences on the child's academic performance in school. When a parent abuses drugs, it leaves the child to fend and care for him/herself. Butler (2015) asserted that without the drive to achieve in school, which is often instilled by parents and the support of someone within the home to help the child with his/her school work, a child's performance can suffer.

A study on children of substance abusers which explored the life experiences of children opiate addicts in methadone maintenance by Kolar, Brown, Haertzen & Michealson (1994) revealed that 41 percent of addicted parents reported that at least one of their children repeated a grade in school, 19 percent were involved in truancy and 30 percent had been suspended from school. Similarly, Sher (1997) reported in a research on psychological characteristics of children of alcoholics that in general, children of alcoholic parents do less well on academic measures. That they also have higher rates of school absenteeism and are more likely to leave school, be retained or be referred to the school psychologist than are children of non-alcoholic parents.

Furthermore, a research on pre-pubertal sons of substance abusers and influence of parental and familial substance abuse on behavioural disposition by Moss, Vanyukov, Majumder, Kirisci and Tarter (1995) found out that sons of addicted parents performed worse on all domains measuring school achievement, using the Peabody Individual Achievement Test-Revised (PIAT-R), including general information, reading recognition, reading comprehension, total reading, mathematics and spelling. In the same vein, Johnson, Boney and Brown (1990) in a study on evidence of depressive symptoms in children of substance abusers discovered that children of addicted parents compared to children of non-addicted parents were found at significant disadvantage on standard scores of arithmetic.

Winters (2015) in a report on how to prevent substance abuse on children asserted that six million children in the United States of America live with at least one parent who abuses alcohol or other drugs. The report further opined that children living with an addicted or substance abusing parent or other adult apart from being more likely to become drug addicted themselves, perform poorly in their academics, as they easily get in trouble at school or have falling grades, miss many days of school and do not finish school tasks. In addition, the Report of the International Narcotics Control Board (2013) showed that parents who abuse drugs are more likely to live in homes in which relatives, friends and strangers also use drugs, exposing children to possible emotional, physical and academic harm.

In Nigeria, a study on exploring parents and teachers perceptions on causes and effects of drug abuse on academic pursuit of students in selected secondary schools in Nasarawa state by Adamu and Lawal (2013) revealed that both parents and teachers who abuse drugs negatively affect children's academic achievements. Similarly, a study by Moses and Oriahi (2012) on drug abuse, secondary school, adolescents' prevention and rehabilitation asserted that 48.6 percent of children who take drugs in Nigeria were influenced by their parents with negative effect on their academic performance.

On the whole, all the studies reviewed on Influence of drug addicted parents on their children's academic performance found out that, children of parents who abuse drugs perform poorly academically. However, none of the studies reviewed linked them with their countries' economies, which is the thrust of this present study.

4. Cost Implication on the Economy

Some studies have shown that drug abuse by a parent, apart from influencing the child academically, also affects the economy of the country. A country's economy is measured by the strength of its Gross Domestic Product (GDP). In the United States of America for instance, the National Drug Intelligence Centre (2011) reported that in year 2007, the economic cost of drug abuse was estimated at $193 billion, that in 2011, drug addicted people spent $120 billion or 0.9 percent of the country's Gross Domestic Product (GDP). The report further opined that in Australia and Canada, the countries lost 0.3 and 0.4 of their GDP's respectively to drug related costs. In those countries, the cost of lost productivity in their economies was estimated to be 8 times higher than health-related costs due to morbidity, ambulatory care, physician visits and other related consequences. This has a negative effect on their economies.

In the United Kingdom (UK), an investigation by Fazey and Stevenson (n.d) found that the identifiable costs of drug abuse amounted to $3.2 billion in 1988, equivalent to 0.4 percent of GDP or about $60 per capita. In Germany, the report disclosed that the cost of drug abuse by its citizens in 1995 was $9.6 billion or approximately $120 per capita, which is equivalent to 0.4 percent of its GDP. The study further disclosed that the calculated costs per drug abuser in Germany were approximately $30,000 per annum. These findings show that drug related costs negatively influenced their economies.

In Nigeria, Nyameh, Yakubu, Teru and Titus (2013) observed that drug makes people sick when abused and a sick nation must necessarily be a poor nation because of the lack of labour force occasioned by the incapacity of the drug abusers. They further opined that this has a negative effect on economic activities of Nigeria as it affects the country's GDP negatively. In the same vein, Brown and Kreft (1998) posited that drug abuse has been found to be a factor creating a major economic problem in Nigeria. That a research in 1981 found that 3-6 million people out of the population of Nigerians could be classified as drug abusers. Thus, affecting the economic well-being of Nigeria.

Similarly, Botvin (1995) asserted that the involvement of Nigerians in drug abuse impairs the country's image both home and abroad. That such people constitute a menace to the society and become social deviants and economically dependent which negatively affects the country's economy in terms of productivity and GDP. This is in line with a report by the National Drug Law Enforcement Agency (2014) which disclosed that the cost of drug abuse by Nigerians in 2013 was estimated at N34 billion, an amount which is equal to the annual budget of many states in Nigeria. This has negative influence on the country's economy.
A study by Nwoke (2009) on public perception of drug addiction and its socio-economic implications in Nigeria revealed that drug abuse affects the Nigerian economy negatively. Nwoke, who conducted the research in 2009, came up with details as outlined in Table 1.

Table 1: Perception of respondents on the type of Economic Implication of Drug Abuse by Parents.

Economic effect	**Frequency**	**Percentage**
Reduction of the nation's manpower	145	38.4
Depletion of the nation's finances	137	36.2
Lowers productivity level	96	25.4
Total	**378**	**100**

Table 1 revealed that 38.4 percent of the respondents were of the opinion that drug abuse reduces the Nation's manpower, while those who held the view that drug addiction depletes the Nation's finances constitute 36.2 percent. Finally, 25.4 percent of the respondents were of the opinion that drug addiction lowers the productivity level of the Nation.

These findings show that drug abuse does not only have a negative influence on the Nigerian economy but also affects the academic performance of the victims. This is in line with Maisto, Galizio and Connors (1999) who asserted that drug abuse by parents negatively affects the academic performance of their children and also depletes the Nation's resources.

Generally, this present study has shown that there is a strong correlation between drug abusers, children performance academically and the economy. This is because life-time prevalence in drug abuse by parents not only affects the child academically, but it slows down the growth of the country economically as well.

5. Conclusion

Children struggle to survive as best as they can while living with a parent who abuses drugs. The most troubling behaviour usually has its roots in the child trying to get a basic need met under difficult circumstances. One of such basic needs is the child's academic performance in school, parental role is therefore crucial for the child to succeed in this regard. If the child performs academically and grows to become a good citizen, the economy benefits from it in the long run.

6. Recommendations

Based on the findings of this paper, the following are recommended:

- Since parents are their children's role models, they should be exemplary to them by avoiding bad behaviours or actions that will influence their children's attitudes negatively as this can affect them academically with a multiplier effect on the economy.
- Federal, state and local governments should consistently organize public enlightenment programmes aimed at enlightening the general public on the dangers of drug abuse to their health, children and the economy.
- Non-governmental organizations should live up to their responsibility of sensitizing the public and also rehabilitating drug addicts in the society.
- Counseling units should be established in schools so that children of drug addicted parents can be easily counseled on how they can overcome their trauma so that it won't affect them academically.

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Kampala International University ISSN: *2415-0843*; 4(1): 65–72

Effect of Early Marriage on Girl-Child's Further Education in Okpokwu Local Government Area, Nigeria: Implications for Counseling

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Abstract. This study investigated the impact of early marriage on girl-child's further education in Okpokwu Local Lovernment Area, Nigeria. It employed a descriptive survey design. Two research questions were asked and two hypotheses were tested at 0.05 level of significance. The sample size of 300 females was employed using the specification of Research Advisor (2006). A self-developed instrument titled, "Impact of Early Marriage Scale (IRMGCFES)" was adopted for the study. The instrument was administered by the researcher by personal visit to the sampled schools. The data collected were analyzed using chi-square statistics tested at 0.05 level of significance. The results showed that early marriage has a significant impact on girl-child's further education in Okpokwu Local Government Area, Nigeria. The study recommended that awareness about the issue should be raised, and the government should make the laws concerning it stricter.

Keywords: Early marriage, Girl-child, Further education, Okpokwu Local Government Area.

1. Introduction

The term early marriage, which is also known as child marriage is used to refer to both formal marriages and informal unions in which a girl lives with a partner as if married before age of eighteen (UNICEF, 2005). Jain, Bisen, Singh and Jain (2011) and UNFPA (2013) define early marriage as any marriage carried out below the age of eighteen years, before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing. Child marriage involves either one or both spouses being children and may take place with or without formal registration, and under civil, religious or customary laws. Most early marriages are arranged and based on the consent of parents and often fail to ensure the best interests of the girl child. Early girl-child marriage is a barbaric act, man's inhumanity to man, is a common practice in most developing countries. Every minute a girl-child is married off against her will, education attainment terminated and dreams aborted by this reoccurring act. This has called for a clarion call and a serious concern to the international community at large.

Oxford Dictionary defines a child as a young human being below the age of puberty or legal age. UNICEF further states that early girl-child marriage is a violation of fundamental human rights. The Nigerian child Right Act 2003 defines a child as a person who has not attained the age of eighteen years. Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life. Sadly, the practice of early marriage gives no such cause for celebration. All too often, the imposition of a marriage partner upon a child means that a girl's childhood is cut short and her fundamental rights are compromised (UNICEF, 2001). Young girls are robbed of their youth and required to take on roles for which they are not psy6chologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are coerced into marriage, while others are too young to make an informed decision.

Premature marriage deprives the girl-child of the opportunity for personal development as well as rights to full reproductive health and wellbeing, education, and participation in civic life. Early marriage contributes to a series of negative consequences both for young girls and the society in which they live. Besides having a negative impact on girls themselves, the practice of early marriage also has negative consequences on their children, families and society as a whole. In agreement with the above statement, UNICEF (2000) argues that it is not only girls that pay for early marriage but also the society as a whole. Population pressure, health care costs and lost opportunities of human development are just a few of the growing burdens that society shoulders because of teenage pregnancies. Early marriage also undermines international efforts to fight against poverty in developing countries.

According to UNICEF (2005), globally 36% of women aged between twenty and twenty were married or in union before they reached eighteen years of age. UNESCO (2012) also states that globally, thirty nine million girls aged fourteen and fifteen in developing countries do not reach secondary education due to several reasons that include early marriage. Sweetman (2006), states that up to half of the girls in developing countries are mothers before they turn eighteen years. Nigeria, as one of the developing countries is experiencing similar cases of early girl-child marriage. There is much concern over the involvement of girls who are married before the national maturity age of eighteen years since they still have dreams of acquiring educational achievements and finding employment to end the cycle of poverty in their families. The affected children experience a lot of problems ranging from social, psychological, educational, emotional and even physical. Many of them usually die before they reach the age of forty five years (Sweetman, 2006).

In Nigeria, early girl-child marriage is prevalent,. According to Afri-Dev-Info 2015, Nigeria was ranked 10th country with 43% out of 20 countries, with the high rate of child marriage. Association for Reproductive and Family Health (ARFH) affirms that child marriage affects a child's physical development in which the aftermath is early pregnancy, school dropout, health issues, domestic violence, zero level of empowerment and segregation from social life. Child marriage in Nigeria is one of the most painful and disturbing problems in the poor region where people force their young children, especially daughters to get married, quite often to a total stranger. In Nigeria, especially Okpokwu Local Government Area, a lot of fourteen and fifteen year old girls, whose reproductive system is not ready for intimate activities and childbirth yet, are forced by their parents into marriage. They are stopped from going to school and getting an education. They are exploited for serving their husbands and giving birth to children themselves for serving their husbands and giving birth to children. Considering that they are still children themselves, it is absolutely unacceptable, as it kills their future and entire life, exposing them to adulthood so early.

Despite the fact that countries are legally prohibited, child marriages are prevalent in Nigeria, especially in the rural areas and within Muslim community. Child marriage has many causes, such as cultural, social, economic and religious. In many cases, a mixture of these causes results in the imprisonment of children in marriages without their consent. According to the official statistics, child marriage rate has been reduced by 9% since 2003, but it is still a problem. Child marriage is driven by poverty and has many effects on girls' health, such as increased risk for sexually transmitted diseases, cervical cancer, death during childbirth, and obstetric fistulas. Girls' off springs are at increased risk for premature birth and death as neonates, and so on. Most of the young girls who are forced into marriage by their parents are completely banned by their parents from going to school. Usually, there is a large age gap between a girl and her husband, which can subject her to domestic violence and psychological abuse.

2. Causes of Early Marriage

According to Jain, Bisen, Singh and Jain (2011) and Nzenwata (2018), early marriage can arise due to a number of reasons such as:

- To raise the economic and social status.
- Religious hurdles and barriers.
- Gender bias promotes early marriage of girls.
- Lack of education.
- Myths and misconceptions about early marriage.
- Insecurity.
- Pressures from older members of the family and community.
- Provision for heirs to the throne.
- Hatred for girl-child in a patriarchal society and
- A kind of disobedience.

3. Harmful Effects of Early Marriage

Many researchers, such as UNICEF (2009); WHO (2009) and (2011); and Nzenwata, (2018) believe that early marriage can cause severe problems like the following:

- Domestic violence
- Illiteracy
- Early pregnancy
- Health risk
- Social stigma

Others include:

- Psychological and emotional stress like forced sexual relations, denial of freedom and personal development as household chores now become a priority.
- Denial of personal development and education
- Maturity levels become an issue as the little girl is now expected to play the role of a mother.
- Girl-children undergo severe health problems like pregnancy and childbirth.
- Girl brides are also involved in early childhood care.
- Threat to contracting sexually transmitted diseases increases when girl children are exposed to such an environment.
- As girl children are still vulnerable and submissive, they can be subject to the atrocities of domestic violence and abandonment.
- Mental and emotional stress in girl brides is high because they are not old enough to cope with maternal, marital or in law issues.

4. Impact of Early Marriage On Girl Child Education

The school is the most importance institution outside the family involved in socializing young people into all dimensions of adults' roles and responsibilities. More years of schooling have been associated with many positive outcomes, including later ages of marriage, lower fertility and healthier and better educated children, economic development. However, early marriage inevitably devices children of school age their right to the education they need for their personal development their preparation for adulthood, and their effective contribution to the future weltering of their family and society.

Personal development of a girl-child education is aborted when her education is terminated for marriage. This does not only affect the girl but also affects the community and the future generation. According to Klasen and Pieter (2012), child marriage affects female labour force participation in the area of returns when they are actively employed. This is due to lack of education which has contributed to the increase in unpaid housework. While Chaabn and Cumingham (2011) further opined that female decrease in labour force participation has negative effects on the economic growth of the societies, as well as the women and their families.

Indeed, married girls who would like to continue schooling may be both practically and legally excluded from doing so. The essence of the rights to education and health is that they facilitate and ensure the effective enjoyment of other human rights. Early marriage perpetuates the cycle of illiteracy and poverty. Around the world, more girls are enrolled in school than ever before. These girls are much likely to be married at an early age. However, sadly, school enrolment drops sharply after five or six years of schooling (WHO, 2009). Child marriage often results in girls leaving school, reducing their opportunity to learn and to gain skills that would enable them to start an income generating activity or to find a job. It thereby increases the likelihood of low levels of education and employment (UNICEF, 2011).

For a number of poorer families, the potentials rewards of educating daughters are too far off and therefore their education is not recognized as an investment. Families perceive that a girl's education will only benefit her husband's household, and not her parents. Additionally, some parents believe that girls do not need an education for their roles as wives and mothers, that education undermines cultural practices and it teaches the girl to reject tradition

However, there is a saying that when you educate a woman you educate a nation. Education, even at basic level, is not only about livelihood and technical skills but more importantly provides social connectedness or aptitude which enables one to access key resources to alleviate poverty. By interacting with others, individuals acquire the social skills and personal capacities needed to access resources and opportunities, and to form social networks or support and assistance when required in the future.

Low participation in labour force increases poverty level of a family likewise a decrease in the household contribution to the economic growth of the society. Poverty limits the capability of the individual in the society, there is no access to education in their predicaments. There is the saying that information is knowledge or wealth, due to poverty their access to information is limited this is as a result of lack of education. The effect of early marriage on a girl child is also transferred to their children, they lack the basic capacity to build and train a child, and poverty is automatically transferred to the children. It also contributes to increased early marriages for their girl child which poverty is the architect that lures them to repeat the same mistake made by their parents.

Khanna, Verma and Weiss (2013) opine that depriving a girl of the opportunity to learn limits her prospects for employment and her ability to gain useful skills. A marriage of a girl – child aborts her educational attainment and future dreams, education is the basic and formal skills required to be productive in the society. Skills acquired increases empowerment and t also plays a significant role in the success of ones carrier in life, its impact to the growth of individual and the economy are enormous. However, lack of education limits a child's social network achievement which has a psychological impact that traumatizes them in life. The study, based in Okpokwu Local Government Area of Benue State of over 4,320 girl children, is an investigation of the impact of early marriage on girl child's further education.

5. **Purpose of the study**

- To find out the causes of early marriage on girl child's further education.
- To ascertain the impact of early marriage on girl child's further education.

6. **Research Question**

This study guided by the following research questions:

What are the causes of early marriage on girl child's further education?
What is the impact of early marriage on girl child's further education?

7. **Research Hypotheses**

Early marriage has no significant impact on girl child's further education.
Early marriage has no significant impact on girl child's acquisition of formal skills.

8. **Methodology**

The researcher adopted a descriptive survey method because it involves assessments of public opinion on the impact of early marriage on girl child's further education from a sample of female students they are well over 114 secondary schools, both government and private in Okpokwu Local Government Area with an average total population of 4320 students. A sample size of 300 female studen5ts was selected for this study. This sample was considered appropriate for an approximate population of students that is about 4320 according to the specifications of the research advisor (2006). The instrument of this research was a questionnaire titled "impact of Early marriage on Girl Child's Further Education Scale" (IEMGCFES). The questionnaire was structured to elicit responses based on modified liken scale of Strong Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) options. The questionnaire was presented to three experts in which their inputs helped in rephrasing as well as removing the irrelevant information in the items. About 2 items were removed and 8 items validated for use. The researcher administered the instrument to the randomly sampled respondents with the help of two research assistants after seek8ing the permission from school authorities. Since the instruments of data collection 8is designed to be rating scale, the researcher sed Chi – square statistics to test the hypotheses at 0.05 level of significance.

9. **Results**

The results are presented based on hypotheses tested at 0.05 level of significance

Hypotheses one: Early marriage has no significant impact on girl child's further education in Opokwu Local Government Area of Benue State.

Table 1: Chi square statistics on impact of early marriage on girl child's further education.

S/No	Item	SA	A	U	D	SD	DF	x^2cal	P value	Decision
1	No education	19	19	172	76	0				
2	School dropout	167	84	28	5	2	12	355.10	0.00	Rejected H_o
3	Lack of personal development	166	83	27	4	6				
4	High level of poverty	168	85	27	1	5				

X^2 cal = 3.55, P-value = 0.00 df = 12 P = 0.05>0.000

Table 1 shows that the chi – square calculated value of 355.10 is greater than the chi Square critical value of 19.7 checked at 12 degree of freedom. The null hypothesis is therefore rejected. This implies that there is a significant impact of early marriage on girl child's acquisition of formal skills.

Hypotheses two: There is no significant impact of the early marriage on girl child's acquisition of formal skills

Table two: Chi – square analysis of girls perceived early marriage as having significant impacts on girl – child's acquisition of formal skills

S/No	Item	SA	A	U	D	SD	DF	x^2cal	P value	Decision
1	Lack of skill	163	82	28	8	5	12			
2	Less productivity	1	26	18	16	7	74	389.09	0.00	Rejected H_o
3	Lack of personal development	164	85	28	7	2				
4	High level of poverty	163	81	28	7	7				

X^2cal = 389.909, df = 12, P = 0.05>0.00

Table 2 reveals that the chi – square calculated value of 389.09 is greater than the chi – square critical value of 18.5 checked at 12 degrees of freedom. The null hypothesis is therefore rejected. This implies that there is a significant impact of early marriage on girl child's acquisition of formal skills.

10. Discussion

Research question one found out that the causes of early girl – child marriage include financial constraint, lack of education, religious/traditional belief, gender inequality and insecurity. This finding is an agreement with Jain, Bisen, Singh and Jain (2011) and Nzenwata (2018), who mentioned that early marriage can arise due to lack of education, gender biasness, religious hurdles, traditional belief and poverty. Among other reasons for the continuance of the practice are family and societal pressures. Also, based on the view that virginity is essential in a bride, girls are married off at a very young age. As a result those girls are traumatized by sex and are forced to bear children much before their bodies are fully mature UNICEF (2014) observes that poor families may regard a young girl as an economic burden and her marriage as a necessary survival strategy for her family. UNICEF is also of the opinion that her parents may think that early marriage offers protection from the dangers of sex assaults, and has an strategy to avoid girls becoming pregnant outside marriage.

Research question two and hypotheses one found out that there is a significant impact of early marriage on girl – child's further education. This means that early marriage affects girl child's further education, causing lack of education and personal development, school dropout and high level of poverty. This finding is in accordance with Nzenwata (2018), who found that a girl child's education is terminated, dreams cut short due to early marriage. She also believes that personal development of a girl child is aborted when her education is terminated for marriage, which does not affect the girl alone but also affects the community and the future generation.

According to Klasen and Pieter (2012), child marriage affects female labour force participation in the area of returns when they are actively employed. This is due to lack of education which has contributed to the increase in unpaid house work. While Chaaban and CUMINGHAM (2011) further opine that female decreases in labour force participation have negative effects on the economic growth of the woman, families and societies.

In consonance with the study, Jain, Bisen, Singh, and Jain (2011), asserts that early marriage inevitably denies children of school age their right to the education they need for their personal development their preparation for adulthood, and their effective contribution to the future well-being of their family and society. Indeed,, married girls who would like to continue schooling may be both practically and legally excluded from doing so.

The present study revealed that early marriage impacts significantly on girl-child's acquisition of formal skills due to lack of education. In a supportive view, WHO (2009) reports that school enrolment drops sharply after five or six years of schooling due to early marriage. Early marriage often results in girls leaving school, reducing their opportunity to learn and to gain skills that would enable them to start an income generating activity or to find a job. It thereby increases the likelihood of low levels of education and employment (UNICEF, 2011). Importantly, child marriage often results in separation from family and social networks which has a psychological impact that traumatizes girls in life. WHO (2006) in agreement with this, says that it reduces the girls' possibility to obtain practical and emotional support and to participate in community activities with important consequences for their sense of wellbeing. Due to lack of education, the girl-child's access to information is limited, there is a saying that information is knowledge or wealth. As a result of lack of acquisition of formal skills, there is low participation in labour force which increases poverty level of a family and economic growth o the society. Khanna, Verma and Weiss (2013) also opine that depriving a girl of the opportunity to learn limits her prospects for employment and her ability to gain useful skills.

11. Counseling Implications

Rehabilitation counseling centers should be put in place to resuscitate the psychological effect of early marriage on young girls who married early.

The services of social workers will also be needed in assisting the girls recuperate back to the society.
Empowerment centers for skill acquisition in entrepreneurial opportunities can be established to help alleviate poverty aspect.

Micro-credit programs should be provided for women and girls to improve their economic resources.
There is great need to make it mandatory that every girl-child must attend and attain secondary education which will make her concentrate4 on school work, socialize and gain life skills for economic growth and sustainable development.

12. Conclusion

Early marriage is intrinsically linked to low levels of education, high levels of violence and abuse, social isolation, severe health risks and harmful power dynamics and results in increased gender inequality and vulnerability to poverty for girls, families and the society as a whole. Educating girls seems to be the ideal solution to early marriage, since when you educate an entire family. Education is the only tool with which a girl/woman can empower herself and eventually her family. It is an important foundation to improve the status of women and has also been recognized as a fundamental strategy for development. Education also helps their self-confidence and self-esteem.

13. Recommendations

Based on the findings of the study, the researcher made the following recommendations:

- The government should make provision for the employment of counseling psychologists and social workers in all levels of education.
- Special interventions need to be designed to address learning needs of girls and relating education to their life. Empower girls with information, skills and support networks.
- There should be more community awareness and empowerment programs and follow-up by the government through the use of mass media.
- Law makers should put in place and enforce laws that prohibit marriage before the age of 18. That is, encourage supportive laws and policies.
- There is need to increase education opportunities for girls. Enhance girls' access to a high-quality education.
- There is also a need to work with all stakeholders to challenge and change norms around early marriage.

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Kampala International University ISSN: *2415-0843*; 4(1): 73–79

Policies for Persons with Special Needs in Benue State: Implementation Challenges and the Way Forward

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Abstract. Persons with special needs are a group that is vulnerable to social discrimination. In Nigeria, lack of good governance has impacted negatively on people with special needs. Furthermore, the constitution of the Federal Republic of Nigeria does not contain any provision that addresses disability directly. This paper looks at efforts that have been made so far in addressing the plight of person with disabilities, as regards equal opportunities in the area of education and vocational training. The extent which the National Policy on Education is implemented and the role of the National Human Rights Commission in promoting and protecting the rights of persons with special needs are discussed. Recommendations of how to tackle the challenges faced by persons with special needs and the way forward is given.

Keywords: Special needs, disabilities, human rights, policy implementation, education.

1. Introduction

According to the World Health organization (WHO) and the World Bank, (2011) over 1 billion people, 15% of the world's populations are suffering some form of disabling conditions, and this number is likely to increase. Over decades, persons with disabilities have been subject to social discrimination, deprivation of opportunities and rude violation of their fundamental rights globally. They are not involved in major decisions that concern their lives, they are denied participation in family and community life, and are rarely involved in national development. Women and children are mostly affected due to their position in the society. Women do suffer dual discrimination due to their gender and their disability. Children are defenseless and voiceless. This practice constitutes deprivation of fundamental human rights of this segment of society who are also human beings.

In order to address this abnormality, the international community set up relevant policy frameworks, conventions, and declarations to guide countries, institutions, and organizations on how to safeguard the rights and better treat persons with special needs and other vulnerabilities all over the world. These include, United Nations Universal Declaration of Human Rights, The International Convention on Civil and Political Rights, The International Covenant on Economic Social and Cultural Rights, The United Nations Declaration on Rights of Disabled Persons, The Convention on Rights of the Child, The Standard Rules on Equalization of Opportunities for Persons with Disabilities. Others are the ILO Convention No. 159 concerning Vocational Rehabilitation and Employment of Disabled Persons; The UNESCO Salamanca Statement and Framework for "Education for All" on Special Needs Education, and The United Nations Convention on Rights of Persons with Disabilities. (Akiko I. 2010).

Nigeria, like most countries across the world has taken positive steps towards protection of rights of persons with special needs. The Nigerian Constitution has provisions that clearly define rights of all citizens but does not specifically mention people with special needs. Details can be found in sections 33, 34, 35, 39, 40, 41, 42, & 46. Also, Nigeria is signatory to the ILO Convention No. 159, which concerns the Employment and Rehabilitation of persons with Special Needs. In order to contribute towards the achievement of the UNESCO's "Education for All", the Nigerian government developed a policy on Special Needs Education, as well as established the Universal Basic Education (UBE) law to ensure that every child has access to free primary education. In 2007, Nigeria signed to the Convention on Rights of Persons with Disabilities, which is a pillar to protect and defend the rights of persons with special needs. There is also a policy on Rehabilitation in place. However, the denial to basic rights of persons with special needs as practiced globally reflects the Nigerian situation. Even though relevant laws and policies exist, there is lack of political will to apply and enforce them. There is also the challenge of limited resources, ignorance, and genuine interest in addressing the concerns of persons with disabilities.

2. Policy Framework / Legislation for Persons with Special Needs

In Nigeria, The Federal Ministry of Education is responsible for overall educational policy formation and also ensures quality control. The State Governments are responsible for secondary schools and the Local Government is in charge of elementary schools. Overtime the country has been in a crises situation with education. According to the United Nations (2010), 8.73 million elementary school aged children did not participate in education at all, making Nigeria a country with the highest number of out of school children in the world. The school system is generally underfunded, with poor facilities and teachers not properly trained.

The National Policy on Education in Nigeria sees education as in instrument "per excellence" for affecting national development. Section 1 sub-section 4c of the policy document states, "every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability." Section 1 sub-section 3c of the policy states that education shall maximize the creative potentials and skills of the individual for self-fulfillment and general development of the society (NPE, 2013).

Enrollment rate in primary schools in Nigeria is at sixty eight per cent (DFID, 2008). Among children of school-going age, 8.7 million are currently out of school in Nigeria (World Bank, 2010). Five million of the aforementioned statistics are aged six to eleven years and lack access to primary education. This placed Nigeria as one of the countries unable to meet the MDGs goals set for 2015. Recently, UNESCO estimated that a total number of 10 million children have no access to primary education in Nigeria (UNESCO 2017). This shows that the number of out of school children is rather increasing in Nigeria.

In the Northern part of Nigeria, the number of children out of school is particularly high with the proportion of girls to boys in school ranging from one girl to two boys and even one to three in some states (UNICEF, 2007). With almost fifty two per cent (seventy million people) of the Nigerian population living below the poverty line (DFID, 2008), girls are often sent to work in the markets or to hawk wares on the streets. Early marriage and teenage pregnancy prevent girls from going to school. A lot of girls drop out of school before completing the first nine years of primary and junior secondary school education. Forty-three per cent of these dropouts are in rural areas (UNESCO, 2005).

Although, a detailed breakdown of statistics on the number of persons living with disabilities in Nigeria is not readily available, the National Population Commission (NPC) places the number of persons with disabilities at over 21 Million by applying the 15% of World Health Organization statistics (WHO). The outcome of the Civil war that broke out in 1967 and ended in 1970 drew the government's attention to persons living with disabilities. This was reflected in the country's first National Policy on Education. Since then the education system in Nigeria has undergone far reaching policy changes which have so far not yielded the desired results.

The World Bank reported that less than 30% of persons with disabilities receive any formal education, especially in the global south, Nigeria being one of the countries listed. Research has shown that children with disabilities constitute more than 50% of the over 10 million out of school children in Nigeria despite the provision of the Universal Basic Education Act 2004 that basic education is free and compulsory for all children.

The rights of human beings have been an overriding issue in the world from time past. John Locke, a Social Contract theorist espoused the natural rights of man as the right to life, liberty, and property, and he was of the view that every government's purpose is to secure those rights for its nationals. He believed that the legitimacy of government relies on consent from its citizens, which is given based on equality (Adalai, 2009). Kermerman (2010) considered it as fundamental rights, especially those believed to belong to an individual and in whose exercise a government may not interfere, as the rights to speak, associate, and work.

It is a fact that human rights cannot be completely meaningful if it does not apply on all humans irrespective of their physical, psychological, social, and religious status and being. That is to say that having a disability does not play a role in determining the rights of a person.

In 1993, the United Nations gave out twenty two rules known as "Standard Rules" these rules are to see to the provision of equal human rights for persons with disabilities and to encourage the world to promote the rules (UN, 1993). These standard rules represent commitments of governments to take action to attain equalization of opportunities for persons with disabilities. They also serve as an instrument for policymaking and as a basis for technical and economic co-operation. The rules cover all aspects of life of persons with disabilities.

Nigeria is one of the signatories to the human rights laws of the United Nations. In 1993, the Federal military government of Nigeria enacted a set of laws for persons with disabilities known as Nigerians with Disability Decree 1993 (FMGN 1993). The law provided in its sections the following services for persons with disabilities to enjoy and access, they include: rehabilitation and employment, housing accessibility, transportation, supportive social services, sports, and recreation, telecommunication, voting access and legal services.

In 1995 the National Human Rights Commission was established, amongst other functions it was to:

- Deal with all matters relating to the protection of human rights as guaranteed by the constitution of the Federal Republic of Nigeria.
- Assist victims of human rights violation and seek appropriate redress and remedies on their behalf.
- Organize local and international seminars, workshops, and conferences on human rights issues for public enlightenment.
- Undertake studies on all matters pertaining to human rights and assist the government in the formulation of appropriate policies on the guarantee of human rights.

In 2011, the Lagos state government enacted the Lagos State Special Peoples law (LSSP) (Maduekwe 2014). So far 21 states have also passed legislation on the rights of persons with disabilities (Ahmad 2017). Benue state is one of the states that has not enacted any law for persons with disabilities.

The 8th Senate in June 2016 reintroduced a bill that the 6th and 7th National Assembly had passed but was not assented to by the then president Goodluck Jonathan. The Disability Bill 2016 proposes the setting up of a commission to co-ordinate, and to implement the provisions of the bill when signed into law. The main objective of the bill is to enact a law for the

social protection of persons with disabilities against any discrimination that they may suffer from and also establish a national commission for the disabled persons that will be responsible for their education, health care, social, economic, and civil rights as contained in sections 15 (political objective), 16 (economic objective), 17 (social objective), and 33 (right to life) both under the directive principles of state policy and the fundamental rights in the constitution of the Federal Republic of Nigeria.
As persons with special needs in Nigeria continue to encounter various barriers including poor access, limited resources, denial of rights to public employment among others, their inclusion into the society shall continue to be a difficult challenge without them being economically empowered. Besides achieving self-development, the objective of making them become contributors to national development remains defeated without the training of majority of them in vocational skills.

3. Vocational Training for Persons with Special Needs in Benue State

Oyeseji et. al. 2013 defines vocation as an occupation one has an inclination or attitude for and has been trained to practice. A vocation is important in life because it helps the beneficiary not only to earn a living but also to contribute towards family and community development. The Nigerian government has put in place different programmes for training of youths and adults in vocational skills. Some of the programmes include, the National Directorate of Employment (NDE), Youth Empowerment Scheme (YES) and N-Power. In all these programmes, individual persons are trained in various skills and given materials to set up small-scale businesses of their own. There is no statistics to indicate the exact number of persons with special needs trained on any of these programmes, but there is evidence that many persons with special needs have benefited from such trainings.

The Nigerian education system offers a variety of options for vocational and technical education at the secondary and post-secondary levels. Holland, a vocational theorist cited in Okeke (2007) says that different personalities can fit into different work environments, and that each individual (whether fit or unfit) has a personality, and each personality can adequately fit into an occupation where the individual has potentials. Thus, persons with disabilities should be encouraged to develop their personalities and to get work in areas where they have ability through vocational education. There are numerous career opportunities for these persons in the society but many of them are not aware of them due to ignorance, frustration, and lack of motivation. Besides, there is no legislation guaranteeing their career opportunities in Nigeria.

To ensure and improve self-reliant skills for a better and functional life in the society, strategies such as training in handicraft, environmental beautification, fabrication and welding, encouraging participation in small scale businesses; training and engagement in the production of equipment's such as wheel chairs, prosthetics, crutches, mobility canes etc. relevant to the needs of the individual and society should be given to persons with special needs.

Benue State, otherwise called the "Food Basket of the Nation" has a population of about 4,253,641 according to National Census (2006), and is endowed with mineral resources. In 1999, the government of Benue State promulgated an Edict popularly known as Edict 13 of 1999, which established a Rehabilitation Board. The functions of this Board as provided in the Edict include:

- To establish Community-Based Vocational Rehabilitation Centre's in all the local governments of the state.
- To train persons with disabilities on all vital issues relating to disability.
- To provide job placements for all disabled persons trained.
- To provide recreational and sporting activities.
- To advise the Military Governor on Rehabilitation Policy or any other Rehabilitation matter etc.

Like every other State in Nigeria, Benue State implements all relevant policies developed at the National level. The Ministry responsible for Disability and Rehabilitation issues is the Ministry of Women Affairs and Social Development, which are established in all the thirty six States. There is lack of statistics on the number of persons who need Special Education. However, the State has a limited number of seven primary schools providing Special Needs Education and seven Secondary Schools. Enrollment is quite poor especially among persons with disabilities and girls. Educational Support Materials are grossly inadequate. There is also acute shortage of professional personnel in all the educational institutions.

Besides adoption of National Programmes on Vocational Training, Benue State, through the Rehabilitation Board has developed Community-Based Vocational Rehabilitation (CBVR), which focuses on providing training especially to persons with disabilities in various vocational skills. Additional relevant trainings include Entrepreneurship training for persons who need to set up small scale businesses, education on various disabling conditions, training on rights of persons with disabilities and Advocacy. However, Vocational Training Programme in Benue state faces challenges, which, include, limited number of professional personnel, limited resources, corruption and poor participation of Organizations of Persons with Disabilities (OPDs) in planning, implementation and evaluation of training activities.

In order to achieve quality inclusive development, inclusive approaches need to be adopted, and robust advocacy programmes should be developed. This calls for involvement and participation of Organizations of Persons with Disabilities (OPDs) in planning, implementation and evaluation of all Rehabilitation Services including Education and Vocational Training, since the saying: “Nothing About Us Without Us”. Comprehensive Advocacy Activities should also be planned and executed in all countries in the Global South to educate the general public on the importance of access to quality education for persons with Special Needs and Economic Empowerment for them. By Comprehensive Advocacy, I do refer to active involvement of not only the right holders, the duty bearers and the gate-keepers where possible. By so doing, we shall contribute to attainment of the Sustainable Development Goals as well as achieve an inclusive society.

4. Recommendations and The Way Forward

Both regular and special teachers need to be trained, the parents and the community alongside teachers are and should be responsible for the realization of inclusive education-to promote and protect the rights of the children with special needs. States should consider programmes to provide information so that awareness can be raised among communities to eliminate the misconceptions about disabilities.

Stakeholders ought to collaborate for the review of existing legal and policy frameworks including the UBE Act 2014, the draft National Policy on special needs education and the National Policy on education. State governments also need to initiate policies in this direction, while those states with policies should work towards full implementation.

The Federal and State governments should encourage and strengthen partnerships and collaborate with other stakeholders especially NGO’s, CSO’s, the media, parent forums, professional groups, the private sector, and development agencies especially with regard to funding and monitoring of the implementation.

Two of the relevant functions of the National Human Rights Commission as earlier presented in c and d above (on page 6) could be very beneficial to promotion of Advocacy.

The Commission can therefore be encouraged to liaise with associations of persons with disabilities and NGO’s that deal with such issues to advocate for better services and care for persons with disabilities.

5. Conclusion

There have been commendable efforts by the governments through legislation to see that the rights of people living with special needs are granted but despite all these, people with special needs continue to face discrimination in virtually all areas of their lives. This is because of the lack of implementation of the policies and laws that have been put in place to protect them.

Therefore, government has to take proactive measures to ensure that the rights of persons with disabilities are respected and protected by enacting practicable and sustainable laws that will protect persons with special needs. The Federal and State Governments should set up appropriate institutional structures and processes to monitor and ensure compliance. There should be penalties for offenders of such laws, which also calls for strict and mandatory implementation.

Courts of law should attend promptly to cases of abuse of persons with disabilities without prejudice.
For the laws to be implemented successfully, schools have to be built with consideration and provision for persons with disabilities and special needs; facilities like ramps and other facilities to suit their learning. Schools already in existence should be modified to suit their needs.

The regulatory bodies should ensure that the syllabuses are strictly followed and the school curriculum well implemented.

Finally, most problems boil down to the lack of funding. Funds should be channeled to schools and proper managing of the funds must be ensured. This will guarantee proper delivery and sustainable effective impacts of protection of fundamental rights of persons with special needs in Nigeria.

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Kampala International University ISSN: *2415-0843*; 4(1): 81–88

Attitudes of Primary School Children with Hearing Impairment toward Visual Arts and School Refusal Tendencies in an Inclusive Education Setting in Calabar Education Zone, Nigeria

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Abstract. This study was conceived to examine the relationship between attitudes of primary school pupils with hearing impairment toward the study of visual art and school refusal tendencies in Calabar Education Zone. To achieve the purpose of the research, two null hypotheses were formulated to guide the study. Literature was reviewed according to the variables. The correlation research design was adopted to execute the study. This design was chosen because it sought to establish the relationship between attitudes of primary school pupils with hearing impairment toward the study of visual art and school refusal tendencies among school age children in Calabar Education Zone. The population consisted of primary school children with hearing impairment. A sample size of One Hundred and Forty (140) pupils was randomly drawn from twenty inclusive education primary schools in the zone. A four point Likert-like questionnaire scale was used by the teachers to rate the pupils in order to extract information from the subjects under study. The instruments were validated by experts in research and special education. The reliability estimate of the instrument was established through test re-test split half method and the reliability index was found to be high. Pearson Product Moment Correlation Analysis was used to analyze the data collected. The result of the analysis revealed that there is a significant relationship between pupils' interest and classroom participation in visual art and school refusal tendencies among school age children with hearing impairment. Based on the result obtained, conclusion was drawn and recommendations made.

Keywords: School refusal tendencies, visual arts, pupils with hearing impairments, inclusive education setting.

1. Introduction

Children (both with intact hearing and those without), at first instance of being introduced to school, most times express repulsive attitude towards schooling. This attitude in the academic parlance is referred to as school refusal syndrome. School refusal is one of the continuums of school attendance problems that render a consequential damage on the academic prowess of victims in the later years (Enyia 2016). It is an indication of severe emotional distress and anxiety at the process of schooling. Children who exhibit this attitude prefer to remain at home with their parents, and this prevents them from developing required independent skills and mental capacity for optimal functioning in the later years in life (Ashi, 2017).

According to Kearney (2007) in Olayi, (2016), school refusal should be distinguished from truancy as a different type of school attendance problem. Regular school attendance is an important part of giving pupils the best possible start in life; it makes teaching and learning more

easily accessible for both teachers and pupils with hearing impairment in the inclusive education setting.
School refusal is a complex problem that has been found to have multiple causes and is being maintained by many factors across the child's ecology. Thambirajah (2008) in Ewa & Olayi (2013) observes that the onset of school refusal can occur gradually either with no obvious etiology or as a result of a/some specific trigger(s).

The onset of school refusal includes illness, problematic family dynamics, incessant transfers of parents from one location to the other, traumatic experiences, as well as school related factors (Kearney and Bates 2008 in Enyia 2016). Other factors associated with school refusal include personality characteristics, such as introversion, withdrawal from peers, temperament, low self-confidence and behavioral inhibition (Enyia, 2016). The factors listed above can cause pupils to refuse school from early age.

From Thambirajah's perspectives as cited by Ewa & Olayi (2013), family factors include dysfunctional family interactions (example, over dependency, conflict, detachment and isolation of family members) and poor communication. Children from such family can easily refuse school because they cannot get what they want as children in their family, so going to school is totally out of point.

However, there is mounting evidence that experiences in the art can remediate school refusal syndrome in children with hearing impairment as most of their study and communication is visually oriented based. Experiences in visual arts have been discovered to play an important role in correcting many personality deficiencies, such as attention deficit, withdrawal, including school refusal syndrome. Sensory experience that stirs up the desire to grow and develop intellectually, socially, personally, and emotionally which is lacking in children with school refusal syndrome can be acquired through engagement in arts activities.

Art is an umbrella term for all creativity- driven activities. Visual art simply means an expression or application of what is beautiful in a manner that stimulates human aesthetic sensibility. This is believed to give children with hearing impairment the reason to pay attention to what so ever they are learning, as it captures their attention and as well prepare their minds set. Indeed, visual art forms such as ceramics, drawing, painting sculpture, design, video, animation and architecture facilitate learning of concepts in the most concretized manner (Agba 2016).

Accordingly Olayi citing Wikinson (2008) posits that experiences in the arts offer many intrinsic and extrinsic benefits to elementary children with hearing impairment. "Intrinsic benefits include, opportunities to develop creativity and imaginations which help to create joy, beauty and experience wonder in beholding any work of Art. Visual arts also present occasions that enrich the quality of our lives and to develop effective ways of expressing thoughts, knowledge, and feelings". Engagement in visual art activities also offer the evidence of extrinsic benefits of learning in, about and through the arts. These benefits contribute to increased engagement in learning other subject areas, and development of pupils' with hearing impairment self-confidence, social skills and mental cognition.

Ikebudo (2017) upholds that the intrinsic value of visual art can stimulates or facilitates other auxiliary benefits. Varied experiences in the arts develop self-confidence. For example, visual arts learning in school can foster co-operation, focused behavior, problem solving skills, and the development of fair-minded citizens and therapeutic measures in children with hearing impairment (Ewa and Olayi, 2013). Thus Enyia citing Ogden (2008) confirmed similar positive outcomes for adults who took part in musical theater during their elementary schooling. These benefits of visual arts education are now being identified by teachers and other stakeholders in inclusive education setting as more important than potential benefits to be achieved in the study of other subject areas.

Informal visual art learning has been discovered to be particularly viable in preparing pupils/students who are hearing impaired but with school refusal tendencies for formal schooling. Vellucci, (2009) in Enyia (2016), posits that community arts helps the pupils or prepare them when given opportunity of formal arts learning. Such programs include dance instruction in hip-hop ballet, jazz, and tap. Thus Ogden (2008) in Enyia (2016), noted that informal learning in art refers to knowledge gained by participants through their contact with other peers and experts, through experiences in art making activities, through ongoing experimentation in the arts, and in the absence of a recognized or formal curriculum or instructor.

The idea of informal art practice for children with hearing impairment is based on the assumption that when such pupils get in contact with other peers in their informal setting, they become interested in learning when eventually they are provided with an opportunity. It will motivate them to learn more at this state. Bringing such children to school is very easy and the rate of school refusal tendencies will be reduced. Music skills may be learned informally and primarily by making music with peers and as well as by listening to recordings.

Ogden further noted that pupils who engage in art-making outside the context of formal schooling or private instruction often adopt strategies for learning that are vastly different from the strategies associated with typical school learning. Pupils who engaged in this art-making can easily conceive new ideas on their own, and they can learn without any instructor. From the foregoing, two cogent points are apparent. First is that, there is a compelling reason to nurture art education in the elementary years. Secondly, it is also clear that art can become the most viable approach to introducing schooling in the most acceptable manner especially as the learning of pupils with hearing impairment is strategically visual oriented.

Green (2004) maintains that the four approaches for cultivating a wide number of strategies for embedding arts education in the fabric of children with hearing impairment daily lives include:

- Children with hearing impairment differ from one another and consequently, often learn in profoundly different ways, even within the arts. This implies that different approaches should be introduced in the teaching of art in order to reduce school refusal tendencies in children with hearing impairment and foster better understanding among them.
- Cultural and regional characteristics require flexibility in approaches to teaching and learning in order to maximize opportunities for children with special needs to thrive in their communities.
- When teacher brings to bear differing areas of strengths and expertise to the teaching of arts, it helps the teacher to know the pupils strengths and areas of expertise in order to capture their minds for effective implementation of art learning in inclusive education setting.
- Art education must include learning in about and through the arts, and these different approaches to the arts require differing levels of resources and expertise.

With these four approaches, arts will have a high degree of influence on pupils learning, because it will assess the pupils both physically and intellectually. They can think of arts at any point in time and learn through it, as such even in the formal school settings they will be focused rather than refusing school.

Thus Green concludes that class teachers in inclusive education setting could and should adapt some of these practices such as learning by self-practices, working with peers and selecting repertoire based on pupils' choices. Thus he observed that ignoring the powerful personal inclinations that pupils attached to music and other art forms amounts to missing an opportunity to expand their arts literacy beyond the arts forms that are experienced deeply. Studies have been carried out to determine students' engagement in visual arts as factored upon a number of indices. Mbai (2000), Irivwieri (2009 in Olayi 2016) and Agwobade (2015) among others have written on the dwindling participation of pupils in art activities at the primary level of education. Several factors were said to have caused this. Mbai decried the general lack of recognition of the importance of art to pupils in the school system. This he attributed to the absence of adequately trained teachers, lacks of appropriate materials to teach art and negative attitude towards the study of art in schools in Nigeria. In another perspective, Grant (2010) enumerated the benefits of art in school to include:

- Art helps the child to express and enjoy himself.
- Art helps the child acquires the skills to take care and preserve real and non real objects within their environment.
- Art helps the child to think divergently and decide to think for himself.
- Art helps to train the child in observation, hand and eye co-ordination.
- Art help the child to see and appreciates beautiful and well made things both in nature and manmade among others.

Thus Awogbade (2015), on the other hand, bemoaned the negative attitude put up by the Nigerian society towards the study of fine art, by regarding it as recreational subject. According to Mbai (2000) in Olayi (2016), most people in the Nigerian society, including the well-educated ones, perceived an artist as someone who paints and draws, and thus failing to understand that art is as valid as literature, politics or science as it particularly plays a fundamental role in children's cognitive developmental process. It is important to note that this misconception causes confusion and despair to pupils who in turn lose heart for visual art.

School refusal is the process by which a child refuses to attend school; it is an attitude or a behavior in children to stay away from school. Kahn and Nursten (1981) in Enyia (2016), posit that school refusal is a psychosocial problem for pupils with severe emotional distress and anxiety at the prospect of schooling. Thambirajah, Grandison and De-Hayes (2008) in Grant (2010) observed that the onset of school refusal can occur gradually, either with no obvious etiology or as a result of a specific trigger. Therefore the onset of school refusal can emanate from illness, problematic family dynamics, traumatic experiences, and school related factors. The authors further attributed the causes and effects of school refusal to anxiety: this they pointed out that those pupils with school refusal tendencies often exhibit separation, social/performance or more generable anxiety reactions as well as other anxiety disorders tendencies.

Visual art provides pupils with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity. Capman (2008) in Agba (2017) also observed that the impact of visual art on learning that should be noted by every parent, teacher and administrator include:

- Pupils' engagement in visual art provides challenges to pupils at all levels where each pupil can find his/her own level from basic of mediocrity to being gifted.
- Pupils connect with each other better (this often results in lower dropout tendencies which promotes greater understanding of diversity and a wider range of peer support).
- Pupils learn to become sustained and self-directed learners (this implies the pupils do not just become outlets for the storage of facts from direct instruction, but seeks to extend instruction to higher levels of proficiency).

Olayi further opines that engagement in visual art positively impacts on the learning of pupils from lower socioeconomic status as much as possible more than those of a higher socioeconomic status. Perhaps the most fundamental element of education one should consider is the manner in which we perceive and make sense of the world in which we live. An effective education in the visual art helps to enhance what they see, what they look at, hear what they listen to, and feel what they touch.

Engagement in visual art helps pupils with hearing impairment to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. The study of visual art frees their minds from rigid position of uncertainty**.**

It has been established that any education system which ignores or underestimates the importance of the child and his or her individuality, experiences, ideas and emotions will be inadequate, and that, as far as education values and emotion are concerned, amounts to indoctrination (Hall 2004 in Olayi 2016). The implication of this is that for any education system to be adequate, the complexities of school attendant problems and their implications for knowledge construction must be fathomed. Among such problems are: truancy, absenteeism, dropouts and school refusal tendencies among pupils with hearing impairment.

It therefore needs not be overemphasized that a curriculum that is rich in the arts would not only support the development of the intellectual, emotional, social skills, physical body, and spiritual wellbeing of the whole child. It will as well aimed at ameliorating the withdrawal, refusal syndrome and other social maladjustments common in children with special needs in general and those with hearing impairment in particular.

2. Statement of the problem

In spite of the widespread belief, as deduced from the foregoing, that the idea of placing the child at the center of education is never new phenomenon, there is a record of alarming degree of school attendance problems particularly between ages 7-12 years old that is traceable to environmental, social, psychiatric or other conditions in humanity. It becomes important therefore to trace the link between attitude towards visual art and school refusal tendency in children with hearing impairment, and finding out how fine art can be harnessed to ameliorate school refusal tendencies among primary school pupils with hearing impairment in Calabar education zone in Cross River State of Nigeria.

3. Purpose of the study

The general aim of this study is to find out pupils with hearing impairment attitude towards Visual Art and school refusal tendencies in inclusive education setting in Calabar education zone of Cross River State with a view to proffering lasting solutions to such a menace.

Specifically, this study is aimed at finding out whether:

- There is any relationship between pupils with hearing impairment interest in visual arts and their school refusal tendencies.
- There is any relationship between pupils with hearing impairment classroom visual art participation and their refusal tendencies

4. Research Questions

The following research questions were posed to articulate the discourse:

- Is there any significant relationship between pupils with hearing impairment interest in visual arts and their school refusal tendencies?
- Is there any significant relationship between pupils with impaired hearing classroom art participation and their school refusal tendencies?

5. Statement of Hypotheses

The following hypotheses were formulated to guide the study:

- There is no significant relationship between pupils with hearing impairment interest in visual arts and their school refusal tendencies
- Pupils' with hearing impairment classroom engagement in visual arts has no significant relationship with their school refusal tendencies?

6. Significance of the Study

The findings of this study will be beneficial to the state ministry of education, teachers and pupils/students with hearing impairment, researchers, parents and any other stakeholder in the inclusive education practices.

7. Methodology

The researcher adopted the correlation research design to execute the study. This design was chosen because it sought to establish the relationship between attitudes of primary school pupils with hearing impairment toward the study of visual art and school refusal tendencies among school age children in the education zone under study. The population consisted of primary school children with hearing impairment. A sample size of One Hundred and Forty (140) pupils was randomly drawn from twenty (Government and private) inclusive education primary schools in the zone under study. A four point Likert-like questionnaire scale was used by the teachers to rate the pupils in order to extract information from the subjects under study. The instruments were subjected to both content and face validity by experts in research and special education. The reliability estimate of the instrument was established through test re-test split half method and the reliability index was found to be high. Pearson Product Moment Correlation Analysis was used to analyze the data collected. Each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance

8. Data Analysis and Presentation

8.1 Hypothesis one

There is no significant relationship between pupils with hearing impairment interest in visual arts and school refusal tendencies. The independent variable in this hypothesis is pupils' interest in visual arts; while the dependent variable is pupils' school refusal tendencies. To test this hypothesis, Interest in visual arts and pupils' school refusal tendencies was correlated using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 1

Table 1: Pearson Product Moment Correlation Analysis of the relationship between Interest in visual arts and Pupils' school refusal tendencies (N=140)

Variables	$\bar{X}$	SD	r-value
Interest in visual arts	21.93	1.12	
			0.43*
Pupils' school refusal tendencies	21.23	1.85	

* Significant at .05, critical r = .195, df = 138

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 0.43 is higher than the critical r-value of .195 at .05 level of significance with 138 degree of freedom. With the result of this analysis, the null hypothesis which stated that there is no significant relationship between interest in visual arts and pupils' school refusal tendencies was rejected. This result implies that, interest in visual arts has a significant positive relationship with pupils' school refusal tendencies.

8.2 Hypothesis two

There is no significant relationship between pupils with hearing impairment classroom art participation and school refusal tendencies. The independent variable in this hypothesis is classroom art participation; while the dependent variable is pupils' school refusal tendencies. To test this hypothesis, pupils' school refusal tendencies were correlated with their classroom art participation using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between classroom art participation and Pupils' school refusal tendencies (N=140)

Variables	$\bar{X}$	**SD**	**t-value**
Classroom art participation	21.07	1.89	0.87*
Pupils' school refusal tendencies	21.23	1.85	

* Significant at .05, critical r = .195, df = 138

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.87 is higher than the critical r-value of .195 at .05 level of significance with 138 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between classroom art participation and pupils' school refusal tendencies was rejected. This result indicated that, classroom art participation has a significant positive relationship with pupils' school refusal tendencies.

9. Discussion of Results/Findings:

The result of hypothesis one is in agreement with the views of Wikinson (2008) in Olayi, (2016) who upholds that experiences in the arts offer many intrinsic and extrinsic benefits to elementary children with hearing impairment. "Intrinsic benefits include, opportunities to develop creativity and imaginations which help to create joy, beauty and experience wonder in beholding any work of Art, because arts also present occasions that enrich the quality of our lives and to develop effective ways of expressing thoughts, knowledge, and feelings".

The finding of hypothesis two is consonance with the work of Ogden (2008) in Enyia (2016) who observes that pupils who engage in art-making outside the context of formal schooling or private instruction often adopt strategies for learning that are vastly different from the strategies associated with typical school learning. Pupils who engaged in this art-making can easily form new things on their own, they can learn without any instructor.

10. Conclusion / Recommendations

10.1 Conclusion

Based on the results and findings of the study, the following conclusions were reached:

- Interest in visual arts significantly relate with pupils' school refusal tendencies
- Classroom art participation significantly relate with pupils' school refusal tendencies

10.2 Recommendations

Based on the findings of the study, the following recommendations were made:

- Classroom art participation should be made a compulsory subject at the basic level of education.
- Teachers should be encouraged to teach visual art with passion at the primary school level.
- Curriculum planners should make visual art as one the core subjects to be studied at all levels of education.

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Kampala International University ISSN: *2415-0843*; 4(1): 89–96

Teachers' Advancement and Retention as Correlates of Students' Academic Performance in Ogun State Public Secondary Schools

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Abstract. This study was carried out to investigate the correlation among teachers' advancement, teachers' retention and students' academic performance in Ogun State Public Secondary Schools. Descriptive survey research design was used while fifteen (15) secondary schools were randomly selected from the One hundred and forty- two (142) in Ogun central senatorial district of ogun state. Also, four hundred and ninety eight teachers were selected from the chosen schools. Questionnaire tagged: 'Teachers' advancement and retention questionnaire' (TARQ) was used to collect data for the study. Also, Senior Secondary School Students' WAEC results from 2013 to 2015 was used to establish the performance of the students while Pearson product moment correlation (PPMC) and multiple regression analysis were used to establish the correlates among teachers' advancement, teachers' retention and students' academic performance in Ogun state Public Secondary Schools.

The result shows that there are significant correlates among teachers' advancement, teachers' retention and students' academic performance in Ogun state public secondary schools. Teachers' advancement also aids teachers' quality, commitment and retention which in turn influence students' academic performance. It was recommended among other things that: teachers' advancement should be fully implemented to accommodate and sustain compulsory in-service training in form of enrollment for cluster meeting and regular promotion to enhance teachers' status and full blown professionalization of teaching profession. Also, there should be a deliberate attempt to address teachers' motivation crisis through introduction of teachers salary structure (TSS) and reduction of daily workload of teachers so that the best brains would be attracted into the profession and those in service would choose to stay thereby reducing high turnover rate of good teachers. Since one cannot give what he does not have, only qualified teachers should be employed to teach and they should be given necessary tools and provided with conducive environment to keep them on the job in order to achieve enhanced students' academic performance that we are all yearning for.

Key words: teachers' advancement, teachers' retention, correlates, motivation, academic performance

1. Introduction

It is an established fact that no education system anywhere in the world can survive without qualified and well-motivated teachers. FGN (2014) also posited that teachers are undoubtedly highly significant in the teaching-learning process as well as in the implementation of policies and programmes of government in the education sector. Teachers by the nature of their job therefore affect their students in one way or the other through their character, personality and competence. They also perform key roles in influencing the students' academic performance. The importance of teachers was also corroborated by World Bank, (2010) that teachers are substantially responsible for the success or otherwise of students hence the need to address their concerns.

Students' academic performance as observed by Ayodele, (2015) is one of the acceptable yardsticks for measuring the success or otherwise of any educational setting including secondary schools because it shows how students deal with their studies and how they accomplish different tasks given to them by their teachers. The teacher according to him therefore determines to a large extent the success or failure of the students and educational enterprise as a whole. This was corroborated by Boon, (2010) that a well-trained and highly motivated teacher is significantly related to positive academic performance of students in examinations.

Ayodele (2015) declared that the desire of every parent is to see their children climb the ladder of academic performance to the peak. This expectation has put a lot of pressure on teachers, students and school administrators. It therefore appears that the whole system of education revolves round the academic performance of students. In Nigeria for instance, academic performance is measured especially at the secondary school level through achievement test, teachers' ratings and above all grades obtained in external examinations conducted by West Africa Examinations Council (WAEC) and National Examinations Council (NECO) with emphasis on the cognitive aspect.

World Bank (2013) in a report on the state of education in Africa however indicated that it has become a huge task for students to accomplish the standard level of academic performance in recent times. Poor academic performances, according to the report, have been recorded by most secondary school students in external examinations conducted by WAEC and NECO in Nigeria. For instance, 38.3%, 31.28% and38.6% credit passes in five subjects including English and Mathematics in 2013, 2014 and 2015 respectively. Stakeholders have therefore raised pertinent questions such as: What is the quality of persons employed as teachers in Nigeria? How does government treat its teaching force? What efforts are put in place to attract the best brain into teaching and retain them through their service years? These germane questions bring us to the issues of teachers' advancement and retention as well as their impact on students' academic performance.

Teachers' advancement has been described by Kayode, (2015) as the ability to improve as well as develop the capacity and conditions of teachers so that they can successfully handle greater responsibility and assume higher position in the School hierarchy as well as enhance students' performance. According to Lewis (2011), teachers' advancement can be considered in two ways. First is the career advancement of teachers including their initial training, entry point qualification, recruitment standard, confirmation, promotion, adjustment of salary, bonuses, terminal bar and retirement benefits as well as how the society view and value its teachers. Second is the issue of teachers' personal advancement. Here, teachers embark on self-development on a full or part time basis to improve their educational background and professional qualifications to make them the master of their subject areas in order to prepare themselves for school leadership position or to prepare them for other lucrative jobs.

Scholars have also raised concerns about the possibility of retaining competent teachers on school pay roll over a considerable length of time to make them deliver their job satisfactorily as students would be used to the teachers' style, method and system of delivering lesson content. Teachers' retention as described by Spector, (2010) is the ability to keep quality teachers on the Job and it is therefore another factor worthy of consideration. Retention according to him also refers to the ability of an organization to keep its employees. It could be related to the efforts by which employers attempt to retain their work force on their pay roll against all odds. It is however disheartening that government which is the largest employer of teachers in Nigeria is perceived to be finding it extremely difficult to keep quality teachers on its pay roll till their statutory retirement period.

In the pre- independence era, missionaries acted as teachers and taught school children with little or no involvement by indigenous people. All the mission schools available at that time utilized their members who are mostly expatriates from foreign countries to teach our children and improved academic performance was sustained overtime. Shortly before independence however, especially as observed by Ahmed (2009), government decided to exert some measures of control over the activities of schools including the introduction of various educational ordinances to address the recruitment and development of teachers as well as establishment of conditions of service for teachers in Nigeria. This marked the beginning of defining the future of teachers as government began to show some level of interest in teachers' advancement.

From that time till year 2010, teachers were subjected to mass advancement system. This means that teachers advance in the service on the basis of their qualifications and years of service rather than on the basis of competitive examinations and corresponding students' academic performance as opined by (Olori, 2015). Successive governments in Nigeria especially those led by General Abdulsalam Abubakar and Chief Olusegun Obasanjo introduced minimum wage of three thousand naira and six thousand five hundred naira respectively for Nigerian workers including teachers at the secondary school levels. This period marked a watershed in the history of teachers' advancement in Nigeria as teachers for the first time bought cars in large number and became proud owners of their houses. This singular effort of government even though considered by stakeholders as still far from expectation improved the societal views about teachers. Olori (2015) however observed that it is disheartening that such improvement in teachers' welfare has not translated into the desired improved students' academic performance in secondary schools.

Kayode (2015) opined that since better performance of students in the secondary schools especially in the examinations conducted by West African Examinations Council(WAEC) and National Examinations Council (NECO) could be achieved by teachers who are sound in their subject areas, highly motivated and communicate effectively with their students, government should therefore employ only qualified teachers and motivate them to advance on the job as well as encourage them to remain in service till their statutory retirement period.

According to Oyekan (2008), With the rapid increase in the turnover of quality teachers at almost every level of our educational system in developing nations (Nigeria inclusive) and with the limited efforts of government to arrest the situation, stakeholders in the education industry have questioned the quality of service delivery in our secondary schools. There is therefore a growing argument to improve students' academic performance in secondary schools in less developed countries including Nigeria by enhancing teachers' advancement and retention in order to attain the Sustainable Development Goals (SDGs) set for secondary education. Ogun state in particular has in recent time encouraged teachers' advancement and retention through regular training and retraining programmes including cluster meetings, seminars, workshops, symposia, conferences, promotion examinations, prompt payment of salary, teachers' professional allowance (27.5% of basic salary), leave bonuses and opportunity for job mobility (MOEST, 2015). This study therefore aims at examining the correlates among teachers' advancement, teachers' retention and the academic performance of students in secondary schools in Ogun State, Nigeria.

2. Statement of the Problem

Service rendering organization like a school requires the services of qualified and well-motivated teachers to achieve quality students' performance. However, the perceived turnover of quality teachers to other lucrative Jobs which has affected service delivery and resulted in poor academic performance of secondary school

students in external examinations conducted by West African Examination Council (WAEC) in recent time is giving education stakeholders a cause for concern. While some people attribute this to the low nature of teachers' advancement, others shift the blame on poor nature of teachers' motivation and retention.
Students' academic performance which is one of the acceptable yardsticks for measuring the success or otherwise of a secondary school is on a downward trend, hence, the response of stakeholders in the education sector to recruit, develop, motivate and retain qualified teachers led to an attempt to investigate the correlates among teachers' advancement, teachers' retention and students' academic performance in secondary schools.

3. Purpose of the Study

The main purpose of this study is to examine the correlates of teachers' advancement, teachers' retention and students' academic performance in secondary schools in Ogun state

4. Hypotheses

Based on the purpose above, the following hypotheses were developed:

H_{o1}: There is no significant relationship between teachers' advancement and students' academic performance in Ogun state secondary schools.
H_{02}: There is no significant relationship between teachers' retention and students' academic performance in Ogun state secondary schools.
H_{o3}: There is no composite relationship among teachers' advancement, teachers' retention and improved students' academic performance in Ogun state secondary schools.

5. Significance of the Study

The result of this study would be of immense benefit to stakeholders in the education sector as well as the general public at large. It would guide government to really professionalize teaching and serve as an alternative to motivate and retain serving teachers for improved students' academic performance in secondary schools.
It would also reduce cases of teachers using teaching job as a stepping stone to cross to other lucrative careers as teaching would no longer be all comers affair and those who choose to teach would do so with passion and strive to develop themselves on the job. Such individuals would also enjoy their career progression and reciprocate with renewed sense of dedication to contribute optimally to the improvement in their teaching ability so as to improve students' academic performance.

6. Research Design and Instrument

The study adopts descriptive survey research design to assess the correlates among teachers' advancement, teachers' retention and students' academic performance in secondary schools in Ogun state. A questionnaire tagged: Teachers' Advancement and Retention Questionnaire (TARQ) and students' academic performance proforma for senior secondary school certificate examinations conducted by West African Examination Council (WAEC) from 2013 to 2015 was used as instruments to collect data for the study.

6.1 Population and Sampling Techniques

The population for this study consists of four thousand nine hundred and eighty one (4981) teachers and the results of fourteen thousand six hundred and fifty three students in the One hundred and forty – two (142) public secondary schools in Ogun central senatorial district of Ogun State, Nigeria. Based on the above, a multi- stage sampling technique was used to break Ogun central senatorial district into local government areas as well as the secondary schools and teachers available in each of the local government areas while simple random sampling technique was used to select fifteen (15) public secondary schools out of the one hundred and forty two (142) in Ogun central senatorial district of Ogun state. Simple random sampling technique was also used to select four hundred and ninety eight (498) teachers out of the four thousand nine hundred and eighty-one available in Ogun central senatorial district.

6.2 Data Collection procedure

The researcher began the collection of data for the study by briefing the respondents on the purpose of the study, the research instruments to be used and how the findings of the study would be utilized. The researcher sought the permission of the principals of the selected schools and the consent of teachers before any questionnaire was administered. 85% return was achieved.

6.3 Validity and reliability of the Instrument

The content validity of the research instrument was subjected to face and content validity by experts while reliability of the instrument was carried out through pilot study using test- retest method with the application of Pearson product moment correlation coefficient. This yielded a reliability coefficient of 0.76 which is an indication that the research instrument has a high coefficient of stability.

6.4 Method of Data analysis

The data collected for the study was analyzed using Pearson product moment correlation coefficient (PPMC) to specify the relationship between the teachers' advancement and students' academic performance as well as the relationship between teachers' retention and students' academic performance while multiple regression analysis was used to determine the teachers' advancement and retention strategies that influence students' academic performance

7. Analysis of Data

Hypothesis 1: There is no significant relationship between teachers' advancement and students' academic performance in Ogun state secondary schools.

Table 1: Regression analysis model of the relationship between teachers' advancement and students' academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	45900.163	1	45900.163	647.698	.000
Residual	35149.847	496	70.867		
Total	81050.010	497			

Note. N= 498, R= .753, R^2= .566, Adj. R^2= .565

Table 1 shows the regression analysis for the relationship between teachers' advancement and students' academic performance in Ogun state secondary schools. It was revealed that there was statistically significant relationship between teachers' advancement and students' academic performance, F (1, 496) = 70.867, p< .0005. The regression model further indicates that the correlation coefficient, R= .753 explains 56.6% of the variability of the dependent variable. The postulated null hypothesis one which states that there is no significant relationship between teachers' advancement and students' academic performance in Ogun state secondary schools is therefore rejected and not sustained. This means that teachers' advancement significantly predicts students' academic performance and accounted for 56.5% of the explained variance in students' academic performance in Ogun State public secondary schools.

Hypothesis 2: There is no significant relationship between teachers' retention and students' academic performance in Ogun state secondary schools.

Table 2: Regression analysis model of the relationship between teachers' retention and students' academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	42031.980	1	42031.980	534.314	.000
Residual	39018.030	496	78.665		
Total	81050.010	497			

Note. N= 498, R= .720, R^2= .519, Adj. R^2= .518

Table 2 shows the regression analysis for the relationship between teachers' retention and students' academic performance in Ogun state secondary schools. It was revealed that there was statistically significant relationship between teachers' retention and students' academic performance, F (1, 496) = 78.665, p< .0005. The regression model further indicates that the correlation coefficient, R= .720 explains 51.9% of the variability of the dependent variable. The postulated null hypothesis two which states that there is no significant relationship between teachers' retention and students' academic performance in Ogun state secondary schools is therefore rejected and not sustained. This means that teachers' retention significantly predicts students' academic performance and accounted for 51.8% of the explained variance in students' academic performance in Ogun State public secondary schools.

Hypothesis 3: There is no composite relationship among teachers' advancement, teachers' retention and improved students' academic performance in Ogun state secondary schools.

Table 3: Regression analysis model for the composite relationship among teachers' advancement, teachers' retention and improved students' academic performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	47115.100	2	23557.550	343.628	.000
Residual	33934.910	495	68.555		
Total	81050.010	497			

Note. N= 498, R= .762, R^2= .581, Adj. R^2= .580

Table 3 shows the regression analysis for the composite relationship among teachers' advancement, teachers' retention and improved students' academic performance in Ogun state secondary schools. It was revealed that there was statistically significant composite relationship among teachers' advancement, teachers' retention and improved students' academic performance, F (2, 495) = 68.555, p< .0005. The postulated null hypothesis three which states that there is no composite relationship among teachers' advancement, teachers' retention and improved students' academic performance in Ogun state secondary schools is therefore rejected and not sustained. The regression model further indicates that the multiple regression coefficient, R= .762 explains 58.1% of the variability of the dependent variable. This means that teachers' advancement and teachers' retention significantly predict students' academic performance and accounted for 58.0% of the explained variance in students' academic performance in secondary schools in Ogun central senatorial district of Ogun State.

8. Discussion of Findings

The results from the analyzed data are presented below:

The result of the analysis on hypothesis one revealed that there is a significant relationship between teachers' advancement and students' academic performance in secondary schools in Ogun State, F (1, 496) = 70.867, p< .0005. This agrees with the position of Milken (2015) that American government decided to key into the idea of teachers' advancement when it was obvious that teachers' advancement demonstration schools surpass others in terms of mental and physical competitions and produce national awardees annually in Basic School Certificate examinations.

The result of the analysis on hypothesis two revealed that there is a significant relationship between teachers' retention and students' academic performance in secondary schools in Ogun State, F (1, 496) = 78.665, p< .0005. This support Spector's (2009) view that qualified teachers who teach a particular set of students for a considerable length of time tend to win the heart of the students to school work and more importantly enhance their academic performance.

The result of the analysis on hypothesis three showed that there was a significant composite relationship among teachers' advancement, teachers' retention and improved students' academic performance, F (2, 495) = 68.555, p<

.0005.The two independent variables accounted for 58.0% systematic variation in students' academic performance in secondary schools in Ogun central senatorial district of Ogun State. This corroborates the submission of Duze (2011) that recruitment, motivation and keeping of qualified teachers is likely to influence positive academic gains by 30%.

9. Recommendations

Based on the result of this study, the researcher suggests the following recommendations to meet the study's objective:

- It is recommended that in service training in form of cluster meetings should be sustained by government and there should be a template for regular promotion of deserving teachers based on the academic performance of their students as well as enhancement of career advancement to be at par with other professionals.
- Also, there should be a recognized and standard structure that supports teachers' advancement through which the teachers and indeed other relevant stakeholders would be encouraged to work towards its achievement for the advancement of the Job and enhanced students' academic performance. Also, quality teachers should be retained on government pay roll through the introduction of special salary scale, career progression enhancement, provision of conducive teaching and learning environment as well as reduction of teachers' workload to attract and motivate teachers for enhanced performance.
- Moreover, special recognition should be given to teachers who excel on the Job to attract the best brains and retain them on the Job through their service years for improved performance.
- In addition, teachers who engage in personal development should be monitored so that it would not be at the expense of their students and their courses should be approved before they proceed. This would minimize cases of teachers using teaching as stepping stone to other seemingly lucrative jobs and by extension reduce drastically the high turnover rate of good teachers.

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Part Four
Educational Technology

KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 99–104

An Evaluation of Students' Effective (ESL) Acquisition through ICT in Nigeria

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Abstract. The contemporary teaching and learning processes of languages in general and English Language in particular are characterized by a host of innovations and manipulations. The integration of digital media helps in developing a favourable attitude and impetus of students towards English Language acquisition being a foreign language. This paper therefore examined an evaluation of students' effective ESL acquisition through ICT in Nigeria. A number of methods have been employed to solve the problem of lack of proper acquisition of English Language as a Second Language in Nigeria. This is due to the status ascribed to English Language as a lingual franca which serves as medium of communication used in ministries and parastatals. It is also the medium of instruction in Nigerian schools. This has called for acquisition of additional language, especially in a classroom context which is not an easy task and takes a long time. It is viewed by (Pulido, 2007) that the cognitive and linguistics processes involved in language acquisition are complex. That is, the learner of another language is already an adult who has been used to the grammar/syntax, phonology and the vocabulary of his L1. It may be difficult for this learner to reconcile the differences between his L1 and the new/target language to acquire. It was on this note that this study investigates the ICT and its attendance impact on the students' effective acquisition of Second Language in some selected secondary schools in Ekiti State, Nigeria. The population comprises the Senior Secondary School 2 students in Ekiti State. Two groups of schools were selected. The first group was subjected to the use of ICT for teaching and learning of English Language while the other group used conventional methods. Four schools were randomly selected as sampling technique for equal representation. A total of 400 students formed the sample size for the study. The results of the two groups were analyzed using ex-post-factor design. The result of the finding showed that using ICT facilities in Nigerian secondary schools have a significant impact in acquisition of L2. It also revealed that the use of ICT create an alternative and easy access to linguistic facilities apart from the classroom's teaching learning process for effective acquisition of second language.

1. Introduction

The digital age and its divergent media have almost taken over all aspects of human life, especially; it has dominating virtually every human endeavour. Human beings are engrossed and have cause to interact with these digital devices to the point that it has become difficult to do anything without the Information and Communication Technology (ICT) accompaniment. The younger generation have particularly affected by digital media. In a way, these digital media have the capacity of diverting the attention of students from acquiring the right skills due to diver services capable of offering. This therefore necessitates a new dimension which is imperative to incorporate electronic media in today's classrooms. In view of the importance of digital media for acquisition of English language in Nigeria to enhance more linguistics facilities for the learners, this study is hereby set to investigate the usefulness of these digital media to acquisition of English as Second Language in Nigeria.

2. Language Acquisition

The term language acquisition is used to refer to the process by which a child unconsciously picks up the first language L1 or his mother language. Any normal child acquires the command of language. Even though we acquire the first language, other languages take the process of learning. Language acquisition takes the process of acquiring language as a result of natural and largely random exposure to language. It is regarded as a sub-conscious process or a creative process by which the rules of the first language are internalized. It is a natural process not brought about by any formal teaching. This concept has been influenced greatly by the psychological study of the learning process (Iwual, 2004). It includes not only the learning skills or the acquisition to learn and learning to think, the modification of attitudes, values or roles and even changes in personality. An individual in lifetime without any specific tuition acquires new terms, meanings, jargons, slangs, code or register. The learner may learn new dialect in multilingual setting; most of the acquisition may go without formal learning and some outside conscious awareness of the learner. Ferguson (1968) observes that much of the second language teaching and learning takes place by relatively informal, unplanned imitation and use actual communication situation.

To avoid confusion, it is necessary to apply a common sense distinction between L1 and L2 of foreign language. At more technical level, the follow table as adapted from (Iwual, 2004) will be suitable:

L1	**L2**
First Language	Second Language
Native Language	Non-native language
Mother-tongue	Foreign language
Primary language	Secondary language
Stronger language	Weaker language

In view of the table above, the two set of terms indicate a subjective relationship between a language and individual group.

3. ICT as a Source of Linguistics Facilities for ESL Learners of English

Information communication technology (ICT) is a good channel for L2 learners of English to learn faster, better and more inside and outside the classroom due to limited linguistics facilities. Possession of any kind of these digital media will expose the learners to learn in greater variety of ways and learn to be creative. The limited time available for English language study and practice as provided on the time-table could not avail sufficient linguistics facilities needed for L2 learners to attain the competency expected of the near native-like. As a complementary partner to what is obtainable in actual classroom situation, ICTs are increasingly playing an important role in organisations and in society's ability to produce, access, adopt and apply information. Darboux (2012), reports that Universities in Benin Republic face a plethora of problems. One of which is inadequate instructional time. As such, Trucano (2012:31) provides a concise data stating that: "Data from the World Bank (2011) suggest that much of what is happening in many classrooms across Africa is not yielding much impact". This is as a result of inadequacy of the instructional time available for English studies to make classroom-based instructions to be significantly effective. This is also in agreement with the report of Isaacs and Hollow (2012:32) which states that: "Survey respondents say that ICT has the potentials to accelerate, enrich, and deepen skill; to motivate and engage students in learning English language and relate school experiences to work practices. This will contribute to radical changes as they access and read more information from these digital devices. Reading is the bedrock of formal education and so, no one can neglect it and still find learning in a formal situation easy. In agreement with this view, Wilkins in Ogugua(2006) states that, it is only through massive exposure to language that vocabulary meaning could be acquired which could be more enhance, if, these digital media are judiciously utilized for efficient learning.

4. Statement of the Problem

The era of social media has done more havoc than the good expected from its usage where students' papers in assaulting written English are full of punctuation mistakes, inappropriate abbreviations, graphemes and contractions. It is believed that this trend could hinder the expected progress that digital media could bring to actualize effective learning of L2 in and outside classrooms situation.
Studies have shown that ICT and its social media had neither contributed but served as a cog to the wheel of the progress of second language acquisition. O'Connor (2006) expresses her concern about what she describes as the "bastardization" of the English language, that is, the use of bad grammar, poor punctuation and improper abbreviations in academic writings which she claims is traceable to the digital writing culture. John Humphrys in September 28, 2007, in an article in *Mail Online* describes the new orthographic forms encouraged by SMS practices as "pillaging our punctuation; savaging our sentences; and raping our vocabulary". It is believed that this could affect learners' proficiency in second language learning. Against this bedrock, the researcher investigated the students' effective acquisition of English as second language in Nigeria.

5. The Objective of the Study

The specific objectives of this study are:

- To evaluate the students' effective acquisition of English of ESL through ICT in public secondary schools in Ekiti State
- To examine the effect of ICT on students' effective acquisition of ESL in public secondary schools in Ekiti State

6. Research Questions

- What are the perceived ICT facilities for effective ESL acquisition?
- To what extent are students exposed to ICT for effective ESL acquisition?

7. Hypothesis

HO_1: There is no significant different performance of students who are ICT compliance and those that are not.

8. Methodology

The study adopted the descriptive survey research for data collection. The target population for this study was SS2 students in all the public secondary schools in Ekiti State. This population is so chosen because it is at this level that any course that is intended at improving the effective acquisition to enhance better performance at the external examination. Simple random sampling technique was employed to select two public secondary schools equipped with ICT and two public secondary schools that were not equipped with ICT facilities from each of the 3 Senatorial districts in Ekiti State, totaling 12 public secondary schools.
Stratified proportional random sampling was used to select 400 SS2 students from the population of 3,756. A self-constructed questionnaire titled 'ICTESLAQ' was used as the instrument for data collection. The instrument was validated by experts in English Language Education and Test and Measurement.

9. Results and Discussion

The results of the study are presented below:

Research Question 1: What are the perceived ICT facilities for effective ESL acquisition?

Table1. Perceived ICT facilities for effective acquisition

S/N Facilities	Available	%	Not Available	%
Flip Classroom	188	47	212	53
Video Conference	172	43	228	57
Tape Recorder	214	53.5	186	46.5
Computer	232	58	168	42
Bulletin Boards	253	63.25	147	36.75
Internet	159	39.75	241	60.25
Electronic Board	116	29	184	71
Projectors	173	43.25	227	56.75
Slides	156	39	244	61
Mean		46.19		53.81

Table 2: To what extent are students exposed to ICT for effective ESL acquisition?

S/N	Items	SA	A	SD	D
1	There are functional internet facilities	62	73	120	255
2	There are periodic training for students on the use of ICT	30	46	208	116
3.	ICT materials are enough for teaching-learning	56	81	134	129
4	ICT enhances effective teaching-learning	134	126	98	42
5.	ICT helps students to be more knowledgeable	88	79	142	91
6.	Most secondary schools lack computer facilities	182	144	41	33
7.	Inadequate power supply impedes the use of ICT	156	173	36	35
8.	The use of ICT facilities make learning boring	89	66	102	143
9.	I prefer ICT for improvement on language acquisition	109	133	83	75
10.	ICT helps to enrich the listening and learning skills	98	115	125	82
11.	Using ICT is a waste of time in ESL acquisition	94	65	136	105
12.	ICT helps to captivate the attention of the students	128	137	86	49
	Total	**1226**	**1238**	**1311**	**1155**

The table above showed the rate of exposure of students to the use of ICT and the impact of the exposure on the acquisition of second language.

Table 3: t-test Analysis on the significant difference among those that are ICT compliance and those that are not.

Groups	N	Mean	SD	DF	T-Cal	T-Cri	Decision
ICT Compliance	200	22.57	17.34	398	1.86	1.29	Sig
ICT Non-Compliance	200	10.01	6.26				

The above table shows that the calculated t-value was 1.86. This was tested for significance by comparing it with critical value at 0.05 alpha level with 398 degree of freedom. The calculated value of 1.86 was greater than the critical t-value 1.29. Hence, the null hypothesis was rejected. The implication is, there is significant difference among those that are ICT compliance and those that are not. This is justified by the data analysis as the t-cal is greater than t-critical.

10. Discussion of Findings

The findings in table 1 revealed that ICT facilities i.e. flip classroom, video conference, tape recorder, computer, bulletin boards, Internet, electronic board, projectors and slides were scantily available in Nigerian schools. Despite this, the respondents that were ICT compliance showed the improvement they had on their performances through the use of ICT.

This presupposed that if ICT facilities are adequately provided, there would be opportunity for easy acquisition of English as Second language.

Table 2 explains the interrelationship that exists between the accessibility of ICT as a supplement and avenue for further linguistic facilities to aid effective acquisition of L2 and students performance. This agrees with SCRIB (2009) that one of the benefits of online resources is that, it arouses students' interest. It could also serve as instrument of motivation for potential L2 proficiency. These online pedagogical resources serve as alternative linguistic facilities in the acquisition of ESL with dual ability of motivating learners to learn and enhance their understanding of the target language Irewole and Akinsuroju (2018).

Table 3 indicates that there is significant difference among those that are ICT compliance and those that are not in public Secondary schools in Ekiti State. The calculated value of 1.86 was greater than the critical t-value 1.29. Hence, the null hypothesis was rejected. The implication is, there is significant difference among those that are ICT compliance and those that are not in public secondary schools in Ekiti State. The finding is in line with Trucano (2012) and Isaacs and Hollow (2012:32) who posit that ICT has the potentials to accelerate, enrich, and deepen skills; to motivate and engage students in learning English as a second language in other to relate school experiences to work practices.

11. Conclusion

The finding of the study has shown that Nigerian secondary schools lack adequate application of ICT facilities that can enhance, motivate and encourage learners to learn and acquire second language through ICT media. The benefits of ICT should therefore propel Nigerian Institutions, organizations and individuals to develop a culture that places a high value on information and communication technology to actualize means of integrating extra-linguistics facilities which sustain learners beyond the classroom situation in L2 situation.

Based on the findings of this study, the following recommendations were made:

- The government should see the need to increase funding for entire educational sector with focus on provision of ICT facilities in all our secondary schools.
- Non-governmental organizations and individuals philanthropists should support the government to ensure adequate supply of these ICT facilities.
- There should be periodic/regular training of both teachers and students.

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KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 105–114

M-Learning in Developing Countries: Challenges, Remedies and Benefits in Instructional Activities

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Abstract. This paper attempted to discuss gains as well as weaknesses of m-learning usability in instructional activities in and outside classroom engagements. Hence, it examined its challenges, remedies and benefits in learning activities. Therefore, it is recommended that m-learning should be integrated into teaching and learning enterprise fully; teachers should be trained and retrained to develop maximum skills in Information and Communications Technology (ICT); and teachers should integrate and use m-learning in their classroom engagements.

Keywords: M-learning, Technology, Information and Communications Technology, Challenges, Remedies

1. Introduction

The world is not static but constantly changing and developing as a result of education. Since education is said to be an agent of development, any society willing to develop must give it a priority. Hence, to give those without education the opportunity to be educated is a major concern to many in the educational sector. Innovations brought about by education have been able to cause constant transformations in the society. The way we approach education has also changed from time to time; to meet the current trends. It will be so advantageous to the current educational system when most, if not all the digital platforms that we have in the world today are well utilized to meet the ever growing educational needs of the people.
Globally, digital technology has been seen as the world language and as a tool in transacting business engagements, economy and particularly in education enterprise among others. The developed nations seemed to have deployed digital technology fully into their walks of life; but, not yet to be so in the developing nations. The developing nations are faced with so many challenges and are still struggling to survive them all. The challenges of governance, economy stability, poverty, health and so on might be the reasons of none acceptance or integrating digital technology fully. But, that as it might be, no nation is expected to be left out of the world order in the use of digital technology. Hence, the developing nations ought to key into digital technology to compete favourably and effectively in business, commerce and economy of the world. Importantly, in education industry, all developing countries should comply by integrating and using digital technology of this 21st century to enhance and improve learning tremendously.

United Nations Educational Scientific and Cultural Organization (UNESCO) (2011) recommended that, to solve most of the educational challenges, systematic integration of Information and Communications Technology (ICT) is a chance for improving the quality of instruction as well as expanding access to learning opportunities. Having in mind that the population of the world is ever growing, therefore, raising the educational needs of the people, getting those who ordinarily were not having the opportunity to be educated and making those with such opportunities learn better are the interests of all. Most especially, those who are stake-holders in the education industry continually struggle to meet up with these challenges. One of such platforms to meet the aforementioned issues accordingly is with the utilization of mobile learning (m-learning).

For instance, taking Nigeria into focus with a large and ever increasing population, her level of educational attainment and the introduction of digital technology into the industry, m-learning is one platform that can be deployed to meet her educational needs. Every stakeholder in education industry should endeavour to key into the integration of m-learning in order to take full advantage of it. So many benefits are accrued to the use of m-learning for education in schools by both teachers and students when it is used appropriately and accordingly.

M-learning is popularly referred to as mobile learning. It is a subset of ICT, the e-learning type. This m-learning is not like traditional learning environments, it is a recent innovation in the e-learning platform. It is introduced to improve learning considerably and available today as smart phones, tablets, handheld computers and other mobile devices that are internet compliance. In its utilization, anyone who is handling it can gain access to instructional materials from anywhere, anytime and whenever she/he wants to (Al-Said, 2015). Any perfect definition of m-learning may not be visible, because, different people see it from different angles and perspectives.

However, m-learning is more than just the combination of mobile and learning. The word mobile can equate to such words as moving, movable, on the move among others. If mobile learning is taken from the surface, it would only mean learning while on the move; but, it is actually far more than just that. Any form of learning that happens when a learner is not fixed to a predetermined location, and where learners make good use of available mobile technologies is m-learning (MOBIlearn, 2003). This means that with the use of mobile technologies, learners can learn anywhere and at any time (Crescente & Lee, 2011). It means, whenever we use mobile technologies to support instructional activities, it is a form of m-learning. Traxler (2005) defined m-learning as an educational platform where the important or most used technologies are handheld or palmtop devices.

The most important characteristic of m-learning is in its flexibility of usage at all times whether in the day or the night to learning at anytime and anywhere (Pisey, Ramteke & Burghate, 2012). Mobile learning in the 21st century is growing both in the formal and informal sectors of our everyday living. In the formal sector, services such as Short Message Service (SMS), WhatsApp, Facebook, and other platforms can be used to meet the growing needs for instructional purposes. The Nokia MoMath project in South Africa, for example uses the SMS features on standard mobile phones to provide students with access to Mathematics content and support (Isaacs, 2012). On the other hand, m-learning has also taken advantage of the informal sector as reported by Nokia Life Tools, which uses, SMS and browser-based subscription service to offer a wide range of information about Health care, Agriculture and Education. That the service is available in China, India, Indonesia and Nigeria; and that over 90 million people used Nokia Life services (Bartlett, 2012).

The trend in this 21st century is the online transactions of all kinds, and particularly the availability of e-books. This means that, so many educational materials can be accessed using mobile devices. This could make information available to those who before now won't be able to access such information. M-Learning has been seen to have the ability to reach people who are living in remote locations where there are no schools, teachers, and or libraries (Ally, 2009). In Nigeria for example, mobile technology is growing very fast, Nigerian Communications Commission (NCC) has it that there are more than 130 million active subscribers and around 75% of the Nigerian population have access to mobile and smart phones as at May 2014. Umoru and Okeke (2012) posited that 58.5 percent of Nigerians in the rural population have access to mobile phones. With this growing use of mobile device, it should not be so difficult therefore to get information across to any target population anywhere in the country. But, taking advantage of these mobile devices for educational purposes will not come without its own weaknesses. This paper therefore would discuss the challenges of using mobile learning, how they can be remedied and the benefits accrued to it when used properly.

2. Challenges of m-learning in developing countries

The challenges of developing countries in utilizing m-learning for instructional activities are numerous and are discussed hereunder but not limited to the following:

2.1 Curriculum related issues

Every education system globally runs on curriculum at all levels. The tune of the curriculum determines how and extent to which the educational system will go. Therefore, as observed, one of the major weaknesses of m-learning is that of curriculum; that curricula several education systems run on, were not created or have not been modified to accommodate the use of mobile learning. For instance in Nigeria, Adedoja, Botha and Ogunleye (2012) posited that one of the major challenges for adopting m-learning is that it has not been documented into the curriculum for all subjects offered.
Currently, so many countries' national curriculum bodies are yet to fully integrate m-learning as a platform into the policy paper that their educational systems run on. Since the Curriculum is a blueprint on which the education system runs, it means that for mobile learning to be effective, all schools subjects must be well planned to accommodate mobile learning platform appropriately. There are other important curriculum issues which weaken the use of m-learning as a tool for learning. For instance, most of the m-learning platforms available cater for just some specific subjects. There are sometimes no standard way to get un-bias feedback from the learners, making evaluation of learning almost impossible. Passing information to learner through the mobile learning platform is perceived to be weakened, unlike some other platforms. This is because the teacher (instructor) may not be able to eliminate or even reduce distractions on the part of the learner(s).

Remedy: To get the best out of m-learning, all countries and Nigeria in particular should document appropriately its integration and usage into the national curriculum. When m-learning is planned accordingly and placed properly in the curriculum, its integration and utilization could become more effective and efficient by both teachers and learners.

2.2 Lack of awareness of m-learning benefits

What someone do not know, he cannot use or even be interested in how it runs. Awareness of benefits in mobile learning is one of the challenges faced by many persons and how to take advantage of it. Several mobile learning platforms exist today in the society, but some key agents in the education industry may not even be aware of their availability; therefore, they would not use them. Most developed countries in the world are leaving the hard copies (books) to more digitalized books referred to as e-books. The way textbooks are converted and created now are moving away from just printing them to a visually rich way that includes multimedia, interactive and collaborative elements (GSMA, 2011).

As these e-books continue to increase, so is the awareness of their availability to the learners and the teachers. Both teachers and learners are the supposed end users of these e-books, but unfortunately it seems not so. Apart from e-books, there are also many educational applications (apps) that have been deployed to solve educational challenges. This might only be possible if the educational applications are known to those set of people targeted. A study conducted by McKinsey and Company and GSMA (2012), shows that 270 million apps linked to education were downloaded in 2011. If there is proper enlightenment in terms of awareness about these applications, then, mobile learning could become more effective.

Remedy: Many parts of the world are still in the dark when it comes to taking advantage of mobile learning, this is due to the fact that they do not know much about it. Even with some having a kind of knowledge of it, are not fully aware of how to explore it to get maximum benefits from it. Therefore, those who have created mobile platforms should give it as much publicity as possible, so that people can take advantage of it. Educational engagements in conferences and seminars should be created where discussions on all about m-learning could be thoroughly dealt with.

2.3 People's negative attitude towards m-learning

Sometimes there can be a negative attitude on the part of the end users (teachers and students) of mobile learning. Some of them may not even want to use it at all. This may not be devoid of not being skilled in the utilization of the devices for learning. Kneil-Boxley (2012) stated that teachers do not like to integrate current technologies into their instructional activities, until they are very sure that it will profit their instructional delivery. In other words, until they know that m-learning makes teachers' presentations less tasking; while students learn faster and better in the long run. Also, some of the teachers lack the knowledge of the new technological approach to instruction. Some teachers and students are yet to be conceived on what and how current technologies can make instructional activities more effective. Some are of the view that these available technologies are nothing more than mere distractions to the learners. To some others, they think mobile technologies are useful only for easy and fast communication, therefore, it should be allowed to stay.

Conversely, some are of the view that any attempt to use mobile technology for instruction will not lead to any positive results. Hence, they have poor or negative attitude to the use of m-learning for instructional purposes. Once the teachers are unwilling to integrate current technologies into instruction, it is obvious that it could slow down the utilization of m-learning in schools or might even lead to none being considered or accepted at all. According to Cant and Bothma (2010), the teachers are gamine in the effective delivery of subject contents in schools (especially the universities) and that the successful integration of any current technology can be affected by their attitude towards it. Sometimes, this negative attitude on the part of teachers and students towards mobile learning may be due to fear of change. Some societies are too familiar with traditions and held on to the conventional ways of instructional delivery, that any suggestion for a change technologically, stairs up fears in the teachers and students alike.

Remedy: The cure for negative attitude to anything, often times, it is the knowledge of the truth about that a thing. The teachers and students who are to make use of mobile learning should be given continuous motivation and orientation on the benefits accrued to the used of same. In this wise, their attitude towards m-learning usability could be improved upon greatly for instructional activities.

2.4 Inadequate skills to manipulate m-learning tools

To be skilled in any profession, particularly in teaching, and especially with the use of technology, one has to be able to manipulate gadgets for instructional delivery. As it is a practice in this 21st century, all teachers are supposed to be competent in the use of digital technology. Currently as observed, most teachers particularly in the developing countries are yet to develop their skills to match up with the world order technologically. Many of them are convenient with the conventional way of teaching; hence, their reluctance to shift to digital technology in presentations.

Furthermore, most of the teachers who currently teach in schools were trained before the advent of this digital technology. It seemed there was no proper training and retraining for those teachers to match up with the current trends, it becomes a setback particularly to mobile learning. As recommended by scholars, to get the best out of mobile learning, there is need for teachers to take up new roles and improve their skills tremendously (Deriquito & Domingo, 2012; Dykes & Knight, 2012; Fritschi & Wolf, 2012; Isaacs, 2012; Jara, Claro & Martinic, 2012; West, 2012).

Remedy: To get the best out of the teachers and learners who are to use the digital technology for instructional purposes, and particularly m-learning platforms, as a matter of urgency and necessity, they should be trained and retrained on how it works. Hence, they would possess digital technology skill adequately to present their lessons with ease and instructional activities could become more meaningful and impactful. Moreover, all other stake holders in education industry particularly those in schools at this twenty-first century, should also be trained to possess basic digital technological skills.

2.5 Lack of trained manpower

No system can run effectively without the proper trained manpower to run it. Hence, in some countries of the world, what is required for the implementation and effective running of mobile learning is availability of manpower that has the required training and skill to effectively run the process. Therefore, one of the major weaknesses bedeviling the smooth running of mobile learning in many societies today is the lack of trained manpower who can professionally manipulate mobile technologies in the educational industry. In a country like Nigeria for example that is largely import based, no matter the amount of equipment that is brought into the country when there is no trained manpower to man these equipment, it will not yield any favourable result. Issa, Ayodele, Abubakar and Aliyu (2011) noted that even when some good learning technologies were brought to the country (Nigeria), just because she had no trained manpower to handle the equipment, although, the technologies were very good, but it didn't profit the country. This is in consonance with Umoru and Okeke (2012), who viewed the unavailability of trained manpower as a major setback to mobile learning in Nigeria. Mobile learning cannot develop above the level of the manpower handling it.

Remedy: There should be the provision in the teacher education curriculum to produce, train and retrain specific teachers and supporting staff to man digital technology in schools. The government should fund everything that has to do with the production of manpower.

2.6 Insufficient infrastructure

Mobile learning makes use of mobile communication gadgets and facilities. Where these equipment and appliances are sub-standard or not available, it would have direct negative influence on mobile learning. In countries where there is no constant supply of electricity, it would be difficult for mobile learning to work effectively since most of the gadgets depend on electricity. Beside the issue of electricity, there are some other potential infrastructure and facilities including software and hardware that must be on ground for mobile learning to run smoothly. It is therefore a challenge to m-learning when the needed infrastructure and facilities are not on ground. In the studies conducted by Folorunso and Ogunseye (2006), Sharma, Osinaike and Adekunmisi (2012) and Shaibu and Mike (2014) the authors all agreed that the unavailability of infrastructure is one of the barriers to utilizing technology in education in Nigeria.

Remedy: Where there are no infrastructure and facilities, there will be no smooth running of mobile learning, hence, such should be put in place so that the mobile learning platform can run effectively.

2.8 Security threats

The main interest of m-learning is on how to take advantage of the modern technologies to enhance students' learning; and perhaps improve the way they learn (Keegan, 2005). This digital technology has not come without some security issues. How to guarantee security to the users of

digital technology, particularly in mobile learning, has been a major question that has been on for a while. This security issue is still a weakness to m-learning implementation and its sustainability. When one uses a wireless internet with or without supervision, there are tendencies for some learners to join groups that might not benefit their learning and might even hamper their safety. The internet itself is full of different resources, why some of these resources could be very educative and informative, but others might be very destructive.
Therefore, the challenge of how to check mate destructive usage of m-learning is still a big one. That is, neglecting or minimizing the negative issues that come with the use of mobile technologies has been a major challenge. Charlesworth (2009) opined that the use of mobile technologies by learners come with some security effects on them in terms of integrity, confidentiality, and privacy. In supporting this view, Osang, Ngole, and Tsuma (2013), they identified negative effect of social media on mobile learning to include; that the learners may join negative groups which can be a big threat to their safety and that of the mobile device.

Remedy: Mobile learning, a very good platform for learning in the twenty first century, but there is the need to make users know what to and what not to do, to ensure their safety. This knowledge could include; web sites could be beneficial to the learners and those detrimental to their learning. The designers of these mobile learning platforms should do it in such a way that there are limitations on the kind of wed pages that can be accessed while using them. Learners who use mobile learning platforms could also be enlightened on the kinds of information they should not let out through technological devices. Doing this could ensure the security of mobile learners with their mobile devices.

3 Benefits of m-learning in instructional engagements

There are lots of benefits accrued to the use of m-learning in instructional activities which cannot be exhausted; the major ones are presented as follows:

3.1 Independent and personalized study

It could be said no two individuals learn at the same pace in an environment, therefore, any platform that would personalize learning for learners should be well encouraged. One of the benefits of mobile learning is that it is a platform of learning that is highly personalized and gives the learners the freedom to express themselves to a large extent. For example, there are some students who will never ask questions in the class, whether they understand the teacher or not. This set of learners will just keep quiet, but with the mobile learning platform, they could express themselves better. Therefore, it could be stated that one of the strengths of m-learning is in its individuality in learning. It also gives learners freedom and independence to select content(s) to learn at a time in their studies (El-Hussein & Cronj, 2010; Olanrewaju, 2005; Olanrewaju & Soetan, 2018). Every learner has the chance to learn at his/her own pace and also personalize their study. To those learners, who do not possess and use the mobile learning platform, they may have to wait for a particular time and place to get information from their teachers (instructor). But the learners who do (use m-learning platforms) could access information regardless of their geographically separation from peers and teachers (instructors) immediately or almost immediately.
This means that on the m-learning platform, learners can access their teachers (instructors) and peers, whenever the need arises with the use of mobile device, not minding distance or time. In mobile learning, learners could choose the learning contents they want, and to some extent, they may choose not to make use of some other contents; hence, it gives flexibility to individuals and it is highly learners centered.

3.2 Fun filled learning

Since the ultimate goal of every educational system is to produce people who are more refined than their predecessors, and for this to be attained, educational activities must be presented with as much fun as possible. This is in making learners enjoy learning rather than seeing it as stressful or punishment. The mobile learning platform makes learning become fun to the learners. It gives learners alternative to what some may see as their boring classroom. Most learners who make use of the mobile learning platform ordinarily make use of some of these mobile devices for other purposes such as information sharing and entertainment among others. Therefore, taking education to that same platform will make learners learn better because they are learning with fun.

The study undergone by Taleb and Sohrabi (2012), on Learning on the move, showcased the use of mobile technology in supporting learning for University Students. It indicated that, learners who used mobile devices to learn were more charged up to learn than those who did not. This motivation may be due to many other aspects of using mobile learning which includes fate; that, those who use the mobile learning platform, enjoy learning more, because it is more of fun to them.

3.3 Low cost of learning

With the mobile learning platform, there may be no or limited needs for large physical buildings to house all the learners as classroom, therefore, saving the cost of erecting building for educational purpose. As mentioned previously in this paper, most of all the devices used for mobile learning are not specially designed for instructional purposes. Mobile learning takes advantage of existing technologies to meet educational needs. This solely could imply that, where there is enough communicative infrastructural setup, schools and mobile learning administrators might not need to build or buy some needed expensive facilities.

Moreover, it would significantly reduce the cost of running education. There are other salient expenses that are needed to solve educational needs that can be handled or reduced by the use of mobile learning. For example, instead of the students to come to a geographical location in the school to get an assignment done from their teacher (and perhaps, the teacher had pasted information somewhere in the school or class premises), the teacher could use other Social media (digital) platforms such as Facebook, WhatsApp and Imo among others to get that same assignment to his learners at very a cheap cost with no travelling risks. The equipment used in mobile learning is cheaper and affordable. For instance, it is cheaper and common to get mobile phones. It is easy to manipulate and appropriately use them technologically (Olanrewaju, Kareem & Adeshina, 2015).

3.4 Handy and availability of information

With m-learning, information can be sourced any time of the day and almost anywhere. The mobile devices are handy; thus making it easy to be carried everywhere. Therefore, it means that whenever a student would want to access information on the device, he or she could with much ease.

3.5 Getting information across to the previously unreached

One of the major benefits of mobile learning is that it is a very good way to get information to those who might be unreached, due to distance or natural occurrences beyond control. For example there are learners in the rural areas where there are no modern schools. Educational content can be delivered to such learners with the use of mobile devices. There are also some areas of the world today in war situations, learners in those areas too could be reached with ease by exploring mobile learning. The strategies of learning also could be arranged for real time (synchronous) engagements or delayed (asynchronous) to suit learners' needs with the use of m-learning.

3.6 Multimedia nature of m-learning device

On the mobile learning platform, it is easy to use different learning media which ranges from audio, to visual, and to audio-visual. This flexibility is a plus to the education industry for information is passed with the best media to teach contents to be learnt. Multimedia in m-learning could be a great asset for learners to use; they navigate easily and copiously get information to support their learning in various modes.

4 Conclusion

M-learning is what could be referred to as schooling carried about in a device with ease. This 21st century generation is different from those ones previously; one cannot afford to remain in yesterday when others are already looking at tomorrow educationally and technologically. Mobile learning is a very good platform to improve the quality of education in this generation. It is also to improve the quantity of people who should have access to quality education of this century. As promising as this maybe, it might not come without its own challenges, but these challenges could be surmounted. The horns of these challenges as highlighted are related to: curriculum issues, lack of awareness and negative attitude of teachers and learners, inadequate skills by the teachers, and lack of manpower to handle m-learning. Others are; infrastructural deficit, funding and security deficiency.

However what we cannot take away from mobile learning is that, when gotten rightly and used appropriately, it would benefit the educational industry so largely. Major benefits of m-learning in instructional activities are in that; it is capable of being used as independent and personalized study, information is handy, learning is fun filled and could be accessed anywhere and anytime with ease. It is capable of relaying information or contents to study in audio, visual and audio-visual immediately or almost immediately due to its multimedia nature. There is no geographical differentiation or separation to all categories of learners in urban and remote localities.

5 Recommendations

Based on the discussions and conclusion of the study, the researchers recommend that:

- Where there are no infrastructure to drive mobile learning, such infrastructures should be put in place
- Teachers and students should be given orientation on the availability of the suitable m-learning platforms in order take advantage of them
- Teachers should be trained and retrained to develop maximum skills in ICT to fully utilize m-learning for instructional purposes
- M-Learning should be integrated into teaching and learning enterprise by all categories of teachers
- M-learning should be well tailored into the curriculum so that it can run smoothly and be monitored by a special body and
- Government should fund and produce specialists through her agent in ICT generally and particularly teachers to handle m-learning in schools.

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KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 115–122

Effects of Metacognitive Based Instruction on NCE Students' Achievement in Reading Comprehension Skills in Nasarawa State College of Education, Akwanga

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Abstract. The aim of the study was to investigate the effects of metacognitive based instruction on NCE Two students' achievement in reading comprehension skills. To achieve this, true experimental research design was employed, specifically, the pretest posttest design. The population for the study consisted of all NCE Two students from the Schools of Arts, and Sciences, Nasarawa State College of Education, Akwanga. A sample of sixty (60) students was used for the study. The sampling technique used was proportionate to size sampling technique and random assignment was used in dividing the students into experimental and control groups. The instrument used for data collection was developed by the researchers and tagged 'Main- idea- Identification Skill Test' (MIST). The instrument was validated by two experts – one in English Education in Nasarawa State College of Education, Akwanga and the other from the Research and Statistics Unit of the Department of Educational Foundations, University of Jos. To ascertain reliability, the instrument was administered on a sample that was not used for the main study. The reliability of the instrument was sought and it was found to be 0.82. Mean and standard deviation were used to answer the research question while t-test for related sample was used to test the hypothesis. Findings from the study show that the performance of students in the experimental group improved significantly after exposure to metacognitive based instruction. The study recommended that teachers of English courses should adopt metacognitive based instructional strategies in teaching reading comprehension skills so as to improve students' performance in the subject.

Keywords: Metacognitive based instructions, NCE students' achievement and Reading comprehension skills

1. Introduction

English language has the status of official language of educational and academic instruction in Nigerian tertiary institutions. It is offered in every Nigerian tertiary institution and goes by several course titles such as Basic English, Communication Skills, Use of English, The Study of English Language, among others. English language connects Nigeria with many other nations of the world and makes the world a global community of speakers covering several geographical zones, ethnic nationalities and racial groupings. Also, English language helps Nigeria share in the intellectual discoveries and aspirations of other nations (Azuike, 2001).

As the language of academic instruction in Nigerian tertiary institutions, books and other materials for tertiary education are written in English language. This however, excludes courses like foreign languages and Nigerian languages whose course materials are written in those specific languages. For students of tertiary institutions to perform well in school and be better fit to function in society as educated individuals after leaving school, they need to be able to read textual materials written in English with sufficient comprehension. Emphasis during a typical reading activity should therefore be on acquiring both basic and advanced reading comprehension skills. These skills include ability to read, interpret and comprehend what is read at the literal, inferential and critical levels, getting main ideas, and using the main idea(s) to summarize a given text.

At the literal level of comprehension, no interpretation is required by the reader to locate or connect information from the passage as all the information needed to gain understanding are clearly stated in the text or “on the lines”. Critical comprehension, on its part, sums up the reading and requires the reader to pass judgment on the text read. Critical understanding is however not always derived from the text; it is often 'beyond the lines'. This means searching for the answer in the reader's own reservoir of background knowledge (Jatau, 2017).

Comprehension is the active process of understanding reading which involves meaning construction by using clues in the text and relating them to the reader's existing background. Reading comprehension instruction must therefore include showing students how to apply or use comprehension skills in reading real texts that may not have anything to do with classroom work. Determining or identifying the main idea(s) in reading passages is central to making sense of the reading process and moving towards insight. Main ideas in a given text can be identified or found by distinguishing between the most important and least important information. A student is therefore expected to read a given text, carefully understand it and then based on the understanding, extract or pick out very important information and convey such in clear and correct language using his own words (Enighe, 2010). These activities demand that students have personal determination and motivation to enable them see reading as an acquired skill, a skill to secure, grow and sharpen their understanding of both academic and non-academic matters. To achieve this, every attempt to read must begin with purpose setting. Where this is not done, readers will have difficulties extracting meaning from print (Oyetunde, 1997). This is especially so as tertiary education is the level at which students do a lot of independent reading from a wide

variety of resource materials as they prepare to become professionals in their chosen fields of endeavour.

Part of the instructional expectations from colleges of education is to teach NCE students to competently use the English language for communication purposes and to function effectively while in training as well as after schooling. Tinuoye (1991) agrees with this position as he says that the aim of the use of English course in tertiary institutions is both immediate and deferred. Gambo (2014) further observes that in all tertiary institutions where the Use of English course is offered, the aim is to improve the performance of students and develop in them insights into the devices by which English operates in its various uses. This is to ensure that deviant features in students' inter language will not be left to consolidate and fossilize to the level of marring their academic work and career in later life. This calls for better methods of instruction one of which is metacognitive based strategy.

Metacognitive-based strategy to reading instruction is essentially activity-based and learner-centered. It is an intentional, interactive and carefully planned technique by which learners monitor or manage their reading. It is the hope of the authors that this strategy to teaching reading will make reading more gainful for tertiary students for as Bright and McGregor (1981), Maisamari (1999), Enighe (2010) noted, the English language as presently taught in tertiary schools, has done little or nothing in taking care of the inadequacies of English language teaching for studies and professional competence, neither has it really exposed students to "how to read". Nwocha (2008:10) affirms this by sayinsg "the inability of students in tertiary institutions to read with understanding, books written in their fields of study portrays that they were not taught English as a tool language. English was rather taught as a general subject…" This possibly is why students read "for no obvious reason" (Enighe, 2017).

2. Statement of Problem

The inability of tertiary institutions students to read and adequately comprehend textual contents of educational materials they are expected to read is the crux of this work. The experiences of these authors, who themselves teach in tertiary institutions, interact with students on a daily basis, read and grade students' tests and examinations, show that tertiary institutions students have varying levels of difficulty in identifying main idea(s) from specific passages read.

The problem is more critical as many language teachers fail to correctly use reading comprehension techniques and strategies, largely due to their own lack of sufficient experience and knowledge of such strategies. As such, many of the reading comprehension lessons taught to students in Nigerian tertiary institutions hardly equip students to attain sufficient understanding of the reading process and the basic cognitive requirements for optimal reading comprehension, especially in the area of identifying main idea(s). Identification of main ideas from texts does not just happen by itself or simply by pronouncing words and providing meanings to words in the text. Ability to identify main ideas happens only when readers are able to fully

comprehend the meaning conveyed by the writer, forming relationships with information read and information already known and then applying these information to real life situations. As long as students in tertiary institutions are not exposed to intentional reading skills (which hinges on metacognition), they will continue to experience considerable difficulty in mastering reading comprehension skills which are required for satisfactory academic success (Jatau, 2017).

3. Aim and Objective of the Study

The aim of this study was to determine the effects of metacognitive-based instruction on NCE students' achievement in reading comprehension skills. The specific objective was to determine the extent to which metacognitive-based instructional strategy would improve NCE 2 students' ability to identify main ideas in specific comprehension passages or texts.

4. Research Question

What is the performance mean score of NCE 2 students in reading comprehension before and after exposure to metacognitive based instructional strategy?

5. Hypothesis

There is no significant difference in the post test mean scores of students in the experimental and control groups in their ability to identify main ideas from reading comprehension passages.

6. Theoretical Framework

The study was guided by the metacognitive theory propounded by Block (1992) and modified as constructivism in McTavish (2008).The metacognitive theoretical view point holds that there is no more debate on whether reading is a bottom-up, language based process or a top-down knowledge based process. The theory continues that it is also no more problematic to accept the influence of background knowledge on both L1 and L2 readers. Research has gone further to show the control readers' exercise on their ability to understand a text. Block (1992) referred to this control as metacognition which involves thinking about what one is doing while reading.

The principal benefit of the metacognitive theory is that its strategies of planning, previewing, monitoring, evaluating, revising, and guessing can improve instruction and learning. According to Block (1992), teachers can use metacognitive strategies to help students develop a plan before reading. Through grouping, modality and practice, the teacher can guide students to make guesses about the text topic, text organization, preview the text and study the illustrations in the passage to achieve comprehension. By practicing and applying metacognitive strategies, students will likely become good readers, capable of having deeper understanding of textual information they come across. Students could also reflect on the strategies they used to determine whether their plans for reading worked or whether they should try something else next time.

They could carry the understanding they got from a particular text to a higher level of comprehension, and this would equip them with life skills and prepare them for other real life situations outside the school setting.

Metacognitive theory has relevance to this study as students can use the metacognitive skills of self-questioning, visualizing, informing, predicting, and synthesizing to examine their thinking processes and extract information from what they read. Metacognitive skills can also equip learners with the ability to evaluate, realize and judge their own level of reading comprehension. Students can also use the skills of metacognition to know when, where and how to construct textual meanings which serve to further enhance learning.

7. Research Design

The design used for the study was true-experimental research design specifically the pretest – post-test design. The population for the study was all NCE 2 students from the thirteen departments in the Schools of Arts, and Sciences in the College of Education Akwanga, Nasarawa State, Nigeria. The total population of NCE 2 students in the Schools of Arts, and Sciences in the institution in the 2014/2015 academic session was eight hundred and ninety six (896).

A total of 60 students selected from seven (7) departments constituted the sample. Table 1 shows the number of departments used for the study and the number of students used for the study in each department.

Table 1: Departments Used for the Study and Number of Students in the Departments

S/NO	SELECTED DEPARTMENT	NUMBER OF STUDENTS
1	CRS	10
2	IRS	02
3	Social Studies	06
4	Mathematics	14
5	Physics	12
6	Integrated Science	04
7	Biology	12
	Total	60

Proportionate to size sampling technique was used both for the selection of the seven departments in the Schools of Arts, and Sciences and also for the selection of students from the selected departments who formed the unit of analysis. Random assignment technique was used in assigning students to experimental and control groups labeled A and B respectively.

The instrument used for data collection was developed by the researchers and named Main-idea Identification Skill Test (MIST) which comprised three reading comprehension passages. The passages tested the reading comprehension skills of the subjects with reference to ability to recognize and identify main idea(s).

To score the instrument, there were three passages. The first had 15 items and two marks were allocated to each correct answer, giving a total of 30. The second passage equally had 15 items and two marks were allocated for each correct answer, totaling

30. The third had 20 items and two marks were allocated for each correct answer, totaling 40.

There were 30 participants in the experimental group and 30 in the control group.

Pre-test was administered by the researchers before assigning students to experimental and control groups. Treatment was administered to the experimental group only for seven weeks of four hours a week, totaling 28 hours. The treatment was the teaching of comprehension skills (with emphasis on ability to identify main ideas) using the metacognitive based instructional strategy. No treatment was given to the control group but they were taught comprehension using another strategy used by the teachers in the school. Post-test was administered after the treatment. The research question was answered using the mean and standard deviation while the hypothesis was tested at 0.05 level of significance using t-test for related sample.

8. Results

Research Question: What is the performance mean score of NCE 2 students in reading comprehension before and after exposure to metacognitive based instructional strategy?

Table 2: Mean and Standard Deviation Scores of Students' Ability to Identify Main Ideas from Comprehension Passages

Group	N	?	SD
Control Pre	30	18.27	6.22
Post	30	20.11	6.78
Exp. Pre	30	18.26	6.23
Post	30	22.33	5.22

The result in Table Two shows that the pretest mean scores of the experimental and control groups was 18.27 and 18.26 with a standard deviation of 6.22 and 6.23 respectively, while the mean and standard deviation of the posttest in both the experimental and control groups was 22.33 and 20.11 with a standard deviation of

5.22 and 6.78. This shows that the experimental group achieved higher than the control group

Hypothesis: There is no significant difference in the post-test mean scores of students in the experimental and control groups in their ability to identify main ideas from reading comprehension passages.

Table 3: t-test Analysis of Post-Test Mean Scores of The Experimental and Control Group's Ability to Identify Main Ideas from Comprehension Passages

Group diff	**N**	**?**	**SD**	**X**		**DF**	**t-cal**	**t-cri**	**P-05**
Experimental		30	24.53	6.28	0.53	58	4.130 2.002		Sig.
Control	30	18.47	5.03						

The results of the analysis in Table 3 show that the calculated t-test value of 4.130 is higher than the t-critical of 2.002. This therefore shows that the null hypothesis was rejected hence there is a significant difference in the achievement mean score between the experimental and control groups in favour of the experimental group.

9. Discussion

The result of the analysis in Table Two reveals that the performance mean score of the experimental group was higher than that of the control group. This shows that students who were exposed to metacognitive instruction performed better than those that were not exposed. This finding is in agreement with Oyetunde's (2013) findings that metacognitive instruction strategy has the potential of improving students' performance in identification of main ideas.

The result of the analysis in table 3 reveals that the calculated t-test value of 4.130 was higher than the critical t-test value of 2.002 at P<05. Thus the hypothesis that there is no significant difference in post test mean scores of experimental and control groups' ability to identify main ideas is rejected meaning students taught using metacognitive strategy performed better than those taught without the metacognitive strategy. This is in agreement with Oyetunde & Muodumogu's (1999) and Oyetunde's (2013) assertion that to identify main ideas in specific reading comprehension passages, the teacher has to use a good strategy and the students need to devote more time toward the study.

10. Conclusion

The implication of this study is that the use of metacognitive-based instructional strategy holds great prospects in empowering students to become better readers. However, teachers need to fully understand the nature of the reading process to be able to teach it effectively. This improved methodology will likely improve reading for specific purposes in language classrooms and in particular, the specific purpose of identifying main ideas.

11. Recommendations

Based on the strength of the findings of this study, the researchers hereby make the following recommendations:

- That teachers of English in colleges of education (and by extension other tertiary institutions), should adopt the metacognitive-based instructional strategy to teaching reading comprehension. This would be an improvement on the current strategy of teaching reading comprehension.
- That English language teachers should devote more instructional time to the teaching of how to identify main ideas using the metacognitive-based instructional strategy.

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Kampala International University ISSN: *2415-0843*; 4(1): 123–131

Perception of Pornography Impacts on Social Studies' Students in University of Jos, Nigeria

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Abstract. This study investigated into students' perception of pornography and it impacts on social studies students in University of Jos. The purpose of the study include: investigating into social studies students' perception of pornography and examining the relationship between pornography and attitudes of students in social students among others. The study was backed with four research questions sand two hypotheses, the research design adopted for the study was survey research and the population was the entire social studies students in university of Jos having the total of 244 population size and from which 180 were randomly selected as sample of the study. The study revealed that, most students who are involved in phonographic activities do not do well in academics and most times even procrastinate on their works. It also shows that, students' perception of pornography varies from positive to negative and due to modernization to ideal situations among others. Some suggestions and further recommendations were made among which are: adequate funding of education so that all learning facilities and equipment will be made available to stimulate students interest, parents should be mindful of their children activities on cell phones and other social media when they are indoors, experts of social studies should be employed to ensure effective teaching and handling of the subject so that the proper content would be pass across to the learners among others.

Keywords: Pornography, social studies students, University of Jos and perception

Introduction

The Nigeria society is under heavy bombardment from the media with so much sexual materials and this has resulted to relative increase in our moral decadence as well as sexual crimes in the polity. Our society is now in a worrisome state and era of boom for sexual and social crimes such as rampant rape, sexual molestation, homosexuality and lesbianism to mention but a few which are in one way or the other associated in consistent exposure of the youths and students to pornographic materials. The 20th century was an era of triumph for pornography with explicit sexual contents enhanced by the impacts of technological development through production of sophisticated equipment up to the 21st century and the introduction of information communication technology (ICT) has further worsen the situation of exposure.

Perception of pornography varies from individuals to groups and to a society, just as values varies relatively in the real sense of it. In regards to this study pornography refers to visual materials (films or pictures) produced with the intention of stimulating sexual desire in persons. It is also viewed as the explicit depiction of a sexual subject matter especially, with the sole intention of sexual exciting the viewers (encyclopedia 2008. in Goggle.com). This definition tends to concentrate on the conscious viewers and leaves out the unconscious viewers who are also victims of the impacts such explicit materials possess to them thus, the definition is shallow when properly analyzed.

According to Hornby (2002) however, pornography refers to books, videos etc that describes or show naked people and sexual acts in order to make people feel sexually exited especially in a way that many people find offensive. This definition focuses more on hardcore pornography since it emphasis was on blatant exhibition of sexual acts pornography is beyond that as it could take any form. It also comprises of soft genre which may not necessarily depicts naked images of people but have the pornography in form of text or sounds. Geddes & Grosset (2007) further added that, pornography involves writings, pictures, films etc intended primarily to arouse sexual desire it may be in any variety of media such as printed, literature, photo, sculpture, drawings, paintings, animation, sounds, recordings, films, video and video games. This definition is more holistic in the sense that, it recognizes the diverse nature of pornography as well as the various sources it may occur and in fact, the wide use of the social media often project these to a large extend.

Students generally and in particular Nigeria are not left out of pornographic activities whether directly or indirectly, due to the rapid growth of telecommunication in the country even though the involvement of students perception to see or feel about pornography also differs. According to Merriam Webster dictionary (2015) perception is the way you think about or understand someone or something or ability to understand or notice something easily. This definition describes perception in terms of understanding of a particular phenomenon or thing by an individual. This makes sense for explaining perception as it relates to the topic under study. Foley (2008), also views perception as a "process through which organisms interpret and organize sensation to produce a meaningful experience of the world". Foley's definition here is a kind of broad for the topic under study because the concern here is variables and not sensation thus, the definition is not well delineated to suit the study as it talks about organisms and animals and even plants are living organisms therefore the question may be asked; how can this research ascertain the perception of this other organisms about a particular phenomena Moreover, understanding the level at which sexual sensation are expressed might be difficult to deduced or measure.

This suggests that, students would definitely hold different views towards pornography since perception is said to be relative to individuals, groups and societies. Some groups of students may perceive pornography as a good thing and should even be made available to everybody who desire to access such materials since it is pleasurable and also serve as essential sexual stimulant to viewers or consumers. Another group of students may perceive pornography as something condemnable, discomforting, and immoral and unworthy which is a bad activity to get associated with as well as a sin. Perhaps, the perception of students in this category may not be unrelated to their socio-cultural background and religious affiliation which condemns such act as well as the moral standard and training they have equally received.

Furthermore, the researchers may also have another category of students whose perception of pornography would be like modernization or civilization and to such students pornography would looked at as a welcome idea, a modern trend, and having this syndrome of "moving with the bandwagon" they would tend to see pornography as something worth doing due to their unlimited access to pornographic materials and social networks that are prone to pornography. In the same vein, Straus (2004) asserted that, the world has become a highly sexualized cultural environment and has steadily become widely used in our communities. This portrays that, students in the mainstream. Media has on social networks and the abundant sites available at their disposal explored it. Thus, it becomes pertinent to state that as students patronize different pornographic material and contents their perception of such material would likely not be uniform because it may relatively varies based on background, values, religion and

so forth. Pornographic viewing has been made afforded through advanced technology and this has further become a widespread social phenomenon globally and has also contributed to changing the terrain of sexuality in both positive and negative ways where students are at the forefront of this impact and this is likely to have impact on them both academically and in their attitude therefore, there is a dire need to properly, carefully, intensively, educate and enlighten the students about this phenomenon.
As Mandela dictum have it that "education is the only instrument or thing that can change anything" thus, educating the students becomes imperative as a panacea to the enormous problems associated to pornography and their involvement. This means, that educating the students through sex education and other viable programmes to give them in-depth understandings can be another way of curbing or eradicating the effects of pornography as well as cushion it amongst the students. In this regard, the subject of social studies is deem appropriate, integrated and accommodative for such programmes like sex education so that it be properly handled and thus, inculcated into the students and others even though the concept of pornography also have its own shortcomings and challenges to different individuals.

Social studies as a school subject is a multidisciplinary field of study which equips the learner with necessary values, attitudes, skills and knowledge essential for their survival and solving of their day to day problems. According to Bozimo (2002) it is a specialized area of study that, deals with the study of man his environment and how they interact with each other. To the authors, in this context connotes social, cultural, political, physical and technological aspects of man. This definition portrays that, social studies deals with all aspect of human life. The youths of today requires an all-inclusive education which is contrary to the compartmentalized system of education being used today, to enable them spot out their potentials and develop such in the right path as well as match their psychological, Intellectual and physical development. This type of education is the concern of social studies education, it is a lifelong process, and dynamic in nature, it enables an individual to function effectively in the world of work, play, school, home and any situation the individual may find him or herself.

However the concept of performance according to Oxford Advance learners dictionary (2013) Is how well or bad an individual does something or carryout a given task? This means that, performance is used to measure activities carried out by individuals. Merriam Webster dictionary (2015) on the other hand defines performance as the fulfillment of a claim, promise or request. Relating this to the study the researchers see academic performance as the extent to which a student attains a given acceptable standard in an academic task. A student academic standard can either be above or below average depending on certain factors or conditions surrounding the situation. Various studies have proven that correlation exist between students exposure to pornographic material and sexual crimes like rape, lesbianism, cybersex, among others (Buzzel, 2005). Thus, the need to fathom students' perception towards pornography became imperative as it would likely have impact on the students of social studies adversely or favorably. This is because; the rate of sex crimes amongst students especially in our tertiary institution is not unrelated to their perception and exposure to influential pornographic materials likewise a low slide in their academic performance which is disturbing and very alarming in the recent past.

On this note, there is a dire need to carefully expose the students to the dangers and benefits if any associated to pornography as well as proffering solutions to this menace and show ways that access to pornographic materials can be curtailed as a social problem and alien to our society as well as our moral values in general.

Theories of Pornography in Relation to Social Studies

According to Geoffrey (2018) there are so many reported studies on pornography especially relating to sexuality explicit materials or those involving minors over the years. This is because, it is considered illegal since the pictures involves consensual acts not too acceptable for younger generations to view more so, the issue is already covered and addressed by the crimes Act of 1914 (commonwealth of Australia, 1999). Thus, the theories of pornography harm basically centers on five premises namely:

- Libertarian view
- Conservative view
- Radical Feminist
- Socialist Feminist
- Men's movement

The libertarian conception as Geoffery contented (2018) believes that, free expression is an indispensable condition and that sexuality is a force of nature which must be satisfied. Thus, the word pornography has many genres and many meaning ranging from different opinions hence, threatens the community itself. More so, the law of rationality and of morality has long been a part of the criminal law and that the state may consider it a harm with empirical evidence to prove that it does have a social implication if not it is an illegitimate exercise of power over an individual in a democratic society (Whitaker 1994 & Whittle 1998). This suggests that individuals can only view pornographic materials only if they can prove through the state apparatus that it is no immoral.

The conservative theory believe that, sexuality as a force of nature is dangerous and often out of control. Hence, it is a threat to the society since the society is growing pervasive, immoral and the family disintegrating (Duggan, 1992). The premise is that the state must therefore, suppress pornography and the idea of free speech does not apply to the issue of pornography. In fact they believe that it is a scape goat for the real problems in society (Simon, 1990). This shows it is unacceptable for the conservatives in society since it intends to disintegrate the family morally speaking.

While to the Radical feminist, the theory of pornography states that sexuality is a social construction of the patriarchal society where women are not only hated but are oppressed by men. In short, they contend that, pornography violates women's right causing rape against women which in itself is violence on the gender. Webster (1992) further states that, sexuality of men is a total oppression of women and a patriarchal culture. Hence, the state should prohibit it and try to protect women's civil right at all times.

However, the socialist feminist theory according to the author beliefs that, pornography is a fantasy and anybody practicing it is in a separate realm from reality. Steinberg (1990) in Geoffery says that, sexuality to the society school of thought is not "just a private phenomenon, it is something about ourselves that some of us at least prefer not to know". More so, Ellis et. al (1992) asserted that, poverty is the major factor in violence and sexual abuse of women and children. Thus, it imposes immense harm on women, children and men as well and so it should be prohibited.

On the other hand the men's movement theory as Geoffery (2018) contends pornography "is not just about harm to women but it shows the needs and fears of men. The theory further indicated that men often have fear for women's rejection and the terror associated to phallic failure (Stoltenberg, 1990). The theory presumes that, pornography should exist because of the sexual need as well as psychological need. It will promote men's self-acceptance and respect associated with loneliness and alienation. Consequently, any form of censorship of pornography would harm the men gender (Simon, 1990). This theory violates women's rights in all its ramification and promotes men's subjugation of women in the society.

Statement of the Problem

In Nigeria today, pornography is gradually gaining prominence in the educational system particularly at the tertiary institutions because the production, distribution and consumption of pornographic materials has become rampant and students' access to it has been left unchecked thereby, calling for caution and urgent reaction. It is further, a social problem which has created vacuum in the moral standard and also connected to students' exhibition of deviant behaviors and numerous sex crimes like rape, assault, molestation among others. Even issues of lesbianism and homosexual are prevalent amongst university students today and this seems to have seriously impact against the social norms and values of the society. When social studies students have access to various pornographic materials just like all other students it may become a problem to the society at large. For instance, a situation whereby students access pornographic sites at ease from their cell phones and even download some of these porn videos to watch over and over again because these sites are numerous as reported in August, 1997 that there were 72,000 sexual explicit sites on the internet and an estimate of 260 new porn sites daily is created in an article credited to (http;//www.goggle.com) would produce citizens that may not be able to concentrate in life thus, this also increased the impact of pornography on social studies students and their academic performance seems to be deteriorating in the recent past.

Furthermore, the rampant cases of unwanted pregnancy among students seems to be a thing of concern as it may become a severe obstacle to the victim concern, the parents of the victim, and even the society at-large. By implication, it may lead to drop out and stigmatizations thereby leaving such victims depressed and traumatized. Again, most social studies students just like other students need to be doing well in their academic pursuits but because of pornography lately seem to be drifting as the time and efforts they are supposed to spend reading educational and relevant information on the internet may be redirected or re-channeled to the consumption of pornographic materials to the detriment of their academic activities which would turn out to be serious problem as well.

Pornography may seem to be gaining trend in society also and many are moving with the bandwagon of modernization especially some students of social studies as they may perceive it as civilization. The act of watching or consumption of pornographic materials by such students would seem ideal, but it may contradicts the norms and even the law of nature because the things students see in pornography are epitome of immoral acts like oral sex, anal sex and lesbianism to mention but a few. The theories discussed above further exposes some group of people who feel it is a right for them to explore pornographic materials without restrictions in the time of widespread and unfortunate confusion about moral norms. The mass media too have made the wide array and genres of pornography accessible to a vastly expanded audience who may be innocent including social studies students and this has created a problem which at one time pornography was viewed as only confined to developed nations but it has now become corrupted to African morals and to a large extent worthwhile and cherish able values in developing countries via the mass media is fast dying. Therefore, to what extent does social studies students perception of pornography influences their academic performance and attitude?

Aim and Objectives

The general aim of this study is to find out students' perception of pornography and its impact on social studies students' in University of Jos vis-a-vis their performance and attitude as well as suggest ways of curtailing access to pornographic materials and contents.

The specific objectives of the study which the researcher intends to achieve are as follows:

- To find out social studies students perception of pornography in University of Jos. To determine the extent to which social studies students imitate what they see in pornographic materials.
- To find out the relationship between pornography and the academic performance of social studies students.
- To examine the relationship between pornography and the attitudes of social studies students.
- To find out students opinion on whether pornographic materials and contents should be eradicated or not.

Research Question

The research questions which this study set to provide answers too are as follows:

- What is the perception of social studies students on Pornography in University of Jos?
- Is there any relationship between pornography and the academic performance of the students in social studies?
- What is the relationship between pornography and attitudes of social studies students in University of Jos?
- What is the opinion of social studies students on eradication of pornography in University of Jos?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

- There is a significant relationship between students' perception of pornography and their academic performance in social studies.
- There will be no significant relationship between students' exposure to pornography and their attitudes in social studies education.

Research Design

In conducting this study, the researcher adopted survey research design.

Population and Sample

The population for this study consists of all the students in the unit of social studies education within the social science department in faculty of Education University of Jos. The population consisted of both gender without any form of bias and all the students in this unit virtually from 100 levels to 400 level makes up the population of this research work. Thus the total population consists of 244 in number. The sample for this study is made up of 180 students which were equally drawn from the total population of 244 students in the unit of social studies education. Thus, the researchers studied the 180 students as sample and there after used the findings to generalize on the whole social studies education students at the University of Jos.

Sampling Techniques

For the purpose of this study the researchers adopted the proportionate stratified sampling technique for the stratums/levels which have unequal sizes.

Instrument for Data Collection

The instrument used to generate data for this study was the questionnaire method which is tagged as questionnaire on student's perception of pornography in social studies (QSPPSS).

Analysis of Findings

From the data collected, the analysis was based on 3 sections, namely section 1 depicting bio-data of respondents/students, section 2 contains the research questions or items requiring responses and section 3 analyses the research hypothesis. The bio-data were duely analyzed including research questions using the simple percentage method while the hypothesis was tested using the t-test.

Research Question One: What is the perception of social studies students towards pornography in University of Jos?

S/N	Statement	SA	%	A	%	D	%	SD	%
	Pornography is good amongst students And should be encourage	23	12.8	13	7.2	27	15	117	56
2.	Pornographic materials are bad for students' consumption and usage	78	43.3	24	13.3	22	12.2	56	32
3	Pornography is modernization and trending activity but should be Allowed to flourish	26	14.4	29	16.1	50	27.8	75	41.7

The analysis from the table above reveal students response on research question I and, most students disagree to the items that pornography is good among students and should be encouraged, while majority of the students agree hat, pornography materials are bad for students consumption and usage majority also disagree to the statement that, pornography is modernization and should be left unchecked. This explains that perception of the respondents towards pornography is seen as a bad content that should be checked.

Research Question Two: Is there any relationship between pornography and students performance in social studies?

S/N Statement	SA	%	A	%	D	%	SD	%
Students exposed to pornography Perform well in their	14	7.8	32	17.8	48	26.7	86	47.7
Pornographic-materials–makes -students Procrastinate their academic activities	48	26.7	67	37.3	27	15	38	21.1
Students who are not exposed to Pornography perform better in their	64	35.5	53	29.5	34	18.9	29	16.1

The analysis from the table above also shows students responses which revealed that, most student disagree to the item that students exposed to pornography perform better in academics since they had 47.7%, while majority of the students agreed that, pornographic materials makes students procrastinate their academic task with 37.3% and most times they fail to do it sometimes. In the same vein, most students agreed to the statement that, students who are not exposed to pornography perform better in academics with 35.5%. This further explains why exposure to pornography is another reason for students' poor performance in social studies generally.

HYPOTHESIS TESTING

Hypothesis :There is no significant relationship between students' perception pornography and their academic performance in social studies.

Variables	N	Mean	S.D	D.F	Sig	t-cal	t-crit	Decision
Perception of pornography (X1)	20	45	25.54					
				38	0.05	1.645	Accept	
Academic performance (X2)	20	44	16.36					

From the table above and the data in it depicts that, the calculated t (0.074) is less than the tabulated t (1.645). Therefore, the researchers failed to reject the alternative hypothesis-which-states "there is no significant relationship between students' perception and academic performance in Social Studies University of Jos. Consequently, the hypothesis tested above, has further indicated that, there is indeed a relationship between students' perception of pornography and their academic performance and that should form the basis for accepting the alternative hypothesis formulated in this study or research work.

Recommendations

According to the findings of this study, it would be wise to make some recommendations on how to contain and curtail this social menace hence the researchers suggest thus:

- Policy makers should restrict the blatant depiction of pornographic materials for adverts on television and other media.
- Social studies teachers should instruct students not to use their cell phones while classes or lectures are ongoing
- Social studies teachers should always ask questions to ensure that the students

are not absent minded during lectures or lessons

- The number of students in each class should be reduced, so that the lecturers would be able to monitor the activities of each student in the class. In order words, over population should be checked by the school management.
- There should be adequate funding of education so that, all learning facilities and equipment could be made available to stimulate the students' interest in learning.
- Parents should be mindful of what their children do with phones at home or when indoors
- Students should be given proper sex education so as to expose them to the ills of pornography in society in later life
- Government should as a matter of urgency ensure that the internet is well managed so as to control pornographic sites by truncating access of citizens to such sites.
- Schools administrators should also take it upon themselves to see that experts of social studies only are employed to handle the course to ensure effective delivery of the course content which would in turn bring about change in the learners.
- The criminal acts or punishment that offenders or perpetrators of sex abuse are supposed to suffer should be implemented to curtail abusers in society

Conclusion

Base on the findings of this study, it can be seen that pornography is a global social problem, which has been a cause of concern to stakeholders and even individuals who are worried with the way societal humanitarian values and sanity have deteriorated. More so, the preserve sexual activities for marriage institution have now become a trending as well as contemporal affair for the young which does not urgo well in society. This is indeed a threat to the social values and moral standards in Nigeria. Consequently, pornography has a significant relationship to academic performance of students negatively. It further reveals that, students perception and usage of pornographic materials has a correlation with their attitudes and that is why some students play on truancy and loitering among other social vices. The issue of rape, unwanted pregnancy and even homosexuality has become a way of life amongst Nigerian students today thus; the only way to curtain this menace is by ensuring that students' access to pornographic materials, restricting the production and distribution as well as through legislation and also educating the students on such phenomenon through sex education.

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Part Five

Entrepreneurship Education

KIU Journal of Humanities Copyright©2019
Kampala International University ISSN: *2415-0843*; 4(1): 135–145

Entrepreneurship Education and Learning for Full Employment

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Abstract. This paper has so far examined entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic approaches to teaching. Entrepreneurship education as an integral part of innovation and technology enables individuals to champion their cause, arrest the environment for the betterment of standard of living and enhancement of quality of life. Despite the efforts Government is putting behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes us. It has been argued that when one is frustrated, one should change approach. It was on this basis that government was asked to provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution. The paper further suggested that Malcolm Knowles's Andragogy Principles should be adopted during the course of teaching and designing entrepreneurship Instructions. How entrepreneurship education and learning could deliver us from unemployment was equally enumerated.

Key words: Entrepreneurship education, learning, andragogy principles, full employment, Nigerian economy

1. Introduction

As Tiamiyu (2019) eloquently put, "if you are poorer than your parent, then you need to have yourself blamed", because, in this contemporary world of technology, people that are considered poor now enjoy economies of scales of technology which past generations did not have access to. Technology, alone, enables individuals to champion their cause and to arrest the environment for the betterment of standard of living and enhancement of quality of life. Entrepreneurship education is an integral part of innovation and technology. Perhaps, this may explain the reasons why leading scholars like Schumpeter, 1934; Harper, 1991; Morris & Lewis, 1991; Hamilton, 2000; Clausen, 2006; Praag and Versloot, 2007 (as cited in Idam (2014)) see entrepreneurship as an effective means not only to combating unemployment, poverty and under-development in the developing nations, but also as a strategy for rapid economic development in both developed and developing nations.

Given the current political, economic, and social influence of the global economic meltdown, many countries of the world have resolve to focus on their domestic economy so as to foster a sustainable economy that would be moderately resistant from the economic and financial strangling that may try to reoccur in the future, through the introduction of entrepreneurship education in the curricula of all tertiary institutions' of learning. The recent global economic meltdown has brought to the limelight, as well as the reality, that the world is a global market (Banabo&Ndiomu, 2011). The emphasis now is on assumption that for a country to achieve all round growth that would be sustainable, permanent, and ever-lasting, then that growth must take place from within.Therefore, the key to the success of establishing a culture of entrepreneurship in Nigeria is education and training that depends on all stakeholders, the state, educators and learners. Njoroge and Gathungu (2013) also advanced that apart from the education impact and influence, the society is the place where most (holistic) profound impact can be brought about in the development of the youth. Entrepreneurship-led development strategies are now being emphasised as these have proven successful in several Less Developed Countries (LCDs).

It is worthy of note that despite Government initiative and interventions on entrepreneurial activities and education in Nigeria, on the one hand, entrepreneurs are still faced with overwhelming problems of inadequate finance, poor infrastructure, lack of access to the right technology and education, poor information dissemination, lack of intellectual property right protection, access to market, and lack of support from the relevant government agencies. On the other hand, no significant success has been recorded to reduce unemployment. Bankole (2007) opined that some of the factors above are responsible for the poor state of entrepreneurial growth in Nigeria.

Moreover, examining the trends of unemployment in Nigeria over time, it is worthy of note that Unemployment Rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010. While Youth Unemployment Rate in Nigeria decreased to 36.50 percent in the third quarter of 2018 from 38 percent in the second quarter of 2018. Youth Unemployment Rate in Nigeria averaged 23.63 percent from 2014 until 2018, reaching an all-time high of 38 percent in the second quarter of 2018 and a record low of 11.70 percent in the fourth quarter of 2014 (NBS, 2018).Human development index (HDI) in Nigeria was reported at 0.467 in 2011, which was below world weighted average of 0.7, according to the World Bank collection of development indicators, compiled from officially recognized sources. World Poverty Clock (2018) also confirms that Over 86.9 million Nigerians now living in extreme poverty represents nearly 50% of its estimated 180 million populations. However, the Special Advisor to the President on Social Protection recently says that about 67 percent of Nigerian population live below poverty line (Vanguard, 2018). High unemployment rates and abysmally low human development indices recorded so far in Nigeria make it imperative to present this opinion paper with particular reference to advocating for improved government strategies and pragmatic approaches to teaching entrepreneurship for the purpose of generating full employment.

Moreover, with the statistic above, one can see that despite the efforts government is throwing behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes the society. This brings to the fore the need to re-examine entrepreneurship education and learning for full employment in the light of changing some of our approaches. The point is, as an adage says, when you are frustrated in a system, the best thing is to change your approach. It could be that the current methods and techniques employed in teaching entrepreneurship education are flawed or government strategies towards entrepreneurial activities are inadequate; which is what this paper aims at addressing. Therefore, this paper adds to the literature by examining entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic methods of teaching that have abilities to enhance or arouse entrepreneurship spirits, intention and interest of Nigerian populace. To this end, the paper is structured as follows: discussion of concept of entrepreneurship education; the techniques and methods of teaching entrepreneurship education; what the government could do to overcome the challenges of entrepreneurship education in Nigeria; and finally Entrepreneurship education for full employment.

2. The Concept of Entrepreneurship Education

Entrepreneurship has been defined in various ways by different authors. Some defined as it process of starting new business, creating new opportunities, introducing changes and innovations while others defined it as ability to see and evaluate business opportunities, to gather the necessary resources, to take advantage of them, to initiate appropriate action, to ensure success and to bear risk to achieve the goals. Entrepreneurship creates opportunities for better use of existing resources, adapts changes in the market's offer to changes in demand, and determines the directions of market. As noted by Ogunnubi (2018), Entrepreneurship is critical for the economy as entrepreneurship is an engine of economic progress, job creation as well as social adjustment. Throughout the world, entrepreneurship fosters economic growth and generates new jobs. In a similar view by Drucker (1983) in Sammani (2017), entrepreneurship is the engine of development and economic emancipation.
In the words of Wennekers and Thurik (1999), several roles that have been associated with the entrepreneurs in the literature were enumerated, which can be summarized as: person who starts a new business; person who takes the risk, innovator; supplier of financial capital; owner of the enterprise; decision-maker; industry leader; manager– or organizer, coordinator, contractor, allocator of economic resources among alternative uses; employer of factors of production; and, even arbitrageur.

Also, following what Ogunnubi (2018) posits, it is no longer disputed that entrepreneurs have a positive impact on the economy. They create employment, contribute to economic growth, and produce and commercialize innovations. In doing so, they influence the growth of cities and regions. Over the past few decades, national and sub national governments worldwide have increasingly focused on engaging more people in market activities with an assumption that markets play a critical role in attaining sustained increases in living standards. Entrepreneurship involves innovation; bringing something new to a market that does not exist before. Even if the market already exists, there is no guarantee that the new product will survive the introduction stage of the product life cycle, taking into consideration the teething competition. Some scholars are of the view that entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe and Kayode, 2012).

Moreover, the next strand of argument is the way in which the spirits of entrepreneurship is acquired. Are people made or born entrepreneurial? Though, our focus is on how entrepreneurs are made through education. Entrepreneurship is a discipline and thus can be learned, as is being done in increasing quantity and quality across the globe (e.g., Drucker 1985; Henry, Hill, and Leitch 2005; Kuratko 2005). Because entrepreneurship and innovation have been recognized as critical drivers of sustainable economic development and competitive advantage (Birch 1987; Sine and Lee 2009), there has been increasingly a call to produce and deliver high-quality entrepreneurship education (e.g., Katz 2003; Matlay 2008; Solomon, Duffy, and Tarabishy 2002). It has also been argued that all individuals should be exposed to some entrepreneurship training and development (Gibb 2002) because entrepreneurship graduates are three times more likely to start their own business, three times more likely to be self-employed, have annual incomes of 27% higher, own 62% more assets, and are more satisfied with their jobs (Charney and Libecap 2000). So, it is likely that entrepreneurship is acquired but its extent might be largely determined by the degree of readiness of individual learners.

Global-Entrepreneurship-Monitors (GEM, 2010) define entrepreneurship education as a process of "building knowledge and skills either "about" or "for the purpose of" entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions." Entrepreneurship education deals with the process of undertaking a business initiative as an application of knowledge acquired competently for the purpose of self-reliance, self-sustenance and the overall individual and society's development. In a nut-shell, entrepreneurship education eradicates poverty, reduce unemployment and enhance self-determination, capacity building/motivational skills and greater business opportunities for citizens of the State (Sammani, 2017) According to the European Union Commission (2010) as cited in Ekankumo and Kemebaradikumo (2011) in Afolabi, Kareem, Okubanjo, Ogunbajo, and Aninkan (2017), entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of settings. The commission emphasizes that different aspects of entrepreneurship education are offered at all levels of schooling. In a similar vein, the Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process starting from elementary level to other levels of education and spanning to adult education.

That is why in 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions. In summary, entrepreneurship education solves societal problems by eradicating poverty, reducing unemployment and enhancing self-determination, capacity building/motivational skills, and greater business opportunities. However, the extent to which its spirits is acquired depends on the readiness of individual learners.

3. Full Employment

Classical economists and Keynes view full employment in different ways. According to the Classical, full employment is a situation where there is no involuntary unemployment. But according to Keynes, full employment indicates that level of employment where increase in aggregate demand does not lead to increase in level of output and employment. Neoclassical economists (school of thought) see "full" employment as a rate somewhat less than 100% employment. Others, such as the late James Tobin, disagree and consider full employment as 0% unemployment. However, this was not Tobin's perspective in his later work (as cited in Jhingan, 2014)

In another dimension, full employment refers to a situation in which every able bodied person who is willing to work at the prevailing wage rate find jobs. Alternatively, it is a situation where some level of unemployment is allowed for, says 5%. It is expected in an economy that, despite full employment, a particular level of unemployment should exist. This has to do with natural rate of unemployment (a rate of unemployment that can occur in a growing and healthy economy). In other words, full employment is seen as any rate of unemployment below a defined number. If, for example, a country sets full employment at a 5% unemployment rate, any level of unemployment below 5% is considered acceptable. This is possible because some people might be unwilling to do any productive work though they may be fit physically and mentally. Also, some people remain temporarily without jobs over short period when they try to change employment from one job to another (called frictional unemployment) or when new machines are introduced or when a plant may break down (called structural unemployment). Thus, with assumption of natural rate of unemployment noted, it is strongly believed that entrepreneurship education is a veritable tool for the able bodied in the economy to be fully engaged and employed. In other words, full employment can be achieved and maintained if government pays attention to entrepreneurship education which has been considered to be the engine of development.

4. Mode of Entrepreneurship

Entrepreneurship education was introduced into Nigeria educational system to provide the necessary skills, competence, understanding, and prepare the Nigerian graduate for self-reliant, thereby contributing in nation building. According to Okello-Obura and Matovu (2011), the growth of any enterprise among other things; depends on the entrepreneurial spirit, the qualifications of its owner, quality provision of information, knowledge, skills as well as advice on the various aspects of the business.

In a similar view, Ekankumo and Kemebaradikumo (2011) in Afolabi et al (2017) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The above views show that entrepreneurship education in scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering obvious deficiencies of the existing education system. It aims at equipping the students with requisite skills and capacities needed for the global workforce.

However, programmes to prepare for entrepreneurship training to support small business have become subjects of further education and training. Therefore, such further education needs to focus on filling the literacy gaps of drop-outs or even the unschooled. The students are thus equipped with necessary skills to become a successful entrepreneur. The efforts of the Federal Government towards entrepreneurship can be seen in the establishment of the following skills-specific enterprises (Federal Republic of Nigeria, 2004):

• National Directorate of Employment (NDE).
• Industrial Attachment or Student Industrial Working Experience Scheme (SIWES).
• Vocational and technical training.
• Agricultural training.
• Information and Communication Technology Training (ICT training).

The National Directorate of Employment (NDE) for instance was Nigeria's response to the need for entrepreneurship training of school youths towards solving the problem of unemployment. This nation-wide directorate set up by the federal government led to the establishment of the national director of employment which was set up to work out and implement strategies aimed at solving the problems of mass unemployment in Nigeria. On the other hand, the Industrial Attachment or Student Industrial Working Experience Scheme (SIWES) was established to boost the practical and entrepreneurship skills of undergraduate students of science-related discipline.

Vocational and Technical Training as entrenched in the Nigeria National Policy on Education (Federal Republic of Nigeria, 2004), refers to those aspects of the educational process involving (in addition to general education), the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. These also have entrepreneurship focus.

With respect to Agricultural Training, the primary focus is the cultivation of land, raising and rearing of animals for the purpose of production of food for man, feed for animals and raw materials for industries. It also involves cropping, livestock, forestry, fishing processing and marketing of agricultural products. There is no doubt that the preceding programmes provide students with entrepreneurship training.

ICT Training is currently one of the Nigerian government's drives to enhance entrepreneurship training of teeming youths especially graduates of higher institutions. ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and secure redundant information. Today, ICT has ballooned to encompass many aspects of computing and technology. It has opened opportunities for young graduates to become entrepreneurs.

Though government is doing well in term of sustaining entrepreneurship education, it could still do better. Government needs to do more in the areas of technology transfer. Also, for the modes to function effectively, its progress has to be consistently monitored and supervised.

5. Approaches to Teaching Entrepreneurship Education

Oborah (2006) in Sammani (2017) outlined the objectives of Entrepreneurship education as:

- To provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self-dependent;
- To provide small and medium sized companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small businesses;
- To provide graduates with the training and support necessary to help them establish a career in small and medium size businesses;
- To equip them with enough training in risk management, instigate creativity and innovations in identifying new business opportunities.

The performance of entrepreneurship education programme is dependent on the achievement of the above stated objectives. This brings to the fore the need for entrepreneurship educators to understand the special nature of entrepreneurship education programmes and the need to be trained in entrepreneurial ways to become more sensitive towards the needs, challenges and characteristics of the entrepreneurship learners.

Garavan and O'Cinneide (1994) as cited in Chigbuson (2011) in Sammani (2017) gave the following as the goals of Entrepreneurship education:

- To foster entrepreneurial mindsets, inculcate perseverance, skills and behaviours among the recipients, empower students with the competencies and skills necessary to prepare them to respond to their life needs
- To increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance the public's perception of learners of small business ownership as serious career option.

Entrepreneurial education further sets out to create smooth transition from traditional to a modern industrial economy and reduces rural-urban migration.

In this regards, entrepreneurship learners would require an active and insightful learning and experiential learning methods. Therefore, in designing Entrepreneurship learning, given the above goals and objectives, it is imperative to adopt and apply Malcolm Knowles's Andragogy Principles during the course of teaching and designing entrepreneurship Instructions. It is modified as follows:

- Learners should be seen as voluntary participants: This approach aids in focusing students' attention on the materials to be learnt and thus generating genuine interest in the learning involved.
- Learners are expected to be at the centre of learning process: Learners should be allowed to play active roles in the course of learning. This affords the Students to use their prior knowledge and new experiences to create knowledge. The teacher only facilitates this process, and creates and structures the conditions for learning.
- Materials to be learnt must be situationally relevant: You should be conversant with the need and yarning of the students. Whatever materials you are to teach must be relevant to the need and aspiration of the students and societies at large. The students also need to know why they need to learn something
- Instructors are expected to adopt a role of facilitator or resource rather than lecturer or grader. The facilitator should come from among renowned entrepreneurs.

- Instruction should be task-oriented instead of memorization: learning activities should be in the context of common tasks to be performed. Instruction should also take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience or entry knowledge.
- Learning environment must be flexible: Entrepreneurship spirits is easily acquired if the learning takes place in a very flexible environment. Strategies such as case studies, role playing, problem solving, simulations, and self-evaluation are most useful. Team building skills, communication and negotiation skills, project management and insightful learning are also considered to be very essential.

6. Government Entrepreneurship Policies

Many challenges have been highlighted in the literatures but, however, our concern here is how we overcome those challenges in the light of government policies. Entrepreneurship is critical to the development of societies. Entrepreneurs however, cannot work in isolation; they need the right environment to thrive. The judicial system, the educational system, the financial system and general government policies should be such that encourage and promote entrepreneurship. Basic infrastructures such as power, water, and transport systems are necessary to boost entrepreneurship (Ofili, 2014). The authors of this paper consider the following as very paramount to overcoming entrepreneurship challenges:

6.1 Macroeconomic Policy Environment

Macroeconomic policy refers to the instruments by which a government tries to regulate or modify the economic affairs of the country in keeping with certain objectives. In other words, it seeks ways in which aggregate performance might be improved. Macroeconomic policy's Objectives are full employment, price stability, economic growth, and balance of payment equilibrium. These are achieved through certain instruments as monetary and fiscal policy. Macroeconomic policy environment should be organised in such a way that businesses flourish and thrive. A country like Nigeria with higher rate of unemployment should relax its tax rate and regulatory charges. Government should put in place policies to support made-in Nigeria products. Interest rates should be consistently adjusted and checked from time to time such that it favours entrepreneurs. Also, government spending should be biased towards stimulating the productiveness of the small and medium enterprise sector in the Nigerian economy.

6.2 Robust Entrepreneurial Education

For a better entrepreneurship environment to be achieved, our society demands of its members to be highly intelligent and exceptionally productive. This can only be achieved through a robust entrepreneurship education which is innovative in nature. Since our society is changing rapidly, so also we need an education that will be changing according to the changing system. Therefore, the entrepreneurship education we are clamouring for has to be dynamic and innovative. This is an education that requires the services of highly intelligent individuals/facilitators that can lead us to more fulfilling and innovative future. Hence, training of facilitators through seminars, workshops, etc., to update their knowledge and methodologies as well as provision of facilities for effective implementation of the courses should occupy a prominent position in the mind of the government. Curriculum should be tailored at enhancing the entrepreneurship intention of the students. Entrepreneurship internship programme should be developed for the entrepreneurial students.

6.3 Protection of Intellectual Property Right

Having a robust intellectual property rights (IPR) regime is important for the advancement of entrepreneurship in any society. There are mainly two major reasons why the protection of intellectual property right is important. The first is for the encouragement and promotion of innovation by granting the intellectual property right holders exclusive rights to use and sell their newly developed technologies, goods and services. The second is to ensure that relevant knowledge is continuously made available for public consumption and interest. It is important that the government balances these two main reasons by ensuring that there is neither over protection of IPR as this could limit the social benefits of innovation nor under protection, as this will discourage innovation. Contract enforcement should also be taken seriously as lack of it erases business confidence which is detrimental to entrepreneurial development (Ofili, 2014). Invariably, if intellectual properties (IP) are protected and rewarded, it spurs increased innovations; it encourages the owners of intellectual property rights to do more, to invest their time and resources so as to come up with new knowledge and innovation that would be of immediate benefits to the society. Therefore, to encourage more innovation governments should expedite action on enforcement of IP laws and policies of patents, copyrights, exclusive rights, and licensing as Oyesina (2010) noted that the major problem in Nigeria is the enforcement of its intellectual property laws. Doing this would encourage entrepreneurs to invest their time and resources in Nigeria and it would also attract foreign direct investment.

6.4 Sound Financial System

It has become cumbersome for new entrepreneurs to raise capital and get funding for their new start-ups because the way financial system is structured in Nigeria favours only well established businesses. It is on this note we are calling on Nigeria government to live up to the expectation by making accessible loans available to the graduates of the programmes so as to start up their businesses through alternative funding sources. In this same vein, government is urged to create incentives for banks to provide loans that are more accessible to entrepreneurs.

6.5 Building Strong Institution

Nigeria institution is weak given the spate of corruption and until something cogent is done we would remain the way we are. Thus, there is a need for us in Nigeria to all work round the clock to see that corruption become a thing of the past. The persistence of corruption erodes the socioeconomic values of a nation thereby endangering entrepreneurial intention to invest in the country. It is on this note public institution and government policies should be reformed.

7. Entrepreneurship Education for Full Employment

With assumption of natural rate of unemployment, it is hoped that, given various approaches enumerated so far, entrepreneurship education will generate full employment in the following ways:

- As noted by Ogunnubi (2018), Entrepreneurship is critical for the economy as entrepreneurship is an engine of economic progress, job creation as well as social adjustment. Entrepreneurs have a positive impact on the economy. They create employment, contribute to economic growth, and produce and commercialize innovations. In doing so, they influence the growth of cities and regions. Also, Drucker (1983) in Sammani (2017) noted that entrepreneurship is the engine of development and economic emancipation.
- Entrepreneurship education will make you an informed individual that has capacity to take informed decisions leading to the employment of resources that have been lying idle for years.
- Entrepreneurship education programme equips students with entrepreneurial skills that will enable them create and develop enterprises in various areas.
- Entrepreneurship results in creation of businesses which have strong tendencies of providing job and employment for many citizens.
- Entrepreneurship encourages creativity. Creativity allows for creation of new idea, technology and innovation, new products and new companies. Meanwhile, creativity increases the

chances of one to be fully employed because you cannot be loaded and not be needed.

- Entrepreneurship education increases productivity. Increased productivity implies economic growth and development which thus translate to full employment.
- Entrepreneurship education fosters economic growth and development. Economic growth connotes increase or expansion of the national income or total volume of goods and services in a country while economic development implies improvement in the standard of living. By implications, it means creation of more job opportunities in societies.

8. Recommendations

- Government should provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution.
- Institutions dealing with entrepreneurship education should encourage and integrate Andragogy principles in teaching and designing entrepreneurship instructions.
- Instructors should assume roles of facilitator or resource rather than lecturer or grader. This facilitator should come from among renowned entrepreneurs.
- Government should create incentives for banks to provide loans that are more accessible to entrepreneurs. Also Universities should partner with Non-government organization on the provision of soft loans and grants to graduating students to enable start their own businesses.
- Government should intensify efforts to solve infrastructural deficits.
- Government should encourage the use of local resources through different promotions and be biased towards stimulating the productiveness of the small and medium enterprise sector in the Nigerian economy.

9. Conclusion

This paper has so far examined entrepreneurship education and learning for full employment with reference to improved government strategies and pragmatic approaches to teaching. It highlighted the concept of entrepreneurship education, learning and full employment; mode of entrepreneurship education; approaches to teaching entrepreneurship education; government entrepreneurship policies; and entrepreneurship for employment. Despite the efforts Governments is putting behind entrepreneurship education in Nigeria in a bid to reduce unemployment and sustain economic growth, contentment still eludes us. It has been argued that when one is frustrated, one should change approach. It was on this basis that government was asked to provide conducive macroeconomic policy environment, robust entrepreneurship education, protection of intellectual property right, sound financial system, and strong institution. The paper further suggested that Malcolm Knowles's Andragogy Principles should be adopted during the course of teaching and designing entrepreneurship Instructions. How entrepreneurship education and learning could deliver us from unemployment was equally enumerated.

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Kampala International University ISSN: *2415-0843*; 4(1): 147–150

Agro-Processing as a Value Added Tool to Food Production in Nigeria

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Abstract. A paper on agro processing: adding value to food production in Nigeria highlights food security due to post-harvest losses and how to overcome it. It emphasizes on the need to process and preserve the food and non-food components. The paper is divided into six parts which include introduction, types of agro-processing, adding commercial value to raw or semi-produced food products, popularization of production, challenges in food processing in Nigeria, role of government organizations, recommendations and conclusion. In conclusion, the researchers emphasized that food security can only be achieved by processing, preserving and preventing pests and microbial contamination of food and even agricultural products and recommend the establishment of post-harvest department units.

Keywords: Agro - processing, value added tool,food production and Nigeria

1. Introduction

The current food crises in Nigeria underscore the importance of promoting food production and reducing post-harvest losses as well as vigorously promoting food processing. The lack of enlightened problem solving innovation in the agricultural and agro-industrial sector, and therefore the slow pace of needed technological change, has led to a widespread stagnation and even decline in both crop yields and diversification of high quality food products.

Many attempts to address the problems of food insecurity in Nigeria have had limited success. Often, the target beneficiaries of projects have been inadequately taken into account in designing the projects or projects were promoted without adequate infrastructure and institutional support where relevant results exist that can be implemented, the private sector often fails to invest in the commercial translation of the results into innovative process or products due in part to lack of information on the economic viability of these innovations or technologies, on associated technical assistance and on the key role of the extension service in implementation process.

Collective efforts to deal with food security are articulated in the programmes such as Fadama I, II and III; Special Programme for Food Security (SPFS) and Agricultural Development Programms (ADPs) to mention but a few. FAO (1996) states that agricultural products are produced by technologies of growing complexity, and they incorporate the results of major research and development efforts as well as increasingly sophisticated individual and collective preferences regarding nutrition, health and the environment. While it is usually possible to establish the phase of production of raw materials from the processing and transformation of the food and non-food components, the two can exist in an environment of agricultural diversity. Usually, however, the two industries operate completely from each other. Food industries are much more homogeneous and easier to classify than the non-food industries since the farmers' products all have the same end use.

Most preservation techniques, for example, are similar over a whole range of perishable food products whether they are fruit, vegetables, milk, meat or fish. In fact the processing of the more perishable food products is to a large extent for preservation and not necessarily to transform them into more acceptable products (FAO, 1996).

Non-food industries on the other hand are more diverse and their products have a wide variety of end uses. Almost all non-food agricultural products require a high degree of processing. Much more markedly than with the food industries, there is usually a definite sequence of operations leading through various intermediate products before reaching the final product.

2. Potential for Agro-Industry in Nigeria

The potential for agro-industrial development in most developing countries especially Nigeria is related to the relative abundance of agricultural raw materials and low-cost labour. The most suitable industries under such conditions are indeed those that make relatively intensive use of these abundant raw materials and unskilled labour and less-intensive use of presumable scarce capital and skilled labour (Eboh 2002).

Many of the industries that use agricultural raw materials, in fact, have characteristics that make them particularly suitable for the circumstances of Nigeria as a developing country. Where the raw materials present a large proportion of total costs, its ready availability at a reason able cost of ten off set such disadvantages as a lack of infrastructure or skilled labour. Furthermore, F AO(1996) affirmed that for many agro-industries, a small plant may be economically efficient, which is another important factor in developing countries where the domestic market is limited by low purchasing power and sometimes by the small size of the market itself.

Various potentials for value added in the processing and manufacturing of major food products in Nigeria have been identified. Such potentials, if well exploited, could serve as a basis for alleviating food in security on the country and the entire continent. Adding commercial value to raw or semi-processed food products over decades, with exceptions, profits in the food business have been in the value added processing industry and not in the value of raw material (commodity). (Rand Forum 1995) the price of these raw materials fluctuates according to the law of supply and demand and it is more or less controllable, especially at the producer level. Producers are not marketers, therefore, producing middle men intrude, and without a policy and a level playing field, the producers loss increase the value of the produce, the only solution lies in value-added processing.

The advantages of processing products at origin beyond those first necessary steps fold, first processing permits the reduction or suppression of imports of the same food produce. Nigeria imports food of various kinds that are used by more or less important strata of the population, a direct function of their purchasing power. The situation, however, is illogical if the raw material originates in the very country that imports the finished product usually at a high premium.

Second, processing creates income by increasing exports to consuming countries, thus easing the import of any scarce staple food exporting processed food instead of the "rawest possible suitable for transportation "permits the exporter to receive as payment for the transformation's value-added on top of the price for the raw material. One attractive factor for the Nigerian food processor is the lower cost of wages, which can both constitute an opportunity to boost profit and an incentive to dedicate special care and money to quality control and marketing. Third, processing increase food exports to other African countries, thus fulfilling their needs, enhancing intra-African trade, and increasing the continent's autonomy and self-reliance (RAND Forum, 1995).

3. Popularization of Products

To accelerate the development of agro-processing, aggressive promotion of products both in the local and international market is a prerequisite. The following measures may be required:

- Restrictionofdirectforeigninvestmenttoal lowselectivedevelopmentoflocal capacity.
- Regulation of imports and local absorption
- Special tax incentive to enterprises producing and distributing value added products.
- Organizing exhibitions and demonstrations both locally and abroad.
- The government should offer subsidiaries to the local producers so that the products may be more affordable.

4. Challenges in Food Processing in Nigeria

The problem of diffusion and commercialization of food production and processing technologies has generated considerable interest and therefore, has been the subject of workshops, expert group meeting and seminar in Nigeria and elsewhere. The challenges of food processing in Nigeria are many and complex.

Natural science and technology policies, in so far as they exist in Nigeria, emphasize the supply side of the creative aspect of science and technology in terms of education and training, but the demand side and its linkage with society are hardly mentioned. Perhaps, the most serious problem is that indigenous entrepreneurs generally believe that the best markets for acquiring the relevant technologies are outside Nigeria (Arene, 2008). Infrastructure, Energy costs and water constraints are the major challenges in agro-processing in Nigeria. Other constraints associated with the slow diffusion of agro-processing in Nigeria include:

- Lack of a package of incentives to professionals, and ultimately become involved in risky ventures such as commercializing indigenous innovations and inventions.
- Poor technical performance of delivery systems and weak technical extension service.
- Lack of an industrial culture and hence the need to create a culture for turning out well-design products that is competitive in the market place.
- Scarcity of skilled personnel.
- Inadequate facilities for engineering, design and manufacturing.
- Lack of an enabling environment with which any inventor or innovator can operate.

5. Role of Governmental Organizations

A good government is concerned about the health of its people because only healthy people can build a nation, reflect the socio-economic status of a nation and reduce government delivery costs. It is possible to have abundant food production and yet be food insecure especially if post-harvest losses are large. To ensure that food products of local industries compete effectively in world trade and to provide quality goods for local consumers, governments should encourage and help local industries go into partnership with international organizations to help improve the quality and safety of their food products (Oniang O, 2002).

The current food production cost is partly due to avoidable losses that occur during storage to reduce food losses, government should establish post-harvest development units with the following objectives:

- To improve the diets of the people by raising the nutritional quality of food through agro-processing.

- To improve the quality of food by enhancing its handling, transportation, processing and storage.
- To increase the income-generating capacity of farmers through adoption of improved grain storage technologies and by facilitating links to markets.
- To introduce mechanization into the processing system using appropriate technology
- To empower small-scale farming communities
- To help rural communities establish agro-industries for income generation and employment.
- To train extension staff in the use of improved post-harvest technologies.
- To ensure the existence of adequate infrastructure through construction and maintenance of roads, communication, power provision and security.
- To provide an enabling environment in which private industry, consumer groups, researchers, NGOs and traders can operate.

6. Recommendations and Conclusion

Nigeria cannot sit back and hope that its people's health can be safe guarded by others. Its markets are being flooded by truly sub-standard goods from elsewhere. Reducing post-harvest losses through agro-processing is of paramount importance if Nigeria is to avoid food shortage. A holistic approach should be advocated as tackling the food chain piece meal only work to create confusion.
Research groups and institutions should interact with each other and with rural communities to preserve perishable commodities close to the point of production, there by alleviating unemployment in the rural areas, reducing poverty and micronutrients deficiencies and benefitting women who are largely involved in food processing. The marketing of such products needs to be addressed concurrently. Field staff and new recruits need to be trained in marketing, post-harvest handling, basic agro-processing and agribusiness so that they are able for example to advise farmers on improved storage techniques and processing. Rural based food processing can create employment and thus reduce poverty and under nutrition in these areas. Women will benefit greatly since they play a dominant role in such activities and have being harshly affected by current economic reforms. Some specific activities could include breeding crops for both yield and good storing qualities. The development of improved drying technologies that are affordable and culturally acceptable and launching an education campaign
at the community level that promote ways of preserving different types of food and that emphasizes that cleanliness can provide the cheapest, most effective and least polluting way of preventing pests and microbial contamination of food. Clearly without a credible and save good system food insecurity will continue. Also without much question, agricultural research and technology development institutions, which, are often if well-funded, have a responsibility to ensure that they transfer results from their many years of hard work to the next level of agro-processing.

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