

REVITALIZING EDUCATION FOR SUSTAINABLE SECURITY & NATIONAL DEVELOPMENT

**A FESTSCHRIFT IN HONOUR OF
PROFESSOR KALETAPWA GEORGE FARAUTA**

EDITED BY

**STEPHEN A. LAGU, Ph.D
JOY AWORO-OKOROH Ph.D
FATI IBRAHIM JALO Ph.D
DORCAS O. FAREO Ph.D
KETURAH AHMED YUSUF Ph.D**

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Dedication

Mentors, Friends, Mentees and Associates of Prof. Kaletapwa George Farauta for an enduring partnership.

PICTURE OF THE HONOUREE



PROFESSOR KALETAPWA GEORGE-FARAUTA

PROFESSOR KALETAPWA GEORGE FARAUTA

BIODATA

Born on 28th November, 1965 in the city of Numan, Adamawa State, Nigeria. Prof Kaletapwa, rose through the academic ladder to the most prestigious rank of professor. She had her primary and secondary education at Numan (1973-1979) and Federal Government Girls, Yola. (1979-1983) Apart from the NCE (Nigerian certificate in Education) which she obtained from the Federal College of Education, Yola, in 1987, her first and second degrees was awarded by the University of Nigeria, Nsukka; B.Sc Agricultural Education (1989) and M.Sc Agricultural Extension (1995). She proceeded to the then Federal University of Science and Technology, Yola, in 2008 where she bagged a doctorate degree in Agricultural Technology Education.

Prof Kaletapwa started her work career with Government Girls Secondary School, Yola as a teacher from May 1991-October, 1991. She later secured appointment with Modibbo Adama University, Yola hitherto known as Federal University of Science and Technology, Yola. Where she rose through the ranks to attain the rank of a Professor in 2015..Prof Kaletapwa George-Farauta has over 20 papers to her credit .Her research interests are Agricultural Extension ,Climate change and .Her papers have appeared in both international and national journals and she has engaged in several technical research. She has supervised over 50 postgraduate projects and dissertation.

She has served as external examiner (undergraduate and post-graduate) to different institutions. As a member of Modibbo Adama University, Yola, Prof Kaletapwa was found worthy and appointed at various times to serve as Head of Department, Vocational and Technical Education, Dean, School of Science and Technology Education, Chairman, Examination Malpractice board, Postgraduate coordinator and Coordinator, Education Programmes, Centre for Distance learning.

Due to her diligence, ingenuity and hard work, Prof .Kaletapwa was found worthy of appointment by the various government of the state .She was appointed chairman, Adamawa State Universal Basic Education Board, (2014), Hon. Commissioner, Ministry of Education (201-2017), Acting Vice-Chancellor ,Adamawa State University, Yola (2017-2020) and Vice–Chancellor, Adamawa State University, Mubi, (2020-till date). She is also involved in a lot of religious activities and seats on the board for LCCN Church, Nigeria.

Prof Kaletapwa is a member of professional bodies such as; TRCN, FAMAN (Farm Management Association of Nigeria), AETAN (Agricultural Education Teachers of Nigeria) AVTEN (Association of vocational and Technical Educators of Nigeria).

Prof Kaletapwa George-Farauta is happily married to Mr. George Farauta and they are blessed with children

Author and Date	Title of paper, Volume number and pages
Farauta, K. G. (2000) April	An identification of Practical skills in crop science possessed by secondary school students in Yola South and Yola North Local Government Areas of Adamawa State, Nigeria Journal of Education and Technology. Vol. 1. No 1 pg 7-11
Obi, C. I., Farauta, K. G. and Anyanwu, F.O. (2001) December	Enhancing Nation building through relevant Vocational Education Journal of Curriculum and Instruction, Vol. 10, No. 5. Pg 112-115
Farauta, K. G. and John , A.C. (2002) August	A comparative study of Teachers' and principals perception of characteristics of effective vocational and technical Teachers in Adamawa State. Knowledge Review – A Multidisciplinary Journal, Vol. 5, No 2 pg 15-19
Farauta K.G. (2007) November	Strategies for improving the teaching of technical and vocational education in Kano State. Nigeria Journal of Research and Production, Vol. 11, No 3 pg 79-83
Farauta K.G. (2007) December	Micro Teaching as it affects the teaching practice performance of student teachers in Federal University of Technology, Yola. Multidisciplinary Journal of Research and Development Vol. 9, No. 1. Pg 42-45
Farauta K.G. (2008) April	Utilization of Instructional material among professional and non professional teachers of Agriculture in Adamawa State Secondary Schools. Knowledge Review – A Multidisciplinary Journal Vol 16, no 1 pg 43-47
Apagu V. V. and Farauta K.G. (2008) June	Hawking as a form of girl child abuse in Nigeria. The Nigeria Journal of Education Vol. 6.No 2 pg 1-6
Apagu V. V. and Farauta K.G. (2008) June	The role of the Parent-Teachers Association in the effective implementation of prevocationals Agriculture in secondary schools of Numan Metropolis, Adamawa State . The Nigeria Journal of Education Vol. 6 No 2 pg 158-162
Farauta K.G. (2008) September	Strategies for enhancing students interest in Teacher Education: A case study of part two students of Technical Education Department, Federal University of Technology, Yola Standardized of Nigerian Academics, Vol. No 1 , pg32-35
Farauta K.G. and Apagu, V. V. (2008) September	Utilization of Instructional materials among Professional and non professional teachers of Agriculture in Adamawa State Standardizer of the Nigerian Academics Vol. 5, No1, pg 1-5
John A.C. and Farauta, K.G. (2008) December	The consequences of Political interference in Vocational and Technical Schools Administration in Nigeria. The Nigerian Journal of Education Vol. 7, no 1, pg 36-43

	Gender Agenda in Designing and Development instructional Material for Vocational and Technical Education in Nigeria. The Journal of Counselling, Vol 12. Pg 50-56
Farauta, K.G. (2009) August	Perception of Teachers of Agriculture on the adequacy of Instructional Materials in Urban and Rural Secondary Schools of Adamawa State. Nigerian Journal of Tropical Agriculture Vol. 12
Farauta, K.G. (2011)	The mean performance of students of Agriculture taught with and without Instructional Materials in Secondary Schools of Adamawa State. Nigerian Journal of Tropical Agriculture. Vol. 12.
Farauta, K. G. and YumbakGodlove (2011)	Challenges of Climate Change on Agricultural Education. Vunoklang Multidisciplinary Journal of Science and Technology Education Vol. 1 No. pg 27-32
Farauta, K.G., and Fati, Jalo Ibrahim (2011)	Impact of Climate Change on the Teaching and Learning of Agriculture in Secondary Schools of Adamawa State. Vunoklang Multidisciplinary Journal of Science Journal of Science and Technology Education. Vol. 1 No1, pg 27-32
Farauta, K.G. and Apagu V.V. (2011)	Farmers adaptation Initiatives to Impact of Climate Change on Agriculture in Northern Nigeria. Journal of Agriculture Extension Vol. 16 (1), June 2012.
Farauta K.G. Egbule, C.L. Idrissa, Y.L., Agu, V.C., Agwu A. (2012)	The effect of Instructional Materials on the Performance of Senior Agricultural Science Students in Adamawa State. African Journal of Sustainable Professional Development Vol. 2 July 2012
Farauta, K. G. and YumbakGodlove (2012)	The Influence of Youth Migration on Agricultural Workforce in Mubi Region, Adamawa State, Nigeria. Vunoklang Journal of Science and Technology Education Vol. 2. 20-12
Farauta, K.G., M.A. Umar and A. Iliyasu (2012)	Enhancing the Application of Information and Communication Technology of Agricultural Extension in Nigeria. Academic Discourse: an International Journal Vol. (5) April 2013
C.I. Obi, Farauta, K.G. and M.M. Ahmed (2013)	The Effect of I-Tome Science activities on Students performance in Junior Secondary School Integrated Science. TSU Journal of Education Research and Production Vol. (1)
Naomi Thomas, Farauta, K.G. (2013)	Improvisation of Instructional Materials by Agricultural Science Teachers in Secondary Schools in Adamawa State. Technology and Development- A Journal of Scientific and Technological Research, Vol. 2 (1), 2013
Farauta, K. G. and YumbakGodlove (2013)	Assessment of Attitude of Education Students Towards Teaching Practice in Nassarawa State University, Keffi Nigeria. Journal of Education and Practice. Vol 4 (13) 2013

Farauta, K.G. and Amuche C.I 2013	Implementation of Agricultural Science Curriculum in State School System. Imperatives for students Occupational Skills Acquisition. Journal of Education and Practice.
Farauta, K.G. and Amuche C.I 2013	Effect of Street Hawking on the Academic performance of Students in Practical Agriculture: A case study of Secondary Schools in Taraba State. Journal of Education and practice Vol. 504 (405), 2013
Farauta, K. G. and YumbakGodlove (2013)	The Risk of Street hawking among students of practical Agriculture in Secondary Schools in Taraba State, Journal of Education and Practice Vol. (405), 2013
Farauta, K.G. Kesiki, W.B. and Arnuche, C.I. (2014)	Development and Standardization of an Instrument for Assessing Practical among Students in Colleges of Agriculture in Nigeria. International Journal of Education and Research, Vol. 2 (6) June, 2014
Farauta, K.G. Yaro, A., and Pev, I. (2015)	Adoption of Yam minisett Technique by small scale farmers in Taraba State Nigeria. Journal of Agriculture and Veterinary Science Vol. 7 (1) 2015

CONFERENCES SEMINARS, WORKSHOPS ATTENDED

1. Annual Conference of Agricultural Extension Society of Nigeria (AESON) Zaria, 1995.
2. Annual Conference of Agricultural Extension Society of Nigeria (AESON) Markurdi 1998.
3. International Conferences on Building a National System of Innovation in Nigeria by African Technology Policy Studies Network (ATPS) and Raw Materials Research and Development Council (RMRDC) 6th -7th July, 2009 Rockview Hotel Abuja.
4. Sub-Region Training of trainers Workshop on Agricultural, Science, Technology and Innovation (ASTI) in conjunction with NUC and ARCN Sheraton Hotel Abuja 24th - 28th August, 2009.

Acknowledgments

This book gave rare challenges to the team of editors. First, the idea was proposed too late it seemed an impossible task as the editors were more of “*strange bed fellows*” being drawn from different academic fields. The uniting factor remained the “honouree” whom had mentored all at different times and perspectives.

Second, the timeline for delivery was a nightmare. These challenges notwithstanding “*our call for papers*” was so positively received that we had to raise the stakes. We appreciate all our contributors, Prof. Kaletapwa George-Farauta’s mentors, mentees, friends and colleagues. They have demonstrated a true commitment to their enduring partnership.

Finally, we are grateful to God Almighty for initiating and completing the publication process.

Stephen A. Lagu (PhD)

Joy O. Aworo-Okoroh (PhD)

Fati Ibrahim Jalo (PhD)

Dorcias Oluremi Fareo (PhD)

Keturah Yusuf (PhD)

Foreword

AFestschrift for Professor Kaletapwa George-Farauta is obviously a well-deserved honour. This is because in her service she has invested a good deal in the academic enterprise and deserves an abiding laurel as this.

The book “***Revitalising Education for Sustainable Peace and National Development***” is a collection of scholarly articles which revolves around Prof. Kaleptara Georgr-Farauta’s Scholarship. The papers are drawn from all fields in education ranging from agricultural science, guidance and counselling, accounting education as well as literary and linguistic studies education.

The book addresses empirical concerns with its chapters’ drawing on copious exemplifications in theoretical ones and substantiated in empirical ones. Most of the science based papers gave an in-depth explanation of the empirical data and findings. The chapters presented up to date methods of analysis and references.

Given the high quality, originality of the articles and its relevance to all aspects of scholarship, the book remains a must read for all lovers of education.

Contents

Title page	i
Editorial board	ii
Dedication	iii
Picture of the honouree	iv
Bio- Data of Professor Kaletapwa George-Farauta	v
Acknowledgements	x
Foreword	xi
Contents	xii
1 Economic Analysis of the Effect of Insurgency on Hides and Skins Marketing in Maiduguri Metropolitan Council ¹Zongoma, B.A ²Gaya, H.I.M ³Ibrahim, F.J. ⁴Tahir, A.D. and ⁵Malah, F.B.	1
2 Effect of Moringa <i>Oleifera</i> (Lam) Bark on the Growth and Yield of Cucumber (<i>Cucumis sativus L.</i>) ¹Appollm Y.I. ²Samailla Jibrin, ³Daniel, H.K. ⁴Mohammed, R.I. ⁵Zainab Atiku and ⁶Salisu Adamu	12
3 Assessment of Agricultural Science Teachers' Attitude towards Teaching Practical Agriculture in Senior Secondary Schools in Gombe State ¹Umar Danladi ²Abdullahi Usman and ³Mohammed, Abubakar Bapeto	26
4 Agricultural Education: A Panacea to a Sustainable Security and National Development in Nigeria ¹AbdulmalikM.Gidado ²ZainabAliyuAtiku ³Saddam, Mohammed ⁴Rabiyyatu Abubakar and ⁵Mohammed, R.	40
5 Assessment of the Performance of Female Students in Agricultural Education in Federal College of Education (Technical) Gombe ¹Y. Mustapha ²I. Manu ³H. Saleh and ⁴J. S. Hassan Role of Language for Sustainable Peace and Development: Legitimization In ASUU'S Press Release of March, 2020 ¹Joy Oghogho Aworo-Okoroh, PhD ²Hasin K. Isuwa and ³Terve Iorde Ahembe	46
6 Accounting Education In A Changing World: New Skills Requirements for Accounting Teachers Koholga Ormin (PhD)	56
7 Revitalizing Language, Culture and Literary Studies ¹Evelyn U. Ibok and ²Umar Amos Hadiya	68
8 Language and National Development: The Nexus ¹Abubakar A. Song and ²Dorothy Hinjari	78
9 Media Language in Nigeria as a Tool for Enhancing Peace, Security and National Development: A Critical Discourse Analysis Stephen A. Lagu	89
	94

10	Advocating New Learning and Teaching Strategies for Accounting Education	106
	¹Shadrach Midakatu and ²Monica Shadrach	
11	Sociolinguistic Appraisal of the Role of Language and Literature towards the Attainment of Development Joyce Nanyisopwa Ishaku	125
12	Improving Teachers Performance in Teaching Agricultural Science in Senior Secondary Schools in Bauchi State, Nigeria ¹DANIEL, H.K., Ph.D., ²Salihu Adamu, ³Malaye, O.R., ⁴Hamisu Mohammed	136
13	Perceived Impact of Information and Communication Technology in Teaching and Learning Social Studies on Students' Academic Performance in Colleges of Education in Plateau State, Nigeria ¹Busa, I.A. and ²Dr. S.E. Nnamdi	161
14	Factors Affecting Teaching and Learning of Practical Agriculture and Its Effect on Students' Performance in Colleges of Education in North East Zone, Nigeria ¹Muazu, Mohammed ²Ibrahim, Fatijalo and ³Muhammad, Abubakar Bapeto	171
15	Revitalizing Technical Vocational Education and Training through Competency-Based Up-Skilling Integration, Upgrade and Implementation For Job Creation in Nigeria ¹Okuta Segun ²Gowon, K.E. PhD and ³Ibrahim, H.A	187
16	Revitalizing Language, Culture and Literary Studies for Sustainable Security and National Development in Nigeria Ugwu Anthony Chinwe-Umeh	199
17	Revitalizing Teacher Education for Sustainable National Development in Nigeria Lawson Luka	212
18	Influence of Psychological Wellbeing and Physical Environment on the Academic Performance of Secondary School Students in Ondo West Local Government, Ondo State, Nigeria ¹Akinyele, Tolulope Victor and ²Yekini, Lukman Oyewole	228
19	Analysis of the Effectiveness of Audio-Visual Aids in Training Farmers for Sustainable Agricultural Production in Adamawa State ¹Wombo, A.B and ²Gwarkila K.	235
20	Assessment of Usefulness of Information and Communication Technology in Teaching/Learning in Senior Secondary Schools in Yola Education Zone, Adamawa State, Nigeria ¹Agatha Francis ZIRRA (M. Ed) and ²Dr Dorcas Oluremi FAREO	251
21	Enhancing Global Peace, Security and Justice in Tertiary Institution Through TVET Partnership for Attaining Sustainable Development Goal in the Northeast Nigeria ¹Gwarkila K. and ²Wombo, A.B	265
22	Perceived Effects of Occupational Stress on Job Performance Among Agricultural Science Teachers of Adamawa State, Nigeria	280

	¹HARRISON, Gideon Maghra ²JOHANNES, Simbami and ³GWAKIRLA, Kaduna	
23	Impact of Insurgency on Secondary School Teachers' Self-Concept in Mubi Education Zone, Adamawa State	295
	¹Mr. Charles Tumba LUNGU (M. Ed) and ²Dr Dorcas Oluremi FAREO	
24	Sustainable Security and National Development: Assessment of the Challenges Faced by Vocational and Technical Education Working Mothers and Nannies in the Utilization of Daycare Centers in Gombe Metropolis Gombe State	308
	¹Mariya M. Usman ²Dr Fatima S. Mamman ³Dr Keturah A. Yusuf ⁴Esther A. Msheliza ⁵Dr Ibrahim, A.H and ⁶Rukkayatu Umar Abdulkadir	
25	Impact of Entrepreneurial Characteristics on Performance of Aquaculture Businesses in Gombe Metropolis	318
	¹Yaro Fatimah Anthony and ²Taure Sa'adatu Usman	
26	Guidance and Counseling for Sustainable Development in Education Godwin A. Ballah	334
27	Multifunctionality of Clothing Styles as Resource for Climate Change	344
	¹Anisa Zacks Zongoro ²Ibrahim Abdullahi Umar ³Keturah Yusuf (Ph.D) ⁴Rukkayatu Umar Abdulkadi & ⁵Hauwa Niguri Titus Mona	
	NOTE TO THE HONOUREE	353
	Goodwill Messages from Her Mentors	
	Jerome Obadiah	354
	Chief (Barrister) Leonard Dan Nzadon	358
	Goodwill Messages from Her Mentees	
	Fati Ibrahim Jalo (Ph.D).	361
	Tunde Gabriel	363
	Bagula Luti	364

ECONOMIC ANALYSIS OF THE EFFECT OF INSURGENCY ON HIDES AND SKINS MARKETING IN MAIDUGURI METROPOLITAN COUNCIL

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ABSTRACT

The study examined the effect of insurgency on Hides and Skins marketing in Maiduguri Metropolis, Borno State, Nigeria. The specific objectives were to; compare the market performance of Hides and Skins before and during insurgency; major constraints associated with Hides and Skins marketing and identify the insurgency factors affecting Hides and Skin marketing in the study area. Respondents were purposively selected from Bulabulin Market (20) respondents, and Gidan fata (20) respondents all located within Maiduguri Metropolis. A total sample size of 40 respondents were drawn (in the ratio of 20:20 Kasuwan Bulabulin and Gidan Fata respectively) from the markets using multi stage random sampling. Structured questionnaire and interview were used to collect the data from the respondents. Descriptive statistics, profitability analysis and market efficiency were used to analyze the data. In the profitability analysis, the cost and returns of Hides and Skins marketing before and during insurgency for wholesalers have a revenue of ₦324,500 and a much higher of ₦392,645.00 respectively; as well a Gross return of ₦112,407.38 before insurgency and much lesser return of ₦89,352.55 during insurgency despite having a higher revenue. However, for retailer, we realized from the analysis a revenue of ₦247, 300.60 before insurgency with a return of ₦73, 639.16 and as well as a revenue of ₦268,805.00 with a return of ₦80,042.57 during insurgency. The marketing efficiency for wholesaler before and during insurgency is said to be 65.35% and 77.24% respectively while for retailers is said to be 70.22% both before and during insurgency. A market is said to be efficient at least close or equal to 50%. The major constraints faced by Hides and Skins marketers are poor or lack of storage facility, lack of good road infrastructure and lack of capital. The study also revealed that the problems faced specifically due to the insurgency also include insecurity, high rate of checking point, short supply of hides and skins, low participants and high cost of transportation among others. Some recommendations were made among which one is, the marketers should be trained on how to process and store hides and skins so as to retain the quality of hides and skins before been exposed.

Keyword: Economic analysis, Insurgency, Hides and skins, marketing.

INTRODUCTION

Hides are defined as the outer coverings of bovine animals while skins are the outer coverings of small stock (goat and sheep). Nigeria has the largest resource of goat skin and

kid skin in Africa representing 46 percent and 18 percent of the total in West Africa. Domestically, the industry represents the second major earner of foreign exchange after oil with total export of tanned skin amounting to about USD \$240 million. With over 50 million skins of animal being processed annually by tanneries together with other related activities, the leather industry contributes about 24% of the total Agricultural sector contribution to the GDP in Nigeria (Nigerian Economic Summit, 2017). The main centres of hides and skin marketing in Nigeria are the Northern states of Kano, Sokoto, Katsina, Jigawa, Borno, Kaduna, Adamawa, Yobe and Bauchi. The net comparative advantage enjoyed by these states in livestock production confers on them the corresponding advantage of enormous hides and skin production (Umar et al., 2015). Borno state is one of the states with greatest marketing space for hides and skin business. The state serves as the channel for both raw agricultural products and manufactured goods. (Gyluck et al., 2018). Hides and skin have been used since antiquity for clothes, vessels, bedding garments, shoes, and possibly structurally in ancient dwelling places. Presently, leather is used in various applications of hides and skins, raw materials for the tanning industry are renewable and perishable resources (Mohammed and Yunana, 2014). A large portion of hides and skins are eaten by human beings as meat supplements and delicacies usually called “pomo” in Nigerian parlance (Pomo is a hide that has undergone some processing such as roasting and boiling for human consumption). Nigeria is by far the leading livestock producer in Central and Western Africa with 25 percent of livestock population in the region (Alemnesh, Getatches & Tariku, 2018).

Nigeria is by far the leading livestock producer in Central and Western Africa with 25 percent of livestock population in the region (Bonnet et al., 2015). Nigeria has the population of endowed with an estimated 18.4 million cattle 76 million goats, 43.4 million cattle, 180 million poultry and 28000 camels (Food and Agriculture Organization, FAO, 2020). Having Africa’s largest livestock population the leather industry in Nigeria has huge potentials within the global and regional context. With about 61 million units, Nigeria has the largest resource of goat skin and kid skin in Africa representing 46 percent and 18 percent of the total in West Africa and Africa respectively (European commission, 2011). Being a dominant producer in Africa, the country also contributed about 60 percent to the West African production of goat skin and kid skin. Domestically, the industry represents the second major earner of foreign exchange after oil with total export of tanned skin amounting to about USD\$ 240 million. With over 50 million skins of animal being processed annually by tanneries together with other related activities, the leather industry contributes about 24% of the total Agricultural sector contribution to the GDP in Nigeria (Nigerian Economic Summit, 2017).

Borno State has the strategic hides and skins markets in Nigeria because of the abundance

of livestock population in the region, hides and skin markets are of economic importance because they serve as a source of income to the people who participate in the markets (Hassan, Funmilola and Abdulkabir, 2020). However, In spite of this economic importance, the business of hides has virtually crippled due to the Boko Haram Insurgency in the state (Dominiquez, 2018). Thus, providing the basis to undertake this study in order to evaluate effect of insurgency on hides and skin marketing in Maiduguri.

Key Word: Hides and skins, marketing, insurgency,

STATEMENT OF THE PROBLEM

Borno state is one of the known areas in Nigeria with large livestock production and marketing which brought about large number of marketing and trading of animals and their raw materials such as hides and skins. Accordingly, hides and skins marketing plays an important role in the economic development of the state through generation of income, thereby serving as a source of sustenance for many people and contributing to the GDP of the country.

Despite the importance of hides and skins marketing in the economic development of the state, the prolonged Boko Haram Insurgency since 2009 (Hassan, Funmilola and Abdulkabir, 2020). has significantly reduced the volume of hides and skins marketed in the major markets in Maiduguri. The insurgency is responsible for the blockage of several roads linking to Maiduguri from neighboring countries, states, and villages thereby reduced the influx of traders both from within and outside the country. Moreover, because of the insecurity, they are afraid of coming to the study area. Thus, this study was embarked upon to investigate the effects of insurgency on hides and skins marketing in Maiduguri. An attempt will be made to answer the following research questions;

- i. what is the performance of hides and skins market before and during insurgency?
- ii. What are the effects of insurgency on hides and skins marketing in the study area?
- iii. What are the constraints faced in hides and skins marketing in the study area?

OBJECTIVES OF THE STUDY

The main objective of this study was to determine the effect of insurgency on hides and skin s marketing in the study area. The specific objectives were to:

- i. Evaluates the market performance of hides and skin before and during insurgency;
- ii. Identify the effects insurgency on hides and skins marketing in the study area.
- iii. Identify the constraints associated with hides and skins marketing in the study area;

Multi stage random sampling procedure was used to select the respondents of this study. In the first stage purposive sampling was used to select the markets used for this study, there are three (3) Hides and skins market in Maiduguri but only two was selected because

the markets are known predominantly for hides & skins marketing, these are Bulabulin market and Gidan Fata which is located in Ruwan zafi area. In the second stage 20 respondents were selected from each of the two hides and skin markets giving a total of 40 respondents primary data was generated using structured questionnaire that was administered to the respondents. Oral interview was used in case of respondents who cannot read or write. The secondary information was obtained from previous researches, reports, journals, government publications and published materials.

The analytical techniques used in this study were descriptive statistics and inferential statistics. Descriptive statistics such as percentage and frequency distribution was used to analyze objectives ii and iii, also profitability analysis to achieve objective i.

Marketing efficiency (ME) is defined as the maximization of the ratio of output to input in marketing (Olukosi and Isitor, 1990). It is usually expressed in percentage as,

$$ME = \frac{\text{Value added by marketing}}{\text{Cost of marketing services}} \times 100$$

For the market to be efficient, marketing efficiencies must be at least equal to or close to average percentage i.e. 50 percent.

RESULTS

Cost and returns analysis before and during insurgency for wholesalers

Table 1 Cost and Returns analysis for Wholesalers

Items	BEFORE (Naira/pc)	DURING (Naira/pc)
GROSS REVENUE	324,500.00	392,645.00
Variable costs		
Hides of higher quality	8,931.81	12,772.49
Hides of lower quality	3,550.00	5,076.50
Skins of higher quality	427.65	611.64
Skins of lower quality	324.00	463.32
Transportation cost	85,708.33	122,562.91
Market charges/tax	5,620.83	8,037.79
Cost of labor	12,208.00	17,457.44
Commission fee	2,909.00	4,159.87
Communication cost	8,750.00	12,512.50
Preservation and others	70,750.00	101,172.50
Fixed cost		

Stephen A. Lagu, Ph.D

Rent/storage cost	12,913.00	18,465.59
TVC	212,092.62	303,292.45
GM	112,407.38	89,352.55

Source: Field Survey, 2021.

Table1 indicated revenue of ₦324,500.00 before insurgency and ₦392,645.00 during insurgency with a Gross margin of ₦68,145 between the revenue employed before and during insurgency accruing from the marketing activities of hides and skins marketers. A total cost incurred in marketing amounting ₦212,092.62 and ₦303,292.45 before and during insurgency respectively. The results from the table revealed a Gross margin of ₦112,407.38 before insurgency and ₦89,352.55 during insurgency. This shows that the returns generated before insurgency are much higher compared to returns during insurgency, even though the gross revenue during insurgency reveals to be much higher with ₦392,645.00 than the revenue before insurgency of ₦324,500.00. There is an increase in all costs during insurgency. This could be attributed to increase in costs incurred for transportation, market charges, cost of labor, commission fee, communication cost, preservations cost, security checkpoints and other miscellaneous cost.

Market Efficiency of Hides and Skins before and after insurgency for wholesaler

Marketing efficiency before insurgency:

$$= \text{value added by marketing} \times 100\%$$

Cost of marketing services

$$= ₦212,092.62 \times 100\%$$

$$₦324,500.00 = 0.6535 \times 100\% = 65.35\%$$

Marketing efficiency during insurgency;

$$= \text{Costs incurred in marketing} \times 100\%$$

Revenue received

$$= ₦303,292.45 \times 100\%$$

$$₦392,645.00$$

$$= 0.7724 \times 100\% = 77.24\%.$$

For market to be efficient, marketing efficiencies must be at least equal to or close to average (that is 50%) percentage. This indicates that the market is said to be more efficient before insurgency with 65.35% compared to the efficiency during insurgency of 77.24%. The results revealed a good market performance with average return on costs incurred in the marketing.

Cost and Returns Analysis before and during insurgency for retailer

Table 2: Cost and returns analysis for retailer

Items before (Naira/pc) After (Naira/pc)

Stephen A. Lagu, Ph.D

GROSS REVENUE	247,300.60	268,805.00
Variable cost		
Hides of higher quality	7,313.37	7,949.31
Hides of lower quality	2,906.74	3,159.50
Skins of higher quality	350.16	380.61
Skins of lower quality	265.29	288.36
Transportation cost	70,177.98	76,280.41
Market charges/tax	4,602.34	5002.54
Cost of labour	9,995.91	10,865.12
Commission fee	2,381.89	2,589.01
Communication cost	7,164.50	7,787.50
Preservation and others	57,930.10	62,967.50
Fixed cost		
Rent/storage cost	10,573.16	11,492.57
Total Cost	173,661.44	188,762.43
GM	73,639.16	80,042.57

Source: Field Survey, 2021.

Table 2 indicated revenue of ₦247,300.60 before insurgency and ₦268,805.00 during insurgency from the marketing activities of retailers in hides and skins marketing. A total cost of marketing amounting to ₦173,661.44 before insurgency and ₦188,762.43 during insurgency where a return of ₦73,639.16 and ₦80,042.57 were realized before and during insurgency. The results shows that the cost and returns are relatively increasing before and during insurgency, this could be as a result of the nature of the marketing channel (bottom-top) and also relative increase in value added cost will as well as amount to a proportionate increase in return.

Marketing efficiency before and during insurgency for retailers

Marketing Efficiency (M.E):

$$= \text{Costs incurred in marketing} \times 100\%$$

Revenue received

$$\begin{aligned} \text{M.E before insurgency} &= \frac{\text{₦173,661.44}}{\text{₦247,300.60}} \times 100\% \\ &= 0.7022 \times 100\% \end{aligned}$$

$$= 70.22\%$$

$$\begin{aligned} \text{M.E during insurgency;} &= \text{value added by marketing Cost of marketing services} \\ &\times 100\% \\ &= ₦188,762.43 \text{ xs} \\ ₦268,805.00 &100\% \\ &= 0.7022 \times 100\% \\ &= 70.22\%. \end{aligned}$$

The calculated marketing efficiency for cost and returns before and during insurgency were said to be equal with a proportion of 70.22% and thereby the market is said to be efficiently performing well. The result shows the equality in efficiency due to relatively low increase in value added costs after insurgency and high marketing cost.

Table 3: Insurgency Factors Affecting Hide and Skin Marketing

Constraints	Frequency	Percentage (%)	
Rank			
Insecurity	12	30	1st
High cost of transport	7	18	2nd
High rate of checking point	6	16	3rd
Longer route	5	12	4th
Short supply of hides and skin	3	8	6th
Low participant	2	6	7th
Others	4	10	5th
Total	40	100	

Source: Field survey, 2021.

The table above reveals that 30% of the respondents view insecurity as a major problem faced by the marketers in the study area due to the insecurity; the marketers are faced with lot of problems from security operatives. The findings from the respondents revealed that marketers are often molested and harassed by security operatives and also charge them certain amount to pay which is containing to the established constitutions of the country (Nigeria) also insecurity has neatly affected the accessibility of the marketers to various roads for their products supply chain because of boarder closure and security bunks in some major routes, within the study area, this has also resulted in price fluctuations. 18% high cost of transportation, 16% high rate of checking point which will lead to increase rise in price hides and skins before it get to the destination of the market, 12% longer route which has effect in short supply of hide and skin. The reason why 30% of the respondents see insecurity as the problem of hide skin marketing is because of the frequent attack by the insurgents.

Constraints Associated with Hides and Skins Marketing in Maiduguri Metropolis

To estimate the constraint associated with Hides and Skins marketing among wholesalers and retailers, the results are presented in table 4.

Table 4: Constraints in Hides and Skin Marketing in Maiduguri

Constraints	Frequency	Percentage (%)	Rank
Inadequate storage facilities	33	81.67	1st
Poor or lack of good road	30	75.00	2nd
Lack of capital	17	31.67	3rd
Lack of synergy among marketers insecurity	9	23.33	4th
Lack of adequate tannery	5	11.67	5th

Source: Field Survey, 2021.

Table 4 depicts all the factors limiting the marketing performance of Hides and Skins. The findings from the study revealed that inadequate storage facilities, poor or lack of good road and lack of capital are the major constraints faced by the respondents 81.67%, 75% and 31.67% respectively. The implication is that poor or lack of storage facilities is the major problem faced by Hides and Skins marketers. The hides and skins being perishable in nature, if not stored properly, they are easily affected by mold and deteriorate in their

quality which has an effect on the price thereby causing tremendous loss to the marketers. As a result of the insurgency, major roads which are used by the marketers to transport the hides and skins have been blocked and some have been destroyed by the insurgency activities and some have not been in use for a long time and have been deteriorated. In addition, the findings from table 4 revealed that the respondents indicate lack of capital as third major problem. Most of the marketers have lost their capital during the cause of the Insurgency and as such are only carrying out the marketing on small scale therefore they need to get more capital so as to increase their output. The findings also showed lack of synergy among marketers with a proportion of 23.3%. This is as a result of lack of leadership within the market order. Also, the lack of tannery company for processing of Hides and Skins could as well as be a factor. Hence, increasing cost of marketing thereby reducing profit due loss/reduction in quality of Hides and Skins products.

CONCLUSION

The market is said to be performing very good with a marketing efficiency of above 50% for both wholesalers and retailers before and during insurgency. The cost and returns profitability analyzed revealed that Hides and Skins marketing are profitable and good enough to cover the majority of the expenses. Several problems are faced by Hides and Skin marketers and the most severe are poor or lack of storage facilities, lack of good road infrastructure, lack of capital, insecurity, high cost of transportation, high rate of checking point, low participant and short supply of hides and skins.

RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

- i. Policy makers and non-governmental organizations should provide policies to improve and/or rehabilitate the available tannery industry for efficient utilization.
- ii. Marketers should form union or cooperatives to enjoy economies of scale in obtaining credit facilities, lower cost of transportation and as well improve synergy among marketers. It will also help them liaise with the state tannery so that they can access their available facilities.
- iii. Security operatives should strengthen the security measures so as to bring end to the insurgency so as to make the marketing to flourish again.

- iv. It is also recommended that banks should formulate policies that will ensure easy accessibility and flexibility that will ensure the loans reach the hands of the hides and skins marketers.
- v. The marketers should be trained on how to process and store hides and skins so as to retain the quality of hides and skins before been exposed.

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EFFECT OF MORINGA OLEIFERA (LAM) BARK ON THE GROWTH AND YIELD OF CUCUMBER (*CUCUMIS SATIVUS L.*)

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ABSTRACT

The experiment was conducted to determine the effect of moringa oleifera (Lam) bark on the growth and yield of cucumber (*Cucumis sativus L.*) at the students' demonstration farm of federal college of education (technical) Gombe, between the months of February and April, 2021. The experiment was laid out in a randomized complete block design (RCBD) with five (5) treatments namely; moringa bark extract at 5g, 10g, 15g, 20g, and 0g respectively, each was mixed with 2 liters of water and were applied to the cucumber plants at 10 days interval commencing at two weeks after germination. Growth parameters noted include: plant height (cm), number of leaves per plant, number of branches per plant, stems girth, and leaf area .All data collected were subjected to analysis of variance (ANOVA). Treatment means was separated using least significant difference (lsd) at 5% probability level. The result revealed that growth characters were also considerably improved by the application rates of 0g, 5g, 10g, 15g and 20g of moringa bark powder suspension. There was a positive influence of moringa bark powder suspension on cucumber total yield and application of 20g gave the highest fresh total yield, while the control gave the lowest fresh total yield. The results further revealed that the effect of moringa bark powder suspension on the performance of cucumber were significant at 8 and 10 wap in the field on plant height, number of leaves per plant, number of branches per plant, leaf area, stems girth and fruit yield per plant.

Keywords: Moringa, *oleifera* (Lam), cucumber, *Cucumis sativus L.*

INTRODUCTION

The "Moringa" tree is grown mainly in semi-arid, tropical, and subtropical areas. It is native to the sub-Himalayan tracts of India, Pakistan, Bangladesh and Afghanistan (Fahey, 2015). It grows best in dry sandy soil and tolerates poor soil including coastal areas. It is a fast growing, drought resistant tree. Today, it is widely cultivated in Africa, Central and South America, Sri Lanka, India, Mexico, Malaysia, Indonesia and the Philippines (Fahey, 2015). Moringa is a short, slender, deciduous, perennial tree about 10 m tall with drooping branches, brittle stems and branches, corky bark, feathery pale green 30–60 cm long compound leaves, with many small leaflets which are 1.3–2 cm long, 0.6–0.3 cm wide, fragrant white or creamy-white flowers having 2.5 cm in diameter and borne in sprays,

Stephen A. Lagu, Ph.D

pendulous brown triangular pods, splitting length wise into 3 parts when dry, containing about 20 dark brown seeds embedded in the pith pod tapering at both ends and the main root is thick (Foidle *et al.*, 2011). It produces fruit between Aprils to June in Pakistan, while fruit production is throughout the year in Nigeria. It is considered one of the world's most useful tree, as almost every part of the Moringa tree can be used for food or has some other beneficial property. In the tropics, it is used as forage for livestock, and in many countries moringa micronutrient liquid, a natural anthelmintic (kills parasites) and adjuvant (to aid or enhance another drug) is used as a metabolic conditioner to aid against endemic diseases in developing countries (Foidle *et al.*, 2011).

Moringa oleifera is the most nutrient rich plant (Fahey, 2015). Moringa provides a rich and rare combination of nutrients, amino acids, antioxidants, anti-aging and anti-inflammatory properties used for nutrition and healing. *M. oleifera* is miracle tree with a great indigenous source of highly digestible proteins, Ca, Fe and vitamin C. (Fahey, 2015). It was reported that the dry leaves of *M. oleifera* contain 7 times more vitamin C than orange, 10 times vitamin A than carrot, 17 times calcium than milk, 15 times potassium than bananas, 25 times iron than spinach and 9 times proteins than yogurt (Fuglie, 2010). In addition, it contains vitamin B complex, chromium, copper, magnesium, manganese, phosphorus and zinc (Fuglie, 2010).

Moringa has the potential to combat vitamin A and other micro nutrient deficiencies (Nambiar, 2011). It has 40139 µg/100g total carotenoids on fresh weight basis in its leaves of which 47.8% or 19210µg/100g was β-carotene. Ascorbic acid at 6.6mg/g on dry weight basis, 0.26mg/gFe, 22.4mg/gcalcium, 6.3mg/gP, 11.2mg/goxalic acid and 0.9 g/100 g fiber (Nambiar, 2011). Moringa has been in use since centuries for nutritional as well medicinal purposes. Another important point is that Moringa leaves contain all of the essential amino acids, which are the building blocks of proteins (Nambiar, 2011). It is very rare for a vegetable to contain all of these amino acids. Moringa contains these amino acids in a good proportion, since they are very useful to our bodies. Given its nutritional value, it can be utilized in fortifying sauces, juices, spices, milk, bread, and most importantly, instant noodles. Many commercial products like Zija soft drink, tea, and neutraceuticals are available all over the globe Nambiar (2011).

Fertility of the soil is important if successful cultivation is to be achieved, making the application of fertilizers and manures to soil imperative. The dependency on the use of inorganic fertilizers as a source of plant nutrients by farmers and their high cost is associated with land and soil degradation and environmental pollution (Phiri, 2010). In recent years, the use of organic fertilizers or biostimulants that can be applied in agricultural crops to improve its quality, quantity and crop yields are been advocated. Biostimulants are gaining importance for their possible use in organic and sustainable

agriculture, to avoid excessive fertilizer applications (Tarantino *et al.*, 2015). Extracts from *M. oleifera* has been reported by many authors (Abdalla, 2013; Anyaegbu, 2014; Aslam *et al.*, 2016) as growth enhancer.

Cucumber (*Cucumis sativus L.*) a member of Cucurbitaceous family and very popular as salad-vegetable crop that is eaten fresh or as pickles, it has high nutritive values, rich in proteins, carbohydrates, fats, minerals and vitamins (Zhao *et al.*, 2014). Its fruits have antioxidant activity (Kumar *et al.*, 2010; Nema *et al.*, 2011). The total area planted with cucumber in Egypt was 50383 feddans (21541ha) with a total annual production of 488723 tons of cucumbers (FAO, 2017). The Food and Agriculture Organization of the United Nations (FAO, 2016), reported that world cucumber production in 2012 surpassed 65,000 million kg for the first time, reaching 65,134.08millionkilograms. The use of natural biostimulants in agriculture gained an increasing interest; and many of them do not have scientific claims.

Cucumis sativus cultivars vary in growth habit, pollination requirements, flower production, and fruit type; because of this variation different cucumber cultivars are more suitable for growth in controlled environments than others. Cucumber cultivars can have a trailing, bush, or compact vine growth habit (Kalloo and Bergh, 2012). Compact vine or bush growth habit is beneficial for cucumbers grown in a growth chamber because of limited plant growing area. Parthenocarpy in a controlled environment is ideal because there is no need for pollination (insect or hand) to initiate fruit production (Wein, 2017). Gynoecious flower production increases the number of fruit harvested per plant because every flower has potential for fruit production (Malepszy and Niemirowicz-Szczytt, 2011). Parthenocarpic and gynoecious cucumber cultivars increase the potential to yield a high fruit load in controlled environments resulting in a high harvest index. Since cucumber is consumed fresh, harvest index for this study is defined as fresh edible biomass (market sized fruit) divided by fresh total (all edible+non-edible) biomass. Plants exhibiting a high harvest index will have more efficient use of the limited growing area in a growth chamber.

STATEMENT OF THE PROBLEM

Most of the predicted population growth to 2030 will be in developing countries (Population Reference Bureau, 2011) and more than half of the work force engaged in agriculture in the third world countries is prone to more damage by climate change. Inspite of the increasing relevance of cucumber and the need to improve crop productivity through natural means. Therefore, this study will examine the effect of Moringa bark powder suspension on the growth and yield of cucumber.

OBJECTIVES OF THE STUDY

The specific objectives are to:

1. Determine the effect of moringa (*Moringa oleifera*) bark powder suspension on the growth of cucumber.
2. Evaluate the effect of moringa (*Moringa oleifera*) bark powder suspension on the yield of cucumber.

METHODOLOGY

Description of the Experimental Site

The experiment was conducted at the Students 'Demonstration Farm of Federal College of Education (Technical) Gombe, between the months of February and April, 2021. Gombe State is located on Latitude $9^{\circ}30'$ and $12^{\circ}30'N$ and longitudes $8^{\circ}45'$ and $11^{\circ} 45'E$. The climate is generally warm, with temperatures not exceeding $40^{\circ}C$ during the months of March–May (Gombe State Diary, 2019).

EXPERIMENTAL DESIGN AND TREATMENTS

The experiment was laid out in a Randomized Complete Block Design (RCBD)with five (5) treatments namely; moringa bark extract at 5g, 10g, 15g, 20g, and 0g respectively, each was mixed with 2 liters of water and were applied to the cucumber plant at 10 days interval commencing at two weeks after germination. The application involved the use of foliar application by using hand sprayer.

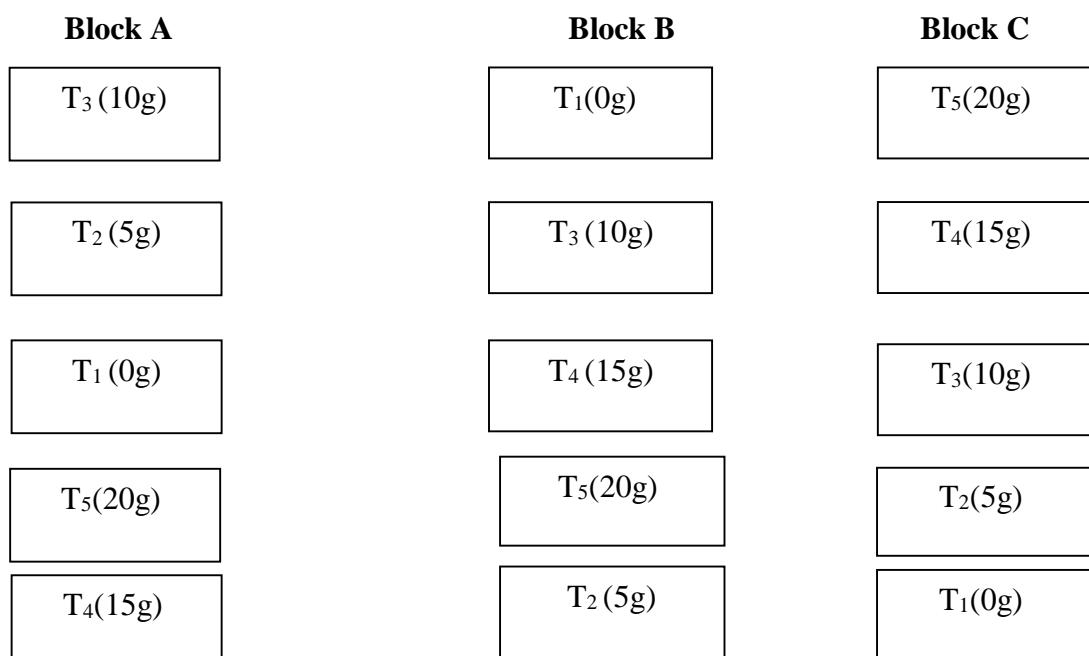


Figure1: Experimental field layout

Stephen A. Lagu, Ph.D

COLLECTION AND PREPARATION OF EXTRACTS

Moringa bark were collected directly from mature tree of 3–5 years of age and cleaned with tap water and bath in distilled water. The moringa bark was air dried under shade. After drying, the bark was ground using a hammer mill to make powder. The powder was weighed and mixed with clean water as follows; 0g control with 2liters of water, 5g with 2liters of ordinary cleaned water, 10g with 2liters of water, 15g with 2liters of water and 20g with 2liters of water. Thereafter, it was infiltrated using muslin cloth to obtain the suspension that was used to spray the plants.

PLANTING

Cucumber was planted when rains are established at spacing of 100-120 cm inter spacing and 45-60cm intra spacing in a depth of 2-2.5cm.

APPLICATION OF MORINGA BARK POWDER SUSPENSION

Moringa bark powder suspension was applied every two weeks; first: 2 weeks after sowing (WAP) and subsequently at 2 weeks interval. The method of application was by foliar application.

PEST AND DISEASES CONTROL

Production of cucumber is seriously constrained by virus and fungal diseases, Apron and Rambo powder were applied as control to prevent pest and diseases.

WEED CONTROL

Manual weeding using traditional hoe were occasionally carried as the need arises and also earthen-up was done during the weeding process to prevent undue exposure of the planted Cucumber seeds to sun light that may lead to the dead of the seeds. Weeding was done manually 2 weeks after planting with a hoe or by hand pulling.

Subsequent weeding was done at 3 weeks interval in order to keep the farm free from weed competition throughout the period.

Harvesting

Cucumber was ready for harvest at 50– 70 days after.

Method of Data Collection; Growth Components

Data collection commenced at two weeks after germination and was taken by observation and measurement taken at each plot. These include: plant height (cm), number of leaves per plant, number of branches per plant, stems girth, and leaf area.

Plant Height (cm)

Plant height was measured using meter rule from the plant base to terminal growth point of the plant. This measurement was carried out from 5 randomly sampled plants within each block at 2, 4, 6, 8 and 10 weeks after germination (WAG) and average recorded.

Number of Leaves per Plant

The number of leaves was taken by physical counting of the leaves manually of each sample plant within each plot 2, 4, 6, 8, and 10 weeks after germination

Number of Branches per Plant

Number of branches were determined by counting the branches of each sample plant at 2, 4, 6, 8, and 10 weeks after germination.

Plant Stems Girth (cm)

The stem girth was measured using Vernier caliper at 2, 4, 6, 8, and 10 weeks after germination (WAG).

Leaf Area (cm²)

Leaf area was determined by measurement at 2, 4, 6, 8, and 10 weeks after germination (WAG).

YIELD COMPONENTS

Fruit length per plant

Cucumber vine length was measured by using a flexible Vernier caliper on every plant per plot.

Number of flowers per plant

Number of flowers per plant was counted weekly until when no new flowers were formed.

Number of fruit per plant

Number of fruit per plant was counted weekly until no fruit are formed.

Fruit yield per plant (g)

Fruits harvested from individual plant were weighed and recorded to determine fruit number per plot and thus total fruit yield...

METHOD OF DATA ANALYSIS

All data collected were subjected to analysis of variance (ANOVA). Treatment means was separated using least significant difference (LSD) at 5% probability level.

RESULTS

Table1: Effect of Moringa Bark Powder Suspension on Plant Height (cm)

Treatment	2WAP	4WAP	6WAP	8WAP	10WAP
T10g	169.9	172.3	176.8	189.1	201.4
T25g	182.02	186.4	190.9	203.5	216.1
T310g	187.16	191.6	196.2	208.8	221.4
T4 15g	191.53	195.9	200.4	213.0	224.5
T520g	195.9	200.5	205.1	217.7	242.9
LSD	2.89	2.61	2.12	1.93	1.33

***.The mean difference is significant at the 0.05level.**

Table1 shows significant ($P<0.05$) difference in number of plant high per plant among the treatments of the 6; 8 weeks while that of the 10th week, there was no significant difference. The control produces significantly lower values of plant height throughout the period of observation though some treatment under the control did well, because of the soil nutrient of that particular area or the residual nutrient of that formal project carried out. The moringa bark powder suspension treatment did well i.e. to show that moringa bark powder suspension as it's significantly gave higher means values of height per plant in all the period of assessment. This result corresponded with the report previously presented by Ojeniyi (2011) who stated that variation treatments' do not usually give a significant variation on height per plant of any crop.

Table 2: Effect of Moringa Bark Powder Suspension on Number of Leave per Plant

Treatment	2WAP	4WAP	6WAP	8WAP	10WAP
T10g	7.92	8.34	16.00	17.83	9.00
T25g	8.60	8.99	18.10	17.65	8.825
T310g	7.67	9.12	15.00	14.33	17.18
T4 15g	7.17	10.03	13.60.	15.53	7.03
T520g	7.35	10.98	14.50	19.50	7.40
LSD	0.2	0.31	0.52	0.53	0.37

*.The mean difference is significant at the 0.05 level.

Table 2 shows significant ($P<0.05$) difference in leaf diameter per plant among the treatments of the 6; 8 weeks while that of the 10th week, there was no significant difference. The control produces significantly lower values of leaf area throughout the period of observation though some treatment under the control did well, because of the soil nutrient of that particular area or the residual nutrient of that formal project carried out. The moringa bark powder suspension treatment did well i.e. to show that moringa bark powder suspension as it's significantly gave higher means values of leaf area per plant in all the period of assessment. These variations treatments do not usually give a significant variation on leaf area per plant of any crop.

Table 3: Effect of Moringa Bark Powder Suspension on Number of Branches per Plant

Treatment	2WAP	4WAP	6WAP	WAP8	WAP10
T10g	8.15	12.53	15.58	180.9	200.2
T25g	9.58	13.83	16.68	221.0	240.3
T310g	9.83	14.35	17.85	125.2	144.5
T4 15g	12.98	15.75	18.20	113.7	121.4
T520g	11.40	17.68	18.90	130.6	138.3
LSD	0.20	0.30	0.35	1.16	11.40

*.The mean difference is significant at the 0.05level.

Stephen A. Lagu, Ph.D

Table 3 shows significant ($P < 0.05$) variation in the vine length among the treatment in the experiment during the period of study. In all period of assessment, control significantly produced lower vine length per plant at the 2, 4 and 6 WAP such as 22.4cm, 107.68 cm and 122.90 cm while the moringa bark powder suspension produced significantly higher value, such as 33.5 cm, 191.8 cm, 201.68 cm of cucumber vine length per plant increased with an increase in quantity of moringa bark powder suspension applied.

Table 4: Effect of Moringa Bark Powder Suspension on Plant Stems Girth (cm) per Plant

Treatment	2WAP	4WAP	6WAP	WAP8	WAP10
T10g	30.48	40.71	52.72	53.45	54.18
T25g	43.03	50.03	61.15	73.08	84.09
T310g	35.39	47.07	62.02	74.13	85.16
T415g	36.74	48.07	63.8	76.12	88.12
T520g	37.84	50.01	64.04	77.07	89.08
LSD	0.923	0.712	0.543	0.430	0.231

***.The mean difference is significant at the 0.05 level.**

Table 4 shows significant ($P < 0.05$) variation in the plant stems girth among the treatment in the experiment during the period of study. In all period of assessment, control significantly produced lower plant stems girth, while the moringa bark powder suspension produced significantly higher value of cucumber plant stems girth per plant increased with an increase in quantity of moringa bark powder suspension applied.

Table 5: Effect of Moringa Bark Powder Suspension on Leaf Area (dm²) per Plant

Treatment	2WAP	4WAP	6WAP	8WAP	10WAP
T10g	29.67	30.67	40.29	56.09	74.81
T25g	35.17	42.17	51.10	61.01	84.96
T310g	36.56	46.16	55.12	64.14	87.57
T415g	37.98	47.34	56.32	67.32	89.76
T520g	38.99	49.19	57.76	68.41	91.85
LSD					0.185

***.The mean difference is significant at the 0.05 level.**

Table 5 shows significant ($P<0.05$) variation in the leaf area among the treatment in the experiment during the period of study. In all period of assessment, control significantly produced lower leaf area per plant at the 2, 4 and 6 WAPs such as 22.4 cm, 107.68 cm and 122.90 cm while the moringa bark powder suspension produced significantly higher value of, such as 33.5 cm, 191.8 cm, and 201.68 cm of cucumber leaf area per plant increased with an increase in quantity of moringa bark powder suspension applied.

Table 6: Effect of Moringa Bark Powder Suspension on Number of Flowers per Plant

Treatment	8WAP	10WAP
T10g	28.83	4.48
T25g	33.50	6.08
T310g	19.90	4.17
T415g	18.78	2.75
T520g	24.10	7.75
LSD	1.67	1.00

***.The mean difference is significant at the 0.05 level.**

Table 6 shows higher number of flower that was produced by the treatment that received the higher rate of moringa bark powder suspension possibly because the manure established and maintained soil physical condition for plant growth. This inconsistent with the report of Phiri, (2010) which indicated that moringa bark powder suspension is essential for establishing and maintaining the optimum soil physical condition for plant growth. The more the number of flowers the more fruit that will be produced.

Table 7: Effect of Moringa Bark Powder Suspension on Fruit length per Plant

Treatment	Length
T10g	35.47
T25g	37.93
T310g	35.58
T415g	34.58
T520g	31.68
LSD	0.51

***.The mean difference is significant at the 0.05 level.**

Table 7 shows the responses of fruit length of cucumber to moringa bark powder suspension had highest fruit diameter of 37.9cm. While plants in the control plot had the lowest fruit diameter 31.8cm the fruit diameter of plants that received moringa bark powder suspension was more than the fruit diameter of plants in control with all other ratio possibly because the high rate of moringa bark powder suspension seduced moisture availability which favored the release of more nutrients for higher growth and yield, this is in consonance with the findings of (Wein, 2017) who attributed the vigorous growth and increased fruit yield of watermelon to higher supply of nutrient elements from the applied manure.

Table 8: Effect of moringa bark powder suspension on number of Fruit per plant

Treatment	Yield (kg/plot)
T10g	2.68
T25g	4.16
T321g	2.07
T415g	2.60
T520	1.97
LSD	0.19

*.The mean difference is significant at the 0.05 level.

The response of weight of fruit of cucumber to poultry manure is shown in (Table 8) plants that received moringa bark powder suspension had higher number of fruit, while plants in the control plot had the lowest number of fruits. Higher number fruit was obtained from cucumber plants.

CONCLUSION

The main objective of this study was to evaluate the effect of moringa (*Moringa oleifera*) bark powder suspension on the growth and yield of cucumber. The specific objective was to; determine the effect of moringa back powder suspension on the growth of cucumber and evaluate the effect of moringa bark powder suspension on the yield of cucumber. The result revealed that growth characters were also considerably improved by the application rates of 0g, 5g, 10g, 15g and 20g of moringa bark powder suspension. This kind of positive influence of moringa bark powder suspension on cucumber fresh total yield and application of 20g gave the highest fresh total yield, while the control gave the lowest fresh total yield. The results further revealed that the effect of moringa bark powder suspension on the performance of cucumber were significant at 8 and 10 WAP in the field on plant height, number of leaves per plant, number of branches per plant, leaf area, stems girth and fruit yield per plant.

In Conclusion, application of moringa bark extract at 20g of moringa bark extracts produced

significantly higher growth and yield, while the control significantly produced lower similar traits.

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ASSESSMENT OF AGRICULTURAL SCIENCE TEACHERS' ATTITUDE TOWARDS TEACHING PRACTICAL AGRICULTURE IN SENIOR SECONDARY SCHOOLS IN GOMBE STATE

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ABSTRACT

This study sought to find out the attitude of Agricultural science teachers on the teaching of practical Agriculture in urban and rural senior secondary schools in Gombe State. The study was conducted in Gombe State which comprised of 11 Local Government Areas. Survey research design was adopted for the study. A total of 158 urban and rural Agricultural science teachers constituted the population for the study and there was no sampling because the population can be managed. The data was collected using structured questionnaire, which was validated by three experts result obtained from the pilot study was analyzed using Cronbach Alpha and yielding a reliability index of 0.78. Mean and grand mean were employed to answer the research questions, while Z-test statistics was used to test the hypotheses at 0.05 level of significance. The result of the study revealed that Agricultural science teachers in the study area have negative attitude in teaching animal science practicals, but have positive attitude towards soil science practicals. The result of the study also revealed that all the three hypotheses were accepted showing there is no significant difference in the mean responses of urban and rural Agricultural science teachers in their attitude on teaching of practicals in animal science and soil science practical components of Agricultural science; and on strategies for enhancing the teachers' interest towards practical Agriculture. Based on these findings, it was recommended that school administrators should provide all the necessary support to teachers in order to sustain the positive attitude towards teaching practical agriculture and also teachers with positive attitude towards practical Agriculture should be highly motivated in order to sustain their interest for effective teaching of Agricultural science practical in the study area.

Keywords: Agricultural Science Teachers', Attitude, Teaching Practical, Agriculture.

INTRODUCTION

Agriculture is the art of cultivating the soil to grow crops and raising livestock for human and industrial uses. Agricultural science in senior secondary schools is indeed an indispensable elective vocational subject which provides skills, knowledge and attitude necessary for

effective and adequate training in Agricultural science for students to prepare for further studies in various field of Agriculture. National Examination Council, (2014), stated the objective of teaching of Agricultural science in Nigerian secondary schools which include; stimulation and sustenance of students ‘interest in Agriculture, impart functional knowledge and practical skills in Agriculture to students, prepares students for further studies and for occupation in long term basis. The extent to which these objectives are achieved by any nation depends largely on the quality of education provided for the citizenry.

The concept of teaching is better described than defined because of different definitions. Various authors have defined teaching according to their point of view because of this it has been very difficult to accept one definition as being the best. Ezenweani (2002) defined teaching as the ability to guide one to gain knowledge in a classroom setting, the teacher does the work of guiding the learner through social interactions (student-teacher, student-student) to gain experience that are worthwhile for social living in the larger society. Teaching should be a process of probing by the teacher and discovery by the students, it should not be a process of regurgitating all the fact to students rather it should be a process whereby teacher guides the students in searching for a new facts and truth (Inomiesa, 2010). According to Popoola (2006) when competent and qualified teachers are given the right training, then there will be quality and when one is self-motivated and responsible as teacher, most disciplinary problem are solve dashed stimulate learning through cognitive and effective method. To understand the gamut of teaching as a process, Baba, (2007) defined teaching as an action of someone who is trying to assist others to reach their fullest potential in all aspect of development, through teaching a learner is helped to move beyond his present state of knowledge, skills or competences to such a level that his abilities can allow. According to Cornelius, (2007) teaching is an interactive process between the teacher (the supposed repository of knowledge and skills) and the learner. What results from this interaction is the acquisition of new knowledge, ideas, skills or change of behavior in some positive ways. Kazeem (2008) perceived teaching as an importation of knowledge, skills, information, ideas, feelings and attitude from teachers which is meant to bring particular changes in a learner. Therefore, teaching in my own view is the act of imparting knowledge, skills, attitude through proper guidance to the students to help them become useful to themselves and contribute their own quota toward the development of the society they are living.

The concept of attitude is defined within the framework of social psychology as a subjective

or mental preparation for action. According to Souza Barros and Marcos (2010), attitude defines outward and visible postures of human beliefs. Attitude determines what each individual will see, hear, think and do. Attitude means individual prevailing tendency to respond either favorably or unfavorably to an object (person or group of people, institution or events). It can either be positive or negative. Attitude is concerned with an individual way of thinking and behaving and this has serious implications for learner, the teacher, the immediate social group with which individual learning relates and the school system as a whole (Yara, 2009). He further noted that attitude is a predisposition to behave in specific way as like and dislike and also as approach and avoidance tendencies, attitude can be formed as a result of some opinion or by following the examples of people like parents, teachers, peer group and friends attitude can either be negative or positive. According to Glossary (2010) attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action and responses to challenges, incentives and reward. Therefore, attitude in my own view is a personal disposition of an individual toward a situation or event which affects his behavior either positively or negatively.

STATEMENT OF THE PROBLEM

Generally, secondary schools in Gombe State lack facilities for teaching and learning science subjects especially, for practical subjects like Agriculture, particularly those located in the rural areas, Ahmed (2010). As pointed out by Ahmed (2010) that learning practical skills can be difficult to achieve without adequate training through utilization of the needed facilities. Similarly, Ndomi (2006) proffered that the provision of adequate ate facilities would enhance the quality of practical skills development. School administrators have the authority and influence in program and curricula at the school and school system level. Changes in Agricultural science programme require their approval and support, without their support, programs in those schools will not develop or grow. The school administrator has a critical effect on school climate and productivity by interacting and providing support to teachers. The researcher observe that, many school authorities have lukewarm attitude toward the provision of needed tools, equipment and the farm inputs required for effective Agricultural practices in their secondary schools. Availability and utilization of Agricultural teaching facilities will add to the teachers' effort towards effective teaching. The non-challant attitude of school

administrators tends to retard the effort of some teachers of Agriculture for the improvement of practical work activities in secondary schools.

Attitude is concerned with an individual way of thinking and behaving this has serious implications for learners, the teachers and the school system as a whole (Yara, 2009). Therefore, it is in this view that the researcher seeks to evaluate the attitude of Agricultural science teachers toward teaching Animal and Soil Science practical Agriculture despite the absence of encouragement by the school authorities.

PURPOSE OF THE STUDY

The main purpose of the study was to find out the attitude of Agricultural science teachers in teaching practical Agriculture in urban and rural senior secondary schools. Specifically, the study was guided by the following purposes:

- 1 To determine the attitude of urban and rural Agricultural science teachers towards animal science practicals.
- 2 To determine the attitude of urban and rural Agricultural science teachers towards soil science practicals.
- 3 To identify strategies of enhancing the interest of urban and rural Agricultural science teachers towards Agricultural science practicals.

RESEARCH QUESTIONS

For the purpose of this research work the following research questions were formulated to guide the study.

1. What is the attitude of urban and rural Agricultural science teachers towards animal science practicals?
2. What is the attitude of urban and rural Agricultural science teachers towards soilscience practicals?
3. What are the strategies of enhancing the interest of urban and rural Agricultural science teachers towards Agricultural science practical?

HYPOTHESES

The following null hypotheses are formulated and tested at 0.05 levels of significance to guide the study:

1. There is no significant difference between the mean responses of urban and rural Agricultural science teachers in their attitude on animal science practical.
2. There is no significant difference between the mean responses of urban and rural Agricultural science teachers in their attitude on teaching soil science practicals.
3. There is no significant difference between the mean responses of urban and rural Agricultural science teachers on the ways of enhancing the interest of Agricultural science towards practical Agricultural science.

METHODOLOGY

Survey research design was adopted for this study. A total of 158 Agricultural science teachers which comprises of 106 urban teachers and 52 rural teachers were used for the study. A structured questionnaire was used in collecting data from the respondents. The questionnaire was designed by the researcher using Agricultural science practical syllabus, to collect data. The questionnaire has three sections, section A comprised of Animal Science practical, section B was on Soil Science practicals, section C was on strategies for enhancing teachers' interest on teaching practical Agriculture. Like rescale of SA (Strongly agree), A (Agree), U (Undecided), D (Disagree) and SA (Strongly disagree) was used. The questionnaire was subjected to face validation by three experts, two from school of Vocational and Technology Education, Abubakar Tafawa University, Bauchi and one from department of Education, Federal University Kashere, Gombe. The reliability test was carried out on 38 Agricultural Science Teachers randomly selected in Senior Secondary Schools in Bauchi State. The scores of their responses was analysed using Cronbach Alpha which gave the reliability index of 0.78. Mean and standard deviation were used to answer the research questions, while hypotheses tested using Z-test at 0.05 level of significance. All items with Mean rating of 3.0 and above were considered as positive while those below 3.0 negative.

RESULTS AND DISCUSSION

Comparative Attitude of Urban and Rural Agricultural Science Teachers towards the Teaching of Animal and Soil Science Practicals in Gombe State. In order to find out the attitude of urban and rural agricultural science teachers towards the teaching of practical agriculture in Gombe State, the respondents were provided with some options of items on the issue and on which they ticked appropriately, their responses are presented below.

Research Question 1: What is the attitude of urban and rural Agricultural science teachers towards Animal Science practicals?

Table 1: Mean Responses of Urban and Rural Agricultural Science Teachers towards their Attitude on Animal Science Practical

ITEMS	UAST	RAST	\bar{X}_G	Remark
	\bar{x}_1	\bar{x}_2	AST	
Animal science practical is another interesting activities I like conducting to students	2.18	3.29	2.55	Negative
I feel comfortable in an animal science practicals class.	3.04	2.40	2.89	Negative
I consider conducting animal science practical lessons to students as pleasure or fun.	2.16	3.50	2.60	Negative
I dodge some aspect of animal science practicals lessons, because is boring.	2.32	3.49	2.70	Negative
Animal science practicals is something I consider easy to teach to my students.	2.24	3.18	2.22	Negative
I consider Animal science practicals activities as highly technical.	2.29	3.31	2.62	Negative
I encourage my students to participate actively in an animal science practical.	3.26	3.38	3.29	Positive
I consider animal science practical as abhorious activity.	3.59	3.73	3.63	Positive
I feel tense when conducting animal science practical lessons to students.	2.84	2.53	2.73	Negative
I have a feeling of dislike, when animal science practical lesson approaches.	3.04	3.13	3.06	Positive

Table 1 revealed that all the respondents have negative attitude in other items except item

statements no 7 with mean rating of 3.29, item statements no 8 with mean rating of 3.63, and item statements no 10 with mean rating of 3.06. This implies that the teachers in the study area have negative attitude towards animal science practicals.

Research Question 2: What is the attitude of urban and rural Agricultural science teachers towards soil science practicals?

Table 2: Mean Responses of Urban and Rural Agricultural Science Teachers on Their Attitude on Teaching Soil Science Practical

S/n	ITEMS	UAST	RAST	\bar{x}_G	Remark	
					\bar{x}_1	\bar{x}_2
1	Soil Science practical is something I enjoy Doing very well.	3.91	4.11	3.97		Positive
2	I look forward to Soil science practical lesson.	3.41	3.38	3.40		Positive
3	I don't like Soil Science practical, it scares me but I have to do it.	3.86	4.04	3.91		Positive
4	I used Soil Science practicals to punish my students.	2.28	3.02	2.52		Negative
5	I am feeling shy to conduct Soil Science practicals with students.	2.56	2.47	2.53		Negative
6	I consider Soil Science practical as dull and monotonous.	3.34	3.36	3.34		Positive
7	I mostly avoid Soil Science practical with my students.	3.35	3.62	3.43		Positive
8	I feel uncomfortable conducting Soil Science practical activities.	3.73	3.51	3.65		Positive

9	I consider conducting Soil Science practical to students as boredom.	3.38	3.00	3.25	Positive
10	I approach Soil Science practical with feeling of hesitation.	2.09	2.62	2.26	Negative

Table 2 revealed that all the respondents have positive attitude in other items except item statements no4 with mean rating of 2.52, item statement no5 with mean rating of 2.53 and item statement no 10 with mean rating of 2.26. This implies that the teachers in the study area have positive attitude towards soil science practicals.

Research Question 3: What are the ways of enhancing the interest of urban and rural Agricultural science teachers towards Agricultural science practicals?

Table3: Mean Responses of Urban and Rural Agricultural Science Teachers on Ways to Enhance the Interest of Agricultural Science Teachers towards Teaching Practical

S/n	ITEMS	MEAN	σ	REMARKS
1.	Recruitment and retention of qualified Agricultural science teachers	4.23	1.20	Agree
2.	Revision of curriculum for teacher preparation institution for qualitative agricultural teacher production.	4.21	0.99	Agree
3.	In depth training for teachers on pedagogy	4.30	1.05	Agree
4.	Agricultural science teachers motivated through improved working conditions.	4.46	1.21	Agree
5.	Provision of opportunities for agricultural science teachers to up-date their knowledge and skills to move with new trends.	4.51	1.28	Agree
6.	Establishment of school farms	4.38	1.11	Agree

7.	Provision of soil agricultural laboratories for practicals.	4.49	1.26	Agree
8.	Establishments of livestock unit for conducting practicals.	4.45	1.21	Agree
9.	Provision of poultry units for practical lessons.	4.33	1.10	Agree
10.	Establishment of fishery units for practical classes	4.30	1.13	Agree
11.	Provision of funds for practical agricultural science	4.30	1.13	Agree
12.	Placing more emphasis on supporting practical lessons by school administrators	4.27	1.03	Agree
13.	Enforcement of time allocated for practical lessons in schools	4.03	0.91	Agree
14.	More instructional materials to be made available by government	4.49	1.27	Agree
15.	Sensitizing teachers on the importance of practical lessons	4.16	1.00	Agree
16.	Reducing teaching load for agricultural science teachers	2.98	0.41	Disagree
17.	Regular visits by inspectors from the supervisory authority	3.62	0.75	Agree
18.	Paying overtime for teachers who teach practical lessons	3.93	0.85	Agree
19.	Practical to be done after closing hours	2.35	0.24	Disagree
20	Action to be taken on teachers when they failed to conduct practical	3.20	0.47	Disagree

The data used in answering research question 3, is presented in Table3. Data in Table3 respondents rated 17 out of 20 items as strategies for enhancing the interest of agricultural

science teachers towards teaching practicals. As shown in the table the items were rated above 3.00 which was the cut-off point. Only the items on reducing teaching load, practical to be done after closing hours, were rated low, with mean responses 2.98, 2.35 respectively, this implies that most of the statement on the items are needed as strategies for enhancing teachers' interest towards practical agricultural science.

Table 4: Z -tests of Difference between the Mean Responses of Urban and Rural Agricultural Science Teacher in Their Opinion about Their Attitude on Teaching Animal Science Practical

Respondents	X	σ	N	Z-cal	Z-crit	Remarks
Urban teachers	3.41	0.34	93	-0.19	1.96	Accept
Rural teachers	3.46	0.44	45			

There is no significant difference between the mean responses of urban and rural agricultural science teachers in their opinion about their attitude on teaching animal science practical in senior secondary school in Gombe state.

The data used in testing the hypothesis was presented in Table 4. The analysis in table 4 shows that the Z-value calculated of -0.19 is less than the critical value of 1.96 at 0.05 levels of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean rating of urban and rural agricultural science teachers in their opinion about their attitude on teaching animal science practical in senior secondary schools in Gombe state.

Table 5: Z-test of Difference between the Mean Responses of Urban and Rural Agricultural Science Teachers in Their Attitude towards Soil Science practical Respondents X σ

	N	Z-cal	Z-crit	Remarks
Urban teachers	3.68	0.29	93	0.27 Accept
Rural teachers	3.61	0.34	45	1.96

The data used in testing the hypothesis was presented in Table 5. The analysis in table 5 shows that the Z-value calculated of 0.27 is less than the critical value of 1.96 at 0.05 levels of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean rating of urban and rural agricultural science teachers in their opinion about their attitude on soil science practical in senior secondary school in Gombe State.

Table6: Z-test of Difference between the Mean Responses of Urban and Rural Agricultural Science Teachers on the Strategies for Enhancing the Interest of Agricultural Science Teachers towards Practical Agriculture

Respondents	X	σ	N	Z-cal	Z-crit	Remarks
Urban teachers	4.15	0.24	93	1.01	1.96	Accept
Rural teachers	3.96	0.48	45			

There is no significant difference between the mean responses of urban and rural agricultural science teachers on the ways to enhance the interest of agricultural science teachers towards practical agricultural science.

The data used in testing the hypothesis was presented in table 6. The analysis in table 6 shows that the z-value calculated of 1.01 is less than the critical value of 1.96 at 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean rating of urban and rural agricultural science teachers on the ways for enhancing the interest of agricultural science teachers towards teaching practical agricultural

science in senior secondary school in Gombe State.

SUMMARY OF THE MAJOR FINDINGS

From the study, the following findings were made:

1. Both the urban and rural agricultural science teachers have negative attitude toward conducting animal science practical in their various schools.
2. Both the urban and rural agricultural science teachers have positive attitude toward conducting soil science practical.
3. Both the urban and rural agricultural science teachers agreed with most of the items suggested as the way of enhancing the interest of teachers towards conducting practical agriculture except few items with mean rating below 3.00 which was the cut-off point.
4. That there is no significant difference between the mean response so furban and rural agricultural science teachers in their opinion about their attitude on teaching animal science practical in senior secondary school in Gombe State.
5. That there is no significant difference in the mean rating of urban and rural agricultural science teachers in their opinion about their attitude on soil science practical in senior secondary school in Gombe state.
6. That there is no significant difference in the mean rating of urban and rural agricultural science teachers on the ways for enhancing the interest of agricultural science teachers towards teaching practical agricultural science in senior secondary school in Gombe State.

CONCLUSION

Based on the results of the study, it is clear that the teachers in the study area have negative attitude towards conducting animal science practical and have positive attitude towards conducting soil science practicals. Furthermore, this study revealed that teachers interest towards practical Agriculture would be enhance through proper motivation such as improve working conditions, providing opportunities for teachers to up-date their knowledge and skills, Provision of adequate teaching materials among others.

The study also revealed that there is no significant difference in the mean responses of both urban and rural Agricultural science teachers about their attitude on teaching of Agricultural science practical in the study area. Because all the calculated z-calculated values are less than the critical values, hence the null hypotheses were all accepted.

RECOMMENDATIONS

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

1. School administrators should provide all the necessary support needed to enhance the interest of Agricultural science teachers towards practical lessons.
2. Teachers should be courageous to use community resources by school authority in order to sustain the positive attitude of the teachers for effective teaching of practical lessons.
3. Teachers with positive attitude towards practical activities should be highly motivated in order to sustain their attitude for effective teaching of practical lessons.
4. In areas where teachers have negative attitude, teachers should be encouraged to have positive attitude through proper support and guidance by the authorities concerned.

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Revitalizing Education for Sustainable Security and National Development

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AGRICULTURAL EDUCATION: A PANACEA TO A SUSTAINABLE SECURITY AND NATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

The paper examined and put forward the contributions of agricultural education as a panacea towards facilitating the realization of a sustainable national security and economic development in Nigeria. The acquisition of vocational skills by the Nigerian youths can speedily boost economic development and ensure a sustainable, stable and secured nation, free of security challenges that will attract foreign investments. Vocational agriculture is a skill acquisition training programme for youths to be self-employed and self-reliant. Hence, the authors highlighted some of the salient causes of insecurity that affect our national coexistence and stability, such as, high rate of illiteracy, lack of employment or joblessness, exodus of youths from villages to cities for greener pasture. The paper therefore, arrive data conclusion that education and indeed skills in vocational agricultural education as the most assured way out of the numerous complex security issues that is responsible for the slow growth and development of the nation's economy. Some recommendations were however proffered like, constant and regular update and review of the curriculum in vocational agriculture at our institutions.

Keywords: Education, Vocational agriculture, Self-reliant, Unemployment.

INTRODUCTION

Security is the single most important factor that ensures and guarantees peace and stability of any nation towards achieving its desired progress and development. It is however, not a hidden fact that Nigeria is at the moment experiencing a huge and complex security problems, which poses a great threat to both its steroidal coexistence and stability as a sovereign nation. This comes into focus in the wake of the rising cases of banditry, Boko haram terrorism, kidnappings, armed robbery, cultism, political thugs, ethnic violence, herdsmen/farmers clashes and religious conflicts. These dreadful security issues unfortunately have been steadily on the rise in spite of the humongous amount of funds approved and allocated every year as security vote by the various arms of our national government. According to

Akintokumbo (2011), Security is an obligatory duty of all persons in a community or nation in ensuring a stable and peaceful atmosphere for meaningful economic growth and development. Similarly, Audu (2013) explained security as the existence of conditions within which people in a society can go about their legitimate daily activities without any harassment or threats to their lives or properties.

A secured and stable country attracts huge foreign investments as well as economic growth and development in all areas of its national economy (Eneji, Esidene, Dantani, Tsuvyakh, Afu, & Ayim, 2021). However, lacks of education or illiteracy among the citizens have been identified as a major factor militating against the peaceful co-existence of this nation. A good percentage of our population comprises of the youths, most of whom are partially or completely uneducated.

Indeed, knowledge as “human capital” has always been central to economic development. A variety of current investigations from emerging countries clearly revealed and demonstrated the fact that knowledge-based economies are liable to bring innovation, create new jobs, generate income and catalyze an inclusive growth and sustainable development (Phale, Adjei, Omari-Sasu, & Musah, 2021). Therefore, sustainable national security and development can only be guaranteed when education, such as agricultural education is made a priority by states and their institutions.

Agricultural science education is a process of imparting knowledge, skills and attitudes in agriculture to the learners at any level. Suleiman (2013) defined agricultural science education as education and training given in agriculture from primary school through secondary and special schools to the university. Agricultural education is therefore an important school programme that is offered at all levels of education ranging from home to the school and the community; implying that it can be formal, informal and non-formal.

A functional agricultural science education thus provides learners with sound academic knowledge and skills as well a sample opportunity to apply this knowledge through classroom activities, school farms, project participation and supervised agricultural experience Ajayi & Fapojuwo (2013). It emphasizes skill development in all aspects of agric. business such as planning, management, safety, finances and leadership. It also furnishes learners with the necessary communication and interpersonal skills as well as knowledge of technical agriculture to would be teachers at all levels. It equips learners to be self-employed or work in agricultural extension services, agro-industries and as agricultural educators.

The high rate of unemployment and poverty among the youths in this country, who are daily loitering the streets in search of limited white-collar jobs, have been attributed to the present security challenges being witnessed in this country in the recent times. Suleiman (2013) also revealed that nations in which the greater percentage of job offers is by the government authority, is certain to record high levels of unemployment, just as is witnessed in many developing African countries like Nigeria. Agricultural education as an integral part of vocational education can be described as education for sustainable development.

Studies of Nigeria per capita GDP and other areas of agricultural sector revealed that agriculture provides about a half of labor force and engages two-third of this labour force (Abiodun, Agatha and Sarah2020). However, the status of agricultural education in Nigeria is grossly ineffective as a lot of vocational agricultural students and graduates are unable to accomplish simple practical farming activities given the required facilities. (Eneji, Esidene, Dantani, Tsuvyakh, Afu, Edward and Ayim, 2021).

Also the present agricultural Education curriculum being used in the teaching and training of students has been discovered to be defective and inadequate due to its inability to address the problem of youth's unemployment and by that have increased the enormous security challenges being experienced today in Nigeria (Kolade, 2012). There is the need for a constant revision of Agricultural Education curriculum development and adaptation of methods and materials to suit current situations in many of our schools reported (Oguntuyi, 2013).

AGRICULTURAL EDUCATION AND SUSTAINABLE SECURITY FOR NATIONAL DEVELOPMENT

Sustainable national development can be explained as a process of providing the demands of the present generation without compromising that of the coming generations. Therefore, sustainable development entails development that would better the lives of the people now and in the foreseen future (Eneji, Esidene, Dantani, Tsuvyakh, Afu, Edward and Ayim, 2021). Education is generally therefore, an instruction for national development and self-reliance. Agricultural education is a long term investment by all arms of government and the private sector for its continued existence, preservation of cultures and traditions, national unity and progress of our societies. Generally, education is regarded as the solid platform through which societal civilization and development is achieved, of which agricultural education is inclusive.

According to Nwagbosa (2012), educated and civilized individuals peacefully coexist in harmony with one another in spite of their political, religious, cultural and ethnic affiliations. Undoubtedly, one out of the numerous impacts of educating people in a society is that, education serves as gateway through which citizens are trained on various vocational skills which make them self-reliant and employers of labor rather than jobseekers.

This implies that students of vocational agricultural education are expected to be proprietors, self-reliant and independent providers of job opportunities. Adedeji, & Eziyi (2010) opined that Vocational agricultural education as a skill acquisition programme facilitate good quality education, improve health condition, empowerment, as well as prepare students against the risks and challenges of the environment they might find themselves. It also contributes to the quality of livelihood and the fostering of peaceful co-existence in a community. Skills acquisition in vocational agricultural education is also geared towards facilitating the development of psycho-social skills that the youths require to deal with the rigors and ups and downs of daily life as well as coping with emotions and stress.

Vocational agricultural education being a vocational subject is an essential component of the educational system of this country. In this light Babatunde, (2014) said the primary objectives of vocational agricultural education is to develop a highly skilled and trained labor force in all the areas of agriculture. Thus it focuses at exposing, inculcating and developing experiences, practical skills, competences and attitude; it brings forth appropriate and suitable type of skills and awareness that will make an individual operate efficiently and effectively in every agricultural related sectors. Therefore, agricultural education when properly organized and coordinated can serve as a dependable means through which a sustainable national security and development can be achieved.

CONCLUSION

Undoubtedly, education has proven beyond any skepticism as an effective and efficient tool in the war against any forms of security challenges, not only in Nigeria but all-around the globe. Youth unemployment and poverty in Nigeria seriously undermine peace and national security. In order to achieve sustainable security, growth and development, empowerment of Nigerian youths is essential as future leaders of tomorrow. Unemployment and poverty are among some of the identified factors that expose and make the youths vulnerable to crimes like armed robbery, prostitution, drug trafficking, kidnapping, and many criminal activities which

constitute strains on our national economy.

As such, functional and qualitative vocational education like agricultural education can be a potent vehicle as well as a platform through which youths can realize their intellectual potentials, develop their abilities and actualize their dreams and aspirations. Youths equipped with the skills and training in agricultural education become self-reliant and are able to produce abundant food that will make the nation attain the level of food security and development. Education is veritable tool which ensures and guarantees national development and it also proffer solutions towards the achievement and realization of a sustainable security in Nigeria and indeed the world over.

RECOMMENDATIONS

- i. There should be a constant and regular update and review of the curriculum in vocational agriculture at all levels of learning in our institutions so that it will be more practically inclined for a better result.
- ii. Vocational agricultural education requires adequate funding for the purchase of training machines and other equipment, prompt release of these funds make our institutions functional and efficient in instilling practical experiences and skills in the youths.
- iii. The nations legislators should as a matter of urgency come up with policies that will make it mandatory for every citizen to be engaged in one form of vocational activity or the other that will enable them to be employable.
- iv. Vocational education should be made compulsory at all levels of our tertiary institutions.
- v. Both teachers and trainers should be kept abreast with the necessary skills that are most essential to inculcate the required knowledge into our youths through short in-service training and organized workshops.
- vi. Security is not the responsibility of government alone, all stakeholders and individuals therefore, should put hands on deck to overcome the security challenges being experienced in the country.
- vii. Media public awareness campaigns in order to sensitize the entire nation on the importance of tolerance and values for peaceful coexistence among the general public should periodically be conducted.
- viii. National security agencies should also live up to their responsibilities by taking drastic security measures to ensure the security and safety of its citizens.

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ASSESSMENT OF THE PERFORMANCE OF FEMALE STUDENTS IN AGRICULTURAL EDUCATION IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL) GOMBE

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ABSTRACT

The study assessed the performance of female students in agricultural education in Federal College of Education (Technical) Gombe. The only instrument used was the documentary source. Descriptive and One Way Analysis of Variance (ANOVA) statistics were used to determine the difference between the academic performances of students in agricultural education. Results show that the calculate dp-value of 0.04 is lower than the 0.05 alpha level so significance and the computed F-value of 3.39 is higher than the critical F-value of 2.60. Their computed mean academic performances in the five academics sessions studied were 3.72, 2.65, 2.57, 2.82 and 2.92 respectively. This shows that the academic performance of all female students in Agricultural Education were significantly higher in 2015/2016, 2018/2019 and 2019/2020 academic sessions than in 2016/2017 and 2017/2018 session. Their computed mean academic performances are 2.84 and 2.67 for male and female students respectively which indicates an in significant difference. It was recommended that; admission of students into Colleges of Education should be given without gender bias.

Keywords: Female students, Performance, Agricultural education, Teachers.

INTRODUCTION

Education is vital for raising a generation of holistic individuals who are self-reliant with ability to accommodate divergent economic and social-cultural values of others in the society. Education remains the bedrock of all facets of development and no child below the age of 18 years should be elsewhere but in a school pursuing education (Agwom, 2010). Educating Females cannot be overemphasized, the old adage that says if you educate a man, you educate an individual, but if you educate a woman, you educate the whole society, children are the future leaders and mothers are the guardians of the future (Offorma, 2017).

Addressing the United Nation's Fifty-Fifth Session of the Commission on the Status of Women in New York, Odinga (2011) asserted that female active participation in education

especially in science and technology would create more job opportunities. Female without education becomes a woman vulnerable to the risks of unhealthy childbearing patterns, who is less empowered in decision making and with limited access to resources in both private and public spheres (Mowla, 2011). According to Dawo and Simatwa (2010), females' education reduces poverty, lower infant and maternal mortality and improves health, nutrition and environmental management.

Learning agriculture in colleges of education by female students is of enormous importance. This is because agriculture is an important engine of economic growth and poverty reduction (Doss *et al.* 2011). On the other hand, women are the back bone of the economy, comprising majority of small scale farmers in many developing countries (Verveer, 2011). Women make essential contributions to agricultural and rural economics in several countries (International Fund for Agricultural Development [IFAD], 2011). Women continue to earn a substantial portion of the family income and continue to dominate food processing industries, and backyard livestock and vegetable production, besides taking their primary function as housekeepers and homemakers (Satyavathi *et al.*, 2010). According to Verveer (2011) agriculture is central to economic growth when female students learn the best way to grow and cultivate their own nutritious food which they can use to feed their children and sell excess produce in the markets. However, this is only possible when female students are provided with quality agricultural education.

Across the globe, there is strong evidence of inequalities between males and females (Ford, 2012; Evans, 2013; Pino and Smith, 2015). This implies that there are discrepancies between female and male in the social, economic, educational and other spheres of life. Mapfumo *et al.* (2012) stated that there have been perpetuated disparities between males and females in both secondary and tertiary education in Nigeria. The academic performance of colleges of education female in agricultural education has been the major focus of many researchers in developed and developing countries (Eurydice, 2010).

Female students have been the main focus of much research while little attention has-been given to women who, like girl child, are also vulnerable, disadvantaged in many ways and are lagging behind in many areas, including education (OECD, 2011). Female continue to drop out, perform more poorly, and have less access to education than men (Gaidzanwa, 2012). Chireshe (2016) states that, worldwide, students experience social, personal and academic problems at school or college. Good academic achievement is therefore pivotal in alleviating

human suffering especially amongst female students who are vulnerable. It is therefore possible to achieve gender parity in the world of work if female students are able to attain good academic performance (OECD, 2011).

The difference between courses taken by males and females represents a wide gap in what courses males and females take, which leads to different educational and occupational paths (Dayioglu and Turut-asik, 2014).

Very few studies focus on tertiary female students, female poor performance in agricultural education may in future translate to poor agricultural practices which may hinder the achievement of food security in the country. Influence of socio-economic factors on female performance in agriculture has not been clear. To the knowledge of the researcher, very few studies have looked at the performance of female students in agricultural education at colleges of education in Nigeria. Therefore, it is against this background that the present study sought to establish the performance of female students in agricultural education in federal college of education (Technical) Gombe. The main objective of the study is to assess the performance of female students in agricultural education in Federal College of Education (Technical) Gombe.

The specific objectives are to;

1. Assess the performance of female students in agricultural education in the study area.
2. Compare the performance of female students and their male counterparts in agricultural education.

METHODOLOGY

The research was conducted in Federal College of Education (Technical), Gombe. Gombe State is located in the centre of the North East of Nigeria on Latitude $9^{\circ} 30'$ and $12^{\circ} 30'N$ and longitudes $8^{\circ} 45'$ and $11^{\circ} 45'E$. The target population of this study included all NCEI-III students in Vocational Education; Federal College of Education (Technical), Gombe. Sixty-Seven students were randomly sampled from the total population of One Hundred and Thirty-seven (137). Primary data was collected from the purposefully sampled agricultural education students using their final year examination results for five years (2015/2016, 2016/2017, 2017/2018, 2018/2019 and 2019/2020) academic sessions obtained from the examination officers school of vocational education, department of agricultural education. The score and gender of students were recorded accordingly. Descriptive and One Way Analysis of Variance (ANOVA) statistics were used to determine the difference between the academic

performances of the students in agricultural education. T-test statistics was also used in the data analysis for the determination of the gender-based performances of the overall students. All data were analyzed at $p \leq 0.05$ level of significance with statistical package of version IBM 23.

RESULTS

Results of the descriptive and ANOVA statistics of the difference between the academic performances of students in Agricultural Education presented in Table 1a show that the calculated p-value of 0.04 is lower than the 0.05 alpha levels of significance and the computed F-value of 3.39 is higher than the critical F-value of 2.60. Their computed mean academic performances in the five academic sessions studied were 3.72, 2.65, 2.57, 2.82 and 2.92 respectively. The Seheffeposthoc homogeneous subset put the means of 2016/2017 and 2017/2018 session in the least subset 1 while the means of 2015/2016, 2018/2019 and 2019/2020 sessions were put in higher significant subset 2. This shows that the academic performance of all female students in Agricultural Education were significantly higher in 2015/2016, 2018/2019 and 2019/2020 academic sessions than in 2016/2017 and 2017/2018 session. Therefore the null hypothesis which states that there is no significant difference between the academic performances of students in Agricultural Education in the academic sessions studied is hereby rejected and the alternative is accepted.

Table 2 shows that the calculated p-value of 0.14 was higher than the 0.05 alpha level of significance and the computed t-value of 1.47 is lower than the critical t-value of 1.96 at degree of freedom (DF) of 364. Their computed mean academic performances are 2.84 and 2.67 for male and female students respectively which indicates an insignificant difference. This shows that the null hypothesis which states that there is no significant difference between the academic performance of male and female students in Agricultural Education was accepted and retained.

Table 1a: Descriptive Statistics of the difference between the academic performances of all Female students in Agricultural Education in the period studied

Academic Year	N	Mean	Std. Deviation	Std. Error
2015/2016	67	3.7212	1.04312	0.14210
2016/2017	97	2.6521	1.03454	0.17038
2017/2018	101	2.5743	1.03292	0.10278
2018/2019	133	2.8195	1.02864	0.08919
2019/2020	132	2.9242	1.03098	0.08974
Total	530	2.7869	1.03738	0.05422

Table 1b: Analysis of Variance (ANOVA) of the difference between the academic Performances of all Female students in Agricultural Education in the period studied

	Sum of Squares	Do	Mean Square	F	Sig.
Between Groups	7.169	2	3.598	3.387	0.035
Within Groups	385.605	363	1.062		
Total	392.801	365			

Table 1c: Scheffe

Academic Year	N	Sub set for alpha = 0.05	
		1	2
2015/2016	67		3.7212
2016/2017	97		2.6521
2017/2018	101		2.5743
2018/2019	133		3.7212
2019/2010	132		2.9242
Sig.			

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size =120.021.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 2: T-test statistics of the Gender based Performances of Students in Agricultural Education

Variable	Types	N	Mean	STD	Std.Err	Mean Diff.	df	t-cal.	t-crit.	P.
Male		258	2.8411	1.07769						
Performance in Agric Education					0.174	364	1.469	1.96	0.143	0.143
Female		108	2.6667	0.08923						

DISCUSSION

Tables 1a, reveal that there were statistically significant difference in the academic performances of students in Agricultural Education in the NCE level in Federal College of Education (Tech), Gombe in the period studied. This is as a result of better performances of the students in the 2015/2016, 2018/2019 and 2019/2020 sessions than in 2016/2017 and 2017/2018 session. Sequential better achievement of students could be attributed to the conducive learning environment the students have been exposed to and which has continued till present. Ajayi *et al.* (2010) and Lakpini and Atadoga (2012) empirically attested that learning environment has direct influence on students' academic performance.

Results from Tables 1b, further goes to reveal that the male and female students of the tertiary institution studied have no significant difference also in Agricultural Education, even though the male students had slightly higher mean scores than the female students in all cases. This finding supports those of Olasehinde and Olatoye (2014) and Tambaya et al. (2016) who also found no gender differences in the performance of students in the same subjects and overall Science in Katsina State, Nigeria, who also indicated that there was no significant difference in the performances between the male and female students in their various science subjects studied.

This finding however negates the findings of Amoo (2011) and Olorunkooba *et al.* (2012) who asserted significant differences between male and female students' performances and vice versa in science subjects studied.

CONCLUSION

The study compared the performance of students in Agricultural Education at the NCE level in Federal College of Education (Tech), Gombe in 2015/2016, 2016/2017, 2017/2018, 2018/2019 and 2019/2020 academic sessions. Based on the findings of the study, there was significant difference in the academic performance of female students in Agricultural Education in the period studied. The study further reveals that these achievements of students in Agricultural Education shows no gender disparity since male and female students performances were at par implying that there are no longer differences in the academic performances of students in respect to gender. It further supports global trending literature on the narrowness of gender gap between students' achievements in all levels of educational institutions. This may not be UN connected with the encouragement in various forms from the

different levels of Nigerian Government, Non-Governmental Organizations (NGOs) and concerned individuals / Philanthropists, given to the girl child to develop positive attitudes towards science education.

RECOMMENDATIONS

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

1. Admission of students into Colleges of Education should be given without gender bias.
2. Qualified teachers who will teach the agricultural science education with suitable teaching strategies in Federal Colleges of Education and other tertiary institutions to continuously improve the performance of student teachers and sustain the gender equality.
3. Adequate facilities should be provided by the relevant authorities for the teaching and learning of all science subjects in Colleges of Education and other Nigerian tertiary institutions.
4. Female students in Colleges of Education and other Nigerian tertiary institutions should be encouraged to read Science through special awards of scholarship by philanthropists, State and Federal Governments so as to have more representations.

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ROLE OF LANGUAGE FOR SUSTAINABLE PEACE AND DEVELOPMENT: LEGITIMISATION IN ASUU'S PRESS RELEASE OF MARCH, 2020

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ABSTRACT

Every functional society consists of active shareholders (the leaders and the lead) whose activities are complimentary and must be constantly synergistic. In the event that the required cohesion is to be disturbed, the spectrum inviting such typically owes the other segments of society some form of explanation for such an action. Consequently, this study sets to investigate the linguistic resources deployed for legitimization in ASUU's press release of March, 2020. To achieve this, Paul Cap's (2005, 2006) Spatial, Temporal and Axiological (STA) model of legitimization was deployed to analyses for proximisation in the corpus. It was found that the linguistic resources used in the speech represented predominant instances of Spatial, Temporal and Axiological dimensions; ASUU deployed linguistic features for positive proximisation to justify their claims for an extended (indefinite) strike action and negative proximisation when expressing their existential realities, with the Nigerian federal government, in the education sector. The study concludes that judging from the gory realities in the education sector (which ASUU is seen to strongly advocate against), ASUU's insistence on the federal and state governments to adequately fund the sector is deserving of the needed attention. To this end, it is hoped that the education sector will receive a big boost, if ASUU's educational gate keeper role is taken seriously by the concerned relevant stakeholders (government or school proprietors).

Keywords: Linguistic resources, Legitimisation, ASUU, Proximisation.

INTRODUCTION

Quality education is the right of every citizen, irrespective of their socio-cultural status, political affiliation, religion or creed. With quality education, there are higher chances of providing the masses with better life and renewed vigour for productive existence, leading to national development. It is against this that the UNICEF submits that:

EDUCATION FOR ALL A MUST

While there is high possibility of meeting these standards in an ideal environment, in Nigeria the situation continues to. It is no longer news that (qualitative) education is the tool with which society uses to (re)structure itself, wade through challenges and bequeath a future to up and coming generations. Consequently, world over, the import of education is well priced and celebrated, as evidenced in the attention that is given to it by way of the nature and quantum of research grants/funding it attracts, welfare packages of lecturers and governmental budgetary allocations to the sector. With these incentivizations, it becomes a lee experience for all stakeholders in the educational enterprise (teachers and learners) in such climes were education is well prized, to reap the gains thereof in terms of productivity.

In Nigeria, unfortunately, the situation is grim. It has been so since independence, as evidence show (see at least 3 sources). Successive governments have continued to downplay the implications and interrelatedness between a virile economy and a vibrant academic structure. This debacle has progressively snow balled into the contemporary infrastructural deficit being experienced in other areas of our national lifelike road construction, adequately equipped hospitals (in terms of human resources, functional administrative structures and up-to-date equipment), social investments, and soon.

It is a stand up attack against this senselessness that has pitched the Academic Staff Union of Nigerian Universities (ASUU) in a seemingly endless tussle with the government to attract the needed funding and attention. Since its establishment in 1978, ASUU has been engaged with the government on an almost yearly basis. Owing to the incessantness of these engagements, the masses for whom ASUU fights seem not to be in tune with them. Rather, the unschooled masses perceive ASUU a clog in government's development strides while the schooled masses (especially those in school at the points of these strikes) see ASUU as enemies to their accelerated academic voyage.

Therefore, in order to fore ground and reinforce its posture for qualitative education and an ensured future for the masses, ASUU owes the masses a reminder of the need to continually engage the government. It is to study the legitimisation strategies ASUU deployed in her

March, 2020 release which heralded the declaration of an indefinite strike action that this study set out to achieve. It is hoped that this study achieves a tripodic goal: it will enable the masses know its place in ASUU's struggle; it will espouse the legitimisation strategies of ASUU and stoke the government into responsibility, perhaps this may stir out the much anticipated attention to education for national development.

REVIEW OF EMPIRICAL STUDIES

Owing to the perennial nature of the ASUU-FG faceoff, there have been diverse scholarly interests in this phenomenon, expectedly from many perspectives. Some of these views are reviewed.

In 1991, Isaac Nnamdi Obasi in his PhD thesis titled: *ASUU-Government Conflict in Nigeria: An Investigation into the Roots, Character and Management of ASUU Strikes* investigated the ASUU-FG conflicts from a Political Science view. The study set out to identify the roots and character of ASUU strikes and to analyse why the settlement of the Academic Staff Union of Universities (ASUU) and the federal government of Nigeria was intractable; with a periodization of 10 years (from 1978 to 1988). To achieve this goal, data was collected through questionnaire, interview and analysis of historical records. Three hundred academics were sampled from 10 federal and state universities; similarly, selected ASUU and government officials were interviewed. It was found that in asymmetric and structure-oriented conflict, the liquidation of one party to the conflict is a major resolution mechanism. The study also confirmed that strikes in the Third World were a form of protest directed against the government, and were likely to possess an over-political dimension.

Crescentia Nwaeze Ugwuona, in 2016, embarked on a similar endeavour at interrogating the ASUU- FG impasse in a work titled *2013 ASUU Strike Discourses in Nigeria: A Critical Discourse Analysis*. The study was sought to identify and analyse ideological deployment of language in the 2013 ASUU strike discourses in Nigeria. Van Dijk's (2001) model of Critical Discourse Analysis (CDA) was used to analyse data which was collected from the web pages of the Internet. The study identified certain mental models (ideologies) in the discourses and recommended that language of truth in discourses, appropriate language use in print media by

political commentators and newspaper columnists, and peaceful dialogue between the government and ASUU is pivot align averting future ASUU strikes in Nigeria.

Another study was carried out by Ifeanyi E. Arua & Sunday Amuta in 2018 in a work they titled *The Ideological Postures of the Academic Staff Union of Universities and the Federal Government of Nigeria in Industrial Dispute*. Their investigation was from a Critical Discourse angle, with specific interest in identifying the different ideological postures adopted in correspondences between the Academic Staff Union of Universities and the government of Nigeria between 2001 and 2009. VanDijk's notion of ideological squares was applied to find that the data (from both ASUU and the FG) were ideologically polarised.

From another perspective, Samuel Alaba Akinwotu, in 2019, in *The Role of Discursive Constructions in Nigeria's ASUU-FGN Labour Conflict of 2013* studied the discursive features of a labour conflict in 2013 between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria (FGN); using the Critical Discourse Analysis (CDA) and Conceptual Metaphor (CM) frameworks. Data was derived from purposively sampled statements by ASUU and FGN officials and their supporters, as published by Nigerian print and online news sources during the dispute as well as outlets' editorial statements and readers' online comments. The study found that the labour dispute was discursively and metaphorically constructed in a militaristically toned style which presented the altercation between the parties as aware. In which case, both parties were seen to be propagandist in their militaristic discursive constructions. Similarly, it was found that certain readers reproduced strands of these constructions in their online comments on media coverage of the strike action.

In J. Olusegun Ajayi's view, students bear the brunt following conflicts between ASUU and the Federal Government. It was to investigate this phenomenon that he carried out a study in *ASUU Strikes and Performance of Students in Ekiti State University, Ado-Ekiti*. The study examined the correlation between students' academic performance in the face of constant strike actions by the academic staff Union. It took samples from the Ekiti State University, Ado Ekiti by means of multi stage sampling technique which selected six hundred and four (604) respondents drawn

from faculties and departments of the University. These respondents were quizzed using questionnaires and interviews. The study found that the strike actions interjected the academic calendar of Universities with attendant negative implications on the students' academic pursuit and performances.

The above studies reveal that interest in the ASUU-FGN industrial relations has been a long drag and has been investigated from several perspectives. While one was from a Political Science view, another was seen to be interested in the impacts the strike actions had on students. The remaining (three) were from a linguistic dimension; interestingly, all three analysed data on the ASUU-FG impasse using insights from vanDijk's Critical Discourse Analysis views on ideology and metaphorical constructions. Again, these studies ranged from 1991 to 2019. Unfortunately, none of these studies captured the experience as at 2020 as well as using Paul Cap's STA model of proximisation. It is to fill this gap in knowledge that the present study sets out.

THEORETICAL FRAMEWORK

This study adopted Paul Cap's Proximisation Theory of legitimisation which builds on the structure created by Paul Chilton's Discourse Space Theory. Anna Ewa Wieczorek noted that "Chilton's theory, however, was not intended to be a device applicable in pragma linguistic analysis of a legitimisation-oriented political discourse, but rather in grammatical analysis"(34). This weakness birthed cap's Spatial Temporal Axiological (STA) model which has affordances for analysing legitimization in politically stanced discourse from three viewpoints: Spatial (), Temporal (), and Axiological (). To Cap, each of these levels of analysis have positive and negative wings; the positive proximisation pattern is used to positively justify the speaker's discursive posture while the negative proximisation negatively portrays the opponent who is presented by the speaker as a threat to the addressee, and the speaker. This theory was adopted because of its relevance to the aim of the study which is to investigate the legitimization strategies applied in the corpus.

METHODOLOGY

A quantitative and qualitative discursive strategy was applied to the analysis of a 14-paged text of the Academic Staff Union of Universities (ASUU) released on the 23rd March, 2020 at the Festus Iyayi national secretariat complex, Abuja. The text contained a message to ASUU members and the masses, by extension, about an impending indefinite national strike action. To investigate the legitimisation pattern deployed in the text, the study adopted Paul Cap's (2005, 2006) STA model of proximisation.

RESULTS AND DISCUSSION

It is instructive to note the following findings about the corpus, as these will help to accentuate the legitimisation strategies in it:

- a. Number of paragraphs: 28
- b. Number of sentences: 151
- c. Number of pages: 14
- d. Number of sentences before legitimized action: 131 (in 26 paragraphs)
- e. Number of sentences containing legitimized action: 2 (in 1 paragraph)
- f. Number of sentences after legitimized action: 13 (in 1 paragraph)

The data above implies that ASUU, as shown in the corpus, does not embark on strike actions whimsically (as is claimed in some quarters of the Nigerian society). Therefore, to counter opposing claims against ASUU's actions against the government, the above identified linguistic strategies are deployed to legitimize the indefinite strike action declared to combat successive governments' ineptitude in funding education, as well as other sectors of critical national interest. Consequently, in a text size of 14 pages (28 paragraphs, 151 sentences), ASUU uses 11 pages (26 paragraphs, 131 sentences) to legitimize an action which it declares in merely 2 sentences (in 1 paragraph). After making the declaration on p.12, ASUU continues to legitimise its sections in 13 sentences (1 paragraph).

This communicative strategy is significant to the end that ASUU is seen to play host to several societal elements which are projected as the disadvantaged and downtrodden

(society's voiceless lot), for which ASUU fights. Unfortunately, if the actual beneficiaries of the fight are not adequately exposed to the historicity of the fight and the attendant gains thereof (when the war is eventually won), ASUU does not stand a chance at winning; hence, the deployment of the legitimisation lexico grammatical structures identified above, and the pragmatic legitimisation strategies for proximisation espoused subsequently.

An examination of the corpus revealed a preponderance of legitimisation strategies, which will be presented along the affordances of the framework adopted as spatial, Temporal and Axiological domains of proximisation. To enhance the scope of discourse, we shall embark on a quantitative as well as qualitative analyses of the Spatial and Temporal domains while the Axiological domain shall be attended to qualitatively (for want of space).

SPATIAL DIMENSION OF LEGITIMISATION

This domain is based on the premise that events which occur around a deictic Centre can be subsumed as positive (with beneficial and promising ends) or negative (having consequential actions and threatening results). Each of these naturally triggering a correspondent action, oras Anna Ewa Wieczorek (33) puts it; “the positive, rather than negative outcome of a given event, is within the addressee’s grasp, which compels them to (re) act “(33). It is against this background that the following data was sourced from the corpus:

Table 1: Showing Spatial Dimension of Legitimisation

Negative Spatial proximisation			Positive Spatial proximisation		
Physically Close (FQ/%)	Consequential and Threatening (FQ/%)	Demanding Instant (Re) action (FQ/%)	Physically Close (FQ/%)	Beneficial and Promising (FQ/%)	Demanding Instant(Re) action (FQ/%)
41(64.1)	30(73.2)	11(26.8)	23(35.9)	8(34.8)	15(65.2)
Grand total	64(100)				

The study, as indicated in the table above, found that there were 41(64.1%) instances of negative spatial proximisation; out of this number, 30(73.2%) were consequential and threatening while 11(26.8%) were such that required instant (re)action. On the other spectrum, it can be seen that 23(35.9%) occurrences of positive spatial proximisation were observed. While 8(34.8%) were beneficial and promising, 15(65.2%) demanded instant (re)action. Negative spatial proximisation featured more in the text, particularly those events that were consequential and threatening. This was balanced with instances of positive spatial proximisation in which the actions requiring a retaliatory instant action were also more in number than those which were beneficial and promising.

In a text as the one being studied, the distribution of legitimisation features as shown in the table is not appropriate because as an Association that houses intellectuals, ASUU would want to be seen as a body that would not take actions erratically. Rather, the Association, from the content of the text being studied, prefers to be seen as a body which embarks on its projects (engagements with the Government) based on reasoned facts; such that her actions are evaluated to deduce if there is no need for them either as a result of the consequences thereof or the benefits arising from such actions. Therefore, in order to legitimise her actions, it is expedient that ASUU lays convincing facts which have the capacity to ensure that the goal of legitimisation is met. This is what is shown in the data presented in the above table. To buttress these claims, a textual instantiation from the corpus ensues, for each of negative and positive spatial proximisation.

Negative Spatial Proximisation Excerpt 1

Specifically, the crisis arising from the neglect of the education sector developed with the general crisis of the abandonment of the public sector and the valorization of private ownership via liquidation of public facilities such as the banks, the power sector, aviation, telecommunication, roads, etc. Consequently, excuses were produced for the sale of public facilities in the first place, especially because they claimed public enterprises are not efficient. The paradox of this situation is that these privatized facilities are surviving today only because

tax-payers' money is being used to bail them out from complete collapse. But for the intervention of ASUU, the extent of this looting of public properties was to include the sale of Unity Schools and even public Universities.

(P2-3, paragraph 2)

Positive Spatial Proximisation Excerpt 2

To prevent and control the spread of COVID-19, Nigeria needs clarity and forcefulness in the measures to be taken. If the emerging success stories of China and other countries are anything to go by, then Nigeria needs a command structure led by experts and professionals. Such structure should include:

Teams of researchers, scholars and medical scientists, not groups dominated by bureaucrats and politicians. Inputs from the Committee of Chief Medical Director sat both the state and federal government levels. They would provide information about the state of readiness of the Isolation Centre in each hospital, state the current response capacity and projected capacity to cope with the disease in terms of bed space.

These measures, along with early detection and isolation, will significantly reduce the spread of the disease.

(P6, paragraphs 1, 2)

TEMPORAL DIMENSION OF LEGITIMISATION IN THE CORPUS

Table 2: Showing Temporal Dimension of Legitimisation

Negative (FQ/%)	Neutral (FQ/%)	Positive (FQ/%)
21(53.8)	17(43.6)	1 (2.6)
Grand total -39(100)		

Negative/Neutral Temporal Proximisation Excerpt 3

It is now public knowledge that ASUU has consistently rejected because of its technical and procedural deficiencies. With the payment of some categories of university staff through the IPPIS platform last month, our fears about distortion in the take-home pay, non-release of third-party deductions (including union dues and cooperative deductions), arbitrary award of sums on the payment, inability to link the personnel information with the payroll system have been confirmed. If Government had encouraged our Union when the idea of IPPIS in universities was first mooted in 2013/2014, a credible alternative would have since been provided.

(P9, paragraph 3)

Positive Temporal Proximisation Excerpt 4

Although 30 cases were reported as at 22nd March, 2020, the figure has the potential of increasing exponentially in the coming days. (P6, paragraph 1)

AXIOLOGICAL DIMENSION OF LEGITIMISATION IN THE CORPUS

This strand of the theory accounts for ideological tussle(s) in political discourse. Usually in politically-toned texts, as the one being examined, the addresser (who usually represents an in-group) deploys linguistic resources which badly show cases the out-group (in this case, the government) to the addressee whose task is to interpret the message contained in the communicative event and take a stance. Because the addresser (in this case, ASUU) would aspire a positive stance from its audience against the government, thereby legitimizing an impending action (an indefinite strike action, in the corpus being investigated). An inquiry into the corpus found that strategies were deployed in the axiological domain for legitimisation, thus:

Excerpt 5

The Federal Government usually ignored ASUU's calls for full implementation of agreements and memoranda signed with the Union. Indeed, it is no news that successive governments in

Nigeria have been treating matters of education, particularly university education, with levity. Operators of government relate to universities scornfully and dismiss university scholars as irritants. They send their children abroad and consign children of the poor to an education system bereft of all ingredients of quality. The Nigerian ruling class professes to be committed to using education as a tool for achieving national development. Yet, on a daily basis, they kill the same education through *contractocracy* and the spread of the intervention resources available at the Tertiary Education Trust Fund (TETFund), thereby making the Fund tooth in for any meaning impact.

(P2, paragraph 1)

Excerpt 6

The Grammy Award winner, Mariah Carey, says: “We belong together”. When the government talks of self-isolation in Nigeria, where someplace the taxi driver, the market woman or the village farmer who lives on daily income? Government in other climes are proactive to under-write house rents, assure unbroken food supply chains, subsidize incomes and introduce other measures that assure the people of a return to normal life in the post-corona era. But where are the poor, the unemployed and the under-employed in the Nigerian government’s approach to preventing the spread of COVID-19? How prepared are we to respond to an imminent lock-down which stares us clearly in the face of today?

(P7, paragraph 1)

Excerpt 7

Compatriots of the Press, no one will develop Nigeria except by ourselves. We in ASUU are not surprised about the skepticism among some members of the public nor are we surprised about the outright misrepresentation of ASUU’s motives in government circles and even in some segments of the academia. Our apprehension of the dynamics of social consciousness has enabled us to know that in the face of the deceit of popular struggles, the apostasy among some of the people trusted the Nigerian public and the impunity of anti-people responses among our national leaders has produced a culture of surrender among the people that has propelled ASUU’s refusal to give up. (P13, paragraph 1)

The above excerpts are from three strategic positions of the text (at the beginning-Excerpt 5, middle-Excerpt 6 and the end-Excerpt 7, as indicated by their page numbers). In the excerpts (as shown in the bold portions), ASUU progressively projects herself as a pro-people Association which is interested in the people's welfare and future as evidenced in the use of expressions as; the government is depicted as the villain (as being). ASUU's posture makes the ideology clear.

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ACCOUNTING EDUCATION IN A CHANGING WORLD: NEW SKILLS REQUIREMENTS FOR ACCOUNTING TEACHERS

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ABSTRACT

Accounting has been criticized for not keeping pace with the changes in the new business environment driven essentially by advances in Information Technology (IT). However, the Accounting literature has no focused on the issue of the changing environment and its implications. This paper explored on the new skills requirements of accounting teachers for accounting education in a changing world. The paper is a library work therefore relied heavily on extensive review of journal articles and internet materials to reach conclusion on the subject matter. The paper shows that Accounting is an integral part of the environment therefore is influenced by the environment. It further highlighted on the changing world and how it influences accounting education. The influence of IT as the major change agent on curriculum content delivery by accounting teachers was emphasized. The paper identified and discussed method of content delivery and communication as two fundamental new skills required of accounting teachers in the changing world. However, these new skills requirements are challenged by inadequate IT infrastructure, power, illiteracy, and unwillingness to change. The paper concluded that accounting teachers necessarily need to embrace change and adopt new skills and inculcate in their students' knowledge and skills that is suitable for the changing business environment. It is recommended, among others, that government should invest massively in IT infrastructure to support effective teaching and learning in the changing world.

Keywords: Accounting, Accounting education, Information technology, Teaching.

INTRODUCTION

The world is in a constant change, as Sociologist rightly puts it, change is the only constant. The evolving environment and particularly advancement in computer and Information Technology (IT) have tended to play a significant role in changes witness across all spheres of human endeavor; accounting and accounting education inclusive. Accounting like most other social or behavioral sciences disciplines is an integral part of the environment; with the environment influencing it and it in turn influencing its environment. Commenting on IT and

Accounting change, Ilechukwu (2014) noted that the computer and its related technologies have had, and will continue to exert serious effect on how information is gathered, process and disseminated in organizations, therefore, Accounting as an information provider system also need to adapt to changes in order to better serve its purpose in organizations and the society at large.

Ilechukwu further noted that developments in technology have affected a significant change in the performance of accounting tasks in organizations. These developments are further noted to have cause a change in the demands made of accountants and the Accounting profession in general. Akpanobong and Ido (2013) explained that changes in the environment have influence significant changes in the business environment, which similarly affects changes in Accounting.

Accounting education by accounting teachers plays a fundamental role in moulding accounting graduates who work in organizations; both public and private. In the presence of the changing environment in which accounting operates, submitted that accounting educators need also to adapt. Unfortunately, Akpanobong and Ido (2013) from their study found that accounting education and practice does not meet the demands of the changing business environment. The authors pointed out that it is evident accounting education is not keeping pace with the changing demands in the new business environment from the quality of graduates produced who work in the industry. Kassim (2014) also contended the lack of Accounting to inculcate the right skills and knowledge in accounting graduates in the Malaysian market in a changing environment. Similar phenomenon is reported in advanced countries of the United States and United Kingdom. Indeed, the quality of accounting education which impact the accounting graduate suitable for the workplace rest in the hands of accounting teachers because they pioneer research and transmit knowledge.

Though Accounting is stated not to be unaware of changes in its environment particularly in the business sphere, it has been criticized for its rather slow response in keeping pace with these changes. In the light of accounting slow response to the changing environment, the relevance of accounting in the future has come under spotlight (Akpanobong & Ido, 2013).

According to Akpanobong and Ido (2013), while Accounting has come under heavy criticism for not adequately keeping pace with changes in the environment, the accounting literature has not focused on the issue of the changing environment and its implications on Accounting. This is even truer in the areas of accounting education and new skills requirements for

accounting teachers in Higher Educational Institutions (HEIs). Kassim (2014) asserted that the nature of Accounting and its expectations has tremendously changed therefore the method adopted in imparting knowledge by accounting teachers necessarily also need to change.

This paper describes Accounting in a changing world driven by advances in IT and changing user needs with a particular focus on accounting education by accounting teachers in HEIs. It reflects specifically on the new skills requirements for accounting teachers at the HEIs in the Nigerian context. The significance of this paper is two folds. Firstly, it serves as a wakeup call on accounting teachers in Nigeria HEIs to embrace accounting education beyond the “brick and mortar “or through the face-to-face method of content delivery. More importantly, it exposes areas that accounting education needs to focus in the education of the accounting graduate in the changing world in order for Accounting and Accounting Profession to remain relevant now and in the future.

The paper is structured into seven main sections. Following this introduction is literature review, methodology, discussion, and conclusion and recommendations. The section six highlights the contribution to knowledge and section seven provides a frontier for further research.

LITERATURE REVIEW

Accounting is an information provider system to aid decision making by stakeholders in organizations. Specifically, the American Accounting Association (AAA) stated Accounting as “the process of identifying, measuring, and communicating economic information to permit informed judgments and decisions by users of the information” (Osho & Adebambo, 2018). The environment within which Accounting operates is dynamic and ever changing. Ormin (2015) noted that Accounting belongs to the social sciences therefore the dynamism of the environment greatly influences Accounting with it also influencing the environment. They also stressed that the catalysts of change in the social sciences lies in the environment surrounding these fields. According to Alsharari (2017) and Dandago and Ormin (2013), changes in the environment which affects changes in Accounting are derive from economic, social, political, cultural, legal and technological perspectives.

They also opined that Accounting cannot be separated from the environment which it operates. Because of the changing needs of users, Accounting needs to evolve with these changing needs. Accounting originated in known circumstances in response to known needs;

it has evolved and grown in harmony with its surroundings; and its changes can be explained in terms of forces current at the time. This postulation not only shows the progressiveness of Accounting overtime, but clearly depicts the fact that the environment in which Accounting operates is not static, therefore Accounting must also not be static.

Accounting as discipline and its function as an information system in society particularly in business organizations has been affected by changes in the environment (Dandago & Ormin, 2013). The literature has traced the changes in the business environment which have influenced Accounting principally to advancement in IT, globalization, competition in the marketplace, change in customer orientation and expectation, and new management practices (Alsharari, 2017; Asonitou, 2015; Eze, et al. 2018).

In the changing world, Accounting has tended to be recognized as a social practice rather than the initial technical practice it was construed to be (Alsharari, 2017). As a social practice, Accounting has to change in accordance with changes in the environment (Asonitou, 2015). Unfortunately, evidence suggests that Accounting has rather responded slowly to its changing environment.

A number of explanations are provided in the literature on why Accounting has not been able to respond adequately to the changes in the environment. This includes the fact that Accounting is a closed system than an open system. Accounting is criticized for being a closed system given that it focused on providing information that facilitates internal decision making, neglecting the external environment. It is noted that decision making in organizations in the changing world has moved from a focus on a closed system to an open system whereby the management of organizations need to take into cognizance not only internal factors but most importantly external factors and their effect. This change has been basically described as a movement from the traditional decision approach to strategic decision approach.

Also, Akpanobong and Ido (2013) noted that Accounting is not coping with changes in the environment because it was designed to suit trading enterprises (mercantile) with later expansion for manufacturing organizations and not for service oriented enterprises which are the dominant in present day. Services organizations have different processes that require different measurement and reporting approaches from manufacturing organizations. In fact, even in manufacturing organizations, there is a shift from the hitherto predominant direct cost to indirect costs (overheads), thereby requiring a change in the processes or approaches of accounting for cost in these organizations. Though new cost estimation and allocation

approaches such as Activity Based Costing (ABC), target costing, Just-In-Time (JIT) have been introduced to cater for these new changes, they are not without limitations in truly meeting the needs of the new business environment. It is pointed out from the literature that Accounting may lose its utility and relevance if it does not respond adequately to changes in the environment. Specifically, Akpanobong and Ido (2013) cautioned that Accounting is at the verge of being obsolete.

THE CHANGING WORLD AND ACCOUNTING EDUCATION

The world has witnessed tremendous changes that have impacted every discipline; Accounting and accounting education are not left out. In the light of the changing environment, Accounting and accounting education has been criticized for lagging behind and not keeping pace by imparting the requisite knowledge in graduates that matches the changing demand in the workplace.

Akpanobong and Ido (2013) accused the inability of accounting to keep pace with changes in the business environment to the traditional modes of thought that is passed on from one generation of accountants to another by accounting educators. This argument raises concern on the kind of knowledge imparted by accounting teachers to their students who take up jobs in organizations. It is also implicit that because accounting teachers are the reservoir of accounting knowledge and are those who actually pass this knowledge from generation to generation, a radical change is required of them if this criticism is to change.

According to Kassim (2014), the conventional knowledge passed to students of accounting is focused on reporting on financial matters which is no longer adequate to effectively guide stakeholder's decision making. He further noted that areas like social and environmental impact are not reported on. It is pertinent to state that Accounting has responded well by including these areas in the curriculum at least at the HEI's level. Nevertheless, the issue of a universally accepted framework for reporting on these matters is yet to be resolved in the changing technological environment, new knowledge and skills are required of accounting graduates to effectively suit the new demands in the new business environment. It is needless to say that such knowledge and skills is derived both from the curriculum and most importantly method adopted by accounting teachers in educating. Indeed, the curriculum may provide and be rich but it is another thing for accounting teachers to be able to impart in the students and in ways that is most appropriate and relevant to the demands of the new

workplace, (Asonitour, 2015)

Empirical evidence confirm a relevance gap of the knowledge imparted accounting students for the new workplace. For example, Akpanobong and Ido (2013) investigated the relevance of accounting education and practice to the demands of a changing business environment using a sample of 228 senior management staff drawn from 38 reputable Multinational Corporations (MNCs)and banks in three Niger Delta States of Akwa Ibom, Cross Rivers and Rivers in Nigeria. Questionnaire was used to collect data and the Pearson's Product Moment Correlation statistics adopted to analyse the data. The study found that there is no significant relationship between accounting education and the accounting demands in the changing business environment, (Osho and Adebambo, 2018).

From the perspective of teaching pedagogies, Eze, et al. (2018) noted that while in other clans, innovative teaching approaches using IT is embraced by teachers, the case is different in Nigeria as teachers in HEIs still adopt traditional approaches in teaching and assessment. There is need for accounting educators to integrate IT in the curriculum as are sponse to changes in the business environment. In the Nigeria context, there sponse has been quite impressive though may not be adequate as IT related courses such as Accounting Information System (AIS), Introduction to Computer, Computer Application in Accounting and Business, Electronic Accounting are part of core courses to be offered by students in the Bachelor of Science (B.Sc.) degree Accounting programme.

INFORMATION TECHNOLOGY AND CONTENT DELIVERY BY ACCOUNTING TEACHERS

One of the most profound drivers of change for the past two decades has been advances in IT a major change agent, this paper essentially focuses on the use of IT by accounting teachers in teaching. Therefore, haven expound on the interrelationship between accounting and the environment the gaps in accounting education and the changing world, this section is devoted to exploring the use of IT in content delivery by accounting teachers in HEIs. (Osho and Adebambo, 2018).

The use of IT in teaching is described variously as e-learning, Virtual Learning Environment (VLE), and on-line learning .Whatever the nomenclature, these concepts are concerned with the use of Information and Communication Technology (ICT) in teaching and learning. In the changing world, and particularly with advancement in ICT, learning and teaching is no longer

confined to physical contact or the face-to-face method in a “brick and mortar” classroom setting. Much of content delivery takes place on-line without physical presence.

Though IT provides a perfect medium for content delivery, several factors including unwillingness to change, lack of knowledge, inadequate infrastructure, and absence or poor internet services constrained its use by accounting teachers and teachers in other disciplines. In a survey, Eze, et al. (2018) found that 72% of the respondents surveyed opined attitudinal problem (unwillingness to change) as a major inhibitor of adoption of IT (e-learning) in HEIs in Nigeria. The studies further showed that majority of the teachers that adopt e-learning facilities are the young academics; with the older academics prefer the use of the face -to -face method of content delivery.

This paper is explanatory in nature. It attempts to explain or describe the changing environment (with a focus on IT) Accounting and accounting teachers has found themselves and the specific skills required to impart knowledge to students as well as ensure the relevance of the Accounting profession. The paper is essentially a library work therefore relies on extensive review of journal articles and internet materials to examine and draw conclusion on the subject matter.

NEW SKILLS REQUIREMENTS OF ACCOUNTING TEACHERS

Generally, there are certain qualities that are characteristic of a good teacher. These qualities include competency (knowledge ability), trustworthy, communication, friendliness, personality, use of different approaches, adaptability, discipline, positive attitude, empathy, motivation, listening, collaboration, and tolerance (Khizar, Shafique, Iqbal, Abid & Baloch, 2021; Lupascu, Panisoara & Panisoara, 2014; Zango, Sani & Danlami, 2010). Though, Khizar et al. (2021) found that competence is the most desirable quality of a good teacher, the other mentioned is no less important.

While the accounting teacher like any other need possess all the above identified skills, in a changing world especially driven by advances in IT, two sets of skills requirements are of particular interest to this paper. These skills relate to method of content delivery and communication.

METHOD OF CONTENT DELIVERY

It is needless to state that online learning and teaching are becoming a norm in the present

changing world. The accounting teacher needs to embrace the use of IT in content delivery. It is unfortunate that while in other clans innovative teaching approaches using IT is embraced by teachers, teachers in HEIs in Nigeria are shown to be reliant on traditional approaches in teaching. It is not just an issue of accounting teachers been aware of use of IT in teaching but actually applying computer related gargets in content delivery that is reflective of an. This involves the use of IT platforms like Zoom, Electronic Starboard, WizIQ, Microsoft Teams, Projectors, use of Models (2-D or 3-D projection), Google Classroom, among others, Asonitou, (2015).

Accounting teachers need to embrace IT platforms in teaching; upload of assignments, lecture materials for students to download, assessment and supervision of projects. Doing so is not just a requirement in the changing times but the use of e-learning facilities is strong criteria in universities ranking by regulatory and ranking agencies. The use of IT in teaching enhances the image of the university. The empirical evidence however shows that while in private HEIs IT is utilized to a large extent (Ilechukwu, 2013); this is not the case in public HEI's in Nigeria.

The unwillingness to change by adopting IT as a medium of teaching is a major challenge in Nigeria Ileckukwu, 2013 also, attributed the low-level of use of IT in HEIs in developing countries like Nigeria to high illiteracy level and poor educational funding by the government. Indeed, adequate infrastructure is a pre-requisite for effective use of IT in teaching and learning. The situation of inadequate infrastructure to support IT teaching is not peculiar to a country like Nigeria as Alsharari (2017) also found deficiency in university infrastructure in Jordan.

COMMUNICATION

Other skill required of accounting teachers in the changing world is effective communication. The accounting teacher needs to understand how to deliver content through effective communication using IT platforms or facilities. The approach of communication knowledge to students involving traditional method of teaching may be similar but quite different when using IT platforms, Khizar et. al., (2021).

Khizar further emphasizes that, the accounting teacher need to communicate with accuracy and precision, doing so based on up to date knowledge and skills reflective of current changes in the business environment. The knowledge imparted students should be that which is relevant

for the present demands of the workplace and not just the traditional technical skills, trading and manufacturing organizations. Such knowledge should be characterized by an emphasis on case studies, student's involvement by way of group discussions that permit analytical thinking, problem solving and team work. Lupascu (2014) found that in teaching, the extensive use of case studies for demonstration and group discussion are very relevant in developing the right skills for students to adequately fulfill their role in the changing business environment. A mere emphasis on lectures is stated does not inculcate appropriate skills in the accounting graduate suitable for the new demands of workplace. The use of case studies is shown to play an important role in developing cognitive skills and logical reasoning in students. It allows students to think-through cases which helps develop their thinking and analytical abilities, qualities that are requisite for success in the changing environment.

In the changing world, accounting teachers need to be analytical in their thinking, reflecting on what the future demands of Accounting are likely to be and anticipating what approaches Accounting will need to adopt to cope in these situations. This essentially requires that accounting teachers incorporate in their lessons (lectures) a subtopic on "future outlook" or "future expectation and response" particularly on topic that are evolving in nature. Communicating these to students will impart in them the desired knowledge that is suitable in the changing times, (Lupascu, 2014).

It is important to point out that in the changing world; accounting teachers have to breast up by embracing the above identified new skills requirements to effectively function as good teachers. However, there are foreseen factors that may challenge the realization of this goal.

RECOMMENDATIONS

1. Government should invest massively in IT infrastructure that is needed to support learning and teaching in the changing world.
2. The migration from diesel plants to solar system as a source of power supply in HEIs will ensure constant supply of power to supported-learning in the changing times.
3. The training of accounting teachers and teachers in other disciplines to equip them with the skills and know-how on use of IT platforms in teaching cannot be overemphasized.
4. Finally, attitudinal change by accounting teachers and other academics is paramount. In particular, accounting teachers must recognize that change is the only constant and learning is a lifelong process, therefore, be prepared to embrace new teaching approaches and skills.

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REVITALIZING LANGUAGE, CULTURE AND LITERARY STUDIES

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ABSTRACT

Language primarily reflects rather than create sociocultural regularities in values and orientations. Languages throughout the world share number of structural universals. Language learner should be made aware of the interaction between language and culture. Language and societies are connected. Language is one of the phenomena besides economic institutions, morals and law, which make up the social structure. Second language teaching and learning is a set of activities in society. These activities are designed to influence language behaviours within that society through education measures. As in Nigeria where the language is learnt and used within the environment, teachers and learners have immediate and regular access to opportunities of language use. Culture lessons have a humanizing and motivating effect on the language learner and learning process. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials. Cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. A review of the aims of literary studies in schools will best bring to light the misplaced values for national consciousness, dignity of man and cultural awareness. This paper aims at defining culture, its relationship with language and its role in teaching and learning English as a second language.

Keywords: Revitalizing, Language, Culture, Literary.

INTRODUCTION

We cannot teach a language for long without coming face to face with social context factors which have bearing on language and language learning. Language and society are closely linked in language education. Teachers of English have concentrated too hard on linguistic forms and forget the people who use the forms in ordinary communication, thereby distort the reality of language use. Language class should provide an introduction to a country and its people (Stern, 1990). Stern continued that Benedict's Patterns of culture has influenced modern ideas on culture in language teaching. Culture determines child-training, personality, characteristics, and beliefs and values (Whiting and Child) in Stern (1990). These studies have

influenced modern conceptions of culture and are important for an understanding of the treatment of culture in language pedagogy.

Sapir and Whorf acknowledged the closeness of language and culture, language and culture are not separable (Brooks, 1964). Cultural teaching of the target language should be integrated with language training for intellectual refinement. Language is a part of culture and must be approached with the same attitudes that govern our approach to culture as a whole. Language conveys culture, so that the language teacher is also a teacher of culture. Language is subject to culturally conditioned attitudes and beliefs which cannot be ignored in the language classroom (Bishop 1960). Sapir saw the relationship between language and culture and acknowledged language as a valuable guide to the study of culture, because the network of cultural patterns of a civilization is index either language which expresses that civilization. Sapir continued that language is a guide to social reality and a symbolic guide to culture (Sapir, 1970). In these processes language and societal behavior are equal partners.

An understanding of the language is impossible without relating it to the culture in which it was operative. The study of any language spoken by a people who live under conditions different from our own and possess different culture must be carried out in conjunction with a study of their culture and their environment. Moreover, there should be a back-up classroom language teaching by personal links with the target language country through student travel, teacher and student exchanges across nations. Class visits abroad among pupils in order to cultivate better international understanding through language learning and become proficient in the language (Flechsig, 1965).

English enjoys the high status as the language of education, law, government, science and technology. It is a dominant language, an international language spoken everywhere in the world because of the British Empire. English is taught as a compulsory subject in all schools and colleges. It is a second language (L2) in Nigeria and has a significant impact both economically, educationally and continues to play an important role in the country's' commercial and industrial development and outside the government sector.

LANGUAGE AND CULTURE

Cultural values are relevant to language learning and teaching because, language learning is pragmatic and information on linguistic items is very useful to maximize chances of success in multilingual society. Culture in the school curriculum promotes purposeful use of language

to construct meaning. The main point is entering an English language world, where cultural background and language play a major part. Controlled use of the language could raise learners' expectation levels. Problem-solving activities that require the use of receptive and productive use of the L2 for learners' solution should be provided and set in areal-life context relevant to learners. These activities should be built into work schemes for the class.

A detailed and cumulative list of L2 expressions matching classroom functions be expanded as the need arises. Working in this way from a basic stock of expressions, learners can gradually been courage to realize what they need to know in order to communicate appropriately and correctly in class, outside the class and contribute in context of situation. Pulvernness (2003) asserts that various advantages of teaching culture in L2 Classes were universally accepted. Kitoa (2000) lists some of the benefits of teaching culture as motivating learners to study the target language and rendering the study of L2 meaningful.

Kramsch (2011) states that people involved in language teaching now understand the intertwined relation between culture and language. Pulvernness (2003) emphasize that without the study of culture, teaching L2 is in accurate and incomplete. In L2 class if the learners know nothing about the people who speak the target language or the country in which the target language is spoken, the study is senseless (Bada, 2000). He continued that the need for the study of culture arises because most language learners not exposed to cultural elements of the target society encounter significant hardship in communicating meaning to native speakers. Acquiring a new language means a lot more than the manipulation of syntax and lexicon. Studying an L2 is to figure out the nature of another people (McDevitt, 2004) thus L2 involves L2 culture. In addition, L2 culture is presented as core interdisciplinary in many L2 curricula designs and textbooks (Donelson 2002). The mutual relation between language and culture has long been settled (Davidson, 1999) and the need for teaching culture in language classes accepted (Byram, 1994). The study of culture increases learners' motivation and liking for the native speakers of the target language.

Language is an aspect of culture (Akindele and Adegbite, 1992), and an instrument of thought, it helps to concretize thought, to explore, discover, extend and record the experiences in a culture. It is only in language that the social experiences and values of a group of people are perceived and understood.

CULTURAL AWARENESS

There is a fundamental relationship between language and culture. Culture plays a central role in the way meanings are interpreted. There are two fundamentally connected issues to consider such as what we understand culture to be and how we understand the place of culture within language learning. Culture can be seen as practices or as information. Language, culture and learning together form the basis for the language curriculum. One way in which culture has often been understood is as a body of knowledge that people have about a particular society. This body of knowledge that people have about a particular society. This body of knowledge can be seen in various ways: as knowledge about cultural artifacts or works of art; as knowledge about places and institution; as knowledge about events and symbols; or as knowledge about ways of living. It is also possible to consider this aspects of culture in terms of information and to teach the culture as if it were a set of the learnable rules which can be mastered by the learners. When translated into language, teaching and learning of this knowledge based on culture often takes the form of teaching information about another country, its people and its institutions.

Culture is not simply a body of knowledge, it is a framework in which people live their lives and communicate shared meanings with each other. Cultural knowledge plays a facilitator role in teaching and learning new lexical items. Vocabulary learning has been one of the major issues in the study of L2 because no matter how well learners learn grammar, successfully master sounds of L2 without words expressing meanings during communication, an L2 cannot take place in any meaningful way. Awareness of culture help learners enrich vocabulary in using newly acquired words. In organizing culture class, learners become familiarized with specific words used in a given context. We believe that learners of English as a second language have the right to access information about the target society and one major way of acquiring such information is through the language.

Cultural awareness has implications in the language curriculum. It is a vital component of language learning and teaching. It has a great deal to offer to the development of communicative competence as well as other skills in the instruction of language. No human nature is independent of culture, studying an L2 is figuring out the nature of another people (McDevitt, 2004). He continued that human nature is related to culture and studying L2 involves the studying of L2 culture. The mutual relation between language and culture has long been settled through the writings of prominent philosophers as Wittgenstein (1999), Saussure (1966), Sapir (1962 and Whorf (1956). Language and culture are interwoven in

patterns of communication. Without language communication would be very restricted, without culture, there would be no communication at all. Cultural awareness of the target language and its speakers is a process at the end of which learners are transformed greatly. Such transformation is intellectual and would be observed in the change of the individuals' attitudes towards life in general. Cultural elements are important aspects of learning the language and now cultural background knowledge is accepted as a must in teaching language. Thanasoulas (2001) points, it should be reiterated that language teaching is culture teaching and someone involved in teaching language is also involved in teaching culture at the same time. Knowledge of culture is important for facilitating communication with people. Learners of English language need to learn about and understand culture is important for facilitating communication with people. Learners of English language need to learn about and understand culture of the target language. Understanding culture as practices with which people engage becomes centrally important. In the language classroom learners do not only develop knowledge of another culture but understand themselves in relation to some other culture. Language reflects culture and influence thinking as proposed by Sapir and his student Whorf. The Sapir – Whorf hypothesis states that, the way we think and view the world is determined by the language (Anderson and Lightfoot, 2002).

THE POSITIVE VALUE OF LANGUAGE

Language is a means of expression. We express our feelings, emotions, thought, needs, desires in words, symbols and gestures which is considered as language. Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Culture is the characteristics of a particular group of people, defined by everything from language, social habits, music and arts. Culture finds its expression in language, so, learning a new language without familiarity with its culture remains incomplete.

The main object of language teaching is not to acquire a second language to perfection but to provide a training of the mind and learning how to learn in academic activities. Self-actualization in situations of second language learning in schools, is often mainly what the child can do with the language here and now and what he might do with it later in future reference. The value of language itself is there cognition of the study of language as worthwhile and good and what it can contribute to the education of an individual learner. Language is central to our natures as human beings and determines social behaviour. Language specialists use language to describe language which is a very demanding exercise. Language extends from the past through the present into the future, and across millions of

users. Language, like thought, according to McArthur (1990) is both a private and a shared phenomenon.

The role of language in learning is important. Language is the prime resource teachers have and use for mediating learning. In teaching language, teachers and learners are working with language simultaneously as an object of study and as a medium for learning. In teaching L2, both the new language and culture offer the opportunity for learning new concepts and new ways of understanding the world. Language and culture inter-relate to interpret and create meaning. Language serves as a means of social interaction between people. The ability to use language to help solve problems is a tool. Language acts as a vehicle for educational development and is important for the apprehension and acquisition of knowledge. In the educational context, language is important for comprehension and making use of knowledge in learning, particularly the role of talk in the classroom. Language reflects ways of looking at the world and understanding reality. Any language has a setting, and its setting is a society, a culture, hence language and culture are interwoven. It is culture which acts upon language and conditions language use.

CULTURE CLASS

The language teacher should devise worthwhile lessons of what constitutes culture for the language class. Allow learners to absorb information and handle information linguistically, and be sure that language problem is not a barrier to prevent cultural knowledge. Encourage social awareness and language learning simultaneously. The two processes work hand in hand with each other, new linguistic ability opening up avenues for exploration, development and cultural familiarity. Language teaching must be carefully planned culturally stimulating and linguistically realistic. Brooks (1991) suggest that for the basis of teaching cultural studies, the language teacher in a selective manner should extract those items which lead themselves most readily to study at a certain linguistic level for the language class. Language is the carrier of culture and vocabulary is the basic ingredient of language. The teacher's suggestions should define interpersonal aspects of culture with a great deal of initiative to render the lesson suitable as a format for language class at all age and ability levels. Language, culture and learning together form the basis for the language curriculum. The teacher should devise activities to portray cultural awareness and one possible approach is to begin the class by asking learners what they know about England, then build on that: themes as mannerism,

politeness, etiquette, monarch, snow, winter, summer, parliament, Buckingham Palace, etc. The teacher should work on these topics to help develop cultural awareness and direct the class to discuss, read papers and listen to news.

Similar activities can be devised realistically, Byram (1989), a bit of geography involving the use of flash cards of city locations. Themes and topics should contain relevant information from everyday life to history, politics and other useful resources for meaningful language use and cultural work.

According to Tomalin (2008), the international role of English language and globalization are the two main reasons to teach culture as a fifth language skill in addition to listening, speaking, reading and writing. What the fifth language skill teaches is the mindset and technique to adapt use of English to learn, understand and appreciate the values, ways of doing things and unique qualities of other cultures. In the classroom, in order to develop cultural awareness in learners, literature role play and drama have been found to be very effective for making learners sensitive to cultural perspectives (O'Dowd 2004 in Tomalin).

Byram urges teachers to start with reflecting learners own culture and later introduce the target culture. Literature is a very effective and rich source of cultural material, traditional songs, rhymes, riddles as they contain cultural information, linguistic, geographical information, historical and festivals. Learners can work in small groups as long as there is a clear and concrete focus of activity. The value of learning L2 does not lie in the language itself, but in the world which then becomes accessible to the learners, (Shotton, 1993). Reality of life has been denied to generations of learners by the separation of language and culture in our schools. Language does not exist on its own and cannot be separated form culture. Knowledge and understanding of target language culture leads to high motivation in L2 learning.

THE NEED FOR TEACHING LITERATURE IN SCHOOLS

The present position of literature in our schools leaves much to be desired. Various studies have pointed out this error in the curriculum. Though both educators and critics realize a pressing need to fill this gap, there has not yet been any indication towards a remedy. One of the aims of literary studies is re-establishing a sense of cultural awareness and national consciousness in the life of the citizens. The revival of our cultural heritage still stands another chance which needs immediate attention. This chance is a total over-hauling of the

present school syllabus by specialists into a well-planned and efficient curriculum. Literature will fulfill the aims of building aesthetic character and confident personality in our youths. Literature is a medium for clarifying the issues of everyday life, and experience, seeking and offering answers to social and political problems and re-establishing national consciousness in citizens. Literature is an object of veneration and carries in its bag, the norms, values, character formation, inner-directed characters, and strength to surmount negative pressures, awareness of self as an entity, individual consciousness and ability to see with greater clarity the problems that bedevil lives in the society.

We want to liberalize the teaching of literature (Mphahlele, 1963) during an interview in African Writers Talking. He contends that the old system of teaching and old syllabuses should be left out. In that conference of 1963 participants recommended that universities throughout Africa should introduce African literature up to first degree and extend it to secondary schools as well as primary schools. Nigeria spent so much money in reviving and promoting African identity and culture in the last Second Black and World Festival of Arts and Culture held in 1977. The already initiated idea of national pride with African Literature would be liberated and granted an autonomous stand. African literature will help restore a sense of dignity in Nigeria, foster literacy in Nigeria with a true knowledge of themselves and the world.

CONCLUSION

Cultural awareness is necessary for developing learners understanding of the dynamic nature of target and learners own culture. Teachers must adopt systematic and structured approach as the learners benefit most when the lessons and the cultural aspects of the language teaching are well planned and developed. As learners move through the learning stages building skills, developing cultural behaviours, discovering culture, they are influenced and motivated. Teacher needs to establish a good working relationship with learners, creating an atmosphere of mutual respect.

It is very clear that language and culture are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. If one of them is separated the other remains incomplete.

Language does not exist in a vacuum, so language learners should be aware of the context in which the target language is used. According to Gholami (2012), culture is believed to have

an influence on learners' attitude and motivation in providing learning opportunities that will enhance learners' outcomes. The paper has implications for a culture class in the curriculum of language learning and teaching.

The authors suggest that a culture class is significantly beneficial in terms of language skills, cultural awareness, changing attitudes towards native and target societies and contribute to teaching profession. A culture class would prove to be a vital component of language learning and teaching because it has a great deal to offer to the development of communicative competence as well as other skills in the instruction of English language.

RECOMMENDATIONS

Teachers should look at the target situations learners need the language for, in order to estimate the chances of matching language teaching to the language needs of the learners.

The course designer in preparation of the syllabus should specify culture linguistically, its relatedness to language in language learning process.

Learners need exposure to the language in class and outside the class McDonaugh (2002).

A culture class is necessary for language teaching and learning process and should be incorporated in the curriculum of language teaching departments.

Language teachers should know and note that teaching a language involves teaching aspects of cultural system of the people who speak the language, (Richard and Rodgers, 1986).

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LANGUAGE AND NATIONAL DEVELOPMENT: THE NEXUS

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ABSTRACT

National development occurs when the per capita income and social wellbeing of the citizens is well enhanced. To this end, every stakeholder in the nation contributes towards the development of the nation. For the (applied) linguist whose stock in trade is the application of language, the use of language in society is of concern. Consequently, in this study, the nexus between language and national development is explored. This is attained by espousing key relevant concepts as language and national development. From this, a connection is achieved between these concepts on how national development can be fraught.

Keywords: Language, National development, Nation, Applied linguist.

INTRODUCTION

A focus of every national government is to ensure that citizens live in peace and harmony. But, these cannot be attained when every spectrum of the national economy work in discordance. A major component that drives national development and growth is an appropriate deployment of language. Language is a vital tool in all human communications. Not only is it a means of communicating thoughts and ideas, but it is also used to forge friendship socially as well as to establish cultural ties in a setting that encompasses different people.

Language is a tool often used to achieve economic relationships, locally and internationally. And, according to Atchison (1996), language is particularly used to promote interaction between people. Malinowski (1935) cited in Atchison (1996:21) argues against the false conception of language as a means of transferring idea from the head of the speaker to that of listener. In what he labelled as “phatic communication”, he stressed the social importance of talking just for the sake of talking.

According to Fasold and Connor-Linton’s (2006) mentalist view, language is a form of attitude; it is a state of readiness, an intervening variable between a stimulus affecting a person and that person’s response or reaction to the stimulus. Holmes (2001) posits that

attitude to language ultimately reflect attitudes to the users and the uses of language which has overt prestige when put into use. And over the years, many scholars have attempted to analyse how language has been used in one context or another.

A salient task to which language is put is that of text production (in written or spoken form). Text production is a complex cognitive series of activities which involve the coherent and cohesive codification of thoughts in a way that represents the ideas, ideals and sociocultural realities of the encoder, using the instrumentality of language. Language, man's most indispensable and prized possession, has consistently served several purposes in human societies. Its communicative value is appreciated in its maintenance of social order/cohesion and preservation of cultural identities, among others. Halliday (1989:67) posits that "a fundamental property of language is that it enables human beings to build a mental picture of reality, to make sense of their experience of what goes on around them and inside them".

Consequently, human beings freely manipulate language for various ends, in diverse fields of discourse activities. By exploiting the dynamism of language, government/ political actors are able to effectively package their ideologies and/or government policies and programmes via diverse media (conventional and neo) for the masses. The aim of which is to ensure that the masses are always kept abreast of government's efforts at providing the required leadership which translates into better life for the masses.

NATIONAL DEVELOPMENT

As it is with most concepts which are open to polysemy, national development is not easy to conceptualise. To define the concept, the term will be taken as two (2) separate words- National and Development.

The term 'nation' can be perceived from three (3) perspectives: the cultural perspective, the psychological perspective and the political perspective. Wellsman's (2003) captures these three perspectives as "a nation is a cultured group of people who identify with one another and either have or seek some degree of political self-determination". The culture aspect of a nation demands the common possession of certain cultural element like language, dressing, values, and history etc. The psychological aspect emphasizes the consciousness of these possessions and the collective identity which they foist on all possession.

On the other hand, it is noteworthy that it is the political perspective to the definition of nation that ascribes it for self-determination. In Anderson's (1996) view, a nation is "a clearly

defined territory which (i) is recognized internationally as a state, (ii) is presided over by a government able to make and enforce independent decisions concerning domestic policy and law and foreign policy and (iii) is permanently occupied by a specific population". From this understanding of nation, we can then infer what national is. As an adjective of nation, national means that which belongs to a nation, that is, that which a nation possesses, of a nation or nations.

Consequently, national development is the development which belongs to a nation. It is the "progressive transformation of the economic, social and political structures of a society from relatively less complex, less efficient and less desirable forms to relatively more complex, more efficient and more desirable forms" (Obasi,1987).

Actually, the relationship goes further than just noted. For beyond its capacity to name objects, to call into existence non-existent terms, language also assigns meanings to the product of thought. Thus, the definition of the term national development, which has been given, can only be made possible simply because one has a language that makes it possible to assign meaning to invented words. To this end, the understanding of national development rests on language. Without whose intervention, the term, national development will be an empty sound signifying nothing. So, national development is only initiated with the use of language.

LANGUAGE AS THE TOOL FOR COMMUNICATING NATIONAL DEVELOPMENT

National development is not a private property of an individual no matter his position in a country. Thus, not even a president or prime minister of a nation can claim ownership of his nation's national development. An individual or group of them may be responsible for the formulation of what constitutes national development or its objectives for a country. But in so far as these have been appropriated by a nation such objectives cease to be their personal property. It now belongs to the whole nation. How then does one make this national property available to the whole populace? This is where language plays a role. Thus, the communication of national developments made possible only with the instrumentality of language. One communicates to citizen the objectives he/she wants to achieve in his/her national development. So, onuses language to advance to himself/herself the best possible reasons in support of these objectives, projecting in the best possible manner the advantages which he/she expects to draw from the national development objectives.

Again, when progress is made with reference to the national development objectives, it is also

communicated to the citizens. All these are majorly done by the use of language. Also the process of criticizing and accessing of national development are done with the instrumentality of language.

LANGUAGE AS A TOOL FOR DOCUMENTING NATIONAL DEVELOPMENT

One can never overemphasize the importance of documentation. It is the tool with which one preserves the various human achievements. Preserving these achievements is quite important as it makes them available to future generations. Language stands out as the most important tool for this preservation. Think of the various books that one reads whose history stretched from many years ago, one's Bible or Quran for instance. Also think of the many oral stories about past people from one's tribe which one has heard. As one thinks of these, remember the various use one has committed them into in the past. That powerful quote from the Bible or Quran or another that suited his/her foul mood and so on. Johnson cited in Crystal (2002) points out the role of language in documenting development when he holds that "Languages are the pedigree of nations" Crystal emphasizes the word, pedigree, and holds that it refers to ancestry, lineage or descent. Thus, what each nation has achieved, the mistakes it made as well as external relations it held with other nations are preserved by means of language for posterity to know, use and learn from. Edward and Sienkiewicz (1990), in observing the importance of language in documenting national development, quotes Mamadou Kouyale, a Malian griot thus: "We are vessels of speech, we are the repositories which harbour secrets many centuries old-We are memory of mankind; by the spoken word we bring to life the deeds and exploits of kings for younger generations". The griots are human repository of history. The above passage reckons that they cannot perform their duties without the use of language.

CONCLUSION

Language is an important component for national development. As a consequence, it can be held that development will be completely impossible without the phenomenon of human language. Both the formulation of the term, national development, and the articulation of what constitutes it are only possible because there is language to express them. In this paper, the focus is to reveal the nexus between language and national development.

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MEDIA LANGUAGE IN NIGERIA AS A TOOL FOR ENHANCING PEACE, SECURITY AND NATIONAL DEVELOPMENT: A CRITICAL DISCOURSE ANALYSIS

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ABSTRACT

The focus of this paper was to interrogate discourse structures in the Nigerian media aimed at promoting peace, security and national development. To achieve this, twenty purposively selected mid-news radio news texts of the Adamawa Broadcasting Corporation (ABC), Yola were subjected to critical discourse tools. The data were grouped and analysed using four major headings—Government and politics; Education, health and religion; Socioeconomic and cultural issues; and National peace, crime and security. For analysis, the theoretical frameworks adopted are Critical Discourse Analysis (CDA) and Halliday's Systemic Functional Grammar (SFG). The linguistic features embedded in the messages and the contributory ideological effects on the listeners were analysed. The study revealed that the mid-news messages were useful for public enlightenment, social mobilization and they also served as facilitators for development and growth by enhancing the public orientation towards national integration, economic empowerment, educational awareness, political discourse, sociocultural issues and poverty alleviation. The paper, therefore, brings to the fore the significance of radio mid-news messages in sensitizing members of the audience towards actions needed to be taken as the situation demands.

Keywords: Radio news, Mid-News messages, Critical discourse analysis, Media discourse

INTRODUCTION

Radio news plays a crucial role in mass communication. Language is the medium by which information is communicated to people and the aim of writing or speaking a language is basically to produce a pattern for transmitting a message to the audience (Odudigbo 2014). The notion of media news in every day usage implies a news item or news report, i.e., a text or discourse on radio, on television or in the newspaper, in which new information is given about recent events (Van Dijk 1988:4). According to Fowler (1991:12), news is a product of journalistic process and an end result of a “systematic sorting and selecting of events and topics according to a socially constructed set of categories”. As observed by Reah

and quoted in Chiluwa (2007:64), news refers to stories or information about social events that are of interest to a sufficiently large group, or that may affect the lives of a sufficiently large group. In Fairclough's views, news tends to be seen as a conceptual and ideational business, as a matter of statements, claims, beliefs, positions rather than feelings, circumstances, qualities of social and interpersonal relationships, and so forth (1995:64). According to Barnhurst (2005:253), news is a product of human meaning making and journalists have taken the manufacture of social meaning as their primary task. Falobi as cited by Adegoju (2010) asserts that the radio is a primary medium of communication for reaching a large number of people in Africa. He stresses further that the radio is constantly present in homes, streets, market places and work places.

Inuwa (2007) citing Nwabueze observes that the role of media in national development lie in their capacity and capability to teach, manipulate, sensitize and mobilize people through information dissemination. In Okusaga's (2018) views, Nigeria's news media grew out of the need to inform and enlighten the people and as argued by Okoro (2013), the press is not only indispensable in a political process, but it has also become inseparable from development strategies especially in the present information driven societies. Also, the Vice President of Nigeria – Yemi Osibajo posits that "the democracy we enjoy in Nigeria would not have been possible without the guerilla efforts of some of our finest and most irrepressible journalists (www.nigerianbulletin.com).

Some earlier studies in this research area focused on discourse strategies in reports on youth crime in UK radio news (Haig 2008); the press and the politics of the marginal voices (Adebanwi (2004); critical linguistic study of language variation and ideological differences in media discourse in Nigeria (Chiluwa (2006); representation of people in the news in the Nigerian print medium (Alo 2007); ideology and power relations in news headlines (Taiwo 2007); dramatic and persuasive techniques in radio soap opera of South-western Nigeria (Adegoju 2010) and ideology and discourse strategies in radio news (Ajewole-Orimogunje (2012).

Language is the dominant form of communication in the radio. It is useful for participatory communication and also serves as an instrument for economic and social development. As noted by Utor (2000), the media perform the functions of teaching and decision making. They have the ability to reach out to large number of people to inform and educate them. According to the National Broadcasting Code (1993:22), "the language of news must be reachable to the

majority of the audience. It must be delivered using the accepted norms of grammar, vocabulary, pronunciation and accent of the general public". As rightly observed by Salami (2010), changes taking place in the social, political and economic lives of human communities are not only expressed by language but also promoted through the use of language. This coheres with Fairclough's (1995) assertion that media texts constitute a sensitive barometer of sociocultural change, and they should be seen as a valuable material for researching change. The language of the radio is more accessible, easy to understand, not complicated and comprehensible to listeners. As observed by Fang (1991), the radio listener is often engaged in some tasks like driving, working etc. other than absorbing the latest news, and consequently paying little attention, unlike the newspaper reader. Hence, according to him, the reality is that understanding is more important than grammar to a radio news writer. Consequently, radio news style writing includes the choice of simple words and short declarative sentences. The radio makes use of spoken words and therefore, relies majorly on the verbal codes of the spoken words. Fairclough (1995) also posits that the radio uses an oral channel and spoken language and relies on technologies of sound, recording and broadcasting.

THE ABC, YOLA MID-NEWS MESSAGES

According to the functionalist paradigm, the analysis of language cannot be divorced from the analysis of the purpose and functions of language in human life (Mayr 2008:7) The mid-news messages relayed in the ABC, Yola radio serve as channels of mass mobilization. Apart from news articles, mid-news messages are other types of informative and evaluative texts in the news.

They are specifically useful for government programmes such as elections, immunization exercise, census etc. They also serve as means of sensitizing members of the public on payment of tax, civic duties and responsibilities and new government policies and agenda. Such messages are used to propagate government policies and to win public support. The mid-news message is usually a statement comprising one or two sentences relayed by the newscaster during the course of the news and it comes in the middle of the news. It is usually signed on by the expression – "Now, the mid-news message" or "Now let's listen to the mid-news message". The remaining part of the news follows immediately. The timing of the mid-news message is strategic as it comes mid-way into the news. The messages usually contain issues that enlighten, educate, appeal to or warn members of the audience.

In these messages, a great deal of information is revealed and many presupposed. The messages are relayed to listeners and are meant to be decoded, interpreted, comprehended and acted upon. They contain embedded information which listeners need to decode. Such need unraveling and interpretation; hence the need for their analysis.

THEORETICAL FRAMEWORK

The theoretical frameworks adopted in this study are:

- Fairclough's three-part model of Critical Discourse Analysis (CDA), and
- Halliday's meta-functions of language.

In Fairclough's approach of CDA, there are three analytical focuses of analyzing any communicative event. These are text (eg. a news report), discourse practice (the process of production and consumption) and socio-cultural practice (eg social and cultural structures which give rise to the communicative event) (Fairclough 1995:57). According to Fairclough, CDA views language as a social action which explores the relationship between discourse and society. He stresses further that CDA tries to unite and determine the relationship between three levels of analysis – the actual text, the discursive practices (that is, the process involved in creating, writing, speaking, reading and hearing), and the large social context that bears upon the text and the discursive practices.

Halliday's meta-functions of language include the Interpersonal, Experiential and Textual functions (Halliday 1994). The interpersonal function refers to the use of language to enact social relationships, the experiential refers to the use of language for construing experience, while the textual refers to the use of language to organise texts to fit particular contexts. Halliday stressed the relationship between the grammatical system and the social and personal needs that language is required to serve.

METHODOLOGY

The data for this study are derived from radio mid-news messages relayed on the Adamawa Broadcasting Corporation (ABC), Yola, Nigeria. The ABC, Yola is situated in the capital city of Adamawa State, North-east region of Nigeria. The radio station of the corporation broadcasts news at different intervals of the day and at the middle of every newscast, the mid-news message is relayed. Twenty mid-news messages of the radio station of the ABC, Yola covering different issues on politics, health, development, national peace, security etc were

purposively sampled for analysis. The selected data are representative samples of daily radio mid-news messages aired at different intervals during the different news bulletins. The samples were subjected to a critical analysis to reveal the hidden and embedded meanings in them and to bring out their significance as the situation demands.

DATA ANALYSES

For our analysis, the data are grouped and analysed using four major headings:

- Government and politics
- Education, health and religion
- Socio-economic and cultural issues
- National peace, crime and security

Government and Politics

TEXT 1: Nigeria cannot be a model in Africa amidst growing ethnic and sectarian crises. Let us be more tolerant of one another to safeguard the nation's nascent democracy.

The information in the above extract connotes that Nigeria is regarded as a perfect example that deserves to be imitated by all the other countries in Africa. Nigeria is often referred to as “the giant of Africa”; thus it is expected that citizens of the country should live up to expectation. There is an insinuation in the extract which suggests that the country is experiencing problems associated with tribal and ethnic issues. Nigeria is made up of different ethnic groups with the Yoruba, Hausa and Igbo as the major ones. Some parts of the country had experienced one form of violence or the other usually generated through tribal or religious issues. Hence, the expression –“let us be more tolerant....”. Through this message members of the public are advised to shun ethnicity and tribalism so as to move the nation forward.

TEXT 2: Remember that Nigeria is your beloved country. Do everything possible to make her great for the benefit of the present and generations yet unborn.

TEXT 3: As Nigerians celebrate the country's independence today; do not be indifferent to all efforts at making the country great. Contribute your quota.

These extracts are made up of short declarative sentences employed by the journalists to bring certain important information to the listeners. That Nigeria is one's beloved country is stating the obvious; but it is necessary here to reiterate it to the public and by so doing the listener's sense of belonging is being appealed to. The first day of October every year is celebrated in Nigeria to commemorate the nation's independence. Nigeria got her independence on October 1, 1960, and since then it has been an annual celebration. We also have the use of imperative sentences – “Do everything possible...”; “do not be indifferent...”; “Contribute your quota”. These serve as commands whose communicative function is primarily to instruct someone to do or not to do something.

TEXT 4: One of the ways by which the labour of the fallen heroes could be fruitful is by avoiding all acts capable of jeopardizing the forthcoming general elections. Be patriotic.

TEXT 5: Love for your country emanates from the love you radiate in your home and community. Love one another to make Nigeria great.

The message in Text 4 is historic as it makes reference to those Nigerians who had laboured for the country. It brings to memory the activities of some great Nigerian like late Obafemi Awolowo and other nationalists who fought for Nigeria's independence. The expression “Be patriotic” carries the connotation that the “fallen heroes” referred to in the extract demonstrated great support for and defended the interest of Nigeria when they were alive. The message conveyed in this extract is that all Nigerians should also be supporters and defenders of the country in all areas of life. The message came at the wake of the 2007 general elections in Nigeria and it was meant to remind the people of their civic responsibilities to the country. Text 5 presupposes that the love for one's country starts from one's immediate environment. Thus, people need to demonstrate love to their community and by extension to the nation.

Education, Health and Religion

TEXT 6: Education is the best legacy. Therefore give your children sound education.

TEXT 7: Easter celebration is not all about wining and dining. Let the lessons from the suffering, death and resurrection of Jesus Christ be your guide.

Endeavour to live a Godly Life

TEXT 8: The human body is primarily designed to consume food made by nature. To achieve optimum health, eat good food always.

TEXT 9: The alarming rate at which AIDS is devastating the people of Africa calls for decent sexual behaviour. Do not be insensitive; avoid dying young.

TEXT 10: Avoid self-medication and seeking medicare from quacks. Consult a qualified physician for your treatment.

An idea can be better expressed in a more detailed and compact way by the use of metaphor. The first statement expressed in Text 6 is a metaphor. Going by this statement, education can be described as an inheritance, heritage or birthright. The importance of education is expressed by the use of metaphor. The essence of metaphor according to Lakoff and Johnson (1980) is understanding and experiencing one kind of thing in terms of another. Also Lakoff and Turner (1989) posit that metaphors allow us to understand ourselves and our world in ways that no other modes of thought can as they form an integral part of our everyday thought and language.

A very important piece of information is conveyed in a succinct way in the extract by the use of a metaphor. The information contained in Text 7 is an indirect warning to people about the inherent dangers in indulging in bad habits such as excessive consumption of alcohol during festive periods. The remaining part of the extract can also be viewed as a way of projecting the Christian religion and to remind the audience of the mission of Jesus Christ on earth. The statement in Text 8 implies that there are certain food items which can be injurious to the human body. In other words, there are certain food items which are ‘not made by nature’. This can be understood to mean processed or junk food which may not serve any nutritional value to the body. When people eat good food they are not likely to fall sick and the society will be better for it. The campaign against the deadly disease HIV/AIDS is projected in Text 9 to highlight the dangers in immoral living. The choice of the lexical item ‘devastating’ – a verb, paints the image of destruction and ruin. This gives an idea of the great danger that the disease portends to human beings. To be insensitive to the warning is equivalent to dying young. The image of death is created in the listener’s mind and as noted by Van Dijk (2006:376), “people’s emotion may be roused and appealed to by specially selected words”. Again there is

a serious warning in Text 10 about the dangers in self-medication. Many people have died and are still dying in Africa due to the abuse of drugs and addiction to certain dangerous drugs like marijuana, cocaine and the likes. People consult quacks for treatment due largely to poverty as many cannot afford to pay hospital bills. As a means of helping the masses, government in some states in Nigeria provide free health services to the people.

Socio-Economic and Cultural Issues

TEXT 11: The naira is a symbol of national identity. Do not deface it.

TEXT 12: Nigeria belongs to all of us. Avoid all acts capable of affecting adversely her socio-economic and political development.

TEXT 13: The task of building a politically stable and economically virile nation requires the cooperation of the various groups and people in the federation. Do not be a saboteur.

TEXT 14: Drunkenness is a sign that you lack respect and discipline. Avoid alcohol as you go about wining and dining this weekend.

TEXT 15: Blocking of roads for ceremonies amounts to causing hardship to others. Be considerate. Use open fields for such ceremonies.

The naira which is Nigeria's currency is often mishandled by some people. It is handled carelessly, abused, bastardized and kept in wrong places other than wallets and purses. Some have even turned the naira to a piece of paper used for writing. Thus, you find the money with different inscriptions on it. This usually makes the naira to become dirty, torn and wrinkled. At parties, the naira is spent and displayed as a sign of affluence. This may imply that it is worthless and of no value. Hence the appeal to listeners to give the naira the prestige it deserves as the nation's currency. The message in Text 11 thus becomes necessary to checkmate those who handle the naira carelessly. The socio-economic development of a nation is important for its survival. The economy of a nation is a determining factor in its overall development. Thus, Texts 12 and 13 carry the connotation that all Nigerians have a

role to play in one way or the other to make the nation economically viable. The warning – “Do not be a saboteur” presupposes that there are some individuals whose activities undermine the economic progress of the country.

Text 14 carries the embedded message of the evil effects of excessive intake of alcohol and its attendant dangers. Drunkenness may lead to hooliganism, breakdown of law and order which may eventually result into absence of peace in a community. Blocking of roads especially at weekends for different types of ceremonies is common in most Nigerian cities. Ceremonies such as wedding, burial etc are done at weekends and most people prefer using the major roads to event centers or open fields. This disrupts free flow of vehicles and causes hardship for road users. The message in Text 15 could be understood against this backdrop and it serves a good purpose to educate people who might want to use the roads for ceremonies to search for alternatives.

National Peace, Crime and Security

TEXT 16: Neither aid nor abet criminal activities. Assist the police in efforts to make the society habitable for law abiding people.

TEXT 17: Avoid late night journeys to prevent ugly experience of men of the underworld.

TEXT 18: The gains of crime will not be able to sustain you when the long arm of law catches up with you. Desist from criminal tendencies now.

TEXT 19: Peace is an essential ingredient for sustainable democracy. Let us embrace peace. Give peace a chance.

TEXT 20: Our nation, Nigeria needs peace more than ever before. Do all within your power to promote it.

The expression in the latter part of Text 16 carries the connotation that there are some people in the society who are not law abiding and that there are people who cover up criminals and their activities. It presupposes that some members of the public have not been supporting the

police to combat crime. Text 17 is a warning to travelers to prevent them from falling victims of criminals. The noun phrase – ‘men of the underworld’ meaning ‘criminals’ refers to armed robbers who operate most especially in the night to rob unsuspecting travelers of their belongings. According to Dixon and Linz (2000:138), crime is defined as “behaviour either pertaining to the commission of a particular law breaking act, or social or legal reaction to law breaking more generally”. Text 18 is an advice and also a warning to criminals to desist from crime.

Peace has been defined as freedom from war; the absence of violence and other disturbances within a state (Encarta Dictionaries). In Text 19 there is repetition of the word ‘peace’. This is done for the purpose of emphasis. The Nigerian government has continued to advocate peaceful co-existence of her citizens as evidenced in Text 20. This has become necessary due to the various nefarious activities of some groups such as the Niger-delta militants, kidnappers and recently the Boko Haram. The Boko Haram is a group of Islamist militants who abhors western education, western culture and modern culture. They regard western education as sinful and they advocate the imposition of Sharia law. They operate mainly in the northern part of the country by attacking and killing people with bombs and other dangerous weapons. Through their operations, hundreds of Nigerians have been sent to their early graves. Hence, the repeated appeal in the media to encourage people to embrace peace.

CONCLUSION

Radio messages are important means of communication as they serve as essential devices for conveying information among the people. Mid-news messages on the ABC, Yola are goal oriented; that is, they serve informational and persuasive functions. The contents of the messages may influence the interpretation and hence their persuasive effects on the listeners. The messages are used for public enlightenment and for social mobilization to inform, create awareness, sensitize, warn and prevent people from taking certain actions that can be dangerous or inimical to peaceful coexistence of members of the society. Our analysis reveals the significance of mid-news messages in sensitizing members of the audience towards actions needed to be taken as the situation demands. The mid-news messages disseminated in ABC, Yola news serve as facilitators for development and growth as they aid the public orientation towards national integration, economic empowerment, educational awareness,

political discourse, security, crime reduction, health promotion, socio-cultural issues and poverty alleviation.

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ADVOCATING NEW LEARNING AND TEACHING STRATEGIES FOR ACCOUNTING EDUCATION

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ABSTRACT

The challenges of the deteriorating quality of accounting graduates had been raised as concern by many accounting bodies and academicians. Therefore, the accounting education system in Nigeria had been responsible for its failure to train and equip accounting graduates with the required knowledge and skills needed by the ever-challenging accounting profession. There were two aspects in accounting education those often-received criticisms; teaching pedagogies and accounting curriculum. The main objectives of this study were to address issues related to the inadequacies of the existing pedagogies and curriculum that could poorly affect the role of accountants in work place. The accounting curriculum also needs to be reviewed over time so as to cover new areas of discoveries in the syllabus. However, to reinforce the learning process, changes in the pedagogies is inevitable. Debate on the issues in the accounting education system led to an idea that the current teaching pedagogies and curriculum design need be refurbished. The accounting curriculum should be widened to ensure that a broad array of generic knowledge, skills and professional attributes could be developed in accounting graduates. These changes were expected to bring about substantial improvements to the quality of accounting graduates so as to ensure that they could perform exceptionally when they enter the profession.

Keyword: Advocating, New learning, Teaching strategies, Accounting education.

INTRODUCTION

Over the past years, the businesses around the world have experience a dramatic transformation due to business complexity, globalisation and technology. That's call for accounting professional bodies, academicians and curriculum designers to strengthen a means of filling the gap. However, accountants need to master not only the technical skills of their job but also various soft skills including the ability to coordinate, communicate and solve problems (Albrecht & Sack, 2000). The request for such competencies and skills has caused a change in accounting education, providing both technical skills to accounting students in order to adequately prepare them for the business world in the 21st century (Mohamed &

Lashine, 2003). Meanwhile, the changes in academic requirements initiated by NUC means that students need to complete prescribed courses leading to the award of four-year degree certificate in accounting. This study assesses whether stakeholders such as accounting graduates, employers and the accounting profession perceive that four years degree would result in accounting students developed skills and competencies in accounting profession. Therefore, the main purpose of this study is to examine the role of tertiary accounting education in the provision of technical skills to accounting graduates, and how this may be affected by the recent changes in academic requirements undertaken by many tertiary institutions.

The preceding section has discussed the major shortcomings in the accounting curriculum and existing pedagogies. The discussion permits a tentative conclusion be drawn that the current accounting education system is flawed and does not sufficiently contribute to the quality of accounting graduates. In overcoming the apparent inadequacies, a number of initiatives have been proposed. The Accounting Education Change Commission (AECC) for example recommends that accounting curriculum should be able to provide broad-based knowledge and relevant accounting skills for future accountants. Meanwhile, the International Federation of Accountants (IFAC) suggests that accounting curriculum should be able to provide the foundation for lifelong learning. That is, accounting curriculum should go beyond the mere transfer of knowledge to one that emphasises the development of broader knowledge, skills and professional values. In the effort to achieve the recommendations made by the AECC and IFAC, in [6] propose that the demands of the market should drive the course content. They are of the opinion that such an approach provides accounting students with more contemporary knowledge that serves as a platform for providing broad-based education. The use of conventional accounting knowledge should remain important but by integrating with the current issues, a more up-to-date knowledge could be spread and provided. Contemporary issues impinging the accounting profession such as globalisation, ICT Albrecht and Sack, 2001, 2007, Cheng, 2007 social and environmental concerns Mathews, 2001, Gibson, 1997, should be adequately exposed to future accountants. These critical issues have been identified to pose substantial impact on the role of accountants. The introduction of the new form of knowledge on current issues heightens the awareness of the students whilst at the same time assists them in understanding the nature, functions and impacts these issues have on the accounting profession.

Major aim of tertiary institutions is to train and graduate students with sound knowledge and skill. Universities, tertiary institution and accounting professional bodies need to have formal basis of monitoring and controlling teaching pedagogy and curriculum for the entire institution on a regular basis so that the education system will not totally collapse in the mire future. Today many institutions are graduating students with a very low understanding of basic accounting due to ill teaching pedagogy and poor curriculum design in various institutions across Nigeria.

Accounting university professors and firm recruiters are of the opinion that the quality of new accountancy graduates is downsizing and that accounting programmes, especially institute- of chartered accountants' profession, no longer catch the attention of the best and brightest of students (Nearon, 2002). The high rate of failure of accounting students at higher education institutions has become an issue of great concern globally, as well as in Nigeria (Barnes *et al.*, 2009). In addition, the chartered accounting qualification is perhaps becoming increasingly difficult to obtain, because there is a vast number of complexes in curriculum and teaching pedagogy of accounting and auditing standards, as well as tax legislation that are continuously and evolving, which have to be mastered by accounting graduates (Temkin, 2005). Lack of professional skills competencies of accounting graduate is attributable to the failure of lectures to inculcate the teaching pedagogy.

Also, textbooks used in schools may also be out of date and below standard when compared to textbooks used at a tertiary reference library. Schools in rural areas may not have access to the material and equipment and textbook required to provide quality education to students. Furthermore, many school libraries have few books, and laboratories have outdated or malfunctioning equipment and insufficient supplies (DoBE, 2010; Samoff, 2001).

Some tertiary institution might not even meet the NUC required resource persons until when NUC are coming for assessment they will be running up and down looking for professors and readers in various institutions to fill the gap. Lack of syllabus coverage is another challenge face by tertiary institution. With introduction of examinations in some tertiary institutions lectures are reluctant in setting quantitative exams to students which might result to lacking in debt robust calculation. Must classes in tertiary institutions especially accounting departments are overcrowded with students the lectures will not be able manage the class effectively.

Member of the Executive Council (MEC) for education recently stated that, despite massive achievements in education, learner performance is not improving. She ascribed the

underperformance of schools to factors such as learner and educator discipline, poor hygiene, a lack of infrastructure, poverty, social deprivation, curriculum management, inadequate subject coverage, poor quality of teaching, school safety and assessment and ineffective school-based systems for monitoring curriculum delivery (DoBE, 2010). Another problem might be that tertiary institutions lectures do not have the necessary qualifications and experience to teach learners the concepts they need to understand to succeed in further education, especially in professional qualifications such as chartered accountant. Massive kidnapping of student in North West and North eastern Nigeria is also a factor that can hamper student leaning and even make student out of school and truancy.

There is a desperate need to improve the quality of teaching pedagogy and curriculum system of education (Packree, 2010). However, aspiring accounting teachers might not be trained appropriately for this purpose at tertiary institutions and it is possible that lectures are ignoring the curriculum as set out by the experts or that they are not sufficiently able to understand and clearly explain some of the concept's curriculum (Packree, 2010).

Students seem to lack basic writing and reading skills and struggle to perform basic calculations and think critically, which are essential knowledge and skills to complete a degree in accounting profession (Hurt, 2007). Teachers and lecturers are not motivated in various schools and institutions this can also discourage them from providing requisite pedagogy teaching skills. Research has shown that the way in which students are prepared in school contributes to their expectations of higher education (Byrne & Flood, 2005). However, the teaching and assessment practices that students experience at school may not be entirely appropriate for the more independent forms of learning expected in higher education (Byrne & Flood, 2005). Issues like these raise the question as to whether standards and or practices in the institutions are optimal to equip students with the skills competencies necessary to comply with prerequisites set by universities and professional bodies.

CONCEPTUAL ISSUES

Accounting Profession

From a layman view, accounting profession could as a profession whose main responsibility is to record, analyse, determine and presents financial information to users. The view of accounting profession goes beyond that. The need for accounting arose in response to the desire to make judicious use of scarce resources, accumulate wealth and produce high quality

of goods and services in a competitive economy. (The American Accounting Association, 1986). Accounting profession provides qualitative financial information about economic entities that is intended to be useful in economic decisions. This information allows users to make reasoned choices among alternative uses of scarce resources in the conduct of business and economic activities.

Ajayi (1997) recognizes accounting profession to be a measurement and reporting information system, which cover both macro and microeconomic activities, which consists of various subsystems with related economic events and decisions. These subsystems are identified as the major accounting fields include. They include: Gaffikin, (2005) Cost and management accounting, business accounting, government accounting, social accounting, auditing and taxation. Accounting can be included with those disciplines concerned with aspects of human society because, clearly, it is a “system of thought” designed by humans to assist human decision making and influence human behaviour.

In the practice of accounting profession, basically two bodies of accountants; namely the Practice Accountants and Academic accountants (Salisu, 2010). In the US, there are American Institute of Certified Public Accountant & others, Association of Chartered Certify Accountants (ACCA), Institute of Chartered Accountants of England and Wales. In Nigeria, two bodies are recognized (ICAN and ANAN), Salisu (2010) recognized the academic accountants as those (lecturers, teachers and instructors) who inculcate quantitative and qualitative knowledge on diverse areas of accounting discipline. They provide the basis of practicing the profession and the rudiments as it is contain in the various institutions curriculums. Nigerian universities and other higher institutions of learning that run accounting programs excel in inculcating qualitative and quantitative knowledge on diverse areas of accounting discipline; they maintain adequate standards in the teachings of accounting theory, techniques and practice and steady accreditations of the professional accounting bodies operating in Nigeria and recognized by law.

CURRICULA AND PEDAGOGY

According to Pratt (1994) and Barrow and Milburn (1990), the word “curriculum” is derived from the Latin verb *currere*, “to run.” “*Currere*” became a diminutive noun and meant a “racing chariot” or “race track.” An extension was made by Cicero who associated the term with *curriculum vitae* that means “the course of one’s life.” He also associated it with

curricula mentis that metaphorically refers to “the (educational) course of the mind.” It was not until the nineteenth century that the term was commonly used in the educational field.

What is “curriculum”? The answer to the question is barely conclusive. There are a variety of definitions in relation to the term “curriculum.” The uncertain nature of the term is owing to divided perceptions of stakeholders, for instance, administrators, students, researchers, educators, evaluators with their own agenda of emphasis in educational discourse. The void of uniformity reflects the complex nature of the concept of “curriculum” in its own right. Arguably, it is therefore necessary to clarify the conceptualization of the term curriculum, before the outset of any curriculum-related endeavours such as curriculum planning, implementation, evaluation, and empirical studies undertaken by administrators, teachers, researchers, and evaluators. In this vein, this paper seeks to clarify different conceptualizations of this term.

A great number of researchers and educators (Barrow & Milburn, 1990; Goodson, 1994; Beauchamp, 1977; Longstreet & Shane, 1993; Wood & Davis, 1978) have shed light on what curriculum is through their reviews of or critical comments on, this term. An example is what Goodson (1994) describes of curriculum “as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas”. This view reflects the complex and interactive nature of curriculum. Longstreet and Shane (1993) reveal another side of curriculum which requires decision making: Curriculum is a historical accident it has not been deliberately developed to accomplish a clear set of purposes. Rather, it has evolved as a response to the increasing complexity of educational decision making. Barrow and Milburn (1990) and Beauchamp (1977) note how the term “curriculum” is in some cases used in very limited contexts, but in other cases very broadly. With a little bit expansion, the author of this paper takes Beauchamp’s view of conceptualization to examine the term “curriculum” in the order from the narrow to the broad. Definitions made by different researchers are provided to better understand the conception of curriculum.

The curriculum refers to the totality of lessons and academic content taught in a school or in a specific course. The curriculum for the accounting profession must produce products who have acquired a mixture of competencies and skills which include: interpersonal, communication, intellectual and other skills for public accounting. Future accountants must also possess knowledge in organizational administration, business, accounting, audit apart from general knowledge and knowledge in for public accounting. Despite this noble

requirement however, the curriculum operational in Nigeria is adjudged not to be flexible enough to incorporate these new developments in accounting standards, guidelines, theories and information technology and this has affected the quality of graduates from the various higher institutions of learning. (Okolie and Amos, 2014).

The fundamental considerations in developing accounting curriculum in universities should derive from a detailed accounting services needs assessment of different interest groups in society namely business organizations, government and international agencies (Okafor 2012). To appropriately accommodate the diverse needs of the different groups, university accounting curricula should provide for a broad knowledge base, the acquisition of accounting skills and the development of appropriate behavioural attitudes in students. The postgraduate curricula are mainly for intensive academic and research exposure geared towards producing top business executives and university academia. The strength of the curricula lies in the attempt to tie it to research literature, case studies and improvement in intellectual skills and attitudes.

Three inter-related forms of institutional influences impact on the development of Nigerian university accounting curricula. These are the quality and orientation of university accounting educators, the National Universities Commission (NUC) and the professional accounting bodies particularly the Institute of Chartered Accountants of Nigeria (ICAN). University accounting educators have ultimate responsibility for designing the accounting degree curricular. In doing so, effort is made to achieve a good mix of exposure to foundation management science courses, core accounting courses, courses which develop analytical and decision-making ability as well as courses which promote sound ethical behaviour and professionalism. The NUC is the chief quality regulator for university education in Nigeria. It has developed “Benchmarks and Minimum Academic Standards (BEMAS) for each university academic discipline including accounting (NUC, 2004). At the undergraduate level, BEMAS specifically provides for an accounting degree curriculum comprising five basic components to be covered over a minimum duration of four academic sessions.

Unfortunately, the industrial attachment component of the curriculum has practically been put on-hold due to an explosion in the number of students admitted into the accounting departments which makes it impossible for universities to secure required openings for students` industrial attachment (Okafor, 2012).

However, the industrial attachment component of the curriculum in Nigeria is not mandatory

for accounting graduation. The five accounting professional bodies in Nigeria are the major accounting professional bodies responsible for capacity building in professional accounting discipline. ICAN seems to have the greatest impact on the Bachelor of Science first degree accounting curricula of Nigerian universities. The focus of ICAN is to ensure that the accounting needs of different forms of the multinational enterprises, business organizations, as well as various arms of governments are addressed, in the accounting curricula of Nigerian Universities. ICAN influence is enforced by its regular accreditation visitations to universities offering accounting degree in Nigeria, which enables it to offer advice if not guidance on curriculum development of the institutions. Both ICAN and ANAN organize Mandatory Continuing Professional Education (MCPE) regularly for their members which include a large number of accounting lecturers. The MCPE is very educative in terms of research and it helps lecturers to keep abreast of developments in the accounting profession (Okafor 2012).

According to Merriam-Webster, pedagogy is the “art, science, or profession of teaching; especially: education.” This definition covers many aspects of teaching, but pedagogy really comes down to studying teaching methods. There are many moving parts to pedagogy that include teaching styles, feedback, and assessment. While each teacher has a different pedagogical approach to learning in their classroom, they should consider the most effective means of content delivery based on student needs. Do students need more lecture or individual work time? How do the students in the classroom learn best? These pedagogical questions are at the center of approaching learning for students.

THEORETICAL FRAMEWORK

Pedagogy

The pedagogical theories emerge from three perspectives, these are, Herbartianism, the new London group and learning theories. These are stated as follows: (Rutto, 2017). Herbartianism Johann Friederich Herbart (1776-1841) is regarded as the father of pedagogy. His works are based on the conceptions of pedagogy. In his theory, he identified the five components of pedagogy are association, generalization and applications, preparation, presentation.

Association – Association is the process of bringing ideas and events together. When teaching and learning processes are put into practice, the instructors and the students associate various aspects such as, memory, imagination, mental connection, thoughts, ideas, viewpoints, and/or sensations. When the students are attending lectures and instructors are

communicating with them in terms of the topic with which they are familiar and have experiences, then the students are provided with the opportunities to express their ideas and viewpoints. Hence, the past experiences of the students are associated with the subjects and concepts and in this manner; they are able to augment their learning. Therefore, association is acknowledged and is regarded as a vital component of pedagogy (Kapur 2020).

Generalization – Generalization is referred to the reasoning from detailed facts to general principles. These can be explained as formulation of general concepts from the specific instances. It is a general statement or concept that is obtained by inference from specific cases. The generalizations may not be entirely true, especially in the case of individuals and situations, where generalizations do not apply. The generalization principle requires that the reasons for the action be consistent with the assumption that the individuals with the same reasons act the same way. An act that satisfies the generalization principle is stated to be generalizable or to pass the generalization test. Therefore, generalization is regarded as a crucial component of pedagogy.

Applications – Applications is putting into practice what is learnt. At all levels of education, the instructors are teaching students subjects and concepts, so they can make use of the knowledge in achieving personal and professional goals. The educational qualifications, skills and abilities need to be put into practice in an efficacious manner in leading to up-gradation of personal and professional lives of the individuals. Normally, when the students are acquiring training in terms of extra-curricular and creative activities, such as, production of artworks, handicrafts, singing, dancing, sports, technologies and so forth through getting enrolled in educational institutions and training centres, they augment their knowledge and skills. Furthermore, they make use of their talents either as professions or hobbies. Therefore, it is well-understood that the individuals need to be well-aware of how to apply the knowledge in enriching their lives.

Preparation – The instructors are well-aware in terms of the fact that they need to prepare themselves appropriately, before they put into practice the teaching-learning methods, teaching-learning materials and instructional strategies. In preparing themselves well, they need to be well-equipped in terms of concepts, theories, notions and ideas. When the students are doubtful and are unable to understand the concepts in a well-ordered manner, they will put forward questions before the instructors. When the instructors are knowledgeable and well-prepared, they will be able to answer them and contribute significantly in providing solutions

to their problems and challenges. Therefore, it is well-understood; preparation is an important component of pedagogy (Kapur 2020).

Presentation – The instructors as well as the students need to up-grade their presentation skills at all levels of education. Presentation is regarded as a vital component for the instructors as they need to give presentations, when they are delivering lectures. On the other hand, the students also need to give presentations, as they are regarded as vital assessment strategies. Hence, the individuals need to focus upon up-gradation of presentation skills. In honing of presentation skills, there are various factors that need to be taken into consideration. These are, providing accurate information, speaking clearly and fluently, maintaining eye contact with the audience, making use of common language, answering questions put forward by the audience, having pleasant facial expressions, inculcating the traits of morality and ethics, possessing technical skills, maintaining the time-frame and dressing neatly. Therefore, presentation is regarded as one of the indispensable components of pedagogy (Kapur 2020). These theories are relevant to accounting to accounting profession and it will guide the orientation of university accounting educators, the National Universities Commission (NUC) and the professional accounting bodies particularly the Institute of Chartered Accountants of Nigeria (ICAN) in preparation and guiding teaching pedagogy in accounting courses and curriculum.

THE NEW LONDON GROUP

The New London Group (1996), refers to an international consortium of academics that are focused on conducting research on literacy pedagogies. In this case, the four components of pedagogy identified are, situated practice, overt instruction, critical framing and transformed practice (Rutto, 2017).

Situated Practice – In the case of the situated practice, the didactic methods of teaching are put into practice to convey the results, products or facts of enquiry to the learners. The learners do not get engaged in the processes through which they were achieved or the one's which have an impact upon their lives. In this case, the modelling of frameworks within the classrooms is promoted through which real-life is achieved. Situated practice takes the learners through the processes that yield the desired knowledge. The teaching-learning processes takes place through the involvement of tangible activities, i.e. projects, assignments, articles and other reading materials and the social framework for learning, i.e. learner

interactions. This indicates that when the pedagogical methods are put into operation, the utilization of materials, resources and social interaction are put into operation. Therefore, one can understand well that situated practice is regarded as a crucial component of pedagogy.

Overt Instruction – Overt instruction involves the construction of knowledge from what the learners already know and it also includes the specific needs to hone the instructional strategies. In particularly higher educational institutions, the students are adults. They normally associate their past experiences with the concepts. In other words, in order to acquire an efficient understanding of the lesson plans and academic concepts, they bring in their experiences and viewpoints and perspectives within the classroom settings. When the instructors are making use of technologies, articles, books, and other reading materials in leading to an increase in their knowledge, it is termed as overt instruction. The methods of overt instruction need to be paid attention towards throughout the pursuance of educational program. Therefore, the students can identify well that overt instruction is regarded as a component of pedagogy, which would contribute in an effectual manner in promoting student learning and facilitating the achievement of educational goals.

Critical Framing – Critical framing is an aspect of pedagogy, from where the learners stand back from what they have learned and view it critically in relation to the context. The learners are guided critically to conduct an analysis of the framework and question the ideologies and their relevance. In the case of critical framing, the students are guided to analyse the designs critically in relation to those, whose interests are served by the meanings, ideologies. In addition, they need to take into consideration, how the meanings are related to the cultural and social frameworks of the designs. Furthermore, it includes the opportunities for the learners to develop the skills and abilities, necessary to evaluate and re-evaluate the knowledge that is based on contextual information in the light of new ideas (What is Critical Framing? 2020). Therefore, it can be stated, critical framing is regarded as a component of pedagogy, which is used in interpreting meaning, framework, and cultural, social and political practices.

Transformed Practice – Transformed practice is an authentic learning experience, where the students are both the products and transmitters of learning literacy. In other words, they are acquiring as well as transmitting knowledge. Transformed practice enables the students to learn the knowledge and put it into practice in a situation. This helps them to develop the competencies and abilities to conduct themselves based on their understanding and apply the knowledge to provide solutions to their problems. Furthermore, the students are provided with

the opportunities to make use of their knowledge beyond the classroom setting. The students need to prepare themselves well, when they are to give an exam or presentation. But through transformed practiced, they are able to make use of the knowledge in their personal lives as well. Therefore, it can be stated, transformed practice is regarded as a component of pedagogy, which is beneficial to the students at all levels of education in enabling them to understand the concepts well and make use of them in their professional and personal lives.

STUDENT LEARNING ASSESSMENT

As Peter Drucker, the Austrian-born American management guru, is broadly credited to have famously asserted, what gets measured gets done. While intended to explain what happens in the management field, Drucker's observation pertains widely across sectors, including education; and more particularly, to the curriculum. The curriculum embodies the knowledge and skills with which a nation or other jurisdiction or institution intendsto equip its children and youth so that they are ready to assume adulthood in an engaged, productive and fulfilling way. In order for the official (intended) curriculum to generate this outcome, it is important that it also be the curriculum that schools actually deliver and that students learn. Unfortunately, though, in many instances the official curriculum is compromised, with the content that actually appears in classroom instruction resembling only a dim or narrow facsimile of what the education system, and indeed all of society, expect and require that students learn.

Many reasons can explain this gap, which in many settings is sometimes more of a chasm. As explained by Benavot, a frequent cause is that the textbooks that a system provides to its teachers do not correspond to the curriculum. This may be a matter of a clash of content, or knowledge and techniques, but it can also be a matter of education philosophy, or approach. For example, a curriculum may feature competency-based methods; but if the textbooks remain information-heavy, presenting facts to consume rather than problem-solving and other analytic and operational tasks to practice and master, instruction and learning will likely remain largely rote. A curriculum may sabotage itself in a similar regard. For example, while espousing a broad range of competencies and knowledge for students, it may be so overburdened with content both with the number of subjects and the amount of material in each that teachers feel they must virtually 'sprint' through the lessons to cover all the material. Developing competencies takes much longer and is more complex than delivering

information. A third explanation is found in the capacity of teachers, which itself manifests a few different dimensions. Most obviously, do they possess the necessary skills and knowledge to deliver the curriculum? This pertains equally to pedagogic acumen and to their mastery of the subject content. Capacity also refers, however, to factors such as suitable facilities, access to appropriate learning materials, adequate time, and encouragement and support. When these other factors do not correspond to the content and requirements of a curriculum, even the most capable and knowledgeable teacher will be handicapped in delivering the curriculum.

The potential “obstacle” to the full and successful implementation of a curriculum that is the focus of the present paper is student learning assessment. Where these two functions are out of sync an all-too-common phenomenon, the efficacy of both is in peril. The curriculum risks being hijacked by ‘renegade,’ or contradictory, assessment standards and strategies, and assessment risks either irrelevance or, unfortunately more common, providing misleading and disruptive signals concerning achievement and accountability to the overall system and its diverse constituencies and partners. Channeling Drucker again, it would seem only minor hyperbole, if exaggeration at all, to say that system-level examinations and assessments hold all other education initiatives hostage. Irrespective ministerial policy statements concerning pedagogic methods, irrespective the curriculum, and irrespective what teachers learn in professional development sessions, if the content and skills on which students will be examined and the manner in which they will be expected to exhibit that knowledge do not conform to the curriculum and the official pedagogy, most teachers will typically “teach to the test.” Indeed, if a teacher were not to do this, colleagues, parents, students and even many local authorities would judge people to be irresponsible, since it is the test that determines students’ opportunity to progress in person formal education and, therefore, to attain the social, economic and personal rewards that come with more education. While many will argue that teaching to the test is not necessarily the best strategy for teaching to succeedon a test, this is unfortunately the solution that many embraces, whether they hail from the Global South or North. In a country such as the United States where, according to Kamenetz, an average student will take over the twelve years of her/his primary and secondary school career a full 113 standardized tests⁸, the implications of a test-driven instructional strategy on learning and on the qualities of a system’s graduates must be seen as prodigious.

The on-going Education for All Sustainable Development Goals SDGs 2015 processes will hopefully have a significant impact on what countries teach and how they teach it over the

next decade and a half, as it should influence greatly what international education donors and other institutions promote, fund, support technically and research. Following the logic above, these global processes also involve the elaboration and prioritization of key indicators to reflect the learning that undergirds these goals along with the tools and methods by which nations and their partners can measure the degree of attainment of these learning indicators. The period leading up to 2015 has seen a global emphasis on assessing the basic competencies of Reading and Mathematics, and in some instances of Science. This has been true of low, middle and high-income countries alike. Moving beyond 2015, though, the SDGs will require of education systems to place supreme emphasis as well on other aspects of the curriculum and, especially, on the range of cognitive and non-cognitive competencies that equip students and give them confidence to use these skills for full, productive and fulsome economic, social, environmental and personal engagement. The balance of the present report aims to explore what precisely this prognostication means for assessment. What of these new curricular challenges and objectives can and should systems and their many stakeholders and partners be assessing? How can the results of such assessments constructively inform curricular developers and the many persons who are responsible for the various elements required to deliver the curriculum successfully?

EMPIRICAL REVIEW

The continued criticism in the literature indicates that current accounting teaching practices are still not fulfilling the needs of the profession. Much research has been done in the fields of improved methodology, subject content, and needed skills. Responses from both the business world and the profession, however, indicate that this research has not found much practical application (Albrecht and Sack 2000; Dempsey and Stegman 2001; Marino 2006). Studies also support claims that trainee accountants are lacking certain skills when entering the workplace (Coetzee and Oberholzer 2009; Wells et al. 2009). In order to address this criticism effectively it is necessary to determine to what extent current teaching methodologies address the development of the skills required from accountants. According to Mladenovic (2000), research shows that introductory accounting learners have many negative, stereotypical perceptions of accounting. These negative perceptions are often created or reinforced in introductory accounting courses. Diller-Haas (2006) is of the opinion that most business sciences learners form their perception of accounting during their first accounting course.

Changes in the accounting methodology should thus start at introductory level (first-year accounting), or earlier (school-level). Although one cannot expect that all the skills and technical knowledge regarding accounting should be obtained in introductory accounting it would be beneficial if a broad variety is introduced to learners as research has indicated that introductory accounting has an influence on learners' perceptions of accounting and intention of pursuing accounting careers (Mladenovic 2000; Jackling and Calero 2006). It would therefore be relevant to analyse accounting education critically at introductory level.

CONCLUSION

The quality of accounting graduates continues to be under the spotlight. Critics are of the claim that the accounting graduates are ill-prepared and do not adequately being equipped with the relevant knowledge and skills. Consequently, a serious gap surfaces between the demand of the profession and the supply of the future accountants. The lack of knowledge and relevant skills of accounting graduates, to a certain extent, may be partly attributed to the fundamental flaws within the existing accounting education system. Recent research authenticates the fact that conventional accounting education over-emphasises on providing technical skills. This however contradicts with the needs of the industry as the business environment has rapidly changing. Therefore, a meticulous revision on certain imperative aspects particularly in the existing curriculum and pedagogy needs to be undertaken in improving the quality of accounting graduates. The conventional accounting knowledge is considered to be out-dated, and hence, contemporary issues affecting the role of accountants should be adequately exposed to future accountants. The nature of accounting profession also demands accountants to acquire an array of soft skills and professional attributes. The foregoing discussion has argued that soft skills can be developed by way of applying innovative pedagogies. The cooperative learning, concept approach and proactive learning model are found to pose significant contribution towards academic excellence and non-technical skills development. One important characteristic of these alternative pedagogies is that the teaching method should not be too static. Flexibility in teaching accounting facilitates accounting students to develop the necessary skills needed in the evolving business environment. The responsibility now lies on the accounting educators to design an accounting education system that imparts knowledge and develops skills and competencies in the required areas to prepare future accountants for the expanded role.

Globalization has not only created the need for continuous education for stakeholders in accounting but has also created a gap in accounting curriculum which has to be met in order to produce graduates who will be the global workforce of the future. It is important that graduates of accounting in Nigerian tertiary institutions are thoroughly prepared to function within Nigeria and the global economy.

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SOCIOLINGUISTIC APPRAISAL OF THE ROLE OF LANGUAGE TOWARDS THE ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOALS

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ABSTRACT

The thrust of this paper is to appraise the strategic role of language and literature towards the actualization of the Federal Government of Nigeria's vision 20:2020. The paper posits that language education can be used as a roadmap to national development. Consequently, it discusses the correlation between literature, language and youth empowerment, socio-political and economic order, technological advancement, democracy and national rebranding. It is recommended, among other things, that the Government at all levels should invest more on teaching literature of the people using the suitable language in a multilingual, and multicultural settings in Nigeria. It also advocates for mother tongue education, if her vision is to become a reality and not a dream.

Keywords: Vision 20-2020, Mother-tongue, Language, National development.

INTRODUCTION

Language is the vehicle through which people's culture is transmitted. It is an index of identity which serves as repository of a people's culture, industry and exploits. The most effective engine of a people's culture is their mother tongue (MT). Indigenous languages are treasures of culture and self-identity. In other words, language is the indicator of history and self- identification (Solanke, 2006). It is an indispensable cultural legacy with which all forms of human interactions are carried out. According to Nwadike (2004) it is the key to the heart of the people. If we lose the key, we lose the people.

Individuals develop educationally, socially, economically, politically and culturally through their interaction with government agencies that disseminate ideas and policies through various media in the languages that the individual's best understand. According to Aziza (1998) national development is a gradual and advanced improvement through progressive changes in the sociopolitical life of the nation. National development refers to the growth of the nation in terms of internal cohesion, integration, unity, economic well-being, mass participation in

government, and educational growth, all of which are pathfinders to vision 20-2020. Language is a catalyst in educational development which is an important index of national development.

Qualitative education in any nation is not a luxury, but an imperative to national development. In order to achieve national cohesion and unity, Nigeria recognizes the importance of mother tongue education hence she states in her National Policy on Education (NPE) that the language of instruction in the primary schools should be initially in the child's mother tongue or the language of the immediate community. Indigenous language is the most important tool with which society is organized, and it is hardly possible to talk of national development without including the language with which the people formulate their thoughts and ideas. Multilingual education is capable of eradicating illiteracy. It provides political awareness and sociopolitical stability. Government's programmes and policies reach the grassroots with the use of indigenous languages. National unity depends largely on mutual understanding of each other's language and culture. This is why Nigeria considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major Nigerian languages other than his own MT. Unity means strength or power, and it is language that empowers and unifies people. Languages therefore confer power on a nation.

LANGUAGE AND YOUTH EMPOWERMENT

Language is the most fundamental and important tool for youth empowerment. It is a weapon for the uplift of the underprivileged, the marginalized, the un-informed or the illiterates in the society. The culture of reforms initiated by the previous administration is designed to engender sustainable change in democratic governance. This reform is to be carried out through education, and language is the tool for doing this. This is one of the Millennium Development Goals (MDGs) that runs through the National Economic Empowerment and Development Strategy (NEEDS). Youth empowerment is a re-branding enterprise, as the empowered youths are likely to shun corruption, and make positive contribution to national economic growth, peace, security and political stability. Empowerment is the process whereby people are enabled or given the opportunity to improve in order to contribute to positive change. It takes varied forms and dimensions which include activities like individual self-assertion, self- improvement, collective bargaining or resistance in order to challenge existing power relations (Okeshola, 1995). Self -empowerment takes varied forms such as

education, apprenticeship, usurpation, domination and force.

Education is the most fundamental and important tool for empowerment or for the achievement of social justice and equity. Social scientists prescribe education as a tool for the up-lift of the underprivileged, the marginalized, and the oppressed within the society (Graham-Brown, 1991). Education is therefore a veritable instrument for promoting empowerment, and best-done through the medium of languages.

Modern man can hardly contemplate communal life without the instrument of language. Performance, especially spoken language, defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas, and stimulating learning through the use of language. Articulate and well-spoken teachers always invariably win the hearts and respect of their students. Feminists have advanced the issue of empowerment of women through education as a means of challenging patriarchal ideology of male domination and women subordination. Empowerment entails life-long struggle for survival and transforming the structures and institutions (e.g. laws, social practice, political process, religious matters) that seem to perpetuate or reinforce gender discrimination and social inequality. According to Graham-Brown (1991), for the individual, empowerment through education promises an escape from poverty, oppression. It also promises greater social prestige, job mobility and better future prospect. Education empowers through language.

Language and language studies empower those who are engaged in them. Language as a means of communication is the corner stone of any educational process (Ige, 2000). It plays a vital role in education as a subject and it is also medium of instruction. Education, whether formal or informal, is carried out through the medium of some languages, and learning at any level is largely verbal (Awoniyi, 1978). Language, whether spoken or written, is the vehicle through which knowledge is imparted, and knowledge is power. One of the cardinal points in the Federal Government's National Economic Empowerment and Development Strategy (NEEDS) is education, and language education is a key tool and bridge to the future (Olaoye, 2004). It empowers children and the youth to take charge of their lives. This involves acquisition of skills and knowledge that would prepare them for the world of work.

LANGUAGE, LITERATURE AND NATIONAL DEVELOPMENT

A tripartite relationship between or among languages, literature and culture (whether foreign

or indigenous) has been well established and documented (Olaoye, 2002, Isyaku, 2004). According to them, there is no literature without language. Culture and language too are inseparable and the trios are intricately interwoven. They play vital role in man's education and national development. Literature is an art which entertains and instructs. It warns people of danger, and instructs by opening people's eyes to a wide range of experiences and a deeper understanding of these experiences. According to Factotum (1992) Literature presents situations, interactions and oppositions. It suggests a wide range of values and attitudes. To understand an ethnic group and their culture one may have to turn to their oral and written narratives, their drama and poetry.

A good piece of literature can be regarded as an authentic mirror image of its society and time. Through satire, proverbs and symbolism, literary artists communicate ideas, thoughts and feelings about social ills in the society which they criticize with prussic diction. Proverbs, for instance, are a lesson in prudence, generosity, patience and wisdom all of which are indispensable to the guidance of mankind and the stability of the society. Literary artists use languages to ridicule or condemn anti-social behaviors such as corruption, assassination, political thuggery, religious intolerance, oppressive rule or dictatorship, any form of human degradation and undemocratic practices. Through historical literature, our knowledge of the society is widened.

According to Asade (2000) we learn from historical literature about seemingly immortal despots and their ignoble and sorrowful end, and that their mysterious death was engendered by the avalanche of atrocities and carnage they had masterminded and executed. This knowledge helps people in charting new and humanistic, sociopolitical and economic course, which leads to a new world order. This is the contribution of literature to national development. Culture is defined as the particular systems of art, thought and custom of a society. It is the whole way of life of a people, the social heritage that the individual acquires as a member of his group. It is the entire attitude, perception and specific traits of civilization that confer to a people and its place in the universe. These traits are speech norms, etiquette, ideologies, ethics, stereotypes, artifacts, technologies, intellectual production, etc. Language whether foreign or indigenous, is thus an indelible mark of a people's identity. According to Fani-Kayode (2006) the core values of our people must be the pivot for national reforms. He enjoins that our traditional values should be embedded in honesty, transparency, respect for institutions, constituted authorities and the sanctity of human person and life.

These core values are reflected in the people's identity, cultures, traditions and systems, most times encapsulated in their languages. A child that grows up guided by the positive values of the society will possess a healthy and progressive mind in adulthood (Opega, 2004). Therefore, the teaching and learning of languages, literature and culture will afford the learner an understanding of the problems of the society. We cannot, therefore, overemphasize the importance of languages, literature and culture as three interrelated sociolinguistic variables from whose milk human beings must drink in order to develop a healthy soul in a healthy body.

LANGUAGES, CIVIC RESPONSIBILITY AND DEMOCRACY

The constitution of the Federal Republic of Nigeria provides that citizens have among others the following: allegiance to the constitution, respect for its ideals and institutions as well as the National Flag, National Anthem, National Pledge, and respect for properly constituted authorities. Other duties include protecting and preserving public property, shunning violence, eschewing corruption and squander mania, and contributing to the good name and defense of the country. Citizens have the right to vote and be voted for. They have freedom of movement, speech, association, and the right to human dignity, personal liberty and fair hearing.

Language is an indispensable cultural legacy with which all forms of human interactions are carried out. It is capable of destroying or mending relationships. The creation of a new democratic culture depends on indigenous language forth articulation of democratic ideals. A given political thought is usually expressed by means of language. It determines the stability and success or otherwise of a given democratic experience. Political contests depend on the use of language, as in violent or abusive language. Songs are composed in abusive diction to denigrate people and their ideals. Campaign language is a social mask forbidding party's selfish motives. The umbrella as an emblem is a sign language. These symbols communicate deep meaning. The umbrella symbolically represents the provision of a shade or a shelter for protection against adverse weather conditions, poverty and material deprivation (Bako, 2004). Political speeches, slogans and emblems are expected to be goal-directed. These goals are best achieved with the use of indigenous languages. If and when the business of the National Assembly is conducted in indigenous languages, national development will be accelerated.

INDIGENOUS LANGUAGES AND TECHNOLOGICAL DEVELOPMENT

Language is a vehicle of thought and the expression of culture. It expresses a people's way of life, their perception of things and their world view. This embodies their ideals and innovations, which embrace respect for technological and scientific innovations (Ishima, 2004). Science and Technology can be acquired and better understood through the indigenous languages. For indigenous languages to be used for the teaching and learning of science and technology, these MTs need to be developed in terms of their orthographies, spelling and vocabulary reform, including syntactical simplification, and translation through the use of lexicographic strategies and the linguistic indigenization policy of borrowing, coinage, semantic extension, etc. Through these linguistic re-engineering processes our indigenous languages will become a veritable vector of technological advancement, and a catalyst for the achievement of vision 20-2020.

LANGUAGE AS A TOOL FOR NATIONAL RE-BRANDING PROJECT

The media, both print and electronics, can redeem Nigeria's image through effective language use. Pornographic language, coarse invective and tirade can be replaced with refined diction, polished syntax and semantic finesse. Columnists, newspapers editors, freelance writers should use language to write on and about the virtue of honesty, dedication to duty, moral rectitude, and selfless service to one's fatherland. They should also write biographies of honourable statesmen and women whose exemplary characters could be regarded as legendary. Such writings have the power of moralizing and hence of re-branding the readers. Indigenous language, or any language, is regarded as the bedrock of nation building. It is the most important tool with which societies are organized, and it is hardly possible to talk of national development without including the language with which the people formulate their thoughts. According to Olaoye (2007), indigenous languages and languages in general perform the following re-branding role:

- Instrumental Function: Language is used for getting things done. The Federal Ministry of Information uses English and the Nigerian indigenous languages as campaign tools for sensitizing Nigerians on the need for the rebranding project. Languages are used in the training and retraining of civil servants, the academics, the lawmakers, while the politicians are being re-branded through retreats all carried out through the instrumentality of languages. The essence being to get these categories of Nigerians imbibe new socio-political, cultural

and economic ethos of a new Nigeria. The essence of law-making is also to sanitize the nation so that it will be a peaceful place to live, and to create opportunity for justice, fair play and equalitarianism. Constitutional reform can only be carried out through the use of languages. The essence of this is to re-brand Nigeria and Nigerians. It is to control man's egocentric tendencies, greed, avarice and kleptomania. Lawmaking is a language-sensitive activity or exercise. Responsible and responsive lawmaking is to save people from the clutches of slavery, oppressive rule, corrupt leaders, tyrannical rulers, and to chasten men and women of shady character who have given Nigeria a bad name. Implementing legal, political and economic reforms is tantamount to re-branding the nation, and this task is carried out through languages. Misuse or abuse of language leads to perverse justice, insincerity, rape of democracy, deception and corruption.

Regulatory Function: Language is used for controlling people's behaviour, for instance through:

- a. Prohibition, as in "don't cheat", "don't urinate here" "don't bribe", "don't take bribe", "don't take what does not belong to you", "don't engage in examination malpractice", "don't join bad gangs", etc.
- b. Through threat of reprisal, especially if behaviour is not stopped, as in "I will punish you if you do that again", "you will go to jail if you don't stop stealing", "you will be rusticated if you don't stop cheating during exams", etc.
- c. Through disapproval of behaviour, as in "that is bad of you", "No, stop it" that is not done here, etc.

LANGUAGE AND NATIONAL RE-BRANDING

Language, literature and culture are inseparable as tools for national development and as veritable tools for national rebranding. There is no literature without language. Asade (2000) asserts that literature is the matrix of the sociocultural ethos of the people, and the weapon of sustenance. In literary language, satire is an artistic weapon for sanitizing the society. Literature through language, warns people of dangerous and anti-social practices, ridicules people

of mean and despicable character, criticizes such evils like corruption, injustice, nepotism, bribery, economic and political sabotage, oppression, colonialism and neocolonialism, dictatorship, racism or colour segregation, literary theft, money laundering, examination

malpractice, cultism, armed robbery, militancy, abduction, drug peddling, human trafficking, election rigging, arson, sectarian crisis, looting, extra-judicial killing, etc. Good poetry, songs and music, especially those philosophical ones which extol good virtues and deride ignoble course or action are capable of correcting societal ills. Language behaviour is rule-governed, and any breach of language and cultural rules attracts sanctions. People's world view is determined by one's language and culture, and this lends credence to Sapir-Whorfian hypothesis of cultural relativism and linguistic determinism. Language is thus a shaper of ideas. We dissect the world through the instrumentality of our indigenous languages. Language adaptation however brings about language growth and development, and this in turn affects man's language and cultural re-orientation, socio-political and economic cosmopolitan out-look and modernism. For instance new words and expressions have entered into the lexicon of our indigenous languages through linguistic globalization. There is knowledge explosion through mass communication and information technology, and all these lead to advancement in science and technology which has a formidable rebranding role to play in nation building. Computer appreciation is now being made easy through the construction of indigenous languages keyboard which has linguistic facilities such as tone markers-diacritics, circumflex, tildes, cedillas, umlaut, special orthographies, etc. The youths become empowered through all these linguistic facilities. An empowered youth is a re-branded youth.

ENGLISH LANGUAGE IN NIGERIA

Nigeria is a multilingual nation where English Language has acquired the status of a second language to many people, while it is a third language to others. It plays a significant role in education, politics, government administration, the judiciary, economy and legislation. English today can be regarded as the lamp with which the youths can travel through the education tunnel (Ige, 2000). It is even now being referred to as one of the major Nigerian languages (Ogundare, 2004). This is because its role as a unifying or integrating force is obvious. It is a compromise language of communication in a multilingual setting since political resistance to the choice of an indigenous language as a national official language has foreclosed choosing any of the three major Nigerian Languages as a Lingua Franca. English according to Adekunle (1974) is the linguistic and symbolic embodiment of political power and authority.

English is the vehicle of globalization, and through it came information and communication

technology (ICT) which has a pervasive influence on education delivery. ICT, through television, radio and satellite communication, on-line services, e-mail, computer teleconferencing, has brought the world to the doorstep of the youths and other computer literate people. ICT is therefore a source of youth empowerment, and hence a tool for national re-branding. Through the internet and world news, accessed through English, western democracy has become a regular menu on the nation's political agenda. Political and language education, made possible through globalization, has started to open people's eyes to such issues like the value of peace, justice, freedom, equity, dialogue, compromise, tolerance, reciprocal respect, the essence of following the rule of law, constitutionality and due process, and the need to imbibe the culture of reform. These are some of the ingredients for sustainable democracy, and potent tools for the Nigeria's rebranding project.

CONCLUSION

For language to contribute effectively to national rebranding project and national development the federal Government needs to be more committed to multilingual and multicultural education. A more serious commitment entails the following:

- A well planned and implemented Mother Tongue Education.
- Better and improved production of quality language and literature teachers, provision of modern teaching/instructional materials, improved welfare package for teachers, provision of better infrastructures at both the primary and secondary school levels.
- Improved funding of tertiary education.
- Well-funded research on the development of orthographies and language documentation
- Deliberate promotion of the study of linguistics and language education in Colleges of Education and Universities.
- Better and improved funding of language centres in Nigeria such as NINLAN Aba and Nigerian French Language village, Badagry.

The author believes that a re-branded language education policy, a re-branded language education curriculum, effective language use by the media, can lead to successful political mobilization, cultural re-orientation, moral rearmament, youth empowerment and language education reform that will eventuate in national rebranding, and the actualization of the goals of vision 20-2020.

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IMPROVING TEACHERS PERFORMANCE IN TEACHING AGRICULTURAL SCIENCE IN SENIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

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ABSTRACT

The study focused on improving teachers' performance in teaching Agricultural Science in Senior Secondary Schools in Bauchi State. Four research questions and four null hypotheses guided the study. Improvement needs of teachers of agricultural science under subject matter mastery, planning of instruction, and implementation of instrument and evaluation of instruction were reviewed. Many related empirical studies were also reviewed and none of them specifically focused on improvement needs of teachers for effective teaching of Agricultural Science in Senior Secondary School and none of them is carried out in Bauchi State. The population of this study was 344 Agricultural science teachers and supervisors in the state. A sample of 185 respondents was obtained using Taro Yamane formula. Improvement needs of teachers' Questionnaire (INTQ) was developed and used for data collection. Three experts validated the instrument. Cronbach Alphareliability coefficient of 0.81 and 0.78 were obtained for the two sets of instruments of teachers and supervisors .Weighted mean and improvement needed index (INI) were used to answer the research questions and Z-test statistics was used to test the null hypotheses at 0.05 level of significance. It was found out that most teachers of Agricultural science in Senior Secondary School in the state required improvement in subject matter mastery, planning of instruction, and implementation of instruction as well as evaluation of instruction to be effective in teaching the students. This implied that many of the teachers cannot perform the teaching job as expected. It was recommended that needed competencies identified by the study be used to retrain teachers of Agricultural Science in Bauchi State through workshops and seminars.

Keywords: Improvement need, Teachers, Effective teaching, Agricultural science.

INTRODUCTION

Agricultural science in the opinion of Dumbiri (2016) is the deliberate effort made by man to till the soil, cultivate crops and rear animals for food and other purpose. The author further stated that it involves the sales of production from agriculture, because production is not complete until the produce gets to the final consumer. Lawal, Onipede and Mohammed (2016) defined agricultural science as the tilling of soil for growing crops, raising of livestock and

processing them for man's use. The author added that it is the application of scientific principles to the growing of crops and rearing of animals to equip students with the relevant skills, knowledge and attitude in the subjects during instruction Egbule in Adamu and Musa (2016) defined agriculture as a process of training learners in the process of Agricultural productivity as well as the techniques for teaching agriculture. Agricultural science as broad multi-disciplinary field deals with the selection, breeding and management of crops and domestic animals for economic production. It is a subject taught in senior secondary schools as a means for self-reliance and preparation for further studies. Agricultural science is therefore designed for inculcation of the necessary skills for the practice of agriculture for effective citizenship and contribution to food for national sustainability. That is why according to Ademola (2014) the Federal Republic of Nigeria (FRN) in the blue print for the Family Support Programme 1994 outlined the seven major objectives of teaching and learning of agricultural science to reflect the;

1. Ability to stimulate students' interest in agriculture
2. Ability of students in acquiring basic knowledge of agriculture.
3. Ability to develop basic agricultural skills in students.
4. Ability to integrate knowledge with skills in agriculture
5. Ability to expose students to opportunities in the field of agriculture
6. Ability to prepare students for further studies in agriculture and
7. Ability to prepare students for occupations in Agriculture.

Attainment of the above objectives depends on teachers' pedagogical approaches. If agricultural science is to be effectively taught in our secondary schools, teachers need improvement. A teacher of agricultural science in the opinion of Olaitan, Asogwa and Asouzu (2010) is an individual who is trained in the pedagogical and technical areas of agricultural science and is charged with the responsibility of imparting knowledge, skills and attitudes to students. Agricultural science teachers are generally trained for quality impact of agricultural skills, knowledge, attitude and values for self-reliance, promotion of agriculture and food security in their future lives. Agricultural teachers are expected to be equipped in order to impart such skills to students. Their performance however will rise when they are improved academically. It is the duty of agricultural science teachers to; stimulate and sustain students' interest in agriculture, enable students acquire basic knowledge, and practical skills in agriculture, enable students to integrate knowledge with skill in agriculture, prepare and

expose students for occupation in agriculture (Nigerian Educational Research and Development Council [NERDC], 2009). These objectives cannot be achieved without the teacher being effective in teaching and exposing students to knowledge and skills in relevant areas of agricultural science.

Effective teaching simply means successful attempt in teaching and learning situation. Killian (2014) described effective teaching as about helping your students to achieve the best results they can at school. He further stated that there are ten principles of effective teaching. These are: care about helping your kids to do the best that they can; Understand but do not excuse your students; Be clear about what you want your students to learn; Disseminate surface knowledge and promote deep learning; Gradually release responsibility for learning; Give your students feedback; Involved students in learning from each other; Manage your students ‘behavior; Evaluate the impact you are having on your students and continue learning ways that you can be of even more help to move students. Weimer (2018) outline six keys to effective teaching strategies. Viz.: Interest and explanation; Concern and respect for students and students learning; Appropriate assessment and feedback; Clear goals and intellectual challenge; Independence, control and active engagement; and learning from students. For teachers of agricultural science to be effective in teaching the subject to students, they need some improvements.

Improvement involve enhancing the capacity of teachers in imparting appropriate knowledge, skills and attitudes to students; in agriculture, a special retraining in technical and pedagogical competencies is given to teachers to make them perform better. Improvement as defined by Yavala (2010) is the process of making something better than before. Olaitan, Amusa, Azouzu (2010) defined improvement as the ability or condition for becoming better than before. The need for improvement always arises when there is gap to fill (Akintunde, 2016). According to Chutain Akintunde (2016) Need is what one requires in order to meet target standard. When the target standard of instructors is met, this among others will be to the benefit of the students through improved skills for employment on graduation. Meeting the target standard for the instructors can be done through capacity building. Capacity building refers to efforts geared towards improving knowledge, skills, and attitudes possessed by teachers of agricultural science in Bauchi State for proficiency in the teaching of agricultural science to students to reduce the impacts of poor performance in external examinations and in entrepreneurial skills acquisition in schools. In order to determine the capacity building needs of teachers of agricultural science, they must be assessed to obtain information on the competencies they

possess and the gap that exists towards expectation, that is, what they need to possess.

According to Lasse (2015) competency is something you need to be able to do well in a specific job role and thus went further to state that in order to demonstrate competence, workers must be able to perform certain tasks and skills with a required level of proficiency. Competencies are broken down into specific skills and tasks. Sturgess (2012) opined that competencies effectively fall into three groups: Behavioural (or life skills) competencies which problem solving behaviours used appropriately and responsibly in the management of personal affairs; Examples are communication, analytical ability, problem solving, initiative etc. second, functional (or technical)competencies which relate to functions, processes and roles within the organization and include the knowledge of, and skill in the exercise of, practices required for successful accomplishment of a specific job or task. Examples are: application system development, networking and communication, database analysis and design and so on and lastly professional competencies which are competencies that allow for success in an organizational context. They are the accelerators of performance or – if lacking insufficient strength and quality- are the reasons people fail to excel in jobs. Examples are: Business Environment, industry and professional standards, Negotiations, people management etc. Modebelu and Nwakpadolu (2013) stated that the teacher, if competent and satisfied with his/her job, would demonstrate positive approach to effective teaching and learning.

In the context of this study, Improvement involve enhancing the capacity of teachers in imparting appropriate knowledge, skills and attitudes to students of agricultural science in senior secondary schools in Bauchi state. Key improvement need areas of interest to the study are in the areas of subject matter mastery, planning instruction, implementation of instruction and evaluation of instruction. If in practice, a teacher cannot satisfactorily demonstrate knowledge and skills in these identified areas of subject matter mastery and instructions, a gap is observed. This gap is the difference between the competencies the teacher actually possessed and what he is expected to possess toward the teaching of agricultural science to students. To bridge the gap, teachers of agricultural science need improvement to effective teaching.

It is worthy to note that there are several techniques, approaches or strategies used by educators to determine the level of improvement need and or effectiveness of teachers generally. These includes teacher-self rating, rating by peers, head of subject or department, principals of schools, students, parents or parent-teacher association, supervisors or inspectors of education from state or federal ministry of education, examination bodies etc. (Ali,2016).

This study therefore will seek the opinion of teachers of agricultural science and that of supervisors as a way of determining the level of improvement need and effectiveness of teachers of agricultural science in Bauchi State. The study basically will consider whether teachers of agricultural science need improvement for effective teaching of the subject.

STATEMENT OF THE PROBLEM

The world agriculture is changing, and it is changing fast. It is the re possibilities of government and other stake holders in the agriculture system to assist our agricultural science teachers to be prepared for these changes, become more resilient in the face of new trends and thrive well in the new environment.

In Bauchi State, teachers of agricultural science in senior secondary schools are not regularly updated on the new trends in agriculture either through workshops, seminars, or conferences and failure in external examination is becoming rampant in an alarming rate. Consequently, poor number of students getting admission to study Agricultural Education in tertiary level, poor acquisition of vocational and entrepreneurial skills, poor knowledge of modern agriculture as the use of ICT on the enhancement of agriculture and rural development. A huge number of those who studied agricultural science in schools cannot be self-reliant or further their study at higher level.

The study therefore focused on the challenges facing agricultural science subject and suggest solutions. Also, the study will seek to establish whether teachers ‘subject matter mastery in new trends of agricultural development/innovation and instruction in planning, implementation, and evaluation have anything to do with the performance of students in agricultural science examinations and entrepreneurial skill acquisition in schools.

PURPOSE OF THE STUDY

Purpose of the Study is to:

1. Determine the improvement needs in subject matter mastery for which teachers are in need of improvement.
2. Determine the improvement needs in planning instructions for which teachers are in need of improvement.
3. Determine the improvement needs in implementation of instruction for which teachers are in need of improvement.
4. Determine the improvement needs in evaluation of instruction for which teachers are in need of improvement.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the improvement needs in subject matter mastery for which teachers are in need of improvement?
2. What are the improvement needs in planning instruction for which teachers are in need of improvement?
3. What are the improvement needs in implementation of instruction for which teachers are in need of improvement?
4. What are the improvement needs in evaluation of instruction for which teachers are in need of improvement?

RESEARCH HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

- HO1: There is no significant difference between the mean responses of teachers and supervisors on the improvement needs in subject matter mastery.
- HO2: There is no significant difference between the mean responses of teachers and supervisors on the improvement needs in planning instructions.
- HO3: There is no significant difference between the mean responses of teachers and supervisors on the improvement needs implementation of instruction.
- HO4: There is no significant difference between the mean responses of teachers and supervisors on the improvement needs in evaluation of instructions.

METHODOLOGY

Research Design

Survey research design was adopted for the study. This is because the study deals with opinion seeking from some of the respondents in improvement needs for effective teaching and to find out the view of the teachers about their performance. In a survey design the purpose is to find out the view, attitudes or interest of a large population using is preventative's selection from such a population.

Area of the Study

Bauchi state is the area of the study. Bauchi state is in the north-east geo-political zone of Nigeria and was created in 1976. The state is located between latitudes 9°30' and 2°30' north

of the equator, and between longitudes $8^{\circ} 45'$ and $11^{\circ} 0'$ east of the Greenwich Meridian. It is bounded in a clockwise direction by Yobe, Gombe, Taraba, Plateau, Kaduna, Kano and Jigawa States .There are 20 local governments areas in (Bauchi State Government -BASG, 2019).

Population of the Study

The population of the study consist of three hundred and forty four (344) Agricultural Science teachers and their supervisors in public senior secondary schools in Bauchi state, which consists of three hundred and thirty (330) agricultural science teachers and fourteen (14) supervisors, making a total of three hundred and forty-four (344) teachers and supervisors (Department of School Services, Bache state Ministry of Education, 2019).

Sample and Sampling Technique

The samples for the study were obtained through stratified random sampling technique based on the three educational zones in the state (Bauchi, Darazo and Katagum educational zones). The sample size was determined using Taro Yamane formula. Purposive sampling technique was used and nine (9), seven (7) and six (6) schools with highest number of agricultural science teachers from Bauchi, Darazo and Kat gum educational zones were selected respectively.

Instrument for Data Collection

A structured questionnaire instrument was used for the study. The questionnaire was termed “Improvement Needs of teachers Questionnaire” (INTQ) for identifying areas where teachers of Agriculture need improvement for effective teaching of Agricultural science in senior secondary schools. The questionnaire was made up of 42 items. The questionnaire consists of two categories: needed and performance. The needed category consist of a 4-point response scale of highly needed, needed, moderately needed, and not needed. With corresponding scores of 4, 3, 2 and 1 respectively while the performance category consists of a response scale of Highperformance, Average performance, low performance and no performance with corresponding scores of 4, 3, 2 and 1 respectively. The needed category elicits the responses of the Supervisors while performance category elicits the responses of the teachers.

Validity of the Instrument

The instrument was validated by three experts, two senior lecturers and one Assistant lecturer, from the department of Vocational Education, School of Technology and Science Education, Modibbo Adama University of Technology, Yola who made suggestions to determine the face validity of the instrument. The suggestions of the experts were used to improve the quality of the instrument.

Reliability of the Instrument

In order to ensure the internal consistency of the research instrument, there searcher conducted a trial test of the instrument. Twenty (20) copies of the Improvement needs of teachers questionnaire (INTQ) is administered to fifteen (15) teachers and five (5) supervisors in Adamawa (Yola) state which is out of there searcher's study area. The responses from the administration of the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) 23.0 version in which cronbachalpha reliability coefficient of 0.81 and 0.78 were obtained for the two sets of instruments.

Method of Data Collection

The data were collected through administration of the questionnaire by the researcher and with the help of four voluntary trained research assistants to the respondents (teachers of Agricultural Science and their supervisors). The research assistants were trained one day before the administration of the instrument. The administration of the instrument took a period of two (2) weeks. A copy of introductory letter was made available to the school principals before administration of the instrument. This is to ensure the permission of the school authorities to elicit responses from their staff. This was immediately followed with the copies of the questionnaire items. The respondents were given one week to study and respond to the questionnaire. A return visit will be made by the researcher and the assistants to collect the questionnaire in the second week of the administration.

Method of Data Analysis

The data collected were analyzed using weighted mean and Improvement Needed Index (INI) to answer the research questions. Z-test statistics was used to test the null hypotheses at 0.05 level of significance.

To determine the performance gaps and the improvement needs of teachers of agriculture, the following steps were taken; the weighted mean needed for each item was represented by

(\bar{X}_n) while the weighted mean performance of the respondents for each item was represented by (\bar{X}_p). The difference between the two means that is ($\bar{X}_n - \bar{X}_p$) was determined to indicate performance Gap (PG) which yields a zero (0), Negative or positive value.

- a) A difference of zero (0) indicated that there is no need for improvement because the level at which teachers of agriculture were performing in teaching the item is equal to the level that is needed.
- b) A negative (-) difference implied that there is no need for improvement because the level at which teachers of agriculture were performing in teaching the item is more than what is needed.
- c) A positive (+) PG indicated that there is need for improvement because the level at which teachers of agriculture were performing in teaching the item is lower than what is needed (Olaitan, Amusa & Nwobu in Alawa, Abanyam&Okeme, 2010).

RESULTS AND DISCUSSION

Table 1: Gap Analysis of Respondents' Means of Levels of needed and Performance e in mastery of subject matter in Agricultural Science in Bauchi State

S/N	Item Statement	N=176	\bar{X}	\bar{X}_p	$PG(\bar{X} - \bar{X}_p)$	Remark
1.	Ability to explain economic Empowerment.		3.79	3.12	0.62	IN
2.	Ability to state the ways in which Agriculture empowers someone economically.		3.79	3.17	1.47	IN
3.	Ability to define e-agriculture		3.79	2.32	1.67	IN
4.	Ability to integrate ICT in agricultural science		3.93	2.26	1.51	IN
5.	Ability to explain new trends in agriculture such as space-farming		3.57	2.06	1.80	IN

6.	Ability to inculcate basic entrepreneurial skills to students	4.00	2.20	0.47	IN
7.	Ability to describe forest.	3.86	3.39	0.46	IN
8.	Ability to state the uses of forest to the economy	3.86	3.40	0.37	IN
9.	Ability to explain the effects of forest on the environment.	3.86	3.49	0.45	IN
10.	Ability to define fishery	3.86	3.41	0.76	IN
11	Ability to state the uses of fishery to the economy	3.86	3.10	1.24	IN
12	Ability to define export promotion.	3.71	2.47	0.62	IN
13	Ability to explain the importance of export promotion in agriculture	3.71	2.44	1.47	IN

Source: Field work, 2020

KEY:

N = Number of respondents

Xn = Mean of Improvement Need

Mean of Teacher's performance in the Improvement,

PG=Performance Gap, IN = Improvement Needed.

Table1 shows that the performance gap (PG) of teachers of Agricultural Science for the thirteen (13) improvement need items ranged from 0.37to 1.80 and are positive. This indicates that the teachers need improvement in the thirteen (13) improvement needs in the study. Generally, this revealed that teachers of Agricultural Science in Senior Secondary schools in Bauchi State, Nigeria need improvement in subject matter mastery to teach their students effectively.

Research Question Two: What are the improvement needs in planning instruction for which teachers are in need of improvement?

Table 2: Gap Analysis of Respondents' means of Levels of needed and Performance in Planning of Instruction in Agricultural Science in Bauchi State.

S/N Item Statement	N=176	\bar{x}	\bar{x}	$PG(\bar{x})$	Remark
				$-\bar{x})$	
1. Ability to list the important facts, key Concepts, skill, or key vocabulary term that you intend to cover.		3.36	3.31	0.05	IN
2. Determine the objectives for the topic to be taught to the students.		3.86	3.20	0.66	IN
3. Determine the basic required for the topic.		3.64	3.04	0.60	IN
4. Identify material/ resources that will be suitable for teaching the topic selected.		3.57	3.16	0.41	IN
5. Design class activities to be performed by the students		3.79	3.20	0.59	IN
6. Incorporate activities that will help to equip students with appropriate knowledge, skills and attitude.		3.71	3.19	0.52	IN
7. Identify appropriate instructional methods		3.71	3.20	0.51	IN
8. Develop the lesson for instruction bearing in mind the objectives.		3.79	3.43	0.36	IN
9. Determine appropriate evaluation techniques that will lead to the achievement of the objective.		3.93	3.48	0.45	IN

Source: Field work, 2020

KEY:

N= Number of respondents \bar{x} =Mean of Improvement Needed

\bar{X} =Mean of Teacher's performance in the Improvement

PG = Performance Gap

IN =Improvement Needed,

Table 2 indicates that the performance gap (PG) of teachers of Agricultural Science for the nine(9) improvement need items ranged from 0.05 to0.66 are positive .This shows that the teachers need improvement in the nine (9) improvement needs in the study. In general, the result has shown that teachers of Agricultural Science in secondary schools in Bauchi State need improvement in planning instructions for effective teaching to take place.

Research Question Three: What are the improvement needs in implementation of instruction for which teachers are in need of improvement?

Table 3: Gap Analysis of Respondents' Mean of Levels of Needed and Performance in Implementation of Instruction in Agricultural Science in Bauchi State.

S/N	Item Statement,	N=176	\bar{X}_n	\bar{X}_p	$PG(\bar{X}_n - \bar{X}_p)$	Remark
1.	Arrange the materials for the teaching of the Topic selected in order of use.		3.79	3.10	0.69	IN
2.	Determine students' entry behavior for the lesson	3.64	3.18	0.46	IN	
3.	Intimate the objective of the lesson to the students	3.57	3.00	0.57	IN	
4.	Properly introduce the lesson	3.93	3.13	0.8	IN	
5.	Deliverthelessoncontentstepbystepwithappropriate instructional materials/teaching	3.86	3.10	0.76	IN	
6.	Present the subject matter content in a coherent manner	3.79	3.06	0.73	IN	

7. Organize practicals as may be demanded by the topic either in groups or individually.	3.21	2.98	0.23	IN
8. Involve students in the lesson through activities.	3.93	2.99	0.94	IN
9. Intimate students with evaluation techniques to be used for the lesson	3.57	3.09	0.48	IN
10. Ask and respond to students questions as may be required.	3.57	2.97	0.60	IN
11. Assign project to students based on the instructional activities.	3.64	3.01	0.63	IN

Source: Field work, 2020

KEY:

N=Number of respondents \bar{X}_n =*Mean of Improvement Needed*

\bar{X}_p =*Mean of Teacher's performance in the Improvement*

PG =*Performance Gap*

IN=Improvement Needed,

Table 3 shows that the performance gap (PG) of teachers of Agriculture for the eleven (11) Improvement need items ranged from 0.23 to 0.94 were positive. This indicates that the teachers need improvement in the eleven (11) improvement needs selected for the study. With this result, teachers of Agriculture in senior secondary schools in Bauchi state, Nigeria need improvement in implementation of instruction for effective teaching of Agricultural Science in schools.

Research Question Four: What are the improvement needs in evaluation of instruction for which teachers are in need of improvement?

Table 4: Gap Analysis of Respondents' Means of Level of Needed and Performance in Evaluation of Instruction in Agricultural Science in Bauchi State.

S/N	Item Statement	N=176	$P_G(\bar{X}_n - \bar{X}_p)$			Remark
			\bar{X}_n	\bar{X}_p	$P_G(\bar{X}_n - \bar{X}_p)$	
1.	Determine the assessment procedure to be used in order to achieve the objectives of the lesson.	3.93	3.02	0.91	IN	
2.	Decide on the type of value judgment to be used	3.79	3.06	0.73	IN	
3.	Design the assessment focusing on the content That is most important for the students to learn.	3.86	3.22	0.64	IN	
4.	Assess students' mastery of instruction.	3.50	3.19	0.31	IN	
5.	Construct assessment instrument to accommodate students with learning disabilities	3.64	2.96	0.68	IN	
6.	Determine progressive growth of the students	3.71	3.00	0.71	IN	
7.	Assign grades based on students' performance	3.86	3.23	0.63	IN	
8.	Disclose students' performance to individual students concerned.	3.79	3.17	0.62	IN	
9.	Keep appropriate performance record book for reference purpose.	3.79	3.11	0.68	IN	

Source: Field work, 2020

KEY:

N=Number of respondents

\bar{X}_n =Mean of Improvement Needed,

\bar{X}_p =Mean of Teacher's performance in the Improvement PG=Performance Gap

IN=Improvement needed the data in table 4 revealed that the performance gap (PG) values of nine (9) items ranged from 0.31 to 0.91 were positive. These performance gap values indicated that the teachers of Agricultural Science in senior secondary schools in Bauchi state, Nigeria is in need of improvement in these items. Therefore, the result has shown that teachers of Agricultural Science need improvement in evaluation of instruction for effective teaching.

Hypotheses Testing

All hypotheses formulated in this study were tested using z-test statistics at 0.05 level of significance.

HO1: There is no significant difference between the mean responses of teacher's and supervisors on the improvement needs in subject matter mastery of Agricultural Science.

Table 5: Independent-test statistics analysis of supervisors and teachers' ratings on the improvement needs in subject matter Mastery of Agricultural Science

Respondent Category	N	\bar{X}	SD	z-cal.	df	z-crit.	P	A	Remark
Supervisors	14	49.57	2.53	6.84	174	1.97	0.000	0.05	Significant
T									
Teachers	162	36.83	6.91						

Source: Field work, 2020

KEY

\bar{X} = Mean SD = Standard Deviation N = Number of sampled supervisors and teachers-cal.
=calculated value

z-crit. = t critical value from the statistical tables p = probability value □ = level of significance df = degree of freedom.

Data in Table 5 revealed independent t-test statistics analysis of supervisors and teachers' ratings on the improvement needs in subject matter mastery of Agricultural Science. It is evident that calculated t-test value (6.84) is greater than t-test critical value (1.97) obtained at 0.05 significance level with 174 degree of freedom. Also, the probability (p) value obtained is less than 0.05. This implies that null hypothesis one which stated that there was no significant difference between the mean responses of teachers and supervisors on the improvement needs in subject matter mastery of Agricultural Science was rejected. Therefore, it can be concluded that supervisors and teachers differ on their opinions as regard level of improvement needs in subject matter knowledge in Agricultural Science.

HO2: There is no significant difference between the mean responses of teacher's and supervisors on the improvement needs in planning instructions of Agricultural Science.

Table 6: Independent t-test statistics analysis of supervisors and teachers' ratings on the improvement needs in planning instructions of Agricultural Science

Respondent Category	N	\bar{X}	SD	z-cal.df	z-crit.P	A	Remark
Supervisors	14	33.36	2.53	5.34	1.97	0.000.05	Significant
				17			
				4			
Teachers	162	29.20	2.81				

Source: Field work, 2020.

KEY:

\bar{X} =Mean SD=Standard Deviation, N=Number of sampled supervisors and teachers,

Z-cal. = calculated t value, z-crit. = t critical value from the statistical tables, p=probability value, □=level of significance, DF=degree of freedom.

Information depicted in Table 6 revealed independent t-test statistics analysis of supervisors and teachers' ratings on the improvement needs in instructions planning of Agricultural Science. It was uncovered that calculated t-test value (5.34) is greater than t-test critical value (1.97) obtained at 0.05 significance level with 174 degree of freedom. Besides, the probability (p) value (0.00) obtained is less than 0.05. This implies that null hypothesis two which stated that there was no significant difference between the mean responses of teachers and supervisors on the improvement needs in planning of instructions in Agricultural Science was rejected. Therefore, it can be concluded that there were divergence opinions between supervisors and teachers as regard level of improvement needs in instructions planning in Agricultural Science.

H03: There is no significance difference between the mean responses of teachers and supervisors on the improvement needs in implementation of instruction of Agricultural Science.

Table 7: Independent t-test statistics analysis of supervisors and teachers' ratings on the improvement needs in implementation of instructions in Agricultural Science

Respondent Category	N	\bar{X}	SD	z-cal.df	z-crit.P	A Remark
Supervisors	14	33.86	2.18			
	6.70			174	1.97	0.000.05 Significant
Teachers		40.50	1.87			

Source: Field work, 2020

KEY:

\bar{X} =Mean,

SD=Standard Deviation,

N = Number of sampled supervisors and teachers-cal. = calculated value,

Z-crit. = t critical value from the statistical tables=probability value, □=level of significance,

Do=degree of freedom.

Information in Table7 showed independent t-test statistics analysis of supervisors and teachers' ratings on the improvement needs in implementation of instructions in Agricultural Science. It was uncovered that calculated t-test value (7.61) is greater than t-test critical value (1.97) obtained at 0.05 significance level with 174 degree of freedom. Besides, the probability (p) value (0.00) obtained is less than This implies that null hypothesis three which stated that there was no significant difference between the mean responses of teachers and supervisors on the improvement needs in implementation of instructions in Agricultural Science was rejected. Thus, it can be concluded that there were difference in opinions of supervisors and teachers on level of improvement needs in implementation of instructions in Agricultural Science.

HO4: There is no significant difference between the mean responses of teachers and supervisors on the improvement needs in evaluation of instructions of Agricultural Science.

Table 8: Independent t-test statistics analysis of supervisors and teachers ‘ratings on the improvement needs in evaluation of instructions in Agricultural Science

Respondent Category	N	\bar{X}	SD	z-cal.df	z-crit.P	A Remark
Supervisors	14	33.86	2.18			
	6.70			174	1.97	0.000.05 Significant
Teachers		1622	7.94	3.09		

Source: Field work, 2020

KEY:

\bar{X} =Mean, SD=Standard Deviation, N=Number of sampled supervisors and teachers,

Z-cal. =calculated value, z-crit. =t critical value from the statistical tables, p

=probability value,

\square =level of significance, DF=degree of freedom.

Information in Table 8 uncovered independent t-test statistics analysis of supervisors and teachers ‘ratings on the improvement needs in evaluation of instructions in Agricultural Science. It was evident that calculated t-test value (6.70) is greater than t-test critical value (1.97) obtained at 0.05 significance level with 174 degree of freedom. Besides, the probability (p) value (0.00) obtained is less than 0.05. This implies that null hypothesis four which stated that there was no significant difference between the mean responses of teachers and supervisors on the improvement needs in evaluation of instructions in Agricultural Science was rejected. In essence, it can be concluded that there were difference statically significant in the opinions of supervisors and teachers on level of improvement needs on evaluation of instructions in Agricultural Science.

SUMMARY OF MAJOR FINDINGS

Based on the results obtained in this study, the following major findings were uncovered as follows:

1. Teachers of Agricultural science in senior secondary schools in Bauchi State need improvement in all the thirteen (13) items on subject matter mastery.
2. Teachers of Agricultural science in senior secondary schools in Bauchi state need improvement in all the nine (9) items in planning instructions.
3. Teachers of Agricultural Science in senior secondary schools in Bauchi state need improvement in all the eleven (11) items on implementation of instructions.
4. Teachers of Agricultural science in senior secondary schools in Bauchi state need improvement in all the nine (9) items in evaluation of instructions.
5. There was significant difference between the mean responses of teachers and supervisors of Agricultural Science on subject matter mastery needs ($z174=6.84$, $P<0.05$).
6. There was significant difference between the mean responses of teachers and supervisors of Agricultural Science on planning instruction needs ($z 174 = 5.34$, $P<0.05$).
7. There was significant difference between the mean responses of teachers and supervisors of Agricultural Science on implementation of instruction needs ($z 174 = 7.61 P < 0.05$).
8. There was significant difference between the mean response of teachers and supervisors of Agricultural Science on evaluation of instruction needs ($z174=6.70P<0.05$).

DISCUSSION OF FINDINGS

The findings of the study are discussed in line with the research questions and hypothesis of the study as follows:

With reference to research question one which stated that what are the improvement needs in subject matter mastery for which teachers are in need of improvement? And null hypothesis (HOI) which stated that; there is no significance difference between the mean responses of teachers and supervisors on the improvement needs in subjects matter mastery. The findings of the study revealed that there was significant difference between the mean responses of teachers and supervisors of Agricultural science concerning subject matter mastery needs in senior secondary schools in Bauchi state. It revealed that teachers of Agricultural Science in Senior Secondary Schools in Bauchi State need improvement in the ability to explain economic empowerment, ability to define e-agriculture, ability to integrate ICT in agricultural science, ability to explain new trends in agriculture such as space farming, ability to inculcate

basic entrepreneurship skills to the students.

Meanwhile, the study also showed that teachers of Agricultural Science need improvement in forestry and fishery studies, ability to explain the importance of export promotion in Agriculture. This finding is in line with the findings of Modebelu and Nwakpadolu (2013) who carried out a study on effective teaching and learning of Agricultural Science for food security and national sustainability. The authors found out that teacher's qualification matter in achieving quality teaching and learning of Agricultural Science, majority of the teachers are non-degree holders; some degree holders are non-professionals; learning of the subject is more of theoretical; traditional classroom- based method of teaching and learning; inadequate of facilities; means of updating knowledge were inadequate. Similarly, the findings are similar to those of Ifeanyeze, Okeme and Dumbiri (2012) on skill improvement needs of teachers of Agricultural Education Programme in soil erosion management for effective teaching of students in Colleges of Education South Eastern Nigeria. They found out that, teachers of Agricultural Education needs improvement in 37 skill items in soil erosion prevention and 30 skill items in soil erosion control measures for effective teaching of soil erosion management to their students of Agriculture. This view was also supported by Olaitan, Alaribe and Omeh (2010) who carried out a study to determine competency improvement needs of instructors in teaching soil conservation till age practices to students in schools of Agriculture in South Eastern Nigeria. It was found out by the study that the instructors require improvement in all the 25 competency items in soil conservation tillage practices.

Furthermore, for research question two which state that what are the improvements needs me in planning instruction for which teachers are in need of improvement? And null hypothesis (HO2); there is no significant different between the mean responses of teachers and supervisors on the improvement needs in planning instructions. The findings of the study revealed that there was significant difference between the mean responses of teachers and supervisors of Agricultural Science concerning planning of instruction needs in senior Secondary Schools in Bauchi State. It revealed that teachers of Agricultural Science in Senior Secondary Schools in Bauchi State need improvement in the ability to list the important facts, key concepts, skills or key vocabulary term that you intend to cover, determination of the objectives for the topic to be taught to the students, determination of the basic required for the topic, identification of materials /resources that will be suitable for teaching the topic selected, designing class activities to be performed by the students, incorporation of activities that will help to equip students with appropriate knowledge, skill and attitude.

On the other hand, it was also indicated that teachers of Agricultural Science need improvement in the identification of appropriate instructional methods, development of the lesson for instruction, and determination of appropriate evaluation techniques that will lead to the achievement of the objective. This finding is in line with the findings of Aremu (2015) who conducted a study on the competency improvement technology teachers in the implementation of Basic Technology in Kogi State. The hypothesis tested revealed that there was no significant difference in the mean responses of teachers and supervisors of technology on the competency improvement needs in planning instructions for the implementation of Basic Technology in teaching the context of Basic technology curriculum to students in Junior Secondary Schools. The result of this study is also in agreement with the findings of Lawal, Omoleye and Oketoobo (2014). Who revealed that teachers of Agricultural Science in Ondo state need capacity building in all the 33 competency items identified in the following areas: Planning and organizing school farm, implementing school farm practical, coordinating and evaluating school farm practicals. The submission of Madu and Iyiola (2013) that capacity building needs are highly needed by the science teachers for planning science instruction is further upheld by this finding.

The analysis of research questions three which stated that what are the improvement needs in implementation of instruction for which teachers are in need of improvement? And null hypothesis (HO3): which stated that there is no significant difference between the mean responses of teachers and supervisors on the improvement needs in implementation of instruction. The study revealed that there was significant difference in the mean responses of teachers and supervisors of Agricultural Science concerning implementation of instruction needs in senior secondary schools in Bauchi state. It showed that teachers of Agricultural Science in Senior Secondary Schools in Bauchi state need improvement in the arrangement of the materials for teaching of the topic selected in order to use, determination of students' entry behaviour for the lesson, intimation of the objectives of the lesson to the students, proper introduction of the lesson, delivery of the lesson content step by step with appropriate instructional materials/teaching, presentation of the subject matter content in a coherent manner, organization of practical as may be demanded by the topic either in groups or individually.

The study also showed that teachers of Agricultural Science in Senior Secondary schools need improvement in the process of involving students in the lesson through activities, intimating students with evaluation techniques to be used for the lesson, asking and responding to

students questions as may be required, assigning project to students based on the instructional activities. This finding of the study is in line with the findings of Aremu (2015) who carried out a study on competency improvement needs of Technology Teachers in the implementation of Basic Technology in Kogi State. The study revealed that there was no significant difference in the mean responses of teachers and supervisor of technology on the competency improvement needs in planning instruction for the implementation of Basic Technology in Junior Secondary schools, similarly, the findings are in agreement with the findings of Lawan, Omoleye and Oketoobo (2014) who revealed that teachers of Agricultural Science in Ondo state need capacity building in all the 33 competency items identified in areas of planning and organizing school farm, implementing school farm practical, coordinating and evaluating school farm practical.

The analysis on research question four which stated that what are the improvement needs in evaluation of instruction for which teachers are in need of improvement? And null hypothesis (HO4) which stated that; there is no significant difference between the mean responses of teachers and supervisors on the improvement needs in evaluation of instructions. The study revealed that there was significant difference in the mean responses of teachers and supervisors of Agricultural Science on evaluation of instruction needs in senior secondary schools in Bauchi state. It showed that teachers of Agricultural Science in senior secondary schools in Bauchi state need improvement in the determination of the assessment procedure to be used in order to achieve the objectives of the lesson, deciding on the type of value judgment to be used, designing the assessment focusing on the content that is most important for the students to learn, assessment of student's mastery of instructions; construction of assessment instrument to accommodate students with learning disabilities, determination of progressive growth of the students' performance to individual student concerned ,keeping appropriate performance record book for reference purpose.

This finding supports the findings of Aremu (2015) who conducted a study on competency improvement needs of technology teachers in the implementation of Basic Technology in Kogi State. The study revealed that there was no significant difference in the mean responses of teachers and supervisors of technology on the evaluation of learning outcome in Basic technology. The findings are also in agreement with the findings of Lawal, Omoleye and Oketoobo (2014) which revealed that teachers of Agricultural science in Ondo state need capacity building in identified areas of planning and organizing school farm,implementing school farm practical ,coordinating and evaluation of school farm practical.

CONCLUSION

The findings of the study serve as the basis for forming the following conclusion; it is concluded that the overall results on the instruments provide evidence that majority of secondary school Agricultural Science teachers in Bauchi State do not master their teaching subject and use teaching skills in planning, implementation and evaluation of learning outcome. However, the above skills if harmonized into teacher education curriculum it will go a long way in producing effective teachers who can produce students' minds full of interest in vocational and entrepreneurial skills.

RECOMMENDATIONS

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

1. The needed competencies identified by this study be packaged and used to retrain teachers of Agricultural Science in senior secondary schools in the state through workshops and seminars to enable them meet the training needs of students which in turn would motivate their interest in Agricultural Science.
2. It is also recommended that teachers of Agricultural Science should be retrained in both subject matter mastery and pedagogy of Agricultural curriculum content in the form of short duration courses.
3. Relevant facilities for effective teaching of Agricultural Science should be provided by government and other stakeholders

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**PERCEIVED IMPACT OF INFORMATION AND COMMUNICATION
TECHNOLOGY IN TEACHING AND LEARNING SOCIAL STUDIES ON
STUDENTS' ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN
PLATEAU STATE, NIGERIA**

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ABSTRACT

The importance of information and communication technology in teaching and learning in school today cannot be overemphasized. It has brought to the door post of the teacher and the learner easy access to learning. This is why the research centred on the study of the perceived impact of information and communication technology in teaching and learning social studies on students' academic performance in Plateau State. Two colleges of education, Federal College of Education Pankshin and Plateau State Collage of Education Gindiri, were sampled to make students population of 925. A stratified random sampling technique was used to get a sample size of 185 respondents. The study used a self-designed questionnaire of Perceived Impact of Information and Communication Technology in Teaching and Learning Social Studies on Students' Academic Performance (PIIC TTLSS SAP) to obtained information from the respondents. The data collected was analyzed using simple percentage. The result of this study reveals that, few teachers teach social studies using information and communication technology in colleges of education. It was also discovered that teachers' lack confidence in computer operation skills. Some factors were seen as major constraints on including ICT into the curriculum. The researcher also discovered that teaching and learning social studies really requires the use of information and communication instructional materials. As a result, the study recommends that, teaching and learning using information and communication technology should be encouraged. Government, on-governmental organizations and other stakeholders in education should provide more Information and Communication Technology facilities to primary, secondary school and colleges of education, to train more teachers on how to use such facilities in teaching and learning social studies in particular and other subjects in general.

Keywords: Perceived, Information, Communication, Technology.

INTRODUCTION

The importance of information and communication technology (ICT) in the global trend cannot be over emphasised. ICT has become a fast growing industry all over the world. All

other industries almost base all their activities and solution to many of their problems on ICT. Klein (2010) posits that ICT has created opportunities for mankind to process, store, retrieve, manipulate, distribute, review, analyse and update information. It is an inter-discipline cause, combining information, communication, and technology within formation at the central point. Edinyang, Ihejamaizu, & Christie (2010), state that, retrieving, distributing, updating, storing and processing of information are referred to as information communication, while the process of using the electronic media such as computers, radios, televisions ,telephones etc., communication is referred to as technology. Edogor and Emah in their view, stated that the concept of (ICT) usage in teaching socialstudies will improve the pedagogy of teaching and production of materials to reduce time consumption and distance.

Emerauwa (2017) defined ICT as a device set of technological tools and resources used to communicate create, disseminate, store and manage information. These include computers the internet, broadcasting technologies and telephone" (radio and TV). Nwuba (2018) saw it as the process and maintenance of information using all forms of application of computer communication technology in transmitting audio, video, or multi-media such as cable satellite, fibreoptic, wireless (radio, infra-red Bluetooth and Wi-Fi among others to transmit information.

Gussen (2010) in his work described ICT as a tool that is creating new global economy and challenging school curriculum. ICT is a challenge to global economy and school curriculum especially in Nigeria and other developing countries. It is beginning to gain acceptance and thus it is a new concept that requires enlightening people, bearing in mind the cost implications and the changes that will arise during implementation. These challenges intend to benefit the students and the teachers in secondary schools and tertiary institutions.

Also Tambari, & Ngor, (2016) defined ICT as a device set of technological tools and resources used to create, disseminate, store and manage information. He went further to describe these technological tools as computer, internet, broadcasting equipment and telephone. From their definition, it can be inferred that when these technologies are used in creating, disseminating, storing and managing information in secondary schools they enhance academic achievement of students in tertiary institutions. MilahamForth, Greenway and Young (2012) see ICT as at technique and equipment which facilities are used for the acquisition, retrieval, transmission and reception of information. It is also defined as computer-based tools used by people to work with the information on communication processing need of a hardware and software, for example video, photography and camera that

convert information, images, sound and high digital information into common digital form . Furthermore, Ramson (2012) posits that the few duties ICT perform include data based and software design, as well as the management and administration of the entire system. He went further to state that no profession or field of study can grow without the use of ICT. Also educational administration cannot avoid the use of ICT because of its intended impact on administration. ICT can help the administrators and students of both primary, post-primary and tertiary institutions to disseminate information. Bao (2016) posits that ICT has become within a very short time, one of the basic building blocks of modern society. He went further to state that many countries now regard the knowledge and mastering of ICT as the basic skills and concepts which goes along side to aid reading, writing and numeracy.

Kaufer, Gunawardena, Tan, and Cheek (2011) stated that close to the end of the 1980s the term “computer” was replaced by IT (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. This was followed by the introduction of the term ICT (information and communication technology) around 1992, when e-mail started becoming available to the general public they further stated.

The phobia inherent in the teachers and students on ICT has generated a lot of concern and tension. In an effort to address this issue, the Federal and State Governments through the Ministries of Education and Information has mandated that ICT be introduced into the curriculum of both primary, secondary and tertiary institutions in the Federation (Honan, 2010). In line with this directive, JAMB has also mandated that all examinations will be done using the Computer Base Test (CBT). In spite of all these efforts, the influence of the use of ICT on the teaching and learning in schools and colleges are still not well pronounced, especially in disciplines like social studies. This study therefore, investigates the perceived impact of ICT in teaching and learning social studies on students' academic performance in Plateau State with the aim of improving its usage on teaching social studies in colleges of education.

PURPOSE OF THE STUDY

The main purpose of this study is to fine out the perceived impact of information and communication technology in teaching and learning social studies on students' academic performance in Plateau State. Specifically, the study seeks to find out:

1. If ICT instructional materials are good for teaching and learning social studies;
2. If the ICT instructional materials are really available in schools for teachers to use;

3. If there are factors hindering the integration of ICT into social studies curriculum; and
4. If the teachers are trained on the use of ICT instructional materials.

RESEARCH QUESTIONS

Four research questions were formulated to elucidate information from the respondents. These includes:

1. Is the ICT instructional materials good for teaching and learning socialstudies?
2. Is the ICT instructional materials available in schools for the social studies lecturers to use?
3. Are the factors militating against the integration of ICT into social studies curriculum?
4. Are the teachers trained on the use of ICT instructional materials?

METHODOLOGY

The study used descriptive survey research design to seek the opinions of respondents on the use of ICT on social studies students' academic performance in colleges of education in Plateau State. The population of the study was 925 respondents drawn from the two Colleges of Education (College of Education Gindiri and Federal College of Education Pankshin) in the state and from the Department of Social Studies of the two Colleges. A sample of 185 social studies students as respondents was randomly selected as the sample size, using stratified sampling techniques. A questionnaire of Perceived Impact of Information and Communication Technology in Teaching and Learning Social Studies on Students' Academic Performance in Colleges of Education (IICCTSSAPEC) in PlateauState, Nigeria was used to get information from the respondents. The questionnaire was validated by three experts from Educational foundations, Federal University Dutsin-MA. Two of them were from Educational Measurement and Evaluation and one from Educational Administration and Panning. The results obtained was analysed using percentages. Recommendations and conclusions were also made.

RESULTS

RQ1: Is ICT a good instructional material for teaching and learning social studies?

Answers	SA	A	D	SD	TOTAL
Respondent	30	121	17	17	185
Percentage (%)	17	65	9	9	100

Table1: ICT a Good Instructional Material for Teaching and Learning Social Studies

From table one above, 30 (17%) and 121 (65%) respondents agreed respectively that the ICT is a good instructional material to be used in teaching and learning social studies. In the same vein, 17 (9%) and 17 (9%) also disagreed with the assertion that ICT is a good instructional material for teaching and learning social studies in the colleges. The agreement above is in line with Edogor and Emah (2016). In their view, they stated that the concept of (ICT) usage in teaching and learning social studies will improve the pedagogy of teaching, create more room for students understanding and production of materials to reduce time consumption and distance.

RQ 2: Is the ICT instructional materials available in schools for the social studies studies lecturers to use?

Answers	SA	A	D	SD	TOTAL
Respondent	5	15	120	45	185
Percentage (%)	3	9	64	24	100

Table2: Indicating if the ICT instructional materials available for use by the teachers

From table 2 above, it was discovered that so many teachers do not teach social studies using ICT instructional materials .This is because the materials are not as much available to the teachers. This is also evident on the table where 120 (64%) and 45(24%) respectively disagreed to research question 2 randomly 5(3%) and 15(9%) to the assertion. The study therefore reveals that even when the ICT gadgets are available, a reasonable number of

lecturers do not use them for teaching and learning. But Sabin and Milaham, Forth, Greenway and Young (2012) see ICT as a technique and equipment which facilities teaching and learning and should be used for the acquisition, retrieval, transmission and reception of information and knowledge in school.

RQ3: What are the factors militating against the integration of ICT in to social studies curriculum?

Answers	SA	A	D	SD	TOTAL
Respondent	98	50	17	20	185
Percentage (%)	53	28	9	10	100

Table 3: Showing the factors militating against integrating ICT into social studies curriculum

From table 3, it was observed that many of the respondents agreed to the assertion that certain factors like the unavailability of ICT instructional materials, funds scarcity, inadequate trained personnel, and the inability of the government to constitute curriculum committees on ICT, etc., have hindered the integration of ICT in the social studies curriculum. This could be seen from the table where 98 (53%) and 50 (28%) agreed respectively that there are factors militating against the integration of ICT into social studies curriculum, while 17 (9%) and 20 (10%) disagreed. This is in line with Gussen (2010) as he described ICT as a tool that is creating new global economy and challenging school curriculum. ICT is a challenge to global economy and school curriculum especially in Nigeria and other developing countries.

RQ4: Are the teachers trained on the use of ICT instructional materials?

	SA	A	D	SD	TOTAL
Teachers' always use the ICT instructional materials to teach	20	16	78	71	185
Percentage (%)	11	9	42	38	100
Teachers Lack confidence in the use of ICT instructional materials	58	97	18	10	
Percentage (%)	32	52	10	6	100
Most teachers lack skills on Computer Operating	59	98	10	18	100
Percentage (%)	32	53	5	10	100
Power Supply creates negative impact on ICT Usage.	52	100	15	18	
Percentage (%)	28	54	8	10	100

Table 4: Indicating the ability of the teachers to use the ICT instructional materials

From the table above, it indicates that teachers do not use the ICT instructional materials while teaching because of some of the reasons stated on the question items. This is observed in item 1 where 20 (11%) and 16 (9%) respectively only agreed to the item, while 78 (42%) and 71 (38%) disagreed entirely that teachers go to class with ICT instructional materials. In view of this fact, Honan (2010) posits that ICT has become within a very short time, one of the basic building blocks of modern society. He went further to state that many countries now regard the knowledge and mastering of ICT as the basic skills and concepts which goes along side to aid teaching, reading, writing and numeracy. He stated further that, ICT capacity should be made mandatory for all teachers at all levels of education.

DISCUSSION

This study explores the perceived impact of information and communication technology in teaching and learning social studies on students' academic performance in Colleges of education in Plateau State, Nigeria. From table one above it was discovered that 30 (17%) and 121(65%) respondents agreed respectively that the ICT is a good instructional material to be used in teaching and learning social studies. In the same vein, 17 (9%) and 17 (9%) also disagreed with the assertion that ICT is a good instructional material for teaching and learning social studies in the colleges. This agreement above could be seen from Edogor and Emah (2016), who stated that the concept of (ICT) usage in teaching and learning social studies will improve the pedagogy of teaching and learning and production of material stored, time consumption and distance.

The findings further reveals that so many teachers do not teach social studies using ICT instructional materials. This may be because the materials are available or inadequate to the school and teachers. This is also shown on the table where 120(64%) and 45 (24%) respectively disagreed to research question 2 and only 5 (3%) and 15(9%) to the assertion. The study therefore reveals that even when the ICT instructional materials are available, a reasonable number of lecturers do not use them for teaching and learning, may be because they are not trained with or sheer ignorance. But to encourage teachers, Milaham, Forth, Greenway and Young (2012) see ICT as a technique and equipment which facilities are used for the acquisition, retrieval, transmission and reception of information in course of teaching and learning in school.

From table 3, it was observed that many of the respondents agreed to the assertion that certain factors like availability of ICT instructional materials, fund scarcity, inadequate trained personnel, and the inability of the government to constitute curriculum committees on ICT, etc., have hindered the integration of ICT in the social studies curriculum. This could be seen from the table where 98 (53%) and 50 (28%) agreed respectively that there are factors militating against the integration of ICT into social studies curriculum, while 17 (9%) and 20 (10%) disagreed. This is in line with Gussen (2010) as he described ICT as a tool that is creating new global economy and challenging school curriculum. ICT is a challenge to global economy and school curriculum especially in Nigeria and other developing countries.

Research question four also stresses that teachers do not use the ICT instructional materials while teaching because of some of the reasons stated on the question items. This is observed in item 1 where 20 (11%) and 16 (9%) respectively only agreed to the item, while 78 (42%)

and 71 (38%) disagreed entirely that teachers go to class with ICT instructional materials. In view of this fact, Honan (2010) posits that ICT has become within a very short time, one of the basic building blocks of modern society. He went further to state that many countries now regard the knowledge and mastering of ICT as the basic skills and concepts which goes alongside to aid teaching, reading, writing and numeracy, and hence stress that teachers should teach using ICT instructional materials.

CONCLUSION

The teaching and learning of social studies has been faced with the problem of suitable method of instructional materials, despite the numerous methods available. This may be due to the broad nature of some concepts in the course. But the use of ICT will develop the interest of the students and teachers, and clear some abstract and complex ideas by visualizing some concepts and processes. And that can only be materialized when more teachers teach social studies using information and communication technology in colleges of education, as it has been discovered that this creates a good play ground for adequate teaching and learning.

RECOMMENDATIONS

On the basis of the findings above, the researchers recommend as follows:

1. Teaching and learning using information communication technology should be made compulsory;
2. ICT laboratories and its instructional materials should be available to all schools;
3. Every teacher should be made to be a computer literate;
4. Computer trainings, workshops, seminars and other sources of capacity building should be made available in schools for teachers; and
5. Government and other non-governmental agencies should come to the aid of both public and private schools in providing ICT laboratories and its accessories.

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FACTORS AFFECTING TEACHING AND LEARNING OF PRACTICAL AGRICULTURE AND ITS EFFECT ON STUDENTS' PERFORMANCE IN COLLEGES OF EDUCATION IN NORTH EAST ZONE, NIGERIA

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ABSTRACT

This research work assessed the factors affecting teaching and learning of practical agriculture and its effect on Students' performance in COEs in North east zone Nigeria. The population of this study is 2018 Students made up of all NCE 1 and 2 Agricultural Education Students in the six Colleges of Education in the study area out of the entire population the sample size of 334 Agricultural Education Students were randomly selected using stratified random sampling technique. The findings revealed that out of the fifteen questionnaire items administered, eight items were accepted as factors affecting the performance of teachers in the discharge of their duties during practical lesson while seven items were rejected. It also revealed that out of the fifteen questionnaire items administered to the respondent (students) ten items were accepted as the factors affecting the learning of practical agriculture while five items were rejected as factors related to the students which affect their performance in the subject such as Drudgery associated to Practical agriculture. On the performance of students the findings revealed that NCE 1 performed poorly in their first year while NCE 2 had a good performance in practical agriculture while on the teacher/student factor affecting students performance it indicated that out of the thirty questionnaire items administered, it indicated that out of the fifteen items suggested to the respondents, it indicated that twelve items of these factors have Negative effect on students performance in the hypothesis tested revealed that there is no significant difference between the mean responses of teacher/student factor affecting student performance in practical course of agriculture therefore the null hypothesis was upheld.

Keywords: Teaching, Learning, Performance, Practical Agriculture.

INTRODUCTION

The two major components of Agricultural science taught in schools are theory and practical the theoretical aspect of the subject provides the students with agricultural science knowledge rather than practicing agriculture. Theoretical knowledge of agriculture could not make the recipients become skilled famers, until they learn the technical knowhow through practical

work in the school farm or laboratory (Olaitan, 2001).

Practical Agriculture is an aspect of agricultural course taught in the Colleges of Education for practical skills acquisition (Bitrus, 2009) Practical approach is considered as the process of bringing in real objects that can be used in teaching to make the teaching and learning of agriculture effective, meaningful, interesting and pleasurable to learners (Salau, 2001). Practical approach provides the opportunity where the teacher becomes the instructor of the group, providing stimulating learning situation, the learners are then guided to solve problem and understand concept through appropriate activities and farm demonstrations (Koko, 2008). Practical Agriculture is an activity in which the student manipulates and observes real objects and material under the guidance of the teacher. Practical approach is a situation in which teachers employ the use of physical objects that can be touched, manipulated and utilized proficiently in the teaching and learning process.

While performance is one which requires students to demonstrate what they have mastered, specific skills and competencies by performing or producing something Student's performance in practical Agriculture depends on several factors including the teacher pedagogies (Abdulmumini, Muazu,& Abdullahi, 2010). Similarly, Federal Government of Nigeria (FGN) (2008) Stated that entrance exams, motivation, amount and quality of study time, family background, student interest in Agriculture, social and parental support, gender are some of the factors that predicts students' performance. Many factors have been identified as militating against students' performance in school such as students' interest and perception about practical course, Teachers attitude, skills and pedagogies (Edigin, 1994).

Teachers are indispensable in imparting instructions to students and the destiny of any nation lies in the hands of those who guide its youth. Cohen & manion (1977) identified teacher as one who make the society as it is. Hamacheck (1975) supports this view; see the teacher as an important factor mediating the effect of educational services, institution and systems.

Therefore determining the factors affecting practical agriculture in colleges and its effect on students performance has become imperative in order to make students and Teachers more productive which in turn help in improving National food security.

STATEMENT OF THE PROBLEM

Teaching and learning of Practical agriculture is faced with a number of problems such as student inability to perform their role, students negative attitude toward practical agriculture, lack of skills by the students to perform certain practical activities in school, Teachers attitude

toward practical agriculture ,teachers inability perform certain practical activities mean while NCE students are expected to perform farm practical efficiently which will make them to be productive during and after graduation through proper utilization of the practical knowledge acquired in the school,

It is also supposed to make students to be self-reliant after graduation while the teachers are supposed to be the role model to the students in terms of exhibiting positive attitude toward practical agriculture .Therefore if Agriculture is left in the hands of people who do not have the knowledge of modern Agriculture made up of theory and practical, the fund committed for training Teachers and students will be wasted, reduce the quantity of the students, teachers and food produced which in turn lead to national food insecurity and half baked graduate.

PURPOSE OF THE STUDY

The main purpose of this study is to determine the factors affecting the teaching of practical agriculture and its effect on student skills in Federal Colleges of Education in North East Zone, specifically the Study aims to determine:

- i. Students' factor affecting learning of practical agriculture as a course
- ii. Teacher related factors affecting the teaching of practical agriculture
- iii. Students performance in the course of practical agriculture
- iv. Effect of teacher related factors on student performance
- v. Effect of student related factors on student performance

The Study is Guided by Four Research Questions Based Objectives of the Study

HO1: HYPOTHESIS ONE

There is no significant difference between the effect of student related factors and teacher related factors on students' performance in practical agriculture in Colleges of Education in north east zone.

SIGNIFICANCE OF THE STUDY

The findings of this study will be of benefit to Agricultural Education Students in Colleges of Education by receiving a combination of theory and practical based knowledge, thereby making permanent retention of the knowledge acquired by the student. The result of this study will also be useful to teachers through facilitating teaching process when combine theory with practical there by makes teaching and learning easier which is the overall objective of the

teacher and students and eliminate pseudo teaching and pseudo learning. Employers of N.C.E graduates will also benefit from the findings of the study through efficient discharge of the employees duty in the world of work by application of the practical skills to solve problem. The findings of the study will also be of benefit to Government in identifying the factors affecting the teaching and learning of practical agriculture and understanding the performance of students in the subject for further action.

DELIMITATION OF THE STUDY

This study was delimited to students offering Agricultural Education in Colleges of Education within the area of this study. Furthermore, the study only covered factors affecting practical agriculture and its effect on students' performance, with emphasis on NCE minimum standard. The geographical scope was delimited to the six Colleges of Education due to the large number of the colleges in the study area.

METHODOLOGY

A survey research design was employed for this study, the design according to Osuala (2001) is directed towards the determination of the state of a given phenomena, it focuses on people and their beliefs, opinion, attitude and their behavior, therefore the design is considered appropriate for this study since the study deals with the determination of agricultural science student and teachers' behavior toward practical agriculture and its effect on students' performance in the colleges of education in north east zone.

This study was conducted in North Eastern Nigeria, the Zone comprises of six States, namely, Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe, This area is mostly known for farming and business which contribute to the economy of the country. The zone is located within latitude 6.26° North and longitude 4.92° east of the equator. Its total land area is $18,971,965 \text{ km}^2$ (Anyaeche, 2007). The area shares an international border with Republic of Cameroon to the east and to the south east, Niger Republic to the north, Chad Republic to the north east and national boundary with Plateau, Kano and Jigawa States. The area has 11 Colleges of education.

The Population of this Study is 2018 Students made up of all NCE1 and 2 Agricultural Education Students in the six Colleges of Education in the North East Zone. The sample size of this Study was determined using Taro Yamane formula for determining finite population (Uzoagulu, 2011) and the formula used gave a sample size of 334 Agricultural Education

Students which were randomly selected using stratified random sampling technique, the sample obtained through this method is the representative of the entire population, and the sample size obtained from each College was proportional to the population size of each College.

The instrument used for data collection is Factors Affecting Teaching of Practical Agriculture and its Effect on Students performance (FATALPAESP) which is semi structured questionnaire developed by the researcher. The questionnaire consists of two Sections; A & B, Section A provides personal information about the respondents while section B was designed based on the research questions and hypothesis. A questionnaire was used to answer research question 1, 2, 4 & 5 while for research question 3 Students' results in form of continues assessment (C.A) which is the practical aspect of the course were collected from the schools exam offices to ascertain the students performance in practical agriculture, the questionnaire consist of 4 point rating scale for answering the research questions and testing the hypothesis and the hypothesis was tested at 0.05 level of significance.

Experts in the field of Agricultural Education were given the questionnaire for face validation their suggestions were used to produce a valid instrument for the study.

The questionnaire was field tested to ascertain its consistency using twenty NCE 1 Agricultural Education students of Federal College of Education Zaria, split half test Method of determining reliability were employed using Pearson Product Moment Correlation coefficient.

The questionnaire was distributed to there spondent in the six Colleges of Education in the North East zone; some of these questionnaires were distributed by the researcher himself while others were distributed through research assistants. A period of one day was given to the respondents to fill the questionnaire before retrieval; this is to enable them read thoroughly and understands the items in the questionnaire before responding to them, the questionnaires were collected personally by the researcher and the assistants. The statistical tools used for analyzing the data include mean and standard deviation for answering the research questions 1, 2, 3, & 5 while simple percentage was used to analyze research Question 3 and the z-test for testing the null hypotheses at 0.05level of significance.

On completion of the questionnaire, responses were converted to numerical value and analyzed using mean and standard deviation, the mean was used for research question one, two, three, four and five using 2.50 decision rule which implies that a mean score < 2.50 were regarded as negative statement, disagree or rejected statement while a mean score ≥ 2.50 were

accepted. The result of students in form of Continue assessment (C.A) which is purely concern with the practical aspect of the course was collected from the respective exam office in agricultural education department of each college, the mean of the performance was used after assigning a numerical values to the level of performance and the mean was computed as follows: < 2.00 representing poor performance while 2.00-2.49 representing Fair performance, 2.50-3.00 as Good performance, 3.01-4.00 representing very Good performance. While for the hypothesis testing z-test was used to test the null hypothesis at 0.05 level of significance.

RESULTS AND DISCUSSIONS

The data collected for this study were statistically analyzed and presented based on the research questions and hypotheses that guided the study.

Presentation of Results Research Question 1

What are the Student related factors which affect the learning of Practical Agriculture as a course in COEs in the North East zone?

The data that answered this research question is presented on Table 1.

Table 1: Mean responses of Student related factors which affect the learning of Practical Agriculture as a course in COEs in the North East Zone n=334

Student related factors which affect the teaching/learning	X	SD	
□ of Practical Agriculture			
Remark			
Drudgery associated to Practical agriculture	2.03	1.457	Disagree
Lack of clear understanding of the rational of Practical aspect of agriculture	2.53	0.186	Agree
Lack of interest in practical aspect	2.05	1.458	Disagree
Lack of motivating students by agricultural science teachers	3.36	1.089	Agric
Lack of competent agricultural science teacher	2.36	1.089	Disagree
Lack of modern machines for practical agriculture	3.06	0.359	Agree
Lack of equipped laboratories	3.90	1.275	Agree
Lack of awareness of job opportunities associated to practical agriculture	2.94	0.437	Agree
Attitude of the public toward practical agriculture	3.81	0.565	Agree
Poor understanding of theoretical aspect of agriculture	1.60	1.306	Disagree
Involvement of large number of villagers in farming	3.32	0.066	Agree
Activity			
Attitude of agricultural education Teachers	3.04	1.019	Agree
Hazardous nature of the course	3.33	0.387	Agree
Lack of Operator's cleanliness	3.40	0.275	Agree
Insufficient time allocated to Practical activities	1.75	1.67	Disagree

Table 1 Shows the mean responses to questionnaire items on the students' related factors which affect the learning of practical agriculture. Out of the fifteen items presented to the respondent (students) ten items were accepted as the factors affecting the learning of practical agriculture and these includes: lack of clear understanding of the rational of practical aspect

of agriculture, lack of motivation of students by agricultural science teachers, lack of modern machines and equipment for practical agriculture, lack of equip laboratories, lack of awareness of job opportunity associated to practical agriculture, attitude of public toward practical agriculture, involvement of large number of villagers in farming activity, attitude of agricultural science teachers, hazardous nature of the practical course, and lack of operators cleanliness while five items were rejected as factors related to the students which affect the their performance in the subject such as Drudgery associated to Practical agriculture, Lack of interest in practical aspect, Lack of competent agricultural science teacher, Poor understanding of theoretical aspect of agriculture and Insufficient time allocated to Practical activities respectively.

Research Question 2

What is the teacher related factors affecting the teaching of practical agriculture as a course of study?

Table 2: Mean responses of teacher related factors affecting the teaching/ learning of practical agriculture as a course of study n=334

Teacher related factors which affect the teaching of Practical Agriculture	X	SD	
Remark			
1. Poor teacher motivation	2.78	0.238	Agree
2. Lack of interest by the teachers on Practical aspect	2.60	0.209	Agree
3. Teachers absenteeism to duty	1.20	0.155	Disagree
4. Teacher truancy	1.06	0.656	Disagree
5. Lack of field experience by the teachers	2.53	1.157	Agree

6.Poor condition of service	1.23	0.1526	Disagree
7.Lack of inservice training for agricultural educ. Teachers	1.50	0.737	Disagree
8.Negative attitude of teacher toward practical agriculture	3.18	0.298	Agree
9.Practical agriculture is time consuming	2.62	0.395	Agree
10.Lack of practical facilities	1.22	1.206	Disagree
11.Lack of school farm	1.43	1.235	Disagree
12.Lack of relevant practical textbooks	2.43	1.235	Disagree
13.Drudgery associated to fieldwork	3.00	1.045	Agree
14. Class size	3.52	0.833	Agree
15.Lack of standardize instrument for Practical assessment	3.03	1.424	Agree

Table 2 presents the mean responses to Questionnaire items on teacher related factors which affect the teaching of practical agriculture, fifteen items were presented to the respondents out of these items eight were accepted as factors affecting the performance of teachers in the discharge of their duties during practical lesson these includes: poor teacher motivation, lack of interest by the teacher on practical aspect, lack of field experience by the teachers ,negative attitude of teachers toward practical agriculture time consumption associated to agriculture, drudgery associated to practical agriculture, class size and lack of standard instrument for assessing practical agriculture while seven items were rejected, and these are teacher absenteeism to duty ,teacher truancy, poor condition of service, lack of in-service training for agricultural science teachers, lack of practical facilities and lack of school farm respectively.

Research Question 3

What are the students' performances in practical agriculture?

Table1: Mean Performance of students in practical agriculture in COEs

ITEMS	X	SD	n	Remark
Pract.AgricAge117	2.43	1.42	334	Poor Performance
Pract.AgricAge227 Performance		2.62	1.39	334

Table 3 presents the mean score of students' performance in practical agriculture; the result revealed that the students performed poorly in the first year and had a good performance in the second year in the practical agriculture.

Research Question 4

What are the effects Student related factors on students' performance?

Table 4: Mean responses of effect of Student related factor on performance n=334

Student related factors which affect the learning of Practical Agriculture	X1	SD	Remark
Drudgery associated to Practical agriculture	2.03	0.78	Disagree
Lack of clear understanding of the rational of Practical aspect of agriculture	2.53	0.60	Agree
Lack of interest in practical aspect	2.04	0.20	Disagree
Lack of motivation by agricultural science teachers	3.36	1.06	Agree
Lack of competent agricultural science teacher	2.36	0.53	Disagree
Lack of modern machines for practical agriculture	3.06	1.235	Agree
Lack of equipped laboratories	3.70	1.50	Agree
8. Lack of awareness of job opportunities associated To practical agriculture	2.94	0.198	Agree
9. Attitude of the pulic toward practical agriculture	3.81	0.62	Agree
10. Poorunderstandingoftheoreticalaspectofagriculture	1.60	0.29	Disagree
11. Involvement of large number of villagers in farming Activity	3.32	1.43	Agree
12. Attitude of agricultural education Teachers	3.04	1.942	Agree
13.Hazardousnatureofthecourse	3.33	1.724	Agree
14.EffectofOperator'scleanliness	3.40	1.825	
AGREE			
15. Insufficient time allocated to Practical activities	1.75	0.741	Disagree

X1 = Mean responses of teachers on factors affecting Students Performance in Practical

agriculture

SD: Standard deviations

Agree: No effect (positive statement) disagree: Negative effect

Table 4 showed the effect of Student related factors which affect the performance of students in practical agriculture, to achieve this fifteen items were suggested to the respondents, it is indicated that Five items of these factors have Negative effect on students performance and these are: Insufficient time allocated to practical drudgery associated to practical agriculture, lack of interest in practical aspect, competent agricultural science teacher and poor understanding of theoretical aspect of agriculture while ten of these items has no any effect on the students performance and these includes:, Lack of motivation by agricultural science teachers, lack of modern machines for practical agriculture, lack of equipped laboratories, attitude of the public toward practical agriculture, involvement of large number of villagers in farming activity, attitude of agricultural education teachers, lack of clear understanding of the rational of practical aspect of agriculture, hazardous nature of the course and lack of operator's cleanliness, lack Involvement of large number of villagers in farming activity and activities respectively.

Table 5: Mean responses of effect teacher related factors affecting the teaching/learning of practical agriculture as a course of study n=334

Teacher related factors which affect the teaching of Practical Agriculture	X	SD
Remark		
Poor teacher motivation	2.78	0.238 Agree
Lack of interest by the teachers on Practical aspect	2.10	0.209 Disagree
Teachers absenteeism to duty	2.60	0.155 Agree
Teacher truancy	3.06	0.656 Agree
Lack of field experience by some teachers	2.03	1.157 DisAgree
Poor condition of service	3.23	0.1526 Agree
Lack of in service training for agricultural educ. teachers	2.50	0.737 Agree
Negative attitude of teachers toward practical agriculture	2.18	0.298 Disagree
Practical agriculture is time consuming	2.62	0.395 Agree
Lack of practical facilities	2.82	1.206 Agree
Lack of school farm	3.43	1.235 Agree
Lack of relevant practical textbooks	2.73	1.235 Disagree
13.drudgery associated to field work	2.00	1.045 Disagree
14.Classsize	3.52	0.833 Agree
15.Lack of standardize instrument for Practical assessment	3.03	1.424 Agree

Agree: No any effect (Positive Statement) Disagree: Negative effect

Table 5 presents the mean responses to Questionnaire items on effect of teacher related factors which affect the Students Performance, fifteen items were presented to the respondents out of these items eleven items have no any effect on students performance in practical lesson these includes: poor teacher motivation, class size, teacher absenteeism to duty, lack of field experience by some teachers teacher truancy, lack of standard instrument for assessing practical agriculture poor condition of service, lack of in-service training for agricultural science teachers, lack of practical facilities and lack of school farm, lack of field experience by some teachers, while four of the items have negative effect on student's performance these are: time consumption associated to agriculture, drudgery associated to practical agriculture, negative attitude of teachers toward practical agriculture and lack of field experience by some teacher respectively.

Hypothesis One

Table 6: Z-test of difference between the mean responses on Teacher/Student factor affecting students' Performance in practical Agriculture

ITEMS	X	SD	n	Variance	Z-cal	Z-crit
Decision						
Student related factor	3.35	2.22	334	4.64	1.67	1.96
Teacher related factor	3.32	0.67	334	0.45		Accepted

CONCLUSION AND RECOMMENDATIONS

The findings of this study revealed that Student factor affect learning of practical agriculture while on teacher related factor revealed that teacher related factor affect. The teaching of practical course, On the performance of students, the study revealed that NCE 1 Students performed well while NCE 2 performed poorly in the subject it is also indicated that five factors have a negative effect on students' performance and ten have no effect on students' performance while on effect of teacher related factors affecting students performance four items have negative effect on students performance while six have no any effect.

Based on the findings the following recommendations were made viz:

1. Various Agricultural Education Department of the Colleges should put more emphasis on teacher motivation especially on practical lesson, The teacher interest ,teachers field experience, rationales associated to practical agriculture and should be made understand through seminars that practical agriculture is not time consuming, drudgery while the class size should be spitted to the manageable number a standard instrument for assessing practical agriculture should be made available.
2. Agricultural Education Teachers should: Teach Students the rational of practical aspect of agriculture, Motivate students on practical course, and create awareness of job opportunity associated to practical agriculture they should also change their attitude toward practical agriculture and attitude of the public toward practical agriculture, and also made to understand that involvement of large number of villagers in farming activity, hazardous nature of the practical course, and lack of operators cleanliness are not a problems while Government should provide modern machines and equipment for practical agriculture, and equip laboratories.
3. Agricultural Education teachers should do their best to encourage NCE 1 Students to improve on their performance.
4. Agricultural Education teachers should be made to develop interest in practical aspect of Agriculture, understand that Practical Agriculture is not time consuming, modernize Agricultural industry, Provide training and retraining of agricultural education teachers and improve their attitude toward theoretical aspect of agriculture.
5. Modernizing practical Agriculture will also help to change the Students attitudes on the items they erroneously perceived such as time consumption associated to agriculture, drudgery, negative attitude of the teachers toward practical agriculture and lack of field experience by some teachers.

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REVITALIZING TECHNICAL VOCATIONAL EDUCATION AND TRAINING THROUGH COMPETENCY-BASED UP-SKILLING INTEGRATION, UPGRADE AND IMPLEMENTATION FOR JOB CREATION IN NIGERIA

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ABSTRACT

The paper discussed revitalizing technical vocational education and training through competency-based up-skilling integration, upgrade and implementation for job creation in Nigeria. It outlines the principles of competency-based TVET. The paper also presented the pre-requisites for integrating, upgrading and implementing this concept in Nigerian technical institutions. The paper went further to outline programme implementation by training the students through common levels such as: Level 1- (semiskilled), Level 2-(skilled), Level 3- (craftman) Level 4-(technicians), and Level 5-(expert). This should go on to further assist graduates with startup packs as well as setting up workshops for them. Highlights the aim of competency-based TVET, the significance of competency-based TVET to job creation. With the Competency-Based Training (CBT) that is, a demand driven education and training programme based on industry skill needs .These industry standards are the basis upon which the curriculum, assessment and learning packages will be developed. This is because, there appears to be a mismatch between skills obtained in TVET institutions and that demanded by industries, in trying to fill the gap, competency-based training will be called up in the feat to be rescue by TVET experts. It is expected to meet the aspiration of Nigerian society, to shape its future and provide solutions to some of its social, political and economic issues.

Keywords: Competency-Based, TVET, Job Creation, Integration.

INTRODUCTION

In the year past, World Bank estimated that Nigeria has 19 million youths within the ages of 16-30 and less than 30% of the population is gainfully employed. This has caused an over bearing unemployment situation which leads to extreme

Poverty defined by the UN as the state of living on less than one dollar ninety cents and a major contributing factor to high levels of unemployment or underemployment in Nigeria is skills mismatch. Being hyper-competitive and tech-centric, the 21st century is demanding a new skill set for career and life. Nigerian graduates lack competency in basic technical and

transferable skills to compete in the 21st century labour market (Awofala, Ojo, Okunuga, Babajide, Olabiye & Adenle, 2019). Institutions of higher learning therefore have an implied responsibility to ensure national economic prosperity by providing an education that is aligned to public good (Ruben and Gigliotti, 2018, Duderstandt, 2009). Grievances arising from economic and social exclusion, marginalization and inequality, usually considered as the most significant drivers of violence, radicalization, forced displacement and irregular migration is prevailing in Nigeria. For instance, a competent carpenter will never be roaming streets all day looking for what to steal or who to fight. The violence cases in Nigeria have caused many vulnerable and as such needs resettlement strategies. General education which is predominantly the system of education in Nigeria among other factors may be blamed for the prevalence of youth unemployment in Nigeria.

The Nigerian educational system in the past or under the colonial master's was centered on general education which lay much emphasis on the cognitive ability of the learner. General education teaches the citizens to understand and possess the survival mechanism within the society. It relates that aspect of school curriculum fashioned to inculcate to learners the competencies needed for every day living. This general education produces graduates that are seekers of white-Collar jobs. Nigeria's education system which was characterized by academic curricula deficiency invocational and technical skill development programme is today rich in academic and vocational programmes to enhance economic growth. Vocational subjects have been introduced in the secondary schools and teacher education curricula. Technical Vocational Education and Training (TVET) is different from general education. Technical Vocational Education and Training prepares individuals in skills, knowledge, attitudes, abilities and competencies for specific occupations of social value. The former system of education has its negative implications, one of which is producing graduate with little or no employability skills to match the labor demanding the industry. However, general education and TVET are integrated to complement each other. Technical Vocational Education and Training is a skill-based programme designed for specific vocations.

Technical Vocational Educationand Training. Unskilled individual to semi-skilled and semi-skilled to skilled. Skilled individuals are known to be intelligent consumers of modern technologies, creative and innovative. Skilled people are usually job creators rather than job seekers. In preparing an individual, VET provides general and technical background that increases the individual's understanding of the principles and theories of a field of work and practical background that enhances the development of skills and attitudes necessary for the

work. In Nigerian school system, pre-vocational subjects are taught to students at the basic education level to allow students explore a vast array of occupations before making a career choice. Technical Vocational Education and Training comprises the following educational programmes; Agricultural Education, Home Economics Education, Health Occupation Education, Distributive Education, Business Education, Trade/Industrial Education and Technical Education (Ozioma, 2011). Technical Vocational Education and Training is among the vital tools a nation can use for creation of sustainable and decent job opportunities in the thriving public/private sector and set it on the path of growth and development since TVET is designed to develop skills, abilities, understanding, attitudes and work habit, products of TVET tend to be creators of jobs. This helps the graduates to become self-reliance. Wodi and Dokubo (2015) state that there is need to revise the TVET curriculum to reflect needed society changes. According to Agus (2017) TVET institutions only emphasize on skills. The training institutions have to go beyond equipping graduates to acquire skills because competency-based training is essential. Hence the need for TVET curriculum to embrace competency-based training approach.

Countless issues have been taking place in TVET institutions including technical colleges, which give rise to the need for continuous learning and updating competencies of the trainers in colleges of allages. Economic competitiveness of a country depends to a large extent on the skills of its workforce. The skills and the competencies of the workforce, in turn, are dependent upon the quality of the country's education and training. Education and training are undergoing continuous change, and this change poses more challenges to the 21st-century workforce, and to training institutions. Despite the importance of TVET in transforming economic development, of any nation, Nigeria still has different perspectives about the competency of its TVET graduates. Despite progress, Nigeria continues to face a number of challenges, with high levels of poverty and inequality. The country's current Growth and Development Strategy aims to overcome the Challenges it is facing to build a productive, competitive and resilient nation. This can be achieved rapidly through competency-based VET integration, upgrading and implementation in Nigeria.

It will have great impact and /or achievement on building greener employ ability skills. The competency-based up-skilling is crucial to the enhancement of sustainable environmental protection. This is because by competency-based training approaching Nigeria, we will be able to contribute in building a robust green Nigeria as a country and this will make it sustainable and environmentally friendly. This competency-based training project is a

solution to the thriving Nigerian economy. The green practices are not part of Nigerian lifestyle today. The country needs to change way of thinking so that there will be quality of life now and in the future. The green skills development cushioned some changes in the structures of the economy and occupations of a nation and this obviously demand a commensurable skill adjustment. Some of these challenges are noticeable in the different trades. In Construction industry, one of the major challenges facing its numerous stages relates to construction process, one among of such innovation is the building information modeling (BIM). Dabo, Rishiand Musa (2012) define building information modeling as technology and associated set of processes to produce ,communicate and analysis building models. Building information modeling is a new approach to integrated project delivery in which a single comprehensive repository of the facilities data from conceptual operation and maintenance is generated and coordinated concurrently. This is seen as an enabler that may help the building industry to improve its productivity.

In automobile technology, the most pronounced development's "HYBRID" Vehicle. A hybrid Vehicle uses multiple propulsion system to provide motive power (Abdulgafar, 2011). This most refers to gasoline-electric hybrid vehicles, which uses gasoline/petrol to power the internal combustion engine and recharge their batteries, by capturing kinetic energy via regenerative braking. Similarly, Electrical/electronic technology has also registered some innovation as in GSM repairs and satellite repairs and maintenance. Onyuekwe (2006) in his study on entrepreneurship to be introduced in the curriculum of Electrical /Electronic lamented that there are other relevant courses which are professional which need to be included in the curriculum such as GSM repairs, satellites settings and repairs among others. In light of the greening of economy, green occupations priority areas that TVET can focus on, include engineering technician, construction technician, organic agriculture technician and power generation technician - solar, wind, biogas and hydro, among others (Abdulgafar, 2011). Year in year out, the world of TVET has registered new innovations and technological advancements. Therefore, there is the urgent need to strengthen the curriculum of Technology Education to meet the challenges of modern technology. Similarly, changes in technology have made training and retraining of TVET technicians, crafts men and graduates to become highly skilled.

Competency-based Technical Vocational Education and Training Integration in Nigeria

The Competency Based Training (CBT) programme is an exciting new outcome based

qualification which has been developed in partnership with leading employers. This mode of delivery is providing the kind of workers based on industry, demands and also is preparing individuals for self-employment. The introduction of the CBT in the TVET reform will therefore engage most youth of the nation in well-structured skills development and workplace experience to ensure employment opportunities and industry led skills development. The National Board for Technical Education (NBTE) in Nigeria, recently just started the implementation of National Vocational Qualifications (NVQ) as part of TVET reformation process. This newly introduced system employs the Competency- Based Education and Training (CBET) or Competency-Based Learning (CBL) approach in which learners are trained and certified based on their attainment of competencies in any given career or skills clusters.

Competency is defined by Wahab (2018) as the individual's ability to use, apply and demonstrate a group of related awareness, knowledge, skills and attitudes in order to perform tasks and duties successfully, which can be measured against well-accepted standards (levels) required in employment against provided evidences at work location. One's competency affects both his/ her job responsibility and performance on the job; and these usually fall into two categories, namely technical and behavioral competencies. The Competency-Based Education and Training curriculum wherever employed, aims at preparing learners more effectively for real workplaces, which means that the acquisition of competencies takes into account the requirements of companies and industry that are affected by globalization and the modern technology. This approach will help in building a strong and relevance- criterion manpower and by extension make available job opportunities. The strategy of Competency-Based TVET is based around "Occupational competencies" which are established for each career field and for each job title.

COMPETENCY-BASED TECHNOLOGY VOCATIONAL EDUCATION AND TRAINING UPGRADING IN NIGERIA

Competency-Based TVET is aimed at delivering knowledge and practices towards a more environmental friendly, enhancing decision-making and lifestyle in more ecologically responsible manner. According to Yalams (2019), all aspects of education as an industry revolve around three cardinal points. Short-term targeted training typically following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training (CEDEFOP, 2008). Based on this

consideration, the UNESCO-UNEVOC (2014) has advocated an approach for sustainable transformation of TVET institutions globally from a non-sustainable (Red) into a more sustainable (Green) one. Competency-Based TVET is an emerging concept emanating from UNESCO-UNEVOC as part of fulfillment of UN's decade for Education for Sustainable Development(ES D), which has now translated into what is called Sustainable Development Goals (SDGs). Within the Competency-Based TVET framework, the emphasis is on waste management; renewable energy; environmental protection; community service programmes among others. It will provide jobs that contribute to preserving or restoring environmental quality, while also meeting long standing demands and goals of the labor movement, such as adequate wages, safe working conditions and workers 'rights.

The initiative is aimed at the individual trainer's ability to use, apply and demonstrate a group of related awareness, knowledge, skills and attitudes in order to perform tasks and duties successfully, which can be measured against well-accepted standards (levels) required in employment against provided evidences at worklocation. One's competency affects both his/her job responsibility and performance on the job; and these usually fall into two categories, namely technical and behavioral competencies. The Competency-Based Education and Training curriculum whenever employed is aimed at preparing learners more effectively for real workplaces, which means that the acquisition of competencies takes into account the requirements of companies and industry that are affected by globalization and the modern technology.

This approach will help in building a strong and relevance-criterion man power and by extension makes available job opportunities. The strategy of Competency-Based TVETis based around "Occupational competencies" which are established for each career field and for each job title. According to Wahab (2018), a Competency-Based TVETsystem generally uses combination of powerful techniques to ensure that the needs (demands), of different industry sectors are addressed, courses or competency based training programs are developed, competency based assessments/verifications are conducted, employees/ apprentices trainees/ students are efficiently trained and competent. Techniques such as Management Information System (MIS), Knowledge Management (KM), Monitoring and Evaluation (M&E) and Competency assurance Management System (CAMS) are generally used. Competency-Based Learning (CBL) and Modules' system will be designed to enable the trainees to obtain the practical professional skills that meet the thriving private sector demand, an approach which aims at teaching the trainees concrete skills rather than abstract learning.

COMPETENCY-BASED TECHNOLOGY VOCATIONAL EDUCATION AND TRAINING IMPLEMENTATION IN NIGERIA

The activities for the successful implementation of this Competency-Based TVET will involve a competent managerial tie-up, competency-based training of greener employability skills. Also needed is assessment of the skill needed by Nigerian TVET institutions. A strategic plan for embedding the needed knowledge and skills as a package for the trainers. The participatory approach shall be adopted to bring onboard all stakeholders of various institutions to contribute towards the implementation of the Competency-Based TVET and to bring forward for dialogue and addressing all concerns democratically. To achieve the desired impact in Nigeria, the competency-based up-skilling should kick start by mounting an assessment of skills needed to build the information banks across the country. With the Competency-Based TVET system, five (5) levels of competencies will be adopted during the competency-based up-skilling implementation and even more or less. The common levels are: Level 1-(semiskilled), Level 2-(skilled), Level3- (craftman) Level 4-(technicians), and Level 5-(expert). Every level has different learning and teaching objectives. The difference in the learning objectives requires different curriculum approaches and competence development. Thus, for the Nigerian economy and thriving private sector to be well transformed, deploying the CBET is not an alternative but necessity.

Competency-based training approach is an opportunity to the prevailing Nigerian situation that will give employability skills for job creation and by extension sustainable environmental protection would be pursued vigorously. The competency-based up-skilling plan will create appropriate and relevant policies on competency-based training approach would be introduced followed by coordinated implementation. This will be backed by curriculum review to accommodate competency-based training approach.

This competency-based up-skilling should be implemented to further enrich students with practical employability skills to match the needs and demands of enterprises and assure the quality and standards manpower produced. It is obvious that the Nigerian education policy gives room for public/private participation (PPP) generally and in terms of establishment and development of sustainable environment. Looking at the nature of TVET system of education, the participation of government in funding is always enormous. To fight poverty, building resilience is a priority in Nigeria given the country's vulnerability to weather-related shocks. This competency-based up-skilling is aim at enhancing employability skills and the population's general resilience to climate change, notably by supporting the on boarding of

Competency-Based TVET. It will also contribute to Nigeria's social protection programmes and gender is a crosscutting theme for all cooperation with the different stakeholders in providing employability skills to the youth, women and the vulnerable for economic enhancement.

SIGNIFICANCE OF COMPETENCY- BASED TVET TO JOB CREATION

The central concern of TVET and job creation revolves around capacity building/ entrepreneurial ventures by individuals in training. This concern are predicated upon the fact that productive work and employment are central elements of development. Sustained economic growth and sustainable development as well as the expansion of productive employment must go hand in hand. Stakeholders like ministry of education, youth and women affairs, labour, trade and industries non-governmental organization among others have seen the need for this competency- basedup- skilling plan. The competency-basedup-skilling is expected to provide skilled man power need for improved economy and the thriving private sector.

Preliminary studies for consultation have shown stakeholders' positive attitude towards the competency-basedup-skilling. Productive employment is strictly based on skills acquisition in jobs of great importance to the nation .In this regard, creating enough job s and productive employment to break the vicious cycle of poverty remains one of Africa's most daunting development challenges (UNESCO, 1995). The region's economies have not achieved adequate employment creation or enough labour absorption capacity-to keep pace with population growth, migration and the rising expectation of their citizens.In Nigeria, 80% of the youth are unemployed and 10% are under employed (Dike, 2019).The solution to this problem lies in creating jobs for the Nigerian youth through competent-based training package.The competency- based up-skilling will build on the existing TVET programmes and improve on the method of delivery. Vocational education is “an organized educational programme which is directly related to the preparation of individual for paid or unpaid employment or for additional preparation for a career requiring other than abacca laureate or advanced degree.

Couple with the rising population and limited job opportunities, there is need to vocationalize or skill the educational system. The development of this educational system has been identified with some constraints, which serve as hindrances to its adaptive capacity toward trending skill. To curb this, the Nigerian government has introduced different programmes

button avail. Prominent among them is the Student Industrial Work Experience Scheme (SIWES) which was developed to transform student's theoretical knowledge into real life practical skills needed for employment. The programme was introduced in tertiary institutions by the Federal Government of Nigeria through Industrial Training Fund (ITF); a body established under Decree 47 of 1971 as amended in 2011 as 'ITF Act'. As part of its responsibilities, the ITF provides Direct Training, Vocational and ApprenticeTraining, Research and Consultancy Service, Reimbursement of up to 50% Levy paidby employers of labour registered with it, and administers the Students Industrial Work Experience Scheme (SIWES).

It also provides human resource development information and training technology service to industry and commerce to enhance their manpower capacity and in-house training delivery effort. Therefore, SIWES was established to servesas a bridge that connects theory and practice, thereby exposing students in "specialized engineering, technical, business, applied sciences and applied arts to realities in the world of work and in turn fulfills manpower requirement of the host organizations (ITF, 2004). However, SIWES has been unableto achieve this mandate based on the fact that the training is not competency-basedapproach. Other constraints are due to the training time frame and logistics involvedin organizing supervision, remunerations and so on, the training is not yielding an encouraging end result. The most advantageous of this initiative are the youths, women and the vulnerable.The intervention through Competency-Based TVET is a very striking approach for job creation for youths as the competency-based up-skilling will refinethe TVET training curricula to meet prevailing need for skilled manpower. The risk ofclimate change is ever-increasing experience but will be curb by training the youths, women and the vulnerable with Competency- Based TVET skills.

CONCLUSION

The relevance of this approach cannot be over emphasised.With the Competency-Based Training (CBT) that is a demand driven education and training programme based on industry skill needs. These industry standards are the basis upon which the curriculum, assessment and learning packages will be developed. This is because, the appears to be a mismatch between skills obtained in TVET institutions and that demanded by industries, in trying to fill the gap, competency-based training will becalled up in the stroke to the rescue by TVET experts. This initiative will carry out acomparison of the competency-based approach as against the

traditional approach.

This paper considered the design issues incompetency- based approach and developed a framework for implementing a competency based curriculum. The paper also considers need for the adoption of competency based curriculum in Nigeria, the issue of assessment in competency -based training and evaluation. The competency-based up-skilling should be systematic yet flexible approach. It focuses on defining inmeasurable terms what trainers are to learn and then evaluating how well they can perform designated tasks after instruction. During implementation of the competency –based up-skilling, the syllabus will be upgraded with emphasis on needed employability skills. Also to adopt the competency based curriculum approach by Nigerian teachers. Otherwise, the consequences of the current ineffective approach towards identifying skill gaps and restoring a clear link between the offer and the demand of labour will persist. This will only continue with producing graduates who cannot harness the local economic structure and growth potential as well as fits the actual skill needs, low productivity, unemployment, low income, low quality of life, and stunted national development. This situation can lead to vicious cycle of poverty. This competency- based up-skilling is hoped to provide the opportunity through competency-based Technical Vocational Education and Training. It is expected to meet the aspiration of Nigerian society, to shape its future and provide solutions to some of its social, political and economic issues.

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REVITALIZING LANGUAGE, CULTURE AND LITERARY STUDIES FOR SUSTAINABLE SECURITY AND NATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

This paper examined the security challenges and its implications for sustainable development in Nigeria. The dimensions of insecurity in Nigeria are enormous and very complex; hence, observers and authors as well as opinion writers point out that the incident of insecurity in Nigeria has seemingly protracted. The complexity of security challenges in Nigeria begs for attention and necessary action to forestall the implosions threatening national development in all the domains of human activities. Business activities, education and agriculture have imploded and the national incomes have plunged downwards. The questions that agitate the minds of Nigerians are: why should Nigeria (the Giant of Africa) crumble like a pack of cards in this 21st Century? Why should national development recede? What should Nigerians do to re-invigorate the ailing and moribund national economy and stop the downward trend in the socio-political activities? This paper examined, therefore, the strategies which could revitalize language, culture and literature studies to foster security and sustainable national development in Nigeria.

Keywords: Revitalize, Language, Security, Sustainable development.

INTRODUCTION

Language, culture and literature are interwoven and inseparable. The culture of a given people or a society is expressed in their language. Language is, therefore, a vehicle of cultural tenets, norms, attitudes and societal values. In the same vein, literature is the history of man's ways of life as well as his exploits in the society. In this light, the education of the society involves the indispensable role of language, culture and literature. Eze and Udaba (2020) opine that language, culture and literature play a significant role in the achievement of "sustainable development..." with regard to "qualitative education, healthy living, promotion of peace,... inclusive societies, and innovations..." for the purpose of national development and transformation.

The security challenges and/or insecurity in Nigeria today has assumed hydra-headed dimensions ranging from banditry, terrorism, kidnapping, violence, wanton killings, Fulani

herdsmen/farmers clashes as well as arson, assault and violence against women. Since these looming challenges hinder socio-economic activities in Nigeria, in line with the Millennium Development Goals (MDGS), the questions which Nigerians ask are: What are the causes and desired remedies for the socio-economic and political imbroglio in Nigeria? What is it that should be done in Nigeria to maintain a sustainable security and national development agenda with regard to socio-economic and environmental stability? This paper examined, therefore, the role which Language, Culture and Literature could play to foster sustainable security and National Development in Nigeria.

We have treated the concepts drawn on this paper as follows:

Language: It is a medium of communication. According to Yule (1989), language is a method of communicating ideas, emotions and desires by means of symbols. Webster (2010) defines Language as "...the particular style of verbal expression characteristic of a person, group (or) profession."(p.278). Longman (2014) defines Language as "a system of communication by written or spoken (oral) words...used by the people of a country..." Language can be in form of "body language" which involves non-verbal communication. Language can be formal or informal in nature.

Culture is a way of life of a given people, a group or a society. Wright and F.Randall (1975) postulate that "Culture is that part of the total repertoire of human action (and its products) which is socially...transmitted." P.62. Uga Onwuka (1981) defined Culture as "the artificial objects, institutions, and modes of life or thoughts which are not particularly individual but which characterizes a group" (P.47). Culture also refers to learned or shared pattern of behaviors and understandings concerning the meanings and values of things, ideas, emotions and actions. This configuration of patterns and understandings arise out of language communication within a social group.

Literature: refers to the history of the life of man in a given society. Literature is a written or an oral composition in which language is used to express feelings and shared experiences of life. Oyen (2021), citing Ogunsina, thinks that "Literature is an art composed of words in such a way that it profers entertainment, enlightenment, relaxation, instruction and education stressing that "Literature has always been used to portray the happenings in a given society, be it the social vices, economic hardships ,political instability ,conflicts and/ or security challenges."

Security: The concept of security cannot be fully understood without knowing the concept of insecurity. According to Achumba (2008), security is "the situation that exists as a

result of...measures (putting place) for the protection of persons...and property against hostile persons, influences and actions (P.50). Security is the ability to rise to the occasion by challenging threats that are inimical to people's peace as well as the socio-economic stability of the society. Ozoigbo (2019) points out that security has to do with 'a situation where people within a given space, natural or otherwise, can move about without threats both real and imagined to their lives or properties...a situation where people can sleep with their two eyes firmly closed.'

Insecurity on the other hand is the antithesis of security. Insecurity means the constant presence of troubles, fear, anger, danger, attack from criminals or terrorists, oppression and uncommon wanton devastation and destruction of human lives and public utilities. Achumba (op.cit) citing Beland (2005) defined insecurity as the "state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack of or inadequate freedom from danger." This definition reflects physical insecurity which is the most visible form of insecurity in Nigeria and it connotes economic insecurity and social insecurity. Insecurity can be described as not knowing what will happen next or a lack of control of something that causes harm, and inability to take defensive action against forces that portend harm or danger to an individual or a group.

Sustainable development: Merriam-Webster (2008:457) defined development as the "act or process of growing or causing something to grow or become larger or more advanced." Development is a wide concept that includes all sectors of human activities. The major concern of development is human capital and the well-being of the population. According to Djénéba Traore (2017), Sustainable Development can be defined as "the structured principles that have been conceived to meet the expectations of human development in line with the Global Development Goals. Sustainable Development Goals refer to a universal clarion call (to actions) to end poverty, terrorism, insecurity and to protect the environment and ensure that everybody enjoys peace and prosperity. Anyanwu (2017), citing the United Nations World Commission on Environment and Development (1987) postulates that development is sustainable if it "meets the needs of the present without compromising the ability of the future generations to meet their own needs. Anyanwu (op.cit.), quoting the United Nations Conference on Environment and Development (aka Earth Summit) (1992), held in Rio de Janeiro, Brazil, opines that "Human beings are at the centre of concern for sustainable development. They are entitled to a healthy and productive life in harmony with nature."

SECURITY CHALLENGES: IMPLICATIONS FOR NATIONAL DEVELOPMENT

Security challenges in Nigeria refer to difficulties, troubles or problems confronting security of Nigeria as a Nation. The act of insecurity cuts across all the human activities in Nigeria. According to Ugwu (2021), insecurity manifests in social activities, in churches, in schools, in commuting vehicles, in homes and even in Police Stations and Military Cantonment/Base. Insecurity assumes the form of cultism, armed robbery, arson, armed herdsmen attacks, Boko Haram insurgency, terrorism, kidnapping, killings of human beings, rape and murder of aged and young women, restiveness among the youths as well as abduction of schoolchildren.

Security challenges and/or insecurity have affected the progressive development in Nigeria. The education industry is adversely affected. The Nigerian education system is apparently disorganized as a result of protracted disruption of academic activities emanating from the attacks on teachers and abduction of students. Bashir Bello (2021: 6) observed that “Since 2009, over 1,400 schools have been destroyed and 2,295 teachers killed across the North-East of Nigeria in a protracted conflict. Achebe (1983) postulates that the trouble with Nigeria includes tribalism, ethno-religious conflicts, marginalization and unfairness among the leaders of the state. This constitutes a cog in the wheel of National Development in Nigeria. This situation is characterized by mutual suspicion, fear, hostility, violence, lack of cordiality and lack of peace and unity.

The ideal of the Millennium Development Goals (MDGS) is the eradication of poverty, hunger, promotion of social transformation and comprehensive National advancement. But the troubles in Nigeria have affected, in no small measure, security and national development. Ugwu (op.cit,) points out that about 90% of Nigerian Youths are unemployed; hence, they live below standard values with regard to income and conditions of living. This designates that the youths find it difficult to fend for themselves in terms of having enough food, clothes, money for school fees and hospital bills. Ozoigbo (2019) posits that the unemployed Nigerian Youths have lost moral values and have become restive; hence, the indulgence in uncontrolled violence, criminality and anti-social activities which threaten sustainable security and national development.

Security challenges/insecurity threaten Business and economic development in Nigeria . Many Business Merchants are now afraid of investing in business activities in Nigeria. This is because their establishments are mostly devastated through looting or arson by hoodlums . Traders and ‘commerçants ’ relocate from their Northern Base to their Southern or Western home States where they feel safer to carry on their business activities. Some business Moguls

even leave Nigeria to a more peaceful country in West Africa such as Ghana or Benin Republic or Niger Republic to do their business without fear. Rich oil Companies are folding up as a result of militancy of the Niger Delta Youths. In most cases, human, material and environmental development is adversely affected and this spells retrogression for Nigeria.

THE ROLE OF LANGUAGE, CULTURE AND LITERATURE IN PROMOTING SUSTAINABLE SECURITY AND NATIONAL DEVELOPMENT

Language, Culture and Literature are interwoven concepts and they play enormous role infostering security and national development. Language is the vehicle through which the culture of a given people is transmitted. Language is a sort of cultural identity. It is unarguable and incontestable that language is the corner stone of people's culture and civilization. Olaoye (2013) citing Solanke (2006) and Nwadike (2004), posits that "Language is the indicator of history and self-identification... an indispensable cultural legacy with which all forms of human interactions are carried out ." Language is literally "the key to the heart of the people. If we lose the key, we lose the people. If we treasure the key and keep it safe, it will unlock the door to wealth (or affluence); thus, bringing about national development."

This paper examined the role of language in achieving sustainable security and national development in Nigeria. Eze and Uba (2020) signal at the theory of linguistic relativity propounded by Benjamin Lee Whorf (1938) which stressed that a speaker's perception is relative to his spoken language; that is, that one's way of thinking and expressiveness has much to do with his socio-cultural environment. Viewing the sustainable security and development from the perspective of this theory, we find a strong relationship between language and culture and the need for intercultural education through language interpretation. Since language is a living organism attributed to human nature, and necessary for communication, it means that language issue is crucial to successful and sustainable national development; hence, development cannot be achieved without reference to language. Nigeria is a multi-cultural and multi-lingual nation. There is, therefore, a need for inter-play between the official language and the indigenous languages. With the help of the languages, the youths are exposed to the moral values of their community. English, French and Indigenous Languages are a medium of instruction in schools through which the youths are taught skills acquisition and discipline to prepare them for employment. Well oriented and employed Nigerian youths will surely contribute positively to the sustainable security and

development of the Nation. They will shun restiveness and deviant behaviours characteristic of banditry, kidnapping, cultism, armed robbery and criminality. It is in this view that Olagbaju (2014) stressed that the various indigenous languages and cultures should be developed to actively function informal education and ethical revolution.

The hard political and socio-economic conditions in the country make life very tough and unbearable, and this needs to be addressed through good and positive language in form of peaceful dialogue. The Nigerian youths should imbibe the culture of dialogue, and nonviolence, in expressing their genuine and legitimate grievances. According to Ray Ekpu (2021), “Nigeria is in a dramatic free fall” and to maintain “indivisibility and in dissolubility” as a Nation, the Nigerian government should leave no stone unturned in a bid to checkmate the spate of insecurity in Nigeria. This could be done through the positive use of language in instruction in Primary, Secondary and Tertiary institutions. Language therefore performs an important role in nation building. Without Language, humans cannot communicate with one another. Language is used to express emotions, feelings, views and opinions. It helps to point out and correct societal ills and consequently help in sustainable security and national development.

THE ROLE OF CULTURE IN PROMOTING SUSTAINABLE SECURITY AND NATIONAL DEVELOPMENT

Culture is a way of life of a given people or a particular society. According to Olaoye (2013), Culture is “the particular system of art, thought and custom of a society.” Culture is the whole way of life of a people, the social heritage that the individual acquires as a member of his group. It refers to the attitude, perception and specific traits of civilization. These traits assume the forms of speech norms, etiquette, ideologies, ethics, technologies as well as intellectual feats. Wright and Randall (1978) designate culture as the behavior of people in the society which has been both the ‘cause’ and the ‘result’ of the complex of relationships of morals, customs, traditions, rites, ceremonies and rituals which, together with associations and institutions, make up the structure of the society. The ways in which this complex of activities and ideas manifest as a way of life, characterized by certain standards of behaviour, belief and conduct generally, is the culture of a nation, a community or a group. Ani (2009) believes that culture and ethics are a base for the continuity of any generation. The ethics of our culture forbid murder, stealing, kidnapping and other vices common in the Western Culture. Our culture preaches love and brotherhood which are very important

ingredients of civilization, and development of the nation.

The destruction of culture and values of the people is partly responsible for civil strife and insecurity in the Nigeria society; therefore, there is a need for revitalizing culture to foster sustainable security and National Development. The best approach for revitalizing Nigerian Culture for sustainable development is through education. The National Education Curriculum needs revamping. The Education Curriculumplanners should ensure that the common elements in the multicultural groups in Nigeria should be selected and galvanized into a common culture and transmitted to the learners (youths). This core culture should reflect morality, discipline, civic responsibilities and professional ethics, the need for hardwork, self-reliance and the love for one's Father-Land. This will, in no small measure, encourage sustainable security and national development.

Mohammed et al. (2016), citing Banks (2006) underscore that education is a major factor that brings about unity in a nation and still maintains a high level of diversity. Planning curriculum in a multicultural State involves making some value choices in which schools are not neutral. Schools are established and funded by the government (and private proprietors) to promote democracy and citizenship; hence, teachers are to help to foster diversity. Schools should plan and teach co-operation, mutual respect, the dignity of the individuals and related democratic values. Schools provide a rich and challenging environment where students meet one another, learn to work together as a team and be deliberative about decision-making. In addition to deliberative strategies, the teaching of decision-making provides core procedures for multicultural education in Nigeria, and this will definitely encourage sustainable development and unity.

LITERATURE FOR SUSTAINABLE SECURITY AND NATIONAL DEVELOPMENT

Literature refers to all writings that depict the story of the life of man in a given society. It can be real or imaginary stories that take the following genre: prose, drama and poetry. Literature educates us about the things of life. It exposes us to varied valuable experiences, real and imaginative, local and worldwide, which may contribute to our emotional, social and moral judgement. Literature describes human beings in their varieties of feelings, thoughts, speeches and behaviours. Human behaviours can be approved or condemned via literature. Literature is a strong vehicle or medium of human expression which seeks to investigate man and his behaviour in the society, his knowledge of himself and the universe in which he finds himself. Literature teaches true democracy including politics of representation,

participation and inclusion which will foster unity and national development in Nigeria. According to Ohen (2020), citing Moye:

Literature...appeals to the mind, the conscience and psyche of the reader...it exposes The defects in the existing order and propose an entirely new horizon...to the reader... It broadens the reader's worldview, liberates his mind from the shackles of narrow ethnic and parochial considerations, thereby making him a ready-made instrument for nation-building.

Udensi (2021) states that the primary aim of literature, whether oral or written, is to instruct and entertain. It presents the common errors of life in the most ridiculous and scornful manner such that the spectators or readers are anxious to avoid such errors. Literature, being a social affair, offers contributions to the formation of desirable behaviour and reformation of social order.

The pertinent question is: how does literature promote security and national development? Literature paints a picture of the society. It is a mirror of the good, the bad and the ugly in the society. The literary writer shows what man should do to promote peace and unity as well as development of the nation. Writers condemn actions that are inimical to the progress and development in the society. It teaches the youths the need for morality, responsibility, patriotism and sacrifice in a bid to develop the society they live in. ArmaKwei (1988) condemned the materialistic tendencies of political leaders at the helm of the national affairs. He drew a line between Eli Johnson (representing the political class) and the Teacher (representing the true citizens) who want the right thing to be done to move the nation forward. The Teacher was despised but in the final analysis, the President failed woefully whereas the ideologies of the Teacher were upheld.

Literature can approve or condemn any human behaviours; hence, we abhor a national traitor like Judas Iscariot. We despise a heartless (leader) usurer like Shylock. We abominate a liar leader or a rap honey Prophet as Brother Jero and we loathe a political scoundrel like Chief Nanga in Achebe's *A Man of the People*. The Nigerian Youths need modest and humble leaders whose characters, actions and dispositions are worthy of emulation. Through Prose, Drama and Poetry, the ills of the society are exposed and corrected so that the upcoming generations (Youths) will have a balanced view of the actions of the leaders geared towards sustainable security and national development and then toe the correct line of progress and unity of the nation.

Man's predicament in the world, as shown in Literature, points to the fact that "The World is nothing." All the efforts to a mass wealth, make friends, have numerous relations and other worldly things are vanity. The only onething needed in this world, at the end of our life, Is good deeds or good legacy or good name. All other acquired materials are useless. And herein lies a big lesson which needs to be disseminated to the citizens especially the (Nigerian) Youths and the political class.

Ethical and moral values can be conveyed to the youths through proverbs. "Proverbis the palm oil with which words are eaten." Chinue Achebe made prolific use of proverbs in all his novels to bring out clearly the belief system of the Igbo People and how they can be used to inculcate discipline and certain desirable behaviours in the citizen especially the youths. Proverbs can be used as follows:

1. To inculcate the spirit of achievement and success.

Eg," Looking at a king's mouth, one would think he never sucked his mother's breast."

2. To show the importance of hardwork and industry.

Eg.--"It is the fire wood that one gathers during the dry Season that one uses during the raining Season."

--"Make hare while the Sunshines."

--" Look for the black goat during the day time before the nightfall."

3. To warn against danger.

Eg.—"A man who fetches ant-infested fag gots should not complain if lizards visit him."

---"The chick pursuer will continue to fall while the chick continues to run."

4. To condemn disobedience.

Eg.—"The fly that has no adviser follows the corpse to the grave."

---"The ear that refuses to accept advice, perishes with the head when it (the head) is cut off."

5. To guard against pride:

Eg.—"Those whose palm kernels were cracked for them by a benevolent spirit should not forget to be humble."

6. To guard against stubbornness that leads to failure:

Eg.—“Only a foolish man can go after aleopard with his bare hands.”

7. to encourage peace and peaceful co-existence:

Eg.—“A palm-wine tapper does not say all he saw while on top of the palm tree.”

It is believed that the constant use of proverbs and their literal and philosophical explanations by parents, teachers, community leaders and religious leaders can go along way to inculcating ethical and moral values in the citizens especially the youths and it will help in fostering sustainable security and national development.

CONCLUSION

The importance of languages, culture and literature in promoting sustainable security and national development cannot be overemphasized. They are interrelated and interwoven sociolinguistic variables which help to develop human beings in the society. This paper has highlighted and examined the indispensable role of language, culture and literature in promoting sustainable security and national development in Nigeria. This paper examined also the demands of Globalization (Millennium Development Goals) which are antecedents to security and national development stressing that to maintain “indivisibility” and “indissolubility” as a sovereign nation, the Nigerian Government (FGN) should leave no stone unturned in bid to control the spate of insecurity and retrogression in Nigeria. This could be achieved through positive language and instruction. When conflicts are resolved, there is peace, both with the individual, the family and the society at large. This, by extension, brings unity, cohesion and security in the entire nation which, in turn, will increase life expectancy and sustainable national development.

RECOMMENDATIONS

- Literature in English should be made compulsory in Primary and Secondary School levels inNigeria.
- Parents, teachers and religious teachers should tell stories and fables to their children and themoral lessons of the stories should be emphasized.
- Citizenship Education should be incorporated in the Nigerian Education Curriculum.
- Civics Education should bere-introduced and emphasized in Primary and Secondary Schools and even in Tertiary Institutions as a General Course (GS).
- Folk tales and fables should bere-introduced in Primary Schools and should be narrated in the Mother-tongue according to the respective ethnic groups.
- The Nigerian Government should come up with proper orientation of the Youths to skills acquisition for self-reliance and employment.
- Nigerians should imbibe the culture of dialogue and discipline in handling violent national issues.
- The Federal Government of Nigeria should discourage the unwholesome display of wealth in public (social) ceremonies inNigeria.

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REVITALIZING TEACHER EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

The main thrust of this paper is designed to examine the revitalization of teacher education for sustainable national development in Nigeria. The paper examines the concept and characteristics of sustainable national development, the concept and objectives of teacher education, the historical development of teacher education in Nigeria. The Institutions for Teacher Education in Nigeria were outlined; the current status of Teacher Education in Nigeria revealed that there is improvement over the previous years. The various strategies for Revitalizing Teacher Education in Nigeria were also examined. The paper revealed that Teacher Education is relevant to sustainable national development this was done by drawing attention to the importance of teacher education for the development of a nation to achieve this, capable, dedicated, competent, effective and efficient teachers are indispensable for success and progress since no nation can rise above its educational system and its teachers. Despite the above finding the paper revealed that inadequate funding, insufficient knowledge and Use of Information Communication Technology (ICT), Low status accorded to teaching profession and Poor Policy Implementation. Based on the above, the following recommendation were put forward: Government should increase the funding of teacher education sector by devoting a minimum of 30% of its annual budget and Government should recruit only qualified teachers and the unqualified and quack teachers should be identified and flushed out of the system.

Keywords: Revitalization, education, teacher education, sustainable national development.

INTRODUCTION

Education especially in the digital era and the era of globalization can be regarded as the key that unlocks personal and national potentials and all kinds of rights and powers for National development. Balogun (2010) opined that education is the light, without which, the whole world would be in darkness. The Federal Republic of Nigeria (2004) asserts that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain it. No wonder the National Policy on Education (FRN, 2008)

states that education is an “instrument par excellence” for effecting national development. This function is achieved through the process of teachingand learning.

Teaching is a profession that carries with it a high degree of responsibility and thequalifications and skills of those who take on these responsibilities constitute majorfactors that affects the education system positively or negatively” (Villegas-Reimers, 2003). In other words, what makes a good system of education depends on thequantity and quality of teachers available in the system. One of the basic truths ineducation is that the quality of education depends largely upon the quality of the teacher. This means that,what ever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little importance if the teacher is unskilled, poorly trained,or evenignorant. This view is shared by several writers like: Nelson, Polansky & Carlson, (2000).

According to Nnachi (2008) the teacher is considered as the brain-box of educational activities and his position and activities are quite inevitable in championing the educational affairs in and outside the classroom. Thomas (2013) stated that an effective teacher is primarily concerned with passing of necessary knowledge to the students, in an understandable manner using his or her pedagogical skills. Furthermore, the teacher performs the role of a mentor, a counsellor, a guardian and a parent among others both within the school and outside the school environment. All these skills, the teacher acquire them through the process of learning referred to as Teacher education.

Adewuyi and Ogunwuyi, (2002) stated that teacher education is the process of providing professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones in to responsible and productive citizens. The importance of teacher education is recognized worldwide in that it is through teacher education that teachers are trainedand they also train the born and unborn generation who will manage the affairs of anation for effective and sustainable national development. That is why continuous education for teachers cannot be played with, if teacher education is played with, it goes to show that there will be nobody who will be trained to harness the human andmaterial resources for the transformation and sustainable national development in Nigeria.

In Nigeria, there are categories of institutions that train teachers. The institutions are Colleges of Education, Institutes of Education, Universities Faculty of Education, National Teachers' Institute, and Schools of Education in the Polytechnics (FRN, 2004). Any one who had his/her teacher education through any of these institutions is classified as a qualified teacher

by definition but looking at the background of such people and the credentials they present to enable them have admission to undergo teacher education, sometimes looks questionable.

The Nigerian educational system in relation to teacher education has witnessed a lot of changes in the area of policy formulation, programmes and recommendations from different task forces, commissions, committees, workshops, seminars, symposia and meetings on how best to produce highly motivated teachers to enable them train and bring up good and competent children. But unfortunately a gap still exists in the implementation of these policies and ideas, resulting in the production of grossly ill-motivated and frustrated teachers. In spite of this condition, the importance of the Nigerian teachers to National development cannot be over emphasized as they are recognized for holding the key to the survival of any nation. The government of Nigeria is convinced that the quality of teacher education should continually undergo improvement and revitalization with a view to achieving good results for the education system through professional preparation of persons for the assignment of teaching and nation-building (Ikedingwu, 2005). It is in line with the above that this paper is designed to examine the revitalization of teacher education for sustainable national development in Nigeria.

THE CONCEPT AND CHARACTERISTICS OF SUSTAINABLE NATIONAL DEVELOPMENT

National development goes beyond the acquisition of technological products like computers, cars, planes etc or constructing the most beautiful buildings and architectural wonders nor does it mean having good access road, bridges, airports, dams among others. These are by-products of development. The United Nations first Decade said that development is equal to economic growth plus social change which can be translated at the level of the individual and the society at large (Ani, Onyi and Iketaku, 2013). It includes such important human activities at levels of food and nutrition, employment and poverty, reduction within the frame work of equality, dignity and justice; not merely the economic prescription of per-capital income, gross national products and annual growth rates (Opubor, 1986).

The concept of Sustainable National Development remains the modern parameter of measuring development and is defined variously by various scholars. Munasinghe (2004), Sustainable National Development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and

environmental systems. Age (2005), identified some objectives which Sustainable National Development is expected to realize: increase capital income and employment, promoting human welfare satisfying basic needs; protecting the environment. Considering the path of future generation, achieving equity between rich and poor and participation on a broad basis in development and decision making is important.

CONCEPT AND OBJECTIVES OF TEACHER EDUCATION

Teacher education is an institutionalized procedure designed for the professional training of those who engage in the business of teaching. Teacher education is the process of preparing, training and educating a prospective teacher for his/her role performance in the classroom and the school settings. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges there in (Kanayo, 2012). According to UNESCO (2011) that teacher education "as the formal teacher training designed to equip teachers with knowledge, attitude, behavior and skills required for teaching at the relevant level". According to Alye (2004), teacher education is seen as a complex process of professional education given to intending teachers to equip them with skills, knowledge and competence, which they need to assist individuals to receive quality educational experience that will enable such individuals to become independent lifelong learners, which they need to maintain their well-being throughout life. Teacher education is providing professional education and specialized training to individuals who are interested in grooming the young learners to become responsible and functional members of the society (Akintade & Eyengbo, 2007). This means that, teacher education is the form of education which is designed to prepare and train those who will teach or provide professional teaching services at all levels of the educational system.

The FRN, (2004) stated that the purpose of teacher education should be:

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
2. To encourage further, the spirit of enquiry and creativity in teachers;
3. to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation, not only in the life of

- their country, but in the wider world; and
5. To enhance teachers commitment to the teaching profession.

HISTORICAL DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA

Teacher education is a sold as man in Nigeria, starting from when the family gave birth to a child. The child can only learn the norms, cultural and religious values of the society where he/she finds himself/herself through the parents, siblings and relatives at home. The parents and siblings including the elderly relatives are the teachers of the child who have no formal professional educational training in the teaching field.

The origin and development of teacher education in Nigeria can be traced to the beginning of Western education. The idea of teacher training took its root from the need to train people to lead the missionary crusade of propagating the gospel during the early Christian missionary era (Ajayi and Ayodele, 2002). The first teacher training college was founded by the Christian Missionary Society (CMS) in Abeokuta in 1859. It was known as the “Training Institution”. There were some hostilities in Abeokuta in 1867 that led to the expulsion of the missionaries from the town and that made the training institution to be moved to Lagos to become an arm of a Grammar School. However, the establishment of St. Andrew’s College Oyo in 1896 signalled a landmark in the training of teachers in the country. Other Missionary societies follow in the step these include: the Baptist Mission founded the Baptist Training College at Ogbomosho in 1897; the Wesleyan Methodist Missionary Society opened an institution to train catechists and teachers in Ibadan in 1905 (Ajayi and Ayodele, 2002).

Durosaro (2006) posited that before independence, there were few secondary schools in the country with the bulk of their teacher expatriates and missionaries, most of whom had no teacher education. However, shortly after independence, there was a sporadic increase in enrolment in teacher training colleges owing to greater competitions in schools establishment among missions. The establishment of more schools then, made the demand for teachers increase drastically. A major event in the development of teacher education in Nigeria was the publication and implementation of the Ashby Commission report. The Ashby commission reported that there was an inadequate supply of trained teachers in the nation’s secondary schools even while there was an increase in the demand for more secondary schools. The Ashby commission, among other things, recommended the training of more teachers for the nation’s secondary schools, the establishment of more universities and establishment of institutions that awards Bachelor’s Degree in Education, where qualified teachers could be

produced. B.A., B.Sc. (Education) degrees was first introduced by the University of Nigeria Nsukka, in 1961. University of Ibadan followed suit in 1963; Ahmadu Bello University, Zaria1964; University of Lagos in 1965 and Obafemi Awolowo University Ile – Ife in 1967. Today almost all the Universities in the country have faculties of Education where qualified teachers are produced.

The National Teacher's Institute (NTI) was established in 1976 by Decree No.7 of 1976 to offer upgrading programmes for teachers through distance learning. Over the years NTI has been providing in-service training for teachers during school holidays and week-ends for the award of NCE, B.Ed and Post Graduate Diploma in Education (PGDE) certificates.

The National Commission for Colleges of Education, NCCE, was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, *inter alia*, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards (NCCE, 2012).

Institutes of Education in the various universities have also been involved through distance learning and part-time courses the training of teachers for N.C.E, B.Ed AND PGDE Certificates. Faculties of Education prepare pre-service teachers for B.Ed. B.A.Ed. and M.Ed degrees.

INSTITUTIONS FOR TEACHER EDUCATION IN NIGERIA

There is no doubt that teacher education is a veritable tool towards educational development. This fact was given credence to by the National Policy on Education when it stated that Teacher education will continue to be given a major emphasis in all educational planning, because no education system can rise above the quality of its teachers. The policy emphasized that all teachers in the nation's educational institutions from pre-primary to University, would be professionally trained (FRN, 2004). Okpanache (2014) explains that section eight, subsection seven of the National policy on Education stated that all teachers' shall professionally trained. Teacher education programs shall be structured to equip teachers for the effective performance of their duties. The following institutions shall give the required minimum standard;

1. Colleges of Education
2. Faculties of Education
3. Institutes of Education

4. National Teachers Institute
5. School of Education in Polytechnics
6. National Institute for Nigerian Languages (NINLAN)
7. National Mathematical Centre (NMC)

THE CURRENT STATUS OF TEACHER EDUCATION IN NIGERIA

Today, teacher education is much improved than it was before independence and few decades thereafter. The National Policy on Education makes it mandatory for all teachers in Nigeria to be trained and stipulated Nigeria Certificate of Education (NCE) as the minimum qualification to the teaching profession (FRN, 2004). The policy also provides that “teacher education shall continue to take cognizance of changes in methodology and in the curriculum” and that teachers shall be regularly exposed to innovations in their profession. It further recognizes the need for in-service training “as an integral part of continuing teacher education”.

The statutory responsibility for teacher education in Nigeria to day is vested in Collegeof Education, Institutes of Education, Polytechnics, National Teachers Institute (by distance) and University Faculties of Education. The Polytechnics and Colleges of Educationawardthe Nigeria Certificate in Education (NCE) which is a sub-degree but professionally demanding certificate obtainable after three years of full- time study. The admission requirements for the NCE programme are Senior Secondary Certificateor its equivalent with Credits in five relevant subjects including English language andMathematics.

The curriculum for NCE teachers is well designed to produce teachers exposed to abreadth of studies covering all that is required to make them competent professionals. New courses such as computer education, mathematics and General English have been made compulsory for all NCE students. Also relevant themes such as Nigerian constitution, environment/conservation education, population and family life education, HIV/AIDS education, drug abuse and women’s education have recently been in fused into the curriculum (NCCE, 2012).

There are four major requirements for the degree programme in the Nigeria nuniversities, namely:

1. General studies
2. Educational studies
3. Studies related to the students’ intended field of teaching
4. Teaching practice

Durosaro (2006) remarked that the teacher education in Nigeria today, is much improved than it was before 1970. The author claimed that the type of teachers needed in Nigeria have become clearly defined in the National Policy on Education implementation committee blueprint. It was prescribed that types and qualification of teachers required should be as follows:

1. Primary education: NCE teachers with graduates as heads
2. Junior Secondary Schools: NCE and University graduates.
3. Senior Secondary Schools: NCE and University graduates with professional qualifications.
4. Technical Colleges, Polytechnics and Colleges of Education: University graduates with post-graduate qualifications in their disciplines together with professional qualifications, practical industrial exposure and experience.
5. University: University graduates with post-graduate qualifications together with professional qualifications and experience.

STRATEGIES FOR REVITALIZING TEACHER EDUCATION IN NIGERIA

Revitalizing is giving vitality or vigor to something or somebody. Oladele, (2011) described revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again. There is need to revitalize the implementation of teacher education for sustainable national development.

A greater percentage of the respondents believe that the Teacher's Grade Two Colleges should be revived and revitalized. Obalayo (2004) stated clearly that the bedrock of teacher education is the TC II, programme. The curriculum is specially designed to face the challenges of the primary education in Nigeria.

The colleges of education are not attractive enough to entice students to go in for NCE programmes. Ladoke (2003) observed that the campuses especially the privately owned colleges of education do not possess any aesthetic quality to entice students. The old colleges of education apart from the Federal Colleges of education still parade old and dilapidating structures. Apart from the fact that some students are only in the college to be able get admission into the universities, there are no programmes organized by the school to properly educate the students on the usefulness of the noble profession. Bursary and other incentives like allowances for teaching practice are not paid. Hostel accommodation and power supply

are epileptic. The teachers are not adequate to meet the manpower need.

The university students are not conscientised to love the profession. Special induction ceremonies by the Teachers Registration Council are not often organized. Special programmes that will make education students to be outstanding is not often organized. Students and lecturers in the optional courses often regard the education students as being inferior. Oshinowo (2001) stated that most graduates of the faculties of education take to teaching as the last resort.

THE ROLES OF TEACHER EDUCATION IN SUSTAINABLE DEVELOPMENT

According to Ekpiken and Ukpabio (2014) the importance of teacher education is recognized worldwide in that it is through teacher education that teachers are trained and they also train the born and unborn generation who will manage the affairs of a nation such as Nigeria. Some of the major roles of teacher education in sustainable national development are:

In all nations, Nigeria inclusive, education remains the instrument for effective national development. Development is championed through education, which is often assumed to have significant influence. Education entails the enlightenment of people in their ways of pursuit in life. Development is associated with a positive change in the condition of either individual groups, communities or even a country as a whole (Umoh, 2005).

Education at all levels and in all its forms (including teacher education) constitutes a vital tool for addressing virtually all global problems. Education is not only an end in itself. It is a key instrument for bringing about changes in knowledge, values and behaviours and life styles required to achieve sustainability and stability within and among countries (Bajaj and Chiv, 2009 as cited by Abubakar, 2013).

According to William and Aniefiok (2014), teacher education and teachers are the major instrument for achieving educational goals and national development hence no nation can rise above the standard of its educational system. This write up observed that teachers are not given their respect in the society, they are molested, sometimes harassed, intimidated and humiliated by shameless and heartless parents and government officials and have lost their collective prestige to the greedy and over ambitious society.

Bwala and Koroma (2005) pointed out that education unlocks the door to modernization and sustainable development but that it is the teacher that holds the key to the door. Thus, the teacher has the responsibility of translating educational policies into practice and programmes into action. It is clear from the foregoing that the role of the teacher in sustainable

development cannot be quantified, especially in training personnel in various areas of the workforce.

Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that among all educational resources, teacher's abilities are especially critical contributions to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling Hammond, 2006).

It is the role of effective teacher education programme to transmit the needed skills, knowledge and attitudes to meet their needs and the societal ones. Teachers contribute to the development of the nation in areas of supply of manpower to the various sectors of national economy; they ensure good discipline and high moral plane of pupils who are future leaders of tomorrow. The teacher is the real agent that helps in the development of various skills and competencies thereby enhancing self-employment and self-efficiency.

Last but not the least, the United Kingdom Department for Intellectual Development (DFID) has stressed the importance of education in national development in its 2002 annual report thus: as Education is at the heart of development so is teacher education in the heart of education. The countries which made the greatest progress in reducing poverty in recent decades are those which have combined effective and equitable investment in education with sound economic policies. Education enables people to use and extend their capabilities develop skills improve their livelihood and increase their earning Potential

CHALLENGES FACING TEACHER EDUCATION IN NIGERIA

Teachers form the hub of the education process. It is in this context that teacher education becomes a matter of great concern. The challenge facing the teacher education system in Nigeria appears herculean, prominent among these are:

- 1. Inadequate funding:** According to Akindutire (2001) the poor funding of the teacher education since the 1980s has become a cause of worry to educationists as it affects the merits and standard of the certificates awarded to education graduates. Inadequate funding of the education sector has been a major challenge facing the sector. Nigerian government, over the years has not been meeting the UNESCO recommendations of 26% of the total budgetary allocation to the education sector. For example, the allocation to Education in the National Budget for 2003, 2004 and 2005 were 7%, 12% and 11% (FRN2005).

2. **Insufficient knowledge and use of Information Communication Technology (ICT):** The knowledge, and use, of computer technology as well as the internet is a necessity for all teachers to guarantee the relevance of the system and its products in the 21st century. Many schools in Nigeria still operate the traditional education system with little or no adaptation to ICT. For our teachers to be able to operate effectively and efficiently for sustainable national development, they must imbibe the new technologies and methodologies of the modern times (Osokoya, 2012).
3. **Low status accorded to teaching profession:** According to Durosaro (2006), the low status accorded to teachers in the country, does not make students enrolled and be trained as teachers. The few who enrol do so because they have no choice. Ibukun (2004) lamented that many brilliant individuals who are supposed to be assets to the teaching profession are not willing to take up teaching as a profession.
4. **Lack of commitment:** It is no understatement to observe that most teachers nowadays are not committed to the teaching job. Ajayi and Shofoyeke (2003) posited that a number of interrelated factors like poor income, delay in payment of salaries, lack of job satisfaction, contribute to the seemingly declining attitude and commitment of teachers to their professional calling.
5. **Poor Policy Implementation:** Anyaokoha, (1994) argued that our policies are rewritten by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes when it comes to translating theory into practice by implementers.
6. **Lack of motivation:** A very important challenge facing the government in the present dispensation in the area of teacher education is how to motivate teachers in order to encourage new entrants to the profession and retain the old ones. Durosaro (2006) advised that motivation should include better pay, improved condition of service for serving teachers as well as bursary and scholarship award to education student at all levels. This suggests that when all these are not there teachers become less motivated to do the job.
7. **Excess workload:** Mmadike (2006) found excess work load; low morale; inadequate remuneration; unattractive prospects for promotion and inadequate working conditions as sources of job dissatisfaction among university teachers in Nigeria.
8. **Shortage of Teachers:** It is a well known fact that no educational system in a nation can rise above the quality of its teachers. In other words, the success of the system rests on the availability of good and qualified teachers who are internally motivated. Wasagu, (2006)

stated that “Teachers are the way to improvement since they are the final brokers when it comes to educational policy”. Rufai (2010) stated that “lack of qualified teachers was responsible for the dismal performance of students especially in mathematics and English language”.

9. **Poor Teaching and Learning Facilities:** If teacher education should yield great results, then adequate provision of facilities and infrastructure must be boosted by all stakeholders in the teaching profession. It is not unusual to see student-teachers having their training under tree, due to lack of adequate classrooms (Ofoejebe, 2006).
10. **Problem of Quality Assurance:** Quality is one problem militating against teacher education in Nigeria today. According to Ejima (2012) the situation becomes more precarious in Nigeria where the quality assurance of teacher education is rested on multiplicity of agencies. For instance, the institutes and faculties of education of universities are supervised by the National Universities Commission (NUC), the colleges of education are supervised by National Commission for Colleges of Education (NCCE) while the school of education in polytechnics is regulated by National Board for Technical Education (NBTE). The issue of discrepancies in teacher’s professional development is glaring.

CONCLUSION AND RECOMMENDATIONS

Education in general and teacher education in particular is the cornerstone of achieving a sustainable national development. There are no doubts achieving sustainable national development is the goal of all developing nations, Nigeria inclusive. As such there are the needs to invest in teacher education. The paper revealed that teacher education is important to national development. Despite the above conclusion, the paper revealed that there are challenges facing the teacher education program that mar its contribution to sustainable national development. However, the need for monitoring, supervising and ensuring that all the financial and other investment on education for the purpose of achieving sustainable development are not diverted for other purposes.

Based on the above conclusion the following recommendations were made:

1. Government should increase the funding of teacher education sector by devoting a minimum of 30% of its annual budget.
2. There is need to re-organize the Teachers Registration Council of Nigeria (TRCN) as presently constituted to be more proactive in enforcing the code of ethics and standard of

the teaching profession.

3. The entry qualification of candidates for training as teachers should be reviewed upward to a minimum of five credits including Mathematics and English. Therein, education would cease to be a dumping ground for candidates that regard teaching as the last option.
4. Government need to be more committed to the welfare of teachers through regular salaries and allowances, improved conditions of service, regular promotions and recognition of teachers in decision making process on matters affecting their profession.
5. There is the need for adequate links between colleges of Education and other teacher training institution and the job market as it relates to the teaching profession.
6. Workshops and seminars should be organized for teachers in different subject areas at least once in a term.
7. Teachers should be strictly supervised to assure that effective teaching and learning is taking place.

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Revitalizing Education for Sustainable Security and National Development

INFLUENCE OF PSYCHOLOGICAL WELLBEING AND PHYSICAL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ONDO WEST LOCAL GOVERNMENT, ONDO STATE, NIGERIA

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INTRODUCTION

Every student deserve conducive environment. Regardless of abilities and disabilities, students' psychological wellbeing is nonnegotiable. This is necessary in order to adequately maintain intellectual capabilities and prowess. There is no doubt; promoting conducive environment for all students at all level of education goes a long way to maximize standard of education in Nigeria. Hence, proper accessibility of environment void of distractions promotes psychological wellbeing among students. However, most time, students' school environment places barriers in achievement or performance which could be a prospective reason for school dropout among students. If this will be achieved, utmost of every providers of education in the society will go a long way.

In every developing society, the stress on academic performance or achievement of students cannot be underestimated. The meaning of academic performance has been considered by many scholars, writers, researchers and authors (Ary, Jacobs & Razavieh, 2002, Akinola, 2021). In all Academic performance is the total outcome of education; the extent to which a student, teacher or an institution has achieved their set goals. There is need to say that despitess efforts of scholars to promulgate a unique and unified definition of academic performance, there is yet to have a unique agreement on how academic performance is best tested or which aspects are most important. According to Akinola (2021), academic performance can be achieved through learning activities which learners are exposed to or experience within the surrounding environment with the help of their sense organ such as the eye, ear and nose among others. It is no doubt that a balanced psychological wellbeing, coupled with a conducive environment potentially pave ways for proper academic prowess among students.

Academics performance demands all aspect of well-being; physical, social, emotional, and psychological balance. Oseni and Hameed (2021) opined that differences in academic performance are based on individual differences in intelligence. There is no doubt therefore that higher intellectual competences as demonstrated by intelligent quotient tests and consciousness achieved or performed better academically. This is to say that, promoting psychological balance and conducive environment promote excellent academic performance among students.

Psychological well-being is been conceptualized as combination of positive affective states such as happiness and functional optimal effectiveness of individual social life (Deci and Ryan 2008). Psychological wellbeing of individual goes beyond living comfortable; it entails feeling good and functioning effectively. People with high psychological wellbeing report feeling happy, capable, well supported, and satisfied with life (Aikomo, 2016). That is why Huppert (2009) opines that the consequences of psychological wellbeing include better physical health, mediated possibly by brain activation patterns, neuro-chemical effects and genetic factors the above which can be achieved in a conducive and properly planned environment.

Most times, students especially in secondary schools face difficulties that really affect their psychological wellbeing. For students to achieve their life goals and obtain academic success, psychological wellbeing must be balanced and critically supervised by experts such as guidance counselor and psychologists. For one thing, the extent of stresses experienced by students occupy a broad aspect that constitute imbalances in psychological with direct implications on academics of students. In order way, the physical environment which constitutes an aspect of factors creating imbalance in the psychological wellbeing of students includes the home environment as well as school environment (Aikomo, 2016). There no doubt therefore that parental involvement in school settings is capable of influencing a number of positive outcomes in the academic performance of students.

STATEMENT OF THE PROBLEM

The type of physical environment which includes the school and home environment are prone to have greater effect on the academic performance of students especially in the secondary school. In recent times, as a result of insecurity, less conducive physical environment is rampant in schools across Nigeria. Apart from the incidence of insecurity which has negative influence on the psychological wellbeing of students, physical structures which are not

conducive has debar most students to achieve the height of successful education.

Even though there have been literatures on psychological wellbeing, academic performance, physical environment, but to best knowledge of the researchers, few studies have been able to compare the two of the variables, and none has been able to work on the three variables in Ondo West Local Government of Ondo State, Nigeria.

SCOPE OF THE STUDY

The focus of the study is on the influence of psychological wellbeing and physical environment and the academic performance of secondary school students. Hence, this study will be carried out in Ondo West Local Government Area of Ondo State, Nigeria.

The study therefore will be limited to the following secondary schools:

- i. Ogo Olorun High School, Ondo
- ii. St. Joseph College, Ondo
- iii. St. Luis Girls High School, Ondo
- iv. Independence Grammar School, Ondo

RESEARCH QUESTIONS

The following research questions will guide the course of the study and as such, will be answered in due course.

- i. What is the composite contribution of psychological wellbeing and physical environment on the academic performance of students?
- ii. What is the relative contribution of physical environment and psychological wellbeing on the academic performance of students?

SIGNIFICANCE OF THE STUDY

The study will serve as a link between previous knowledge about students in secondary schools. Furthermore, this study will serve as eye openers to the level at which the environment and psychological wellbeing of an individual could influence the academic performance of students. The study will equally showcase the reason why the balances in the psychological wellbeing of students are paramount for better academic performance.

Government, especially ministry responsible for the award and erection of structures in tertiary institutions will see the reason to make the physical and psychological environment of students be accessible and conducive for learning. Furthermore, government at all cost will see the need to adequately furnish learning environment of students with adequate learning

materials that could boost their morale towards achieving greater height in education.

PURPOSE OF THE STUDY

Generally, the study is to find out the influence of psychological wellbeing and physical environment performance of secondary school students in Ondo West Local Government Area of Ondo State, Nigeria.

Research Design

A survey research design of the correlational typewas adopted in the study. In order to investigate the relationship among the independent variable and the dependent variable in the study, the use of correlated design was relevant because the study is a systematic empirical enquiry in which the researchers will not want to manipulate any variable in the study.

Population

The population of the study comprised all secondary school students in Ondo West Local Government Area of Ondo State Nigeria.

Sample and Sampling Technique

The sample for this study consisted of one hundred Junior Secondary School Students in Ondo West Local Government of Ondo State. Respondents were randomly selected.

Research Instrument

The following research instruments were used in the study:

- i. Ryff Psychological Well-being Scale
- ii. Home and school environment inventory
- iii. Physical environment checklist

Procedure for Data Collection

The researchers visited the schools where the study was carried out in order to familiarize participants with the objectives of the exercise. Research assistants were briefed adequately on the importance of the exercise, to ascertain the success of the exercise. The researchers administer the instruments on the participants after taken permission from the school authorities.

Method of Data Analysis

The data collected were analyzed with the use of Pearson's Product Moment Correlation (PPMC) and Multiple Regression Analysis. Pearson's Product Moment Correlation (PPMC) was used to measure the relationship between the variables while Multiple Regression Analysis (MRA) was meant to verify whether the independent variables predicted the dependent variable or not.

RESULTS

Research Question One

What is the composite contribution of physical environment and psychological wellbeing on the academic performance of students?

Table 4.1 Summary of Analysis of Variance

R	R Square			Adjusted R Square	R	Std. Error of the Estimate
.756	.572			.568		13.3473
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	118.89	3	132.222	165.211	.000	Sig.
Residual	83.841	98	18.149			
Total	112.73	98				

The results above shows the composite contributions of the independent variables to the prediction of the dependent variable. It shows a coefficient of multiple correlation ($R = .756$) and a multiple R^2 of 0.572. This means that 57.2% of the variance is accounted for by four predictor variables when taken together. Table 4.1 also shows that the analysis of variance (ANOVA) for the regression yielded a F-ratio of ($F_{(3,496)} = 165.211$, $P < 0.05$). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the variance.

Research Question Two

What is the relative contribution of physical environment and psychological wellbeing on the academic performance of students?

Relative Contribution of Independent Variable to Dependent Variables

Model	Unstandardized Coefficient		Stand. Coefficient Beta Contribution	T	Sig.
	B	Std. Error			
(Constant)	-	5.382		3.423	.001
Physical Environment	18.420	1.216	.009	.297	.767
		.072	.252	7.590	.000
	.765 .973				

The result above is the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: Physical Environment ($\beta = .009$, $t = 0.297$), Psychological Wellbeing ($\beta = .252$, $t = 7.590$). Physical environment and psychological wellbeing have relative contribution to the prediction of the academic performance of students.

DISCUSSION OF FINDINGS

Psychological wellbeing considered in numerous studies does have positive effect on any variable examined. In the present study, the effect of psychological wellbeing or balance cannot be underestimated. This is to say that psychological wellbeing is a vital determinant of progressiveness of students. In other word, psychological wellbeing predetermines the academic performance of students especially in the secondary schools. The outcome of the study showed that psychological wellbeing have $R = .756$ and a multiple R^2 of 0.572 on the academic performance of secondary school students. The present study therefore supports the findings of Aikomo (2016) who find out that the psychological well-being of high achieving students is an indispensable aspect of higher intellectual capabilities.

Physical environment positively influence the academic performance of students in secondary school. The outcome of the study showed that the presence of conducive physical environment positively influence the length at which students work harder for better performance. This study complement the study of conducted by Creating Accessible Print Document (2013) who find out that a paved pathway with a width of at least 1,800mm used by students especially those with physical disabilities go a long way to influence the level of academic performance. This is possible as the students will be much ready to be in a conducive environment free from obstructions and disturbances.

CONCLUSION

The academic performance, which has been made priorities of most stakeholders in the field of education must be continued in order to promote speedy development. In order to achieve and promote positive academic performance, factors that might contribute to higher performance such as the psychological wellbeing or balance and the physical environment of students especially in secondary school cannot be underestimated. The correlation of physical environment cum psychological wellbeing of students promotes higher intellectual capabilities. In order way, the physical environment which constitutes an aspect of factors

creating imbalance in the psychological wellbeing of students includes the home environment as well as school environment which therefore must be looked into without further delay.

RECOMMENDATIONS

From the foregoing, the following recommendations are made

- i. Planning of school environment should be prioritized by Ministry of Education in order to achieve a more conducive environment for all students.
- ii. Government must be ready to promote speedy reform in the sighting of schools across Nigeria which will promote conduciveness for teachers and students notwithstanding.
- iii. Guidance counselors roles cannot be overemphasized in correcting imbalances in the psychological wellbeing of students, hence, every school should have a functional counselor and counseling office/room.
- iv. There should be school-parents collaboration in an effort to promote stable psychological wellbeing among secondary school students.

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ANALYSIS OF THE EFFECTIVENESS OF AUDIO-VISUAL AIDS IN TRAINING FARMERS FOR SUSTAINABLE AGRICULTURAL PRODUCTION IN ADAMAWA STATE

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ABSTRACT

The study was carried out to investigate audio-visual materials as an educational strategy in training adult farmers for sustainable and increased agricultural production in Adamawa state. Five specific objectives and null hypotheses each guided the study. A survey research design was used. The study population was 350,000 subjects consisting of adult farmers in the three (3) senatorial districts in Adamawa state. Sample size of 384 respondents was sampled by multi-stage proportion sampling approach. The study instrument was a 21-items of accepted or rejected questionnaire data were obtained from 384 20% of all the contact farmers who were randomly selected information was obtained from respondents using structured questionnaire schedule. Data was subjected to analysis using mean of strategies that could be adopted for effective evaluation of farmers. Hypothesis was tested using correlation to determine the relationship between combination of media and effectiveness. The results showed the utilization of a combination of handbills and films was rated as most effective by respondents % with a total score. The test of hypothesis revealed significant relationship between combination of media resources/materials and effectiveness in dissemination of information. It was recommended that in-service training, workshops and seminars be organized for extension agents. Extension teaching should be reinforced with adequate and appropriate visual aids and extension programme should be funded adequately and encouraged with provision of audio-visual resources.

Keyword: Adult farmers, Training, Audio-visual, Agricultural production.

INTRODUCTION

Agricultural extension, being a specialized form of adult education agriculture is an educational process. It is mainly a communication process between extension agents and rural dwellers. It is very useful for involving rural dweller in the agricultural development process, to teach them better farming practices with the aim of increasing their productivity and enhance their standard of living. Being mainly communication process, it requires efficient

communication process (Adeokun *et al.*, 2006).

The term audio-visual is made up of two words, audio and visual. Audio materials are materials that appeal to the sense of hearing while the visual materials appeal to the sense of sight. Audio-visual materials are designed to assist teachers in teaching so as to enhance students' understanding of the subject content. They possess some inherent advantages that make them unique in teaching. They provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Moreover, the teacher is assisted in overcoming physical difficulties that could have hindered effective presentation of a given topic. Audio-visual materials generally make teaching and learning easier and less stressful.

Nwoji (2002) defines audio-visual resources as that field of human expression that employs visual and auditory aids such as film strips, slides, projectors, television, pictures, radio and a variety of graphic arts to teaching and learning. Audio-visual resources as seen by different authors simply mean that they are non-book materials that depend solely on sensory experience. These materials make use of sense of hearing, sense of sight or a combination of both senses in transmitting knowledge.

According to (Anzaku, 2011) "the term audio-visual is commonly used to refer to those instructional materials that may be used to covey meaning without complete dependence upon verbal symbols or language." Thus, according to the above definition, a text book reference materials does not fall within this grouping of instruction materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an even or a procedure or making diorama. Some of the audio-visual materials like the motion picture require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print. This term designates in common usage both materials things as well as processes such as field trips.

Anzaku further stated that audio-visual materials include materials and equipment alike. That materials are consider to be system, or body of content of potentials value when put to work, while equipment or instructions, often referred to as hardware, components, are the means of presenting such content. The importance of audio-visual materials in the teaching and learning process cannot be over emphasized. Below are some of the roles of audio-visual materials.

Basing learning in sense experience: stressing the importance of audio-visual materials.

(Ngozi *et al.*, 2012) unanimously agreed that audio-visual materials are very important and useful in education because, the normal learner in so far as the function of his preceptor mechanism that are stimulated by external occurrences. Eze, (2013) also states that the human being learns more easily and faster by audio-visual process than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon no clearly explained and perhaps not explicable.

Furthermore, Oketunji (2000) stressed that audio-visual materials when effectively used have these advantages. They lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impression, economic time in learning, estimated that about 4% of our concept are based upon visual experience, 25% upon auditor, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste smell. With the above assertion. It becomes clearer why audio-visual materials are important in the teaching and learning process. This is because, they bring the different senses contribution together to get 100% clarity.

Visual communication is the communication between people through expression and action without using words (Adeokun *et al.*, 2006). According to Agbamu (2006) the visual forms of communication appeal to the eyes, to the sense of sight of a given audience or target person. Visual relates to seeing. Some example of visual methods of communication includes posters slides, chart, flannel-graphs and flash cards. It also involves result demonstration conducted by a participating farmer, under extension worker's guidance to prove by evidence that the demonstrated practices, particularly on a farmer's farm is superior to an existing practice and appeals to our sense of sight (Agbamu, 2006). Visual communication is reinforced in written oral communication. Oral communication is carried out by words of mouth. This has much to do with hearing and as such id referred to as audio form of communication. Audio communication method appeals to the sense of hearing. Audio refers to sound waves that can be heard by the human ear (Agbamu, 2006). Example of this method are telephone, radio, farm and home visit, meetings, discussion groups, office calls, recorded audio messages and agricultural clinics.

Audio- visual form of communication appeals to the senses of sight and hearing. Agbamu (2006) opined that audio-visuals are devices that transmit ideas and experiences through eyes and ears; they lay emphasis on the use of non-verbal experience in a learning process. The term audio- visual aids mean materials used by a communicator in order to facilitate the

understanding of learners by involving more of their senses, especially those that relate to hearing and seeing (Agbamu,2006). They are used in the teaching- learning process to enhance the understanding of subject matters.

Audio-visuals make learning relatively permanent, help to arouse and maintain interest of the learner, encourage learners' involvement in the learning process; stimulate self-activity; widen the range of probable experience; and help to add depth and variety to learning (Agbamu, 2006).

Nwoji (2002) defines audio visual resources as that field of human expression that employs visual and auditory aids such as filmstrips, slides, projectors, television, pictures, radio and a variety of graphic arts to teaching and learning. Audiovisual resources as seen by different authors simply mean that they are non-book materials that depend solely on sensory experience. These materials make use of sense of hearing, sense of sight or a combination of both senses in transmitting knowledge.

Agbamu (2006) opined that audio visuals are devices that transmit ideas and experiences through eyes and ears; they lay emphasis on the use of non-verbal experience in a learning process. The integration of audiovisual materials makes learning more interesting for both the students and the teacher. White (2007) also noted that audiovisual resources could be used when it is necessary to expose students to things, they would not otherwise have the opportunity to see, for example, medical procedures or when it is necessary to 'humanize' a topic, e.g. showing dramatization or films when teaching about the war. Moore (2011) indicated that the integration of audiovisual materials makes learning more interesting for both the students and the lecturer. It also promotes critical thinking and helps students retain more information as they learn. Vogler (2012) also stated audiovisual materials are useful in instruction because they take learning away from a textbook-only approach. Many students find their classes more enjoyable when the teachers use photographs, films and music to bring the content to life.

Nwalo (2003) noted that the problems of lack of trained personnel could be solved by giving farmers staff opportunities for training on those areas especially ICT'S. In view of this, he also noted that farmers schools should ensure that staff and even their students are given opportunity to learn the knowledge on potentials of AV resources; through practical classes, industrial training. The knowledge of AV resources makes them able to compete with others outside their environment, and to be able to cope with challenges that may arise from user's search of information.

Alasa and Kelechukwu (1999) identified a number of problems as militating against the use of audiovisual resource in libraries. They are: poor level of audiovisual literacy within the university environment, poor audiovisual facilities, and poor level of awareness of audiovisual resources in the university community. Madu (2000) also noted that audiovisual equipment requires a separate room for use. In most libraries that have this equipment, they need to create room designed for their use as in the case of microfilm reader.

Audio visual resource can play a major role of making learning permanent, (Gopal, 2010) stressed that audio – visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which learning is done. And perceptual material readily associate themselves with the unique experiential background of each individual.(Natoli, (2012) stressed that audio- visual materials are important in the teaching and learning processes because having seen something, most people remember, for whatever that thing was, it conjures up image at a mere mention and can be talked about freely.

THEORETICAL FRAMEWORK

In modern times, the value of instructional material has been realised in this country and attempts are being made by all argons connected with education to see to that audio-visual material are used in teaching and learning situation for example, university of Nigeria, Nsukka has established curriculum development and instructional material centre (CUDIMAC) to promote the utilization of various type of audio-visual resources and media in the schools. In advance in librarianship, (Hallett and Farias, 2006) point out that, book is not the only way the libraries can extend the available information to the public but other means such as pictures, filmstrips, slide, recording etc. should be acquired to supplement book resources and to substitute for books when they are not available on a particular topic. That is, the modern educational method modern technology has given rise to various means of teaching which make it easier for the both the teacher and learner to archive their aims of teaching and learning. The encyclopedia of library and information science asserted that libraries serving formal education have tended over the years to broaden their inventories of non-book or audio-visual material rapidly and to accept increased responsibilities for distribution of audio-visual equipment e.g. emotion pictures, projectors as well as establishing

local duplication and production services (e.g. of overlay transparencies).

STATEMENT OF PROBLEM

There are gross inadequate number of audio visual aids to teach the adult farmers in the best way of sustaining food sufficiency in Adamawa state cannot be over flogged. Despite the contributions of audio-visual resources in teaching and learning, research conducted in this area indicates that there is inadequate use of these resources for teaching and learning process. This might be as a result of lack of availability of these resources in university libraries in the state. More so, many lecturers and students seem ignorant of the potentials of audio-visual resources and how to use them to achieve their purpose. Students as well may not identify the value of audio-visual resources in their studies.

University education in Nigeria is facing a critical challenge in meeting new demands of 21st century, with its ever increasing inadequate farmer's facilities, resources, epileptic power supply and insufficient funding. Inability of university farmers to meet with the increasing demands of information needs of students, researchers and lecturers leads to a drastic fall in the university education as the university finds it difficult to fulfil its curriculum requirements. This failure gives rise to poor quality of university graduates inversely undermining the productivity of the nation as unskilled manpower and poor material resources are in the nation. Consequently, the nation suffers the problems of this abnormality, there is therefore an urgent need to bring this problem to an end. In view of this, the researcher sought to find the problem that hampers effective use of these resources in audio visual aids in educating the Adult farmers, the researcher was moved into carrying g out this study and trying to find solutions to these numerous problems.

PURPOSE OF THE STUDY

Specific Objectives are:

- i. To ascertain the availability of audio visual aids at the disposal of Adult farmers
- ii. To assess the level of educational strategies exposed to farmers in Adamawa state.
- iii. To find out the level of awareness of adult farmers to modern farming techniques
- iv. To evaluate the problems militating against adoption of audio visual materials in teaching adult farmers

- v. To find out how the problems militating against use of audio visual aids usage in the farm can be tackled.

RESEARCH QUESTIONS

- i. What is the level of availability of audio visual aids at the disposal of Adult farmers?
- ii. To what extent do Adult farmers adequately expose to educational strategies in Adamawa state
- iii. What is the level of awareness level of adult farmers to modern farming techniques?
- iv. Are there problems militating against the smooth adoption of audio visual materials in teaching adult farmers?
- v. How can the problems militating against use of audio visual aid usage in the farm can be solved?

RESEARCH HYPOTHESES

- H₁: There is no significant relationship between the combination of audio-visual sources and their effectiveness in innovation dissemination.
- H₂: There is no significant relationship between learning strategies and audio-visual aids used in adult education in Adamawa state.
- H₃: There is no significant relationship between the level of exposure of farmers and education strategies in Adamawa state.
- H₄: There is no significant relationship between level of awareness of adult farmers and audio- visual material as educational strategies.

RESEARCH METHODOLOGY

Research Design

The researchers adopt survey design. The design was chosen because the purpose of the study was together information about variable from a representative sample of the population

Population and Sample

The study was conducted in Adamawa state is located at the north eastern part Nigeria it lies between 7 and 110°N and between longitude 110 and 140°E. the mean monthly rain fall is highest in August (198mm) these are the month of peak rain fall in them state during which flash flood always occur, especially in settlement along river courses. The mean annual rain fall in the state ranges from 700mm in the North West to 1600mm in the extreme Southern

part of the state. The state mean temperature is 28.11. The coefficient of variation shows that Yola has the lowest 2.72% indicating that annual temperature in Yola is less variable over the year. The area of study comprises three senatorial zones in Adamawa state. The occupations of the people are predominantly farmers.

METHOD OF DATA COLLECTION

A structure questioner was administrated for the collection of primary data from the respondents. The researchers administered the questionnaires administered the questionnaire by personal visit with the help of five research assistance. The questionnaire was structures to gather information relating to issues on use of audio-visual aids as education strategy in increasing agricultural activities among adult farmers in Adamawa state.

INSTRUMENT OF THE STUDY

The instrument for data collection was a 21 item structures questionnaire titled: Analysis of The Effectiveness of Audio-Visual Aids in Training Farmers For Sustainable Agricultural Production Questionnaire (AEAATFSAP).

The instrument has information on the need for training adult farmers for sustainable and increase agricultural production in Adamawa state. Level of awareness of adult farmers, problems militating against the smooth adoption of audio-visual materials and ways of solving the problems in against smooth adoption of audio-visual materials.

VALIDATION OF THE INSTRUMENT

The research instrument was validated by three experts from the department of vocational and technical education Adamawa state university Mubi, Nigeria.

RELIABILITY OF THE INSTRUMENT

The instrument was trial tested and a reliability coefficient of 81. was obtained.

METHOD OF DATA ANALYSIS

Data were analysed using cumulative mean in each section were computed and compared with standard/ decision mean of 2.50 this standard mean was based on the modifies 4 point rating scale option. The research hypotheses were tested for significance using inferential statistics of chi square (X^2).

RESULTS AND DISCUSSION

Table 1: Mean response on availability of audio-visual aids at the disposal of Adult farmers in Adamawa state.

Media	HA	A	NA	N	Mean	Remark
Pictures	189	98	97	384	2.24	Accepted
Projectors	185	85	114	384	2.18	Accepted
Slides	199	92	93	384	2.28	Accepted
Film strips	65	50	269	384	1.47	Rejected
Micro films	88	89	207	384	1.69	Rejected
Microscope	10	5	369	384	1.07	Rejected
Display board	193	89	102	384	2.24	Accepted
Maps	187	100	97	384	2.23	Accepted
Posters	188	82	114	384	2.19	Accepted
Real objects	189	100	95	384	2.24	Accepted
Dioramas	20	65	299	384	1.27	Rejected
Radio	83	87	214	384	1.66	Rejected
Compact discs	40	88	256	384	1.44	Rejected
Video	186	91	107	384	2.21	Accepted
Cartridge	20	10	354	384	1.13	Rejected
PowerPoint Presentation	192	98	94	384	2.26	Accepted
Grand Mean					1.86	

Acceptance (\bar{x} is 2.0 and above); Rejection (\bar{x} is less than 2.0)

Table 2: The level of exposure of farmers to educational strategies in Adamawa state.

Media	HA	A	NA	N	Mean	Remark
Pictures	194	99	91	384	2.27	Accepted
Projectors	190	80	114	384	2.20	Accepted
Slides	187	88	109	384	2.20	Accepted
Film strips	186	95	103	384	2.22	Accepted
Micro films	191	82	111	384	2.21	Accepted
Microscope	196	92	96	384	2.26	Accepted
Display board	194	92	98	384	2.25	Accepted
Maps	190	86	108	384	2.21	Accepted
Posters	200	93	91	384	2.28	Accepted
Real objects	185	87	112	384	2.19	Accepted
Dioramas	43	60	281	384	1.38	Rejected
Radio	200	53	131	384	2.18	Accepted
Compact discs	32	80	272	384	1.38	Rejected
Video	186	91	107	384	2.21	Accepted
Cartridge	33	16	335	384	1.21	Rejected
PowerPoint Presentation	191	93	100	384	2.24	Accepted
Grand Mean					2.05	

Acceptance (\bar{x} is 2.0 and above); Rejection (\bar{x} is less than 2.0)

Table 3: Mean response on the level of awareness of adult farmers to audio visual materials as an educational strategy in training adult farmers for sustainable and increase agricultural production in Adamawa state.

Statement	5	4	3	2	1	N	Mean	Remark
I believe that audio visual aids easily explain most farming techniques	153	134	21	71	5	384	3.93	Accepted
Agricultural extension workers have brought audio visual to our community to demonstrate	183	109	12	64	16	384	3.99	Accepted
I have bought some audio visuals that I consult for farming activities	10	12	14	153	195	384	1.67	Rejected
The State and local television do air programmes on the use of audio-visual aids	155	118	6	83	22	384	3.78	Accepted
Most of the farmers are sponsored by the local government to attend seminars where Audio visual are demonstrated	170	134	11	61	8	384	4.03	Accepted
The use of Audio-visual aids is not well accepted by majority of the farmers	56	21	13	131	163	384	2.16	Rejected
The use of audio-visual aids has helped the farmers in increasing the agricultural yields	176	123	21	58	6	384	4.05	Accepted
Grand Mean							3.37	

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

Table 4: Mean response on the problems militating against the smooth adoption of audio visual materials as an educational strategies in training adult farmers for sustainable and increase agricultural production in Adamawa state

Statement	5	4	3	2	1	N	Mean	Remark
Lack of funds is militating against the smooth usage of audio-visual aids	173	113	10	47	41	384	3.86	Accepted
Language barrier is big problem against the effective use of audio-visual aids	21	40	12	142	169	384	1.96	Rejected
Lack of proper publicity on the use of audio visual as instrument of improving agricultural activities also hampers the	168	124	8	79	5	384	3.97	Accepted
Government insensitivity towards farmers is also a serious problem militating against the effective use of audio visual	188	125	6	62	3	384	4.13	Accepted
Another problem militating against the use of audio visual is low level of educational attainment by most of the Adult farmers within the state	198	100	14	32	40	384	4.00	Accepted
Another problem why audio-visual aids are not fully embraced by the Adult farmers is the refusal of them to change from old ways of farming to the new modern ones	155	109	19	68	33	384	3.74	Accepted
The number of extension workers and other Agricultural experts are very few in the state and so no enough expert to implement the use of audio-visual aids	181	133	11	42	17	384	4.09	Accepted
Grand Mean							3.68	

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

Table 5: Mean response on ways of solving the problems militating against the smooth adoption of audio-visual materials as an educational strategy in training adult farmers for sustainable and increase agricultural production in Adamawa state

Statement	5	4	3	2	1	N	Mean	Remark
Government should provide adequate funding for the exercises because the use of audio visuals is very expensive	176	138	13	24	33	384	4.04	Accepted
adult farmers in the state should be motivated and sponsored to attend seminars and workshops where the use of audio-visual aids are demonstrated	152	105	10	62	55	384	3.62	Rejected
There should be wide publicity of the importance of audio-visual aids as strategy to improving sustainable food production in the state	155	146	9	53	21	384	3.94	Accepted
Every farmer should try and possess at least one form of audio-visual aids	165	114	16	84	5	384	3.91	Accepted
Government should employ more agricultural experts like extension workers to regularly visits the Adult farmers and demonstrate the use of audio-visual aids	193	133	11	32	15	384	4.19	Accepted
The government should give soft loans or financial assistance to Adult farmers to enable them purchase some of the very important audio-visual materials	162	103	11	75	33	384	3.74	Accepted
Government should provide other necessary facilities such as steady power supply, security in order to enable effective usage of some of the audio-visual aids that require power to function	160	118	5	67	34	384	3.79	Accepted
Grand Mean							3.89	

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

DISCUSSION OF FINDINGS

Result it in table 3 reveled that mean of 3.99, 3.78 4.05 and 4.03 accepted the items listed as issues of audio-visual level of awareness of adult farmers while 2.16 and 1.67 rejected. This agrees with Adeokun *et al* (2006) who asserted that agriculture extension being a specialized form of adult education in agriculture is an educational process. It is mainly a communication process between extension agents and rural Dwellers. It is very useful for involving rural Dwellers in the agriculture development process to teach them better farming practices with the aim of increasing their productivity and enhance their standard of living being mainly communication process. It requires efficient communication process.

Table 4 shows that the respondents accepted all the items listed as problems militating against the smooth adoption of audio-visual material as an educational strategy in training adult farmer. This was indicated in their overage mean of 4.13. although 1.96 was rejected this is in limited with also and Kelechukulu (1999) who identified a number of problems as militating against the use of audio-visual resource. In libraries they are: poor level of audio-visual literacy within the university environment poo audio-visual facilities and poor level of awareness of audio-visual resource in the university community.

Table 5 also shows that the respondents accepted all the items listed as ways of solving the problems militating against the smooth adoption of audio-visual materials as an educational strategy in training adult farmers. While 3.62 was rejected. This agrees with Nwalo (2003) who noted that the problems of lack of trained personnel could be solved by giving farmer staff opportunities for training on those areas especially ICT in view of this, he also noted that farmer's schools should ensure that staff and even their students are given opportunity should to leaned the knowledge on potentials of audio-visual resource; through practical classes, industrial training etc.

CONCLUSION AND RECOMMENDATIONS

An increase in agriculture food production depends on efficient application and affection combination of various audio-visual media material and recourse the adult farmers have access to. This has significant implication for adult farmer's extension delivery

Based on the above facts, it is recommended that:

- i. The extension teaching personnel should be reinforced with adequate and appropriate visual aids, this will enhance rapid comprehension and adoption of innovation.
- ii. Government should give soft-loans or financial assistance to adult farmers to enable them purchase some of the very important audio-visual materials.
- iii. Government should employ more agriculture experts like extension workers to regularly visit the adult farmer and demonstrate the use of audio-visual aids.
- iv. Adult farmers in Adamawa state should be motivation and sponsored to attend seminar and work-shops where the use of audio-visual aids are demonstrated.
- v. There should be while publicity on the importance of audio-visual aids as strategies to improving sustainable food production in the state.

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**ASSESSMENT OF USEFULNESS OF INFORMATION AND COMMUNICATION
TECHNOLOGY IN TEACHING/LEARNING IN SENIOR SECONDARY SCHOOLS
IN YOLA EDUCATION ZONE, ADAMAWA STATE, NIGERIA**

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ABSTRACT

The study analyzed teachers perceived usefulness of Information and Communication Technology in teaching/learning process in senior secondary schools in Yola Education Zone, Adamawa State, Nigeria. Two research questions and two hypotheses were postulated and tested at 0.05 level of significance. The study used descriptive survey research design. The population for the study was 194 public and private senior secondary schools with 5,104 teachers. A sample size of 600 teachers were selected from 40 public and private senior secondary schools. A research instrument titled “Usefulness of Information and Communication Technology (UIT) was adapted from Deebon and Zite, (2016). The instrument was validated by two experts in the Faculty of Education, ADSU, Mubi. They included an experts in Mathematics Education, Tests and Measurement. The instrument was pilot tested on two secondary schools within Mubi metropolis. The reliability of the instrument yielded a value of 0.81 Findings from the study revealed that there was a statistically significant difference between public and private senior secondary schools in the availability of IT devices in Yola Education Zone, and there was no significant difference in teachers perceived usefulness of IT devices in public and private senior secondary schools.. In conclusion this study has shown generally that ICT now have far reaching implications in teaching and learning at the secondary school level in Yola Education Zone of Adamawa State. This is because teachers themselves had perceived its usefulness. However, there is the need for further development and IT usage among teachers. It was recommended that computers, Internet and other ICT infrastructure should be adequately provided to schools by the government.

Keywords: Information and Communication Technology, assessment, usefulness, computer devices.

INTRODUCTION

Education is very important aspect of Nigerian citizen's life. It is valued because it paves the way to success in life and the access to livelihood of the citizenry. The use of appropriate devices and methods to teach the various subjects in secondary schools sets a good stage for

progress in the society. In recent time, modern world takes the modern technologies as important for educating in the secondary schools. Teachers are expected to use modern Information and Communication Technology devices to enhance teaching and learning of all subjects they teach. It is when teachers develop the attitude to employ these technologies that learners' comprehension will be maximized. Thus, it is expected that when teachers have positive attitude towards modern Information and Communication Technology application in their teaching that learners will benefit. A situation in which teachers do not employ the use of Information and Communication Technology devices will naturally leave much to be desired in terms of how the students will learn.

Yola Education Zone is a metropolitan part of Adamawa State where one would expect the teachers to be modern in outlook and professional practice. The teachers of senior secondary schools are in a modern society where there is internet services and dependable power supply. In consequence, one should expect teachers in that environment to be Information and Communication Technology compliant. One will also expect the learners to do well because the teachers do the right thing in instruction.

Curriculum planners view Information and Communication Technology usage as necessary in the educational process. Thus, it is emphasized that the education process should embrace Information and Communication Technology in both teaching and students' assessment. The education process provides support for rapid transformation of teaching, learning, research and administration of education in Nigeria by the use of modern Information and Communication Technology. This is reflected in the launching of a National Implementation Guidelines for ICT in 2019. It is thus expected that all states get involved as education stakeholders across the country (Federal Ministry of Education, 2019). This is what will ensure that these guidelines give clear direction to the stakeholders especially the State Ministries of Education (SMoEs) and the Local Government Education Authorities. The influence of this is that a meaningful attention to Information and Communication Technology use in the schools will spill down to the end users in secondary school education (Federal Ministry of Education, 2019).

The Information and Communication Technology application in education seems to have remained only at the aspiration level so far. It is yet to see progress in translating the policy into concrete action. It has been observed that necessary strategies and implementation activities are yet to materialize (Opeyemi & Abeba, 2020). The missing link is that even the teacher training and capacity development are yet to be seen at the State Ministries of

Education or the Local Government Education Authorities in Adamawa State. It is expected that the quality of the educational process rests on the quality of the teachers. This is because teachers are indispensable in the teaching and learning process. The trained and effective teachers remain the principal assets of any education system. the schools in Yola Education Zone cannot be an exemption from catching up with other counterparts, because this is what can keep them abreast of new developments around the world in order to become active players in the global village. This further implies that all schools in the modern world must join the process of education reform practices by focusing on access and quality of education that has the modern Information and Communication Technology practices.

The application of computers and other modern communication technologies in education cannot work properly without the training and continued service training of the teachers. The teachers need exposure that would equip them adequately to support them utilize the various components of computers. Martin (2013) emphasized that pedagogic application of Information and Communication Technology involves effective learning with the aid of computers and other information technologies, that the teacher will have to apply in the teaching/learning situations. This is because Information and Communication Technology will facilitate learning in schools and learning at home by teachers applying methods like modelling, simulation and so on. Essentially, the application of Information and Communication Technology has advantage to increase the learners' motivation to learn more and develop desirable attitudes for more effective learning of all subjects.

The position of the government towards investing in Information and Communication Technology in education is a welcome development as it will minimize the backwardness of all societies. It is however the responsibility of the government to put in place physical Information and Communication Technology infrastructure in communities and schools. This raises the question of what Information and Communication Technology facilities the government has put in place in senior secondary schools like a Mobile Internet Unit (MIU) (Knangban, 2010). The MIU is a locally-made bus that allows for a mobile training and cyber centre and it comprises of workstations, networked and connected to the internet. The facility is also equipped with printers, photocopiers and a number of multimedia facilities, which can support internet connectivity and enhance Information and Communication Technology utilization where this MIU facility is not regularly powered, the application of Information and Communication Technology in the schools will remain unmanageable and unsuccessful.

Taking the Yola Education Zone perspective, some critical questions need to be addressed.

Are the teachers equipped to use the Information and Communication Technology practices in the schools? Are there periodical training and orientation opportunities to empower the teachers to engage in Information and Communication Technology use to teach their courses? What facilities are there to enable teachers in the zone use modern Information and Communication Technology approaches to teach? More importantly, is there dependable power supply that would support the use of Information and Communication Technology for teaching? It is against this background, that this study investigated teachers perceived usefulness of Information and Communication Technology in teaching/learning in Senior Secondary Schools in Yola Education Zone.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. determine the available Information and Communication Technology devices in public and private Senior Secondary Schools in Mubi Education Zone.
2. evaluate the usefulness of Information and Communication devices in public and private Senior Secondary Schools in Yola Education Zone

RESEARCH QUESTIONS

- i. What are the available Information and Communication Technology devices in public and private Senior Secondary Schools in Yola Education Zone?
- ii. What are the usefulness of Information and Communication Technology devices in public and private Senior Secondary Schools in Yola Education Zone?

RESEARCH HYPOTHESES

- H₀₁:** There is no significant difference in the availability of ICT devices in public and private Senior Secondary Schools in Yola Education Zone.
- H₀₂:** There is no significant difference in teachers' perceived usefulness of ICT devices in public and private Senior Secondary Schools in Yola Education Zone.

RESEARCH METHODOLOGY

The research design adopted for this study is a descriptive survey research design. Kabir (2016) states that, survey is used for descriptive, explanatory and exploratory purpose. However, descriptive survey design is considered to be appropriate here because it allows for

collection of data from a group of people at the same time for the purpose of describing phenomena under study. Descriptive study also allows the researcher to discuss the phenomenon under study as it exists at the time of the study. The population of the study comprised all teachers in all the public and private senior secondary schools in Yola Education Zone, Adamawa State. Yola Education Zone consists of Fufure, Yola North and Yola South Local Government Areas. The number of public senior secondary schools is 77 with 1,119 teachers while the number of private senior secondary schools is 117 with 3,985 teachers.

The study made use of multistage sampling in selecting two local governments (Yola North and South) out of the three in the zone. The sampling yielded 40 senior secondary schools (20 public schools and 20 private schools) and a sample of 15 teachers was selected from each of the selected schools, amounting to a total of 600 teachers in all. This resulted from using a stratified sampling technique putting into consideration school type and gender as strata. The research instrument used in this study is a questionnaire titled “Teachers’ Perceived Usefulness of Information and Communication Technology in Teaching/Learning Process (TPUIT)”. The instrument was adapted from a study by Deebom and Zite (2016). It is structured on a 4-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with assigned values of 4, 3, 2 and 1 respectively. The instrument has 3 sections; Section A contained of questions pertaining demographic data. Section B contained 15 items on the availability of IT facilities in public and private secondary schools in Yola Education Zone, Adamawa state; while Section C contained 15 items on the perceived usefulness of IT devices in teaching and learning.

The face, content and construct validity of the instruments was assessed by three experts in Mathematics Education, Guidance and Counselling and Tests and Measurement from the Faculty of Education, Adamawa State University, Mubi. Appropriate corrections and suggestions were made to improve the quality of the questionnaire which involved discarding the inappropriate items and modifying others. The corrected version of the instrument was then used for the study. A pilot test was carried out in two schools to determine the reliability of the TATUITQ instrument. The test was administered to 20 teachers from two schools outside the study area. The schools were Government Secondary School, Mubi and Mundra High School, Mubi. The second test was administered after three weeks on the same set of teachers. The score obtained after the administrations was correlated using Pearson Product Moment Correlation analysis and a reliability co-efficient 0.81 was obtained. This indicates

that the instrument, TPUIT, has good internal consistency for the study.

The researcher administered the questionnaires to the teachers and collected them back on the spot to ensure none was lost or misplaced. Descriptive statistics (Means and Standard Deviation) were used to answer the research questions, while inferential statistical analysis such as t-test statistics was used to analyse the hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: What are the available Information and Communication Technology devices in Public and Private Senior Secondary Schools in Yola Education Zone?

Results of responses on the availability of IT devices in the schools are analysed in terms of public and private senior secondary schools in Yola Education Zone. The analysis are summarized in the table below;

S/N	Sources	PUBLIC SCHOOLS				PRIVATE SCHOOLS				Decision	
		A	NA	\bar{x}	SD	Decision	A	NA	\bar{x}	SD	
1.	Computer	244	56	1.81	0.39	Accepted	206	94	1.69	0.47	Accepted
2.	Scanners	141	159	1.47	0.50	Rejected	163	137	1.54	0.50	Accepted
3.	Printers	85	215	1.28	0.45	Rejected	183	117	1.61	0.49	Accepted
4.	Digital Calculators	286	14	1.95	0.21	Accepted	286	14	1.95	0.21	Accepted
5.	Digital Camera	94	206	1.31	0.49	Rejected	104	196	1.35	0.48	Rejected
6.	Internet Access/Email	50	250	1.17	0.37	Rejected	260	40	1.87	0.34	Accepted
7.	Projector	34	266	1.11	0.32	Rejected	121	179	1.40	0.31	Rejected
8.	Electronic Whiteboard	98	202	1.33	0.47	Rejected	90	210	1.30	0.46	Rejected
9.	Microphone	75	225	1.25	0.43	Rejected	71	229	1.24	0.43	Rejected
10.	Photocopier	106	194	1.35	0.33	Rejected	50	250	1.17	0.37	Rejected
11.	Laminating Machine	84	216	1.28	0.47	Rejected	86	214	1.29	0.45	Rejected
12.	Telephone	53	247	1.18	0.38	Rejected	259	41	1.86	0.34	Accepted
13.	Television	61	239	1.20	0.40	Rejected	63	237	1.21	0.41	Rejected
14.	Video Player	107	193	1.36	0.50	Rejected	119	181	1.40	0.49	Rejected
15.	Radio	170	130	1.57	0.60	Accepted	164	128	1.52	0.54	Accepted
Grand Mean		1.38					1.49				

(Decision Rule: $\bar{x} \geq 1.5$ is accepted; $\bar{x} < 1.5$ is rejected)

Table 1 above shows the response of senior secondary school teachers on the availability of

IT devices in their schools. Responses from the public senior secondary school teachers show that only computers, digital calculators and radios were available at their schools, while Scanners, Printers, Digital Camera, Internet Access/Email, Projector, Electronic Whiteboard, Microphone, Photocopier, Laminating Machine, Telephone, Television and Video Player were not available in the schools assessed. However, private senior secondary school teachers confirmed that IT devices such as computers, scanners, printers, digital calculators, internet access/email, Telephones and Radios were available at their schools, while Digital Camera, Projector, Electronic Whiteboard, Microphone, Photocopier, Laminating Machine, Television and Video Player were not available in the schools analysed.

Research Question 2: What are the usefulness of Information and Communication Technology devices in public and private senior secondary schools in Yola Education Zone? Responses gathered on this research question are reported in table 3. The mean value (\bar{x}) was used to indicate the position of respondents' views on each issue. The decision rule applied was that all mean values 2.5 or above were regarded as accepted while those below it was rejected. The result is summarized in Table 3;

Table 2: Mean of the Responses on Teachers' Perceived Usefulness of Information and Communication Technology Devices in Public and Private Senior Secondary Schools in Yola Education Zone

S/N	Item	Mean (\bar{x})	SD	Decision
1	ICT makes lessons more interesting for students	3.05	0.684	Accepted
2	Gives me more confidence	3.20	0.720	Accepted
3	Makes lesson full of fun	3.09	0.663	Accepted
4	Makes lesson easy & more diverse	3.19	0.522	Accepted
5	Improves presentation of teaching materials	3.20	0.530	Accepted
6	Allows students have a wider view of the world	3.80	0.400	Accepted
7	Reduces students' motivation	2.26	0.891	Rejected
8	Makes the teaching process hectic	1.91	0.546	Rejected
9	Restricts the content of the lessons	1.78	0.412	Rejected
10	Takes up too much time	1.83	0.482	Rejected
11	ICT address my teacher-related needs	2.95	0.679	Accepted
12	Using ICT enables me to accomplish teaching tasks more quickly	3.21	0.405	Accepted
13	Using ITs does not improve my performance in classroom functions	2.26	0.997	Rejected
14	Using ICT increases my productivity as a teacher	3.11	0.631	Accepted
15	Using ICT enhances my effectiveness as a teacher in general	3.40	0.490	Accepted
Grand Mean		2.82		

(Decision Rule: $\bar{x} \geq 2.5$ is accepted; $\bar{x} < 2.5$ is rejected)

In assessing teachers' perceived usefulness of Information and Communication Technology devices in public and private senior secondary schools, Table 3 above shows that majority of the teachers were of the opinion that IT makes lessons more interesting for students (3.05), also they believed that IT helps to give teachers more confidence in performing their tasks (3.20) and also make lesson full of fun (3.09), easy and more diverse (3.19). Teachers show good attitude to the use of IT devices especially as regards improving presentation of teaching materials (3.20), and allowing students to have a wider view of the world of technology (3.80). However, it is also seen that teachers do not think that IT reduces students' motivation (2.26), nor do they believe that it makes the teaching process hectic (1.91). The assertion that IT restricts the content of the lessons (1.78) and takes up too much time (1.83) were rejected by teachers. It was also noted that IT devices address teacher-related needs (2.95) as well as enable teachers to accomplish their teaching tasks more quickly (3.21). It was however noted

that teachers rejected the assertion that IT devices do not improve their performance in classroom functions (2.26), but they were of the opinion that it increases a teacher's productivity (3.11) and also enhances teachers' effectiveness (3.40). the grand mean of 2.82 also suggests that majority of the statements were accepted by the respondents as perceived usefulness of Information and Communication Technology devices in public and private senior secondary schools.

H₀₁: There is no significant difference between public and private senior secondary schools in the availability of IT devices in Yola Education Zone

Table 3: Summary of t-test Analysis on Difference Between Public and Private Senior Secondary Schools in the Availability of IT Devices in Yola Education Zone.

School Type	N	Mean	Std. Dev.	Std. Error Mean	t	df	Sig. (2-Tailed)
Private School	300	1.60	.543	.031	-0.842	598	.344
Public School	300	1.71	.596	.034			

Not Significant, P > 0.05.

Table 3 shows the t-test result of the analysis on difference between Public and Private Senior Secondary Schools in the Availability of IT devices in Yola Education Zone. The result suggests that there is no significant difference between views of respondents on availability of IT devices in Yola Education Zone ($t = -0.842$, $df = 598$, $p > 0.05$). Therefore, the null hypothesis is accepted. This shows that there is no significant difference between public and private senior secondary schools in the availability of IT devices in Yola Education Zone.

Hypothesis 2: There is no significant difference in the attitude of teachers towards the use of IT in Public and Private Senior Secondary Schools in Yola Education Zone.

Table 4: Summary of t-test Analysis on Difference in the Attitude of Teachers Towards the use of IT in Public and Private Senior Secondary Schools in Yola Education Zone.

School Type	N	Mean	Std. Dev.	Std. Error Mean	t	df	Sig. (2-Tailed)
Private School	300	0.43	.496	.029	1.161	598	.246
Public School	300	0.39	.488	.028			

Not Significant, $P > 0.05$.

Table 4 shows the t-test result of the analysis on difference between the attitude of teachers towards the use of IT in Public and Private Senior Secondary Schools. The result suggests that the mean is not significantly different ($t = 1.161$; $df = 598$; $p > 0.05$). Therefore, the null hypothesis is not rejected. This shows that there is no significant difference in the attitude of teachers towards the use of IT in Public and Private Senior Secondary Schools.

DISCUSSION

The first research question of the study investigated the availability of Information and Communication Technology devices in public and private senior secondary schools in Yola Education Zone. Table 1 above showed the response of teachers to the availability of IT devices in private and public schools. The study found that Information and Communication Technology devices such as computers, scanners, digital calculators, internet access/email, photocopier, telephone, television, video player and radio were deemed available by the teachers while devices such as printers, digital camera, projector, electronic whiteboard, microphone, laminating machine were not available. It was also found out that majority of the Information and Communication Technology devices were mostly available in private senior secondary schools while the public schools had a lesser number of most IT devices available which are mostly not in the same ratio to the number of students. This is in line with Maisamari, Adikwu, Ogwuche & Ikwoche (2018) who reported in their study that most secondary schools have limited supply of IT devices.

The findings of the study showed that majority of the teachers were of the opinion that IT makes lessons more interesting for the students, gives the teachers more confidence, makes the lesson full of fun, easy and more diverse. It was also noted that IT devices improve presentation of teaching materials and allow the students have a wider view of the world. The following assertions were however rejected that IT devices reduce students' motivation, makes teaching process hectic, restricts the content of the lessons and also that, IT takes up too much time. It was further noted by respondents that ITs address teacher related needs, enable teachers to accomplish teaching tasks more quickly, increases teacher's productivity

and enhances teachers' effectiveness in general. This result is in line with that of Tella, Tella, Toyobo, Adika and Adeyinka (2017) who asserted that Teachers also perceived ICT as being very useful. This may be connected to the fact that it is perceived as improving learner's performance and more so that teachers are affected by knowledge about their own subject. There is a clear distinction between teachers who choose ICT resources to fit within a particular topic and those who choose resources merely to present pupils' work in a new way, without any direct application to the topic. The evidence shows that when teachers use their knowledge both the subject and also how pupils understand the subject with their use of ICT has a more direct effect on pupils' attainment.

The findings of the study revealed that there was no significant difference between public and private senior secondary schools in the availability of IT devices in Yola Education Zone. This is in contrast with the earlier findings of Chiware (2016) who reported that, in some schools, teachers and students' accessibility to ICTs is very limited because of inadequate supply and where the ICT tools are available, they were not readily used. The findings of the study also showed that there was no significant difference in teachers' perceived usefulness of IT devices in public and private senior secondary schools. This result is in consonance with Maisamari, Adikwu, Ogwuche & Ikwoche (2018) who asserted that, teachers perceived using ICTs in teaching to be very useful because it facilitates knowledge delivery and improves learner's performance in public and private senior secondary schools. Similarly, Tella, *et. al.* (2017) asserted that public and private senior secondary school teachers also perceived ICT as being very useful. The evidence showed that, when teachers use their knowledge, both the subject and also how pupils understand the subject with their use of ICT has a more direct effect on pupils' attainment.

CONCLUSION

The use of Information and Communication Technology tools such as e-mail, fax, computer and video conferencing have made it possible to overcome barriers of space and time and opens new possibilities for learning. The use of such technology is increasing and it is now possible to deliver training and teaching to a widely disperse & audience by means of on-demand two-way video over terrestrial broadband networks. This study has shown generally that ICT now have far reaching implications in teaching and learning at the secondary school

level in Nigeria. This is because teachers themselves have now perceived its usefulness. However, it should not be forgotten that it's not every teacher in the country today that is now applying the use of ICTs during lessons. To arrest this ugly situation, there is the need for further development and IT usage among teachers particularly at the secondary school level is highly necessary.

RECOMMENDATIONS

1. Employers of teachers and teachers themselves should take advantage of the several ongoing in-service trainings, seminars and workshops on IT by participating with enthusiasm and partnering with organizers to expand the tenure of such training or workshops.
2. Government agencies such as the Nigerian Communications Commission, other related IT agencies and Non-Governmental Organizations (NGOs) should help provide aid to schools through provision of computers and other IT related devices to schools to enhance the use in teaching and learning.
3. Teacher training and professional development-oriented policies should support IT-related teaching models to encourage both students and teachers to play active roles in teaching/learning activities.

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ENHANCING GLOBAL PEACE, SECURITY AND JUSTICE IN TERTIARY INSTITUTION THROUGH TVET PARTNERSHIP FOR ATTAINING SUSTAINABLE DEVELOPMENT GOAL IN THE NORTHEAST NIGERIA

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ABSTRACT

The study focused on perception for enhancing global peace, security and justice in tertiary institutions through TVET partnership for attaining sustainable development goals in Northeast Nigeria. Five specific objectives and null hypotheses each guided the study. A survey research design was used. The population of the was 3,543 subjects, consisting of Teacher educators and school administrators in tertiary institutions in Northeastern States, Nigeria. Sample size of 2,834 respondents was sampled by multi-stage proportionate sampling approach. The instrument of the study was a 25-items structured questionnaire titled: TVET partnership for attaining sustainable development goals questionnaire (TVETPSGQ) validated by three experts, Cronbach coefficient of 0.81 was established. The researchers collected the data assisted by five research assistants. Data analysis was carried out using percentages, mean and standard deviation for research questions, while t-test statistic was used in testing the null hypotheses at 0.05 level of significant. The study showed among others, there was high degree of association and partnership with the educational stakeholders and employers for attaining sustainable development goals in communities in Northeast Nigeria. On the basis of the findings, it was recommended that there is urgent need to include TVET partnership via public-private partnership to promote global peace, security and justice for attaining sustainable development in Northeastern Nigeria.

Keywords: Global peace, Security, Justice, TVET partnership.

INTRODUCTION

International relations peace is not the absence of war or conflict, but also the presence of cultural and economic understanding (Solomon 2013). At a personal level, peaceful behaviour are kind, considerate, respectful, just and tolerant of other belief and behaviour tending to manifest goodwill. (Solomon 2013). Without security absolutely no human activity can take place similarly insecurity, the opposite of security is a threat to the continued existence of mankind as a whole.(Muhammad Baba 2012). Grunewald (2008) posited that the economic growth vital for a nation's development and combating poverty is impossible without private

sector participation. Grunewald added that private enterprises play an essential role in creating jobs and income for society and individuals.

Corroborating this view, Abubakar (2010) highlighted that repositioning and subsequently improvement of TVET target at development of technology and scientific renovations cannot be achieved by government alone but it has to be in collaboration or partnership with private enterprises that have the technical expertise, vocational competencies and financial capability. Okeshola (2012) stated that the hygiene and sanitary conditions in most TVET institutions are also critical and this has been identified as a contributory factor to the poor retention and participation of girls in TVET. Most formal TVET institutions are currently operating in an environment that is characterized by low quality training and mismatch between training and labour market skill demand (Yusuf and Soyemi2012). The quality of TVET facilities like workshops, books, classrooms, learning environment, machines, computer rooms, TV/Audio-visual, instructors and content of curriculum are inadequate in most tertiary institutions. (Akhuemonkhan and Raimi 2013).

Ayonmike, Okwelle and Okeke (2013) opined that Inadequate classroom, books, lack of conducive staff offices, inadequate electricity supply, lack of water supply, inadequate workshop spaces, lack of TVET machines and tools, lack of TVET books, lack of consumable materials and inadequate instructional materials. The obvious implication of these challenges is that the quality of training given to the learners is very low and they may end up not acquiring adequate skills required for getting and sustaining employment in the labour market or being self-reliant. In view of these issues, PPP has become necessary for the following reasons; the widening of Infrastructure gap increased demand for TVET, in adequate government funding, inadequate facilities and falling standard of education. PPP is inevitable due to the growing economic and financial difficulties which have made it impossible for many government to pay for rather high cost of TVET (Okoye and Chijioke, 2013).

Bo (2012) commented on the situation in China posited that for a long time, even today; TVET is regarded as a sub-class or lower rank education. This negative mind set can be changed through intensive public enlightenment that TVET is an effective programme to train skilled workers for the employment market and sustainable livelihood. Career and technical education (2009), unfortunately, Nigeria does not seem to give vocational and technical education and training TVET the attention it deserves. This appears to be the reason for rising rate of unemployment and poverty in the society which had contributed largely to the insecurity problem in the country. According to Olaiyan, (1996), is because the youths and

graduates from tertiary institutions are not equipped with adequate skills that will enable them exploit the natural resources that abound in Nigeria. He further posits that unemployment leads to frustration and disillusionment which may result in crime or drug abuse in a futile attempt to escape from and forget the pains and humiliation associated with poverty which has worsened, as millions of school leavers and graduates of tertiary institutions are not gainfully employed. The reason is that they lack the necessary occupational skills that would enable them to be self-employed and effectively function in today's world of work.

Adedeji and Eziyi, (2010) defined sustainable development as a continuous and progressive increase and expansion of the volume of goods or services provided in a given economy with the improvement in social economic and political life of the present and future generation, and pointed out that sustainable development is not a fixed state of harmony; rather, it is an on-going process of evolution in which people take actions leading to the development that meets their current needs without compromising the ability of future generations to meet their own needs. With these conceptual understanding in place, sustainable development of Nigerian economic can be seen as a pattern of development that permits the future generations to have access to basic life-sustaining essentials, such as food, protection, healthcare, clothing and shelter as well as current generation having access to at least high level of living, self-esteem and freedom.

He also argued that no one person is free if he or she cannot choose or is imprisoned by living on the margin of subsistence with no education and skills. It is on this premise that, Chukumerije (2011) stated that TVET remains the only imperative for economic development in Nigeria. The author however appraised different policies towards economic development but all to no avail.

As the insecurity in Nigeria such as the spate of suicide bombing, terrorist attacks, assassination, militancy, breakdown of law and order are not unconnected with the increasing rates of unemployment especially among youths (Ekpo 2011: Olajide 2015), also the acquisition of TVET skill may help in promoting entrepreneurial activities that would further provide the income capacity for economic growth and development in a sustainable manner. The migration of jobless youths from rural areas to urban centre is also one of the causes of insecurity, in Nigeria (Onouha 2011) also the porosity of Nigerian borders has made it possible for unwarranted influx of immigrants from neighbouring countries such as republic of Niger, Chad and republic of Benin (Adeola and Oluyemi 2012). Out of frustration the youths are drawn into crime (Adedeji and Eziyi, 2010). What the current trend of violence is

imprinting on the psyche of Nigerians is that the government security apparatus is incapable of guaranteeing the safety and security of its people. A good example is the recent abduction of 280 students of Government Girls Secondary School, Chibok, Borno State by the members of the Islamic sect Boko-Haram, and also the threatening to kill abducted school girls if search is not stopped (Jimitota, Johnbosco and Ndahi, 2014) therefore have impact on the general security of the people as the situation promotes fear, while at the same time limiting the people ability to develop economically. At the same time, the states' capacity to attract investors becomes limited as a result of insecurity. For instance, states like Enugu and Bauchi that have huge tourism potential would be losing out on this front.

Large percentage of Nigeria youths are unemployment and have often been the ready tool in the hand of unscrupulous individuals or group to perpetrate a state of insecurity in the nation, and that the vocational and technical education is a more effective tools in the hand of any government or nation to curb the problem of unemployment and the security. Hence, it is important to consider how we can reform vocational and technical education in Nigeria and use it effectively. Moreover, there is the wrong impression that TVET is the last option for the low performing students in the regular school system. This wrong impression among the youth and the society has been identify as one key factor responsible for the high rate of youth unemployment in Nigeria (Adesina 2013)

Apart from this, the limited resources for expansion, exclusion of at technical and vocational education from the main stream curriculum, lack of guidance services among other constraints, to effective TVET deliver in Nigeria (World Bank 200). Also, private sector is participation in provision of TVET is very low in contrast to what obtains in other aims of education: primary, secondary and university, where private sector's participation has enhanced the quality and level of achievement in these aims of education. The cost of running a TVET institution is a major factor making investment in it unattractive for the private sector. It is a known fact that TVET teaching materials equipment is costly, but TVET has consistently been underfunded by the as more attention id given to the regular school programmes. (Uwaifo and Uwaifo, 2009).

Education for all (EFA) programmes have concentrated to exclusively on universal primary education and literacy. However, the need to compliment the EFA with vocational skills training programmes to reach and empower marginalized groups is of equal importance as the society pays higher cost as children fail in school find their opportunities limited in their lives after school with cost to both the individual and their society A partnership of EFA with

technical and vocational education and training TVET can make major strides towards meeting the EFA goal in line with the education goal of post 2015 development agenda of ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all in recognition of the important role of education as a main driver of development and in achieving the other proposed sustainable development goals (UNESCO 2015; Huges 2005).

STATEMENT OF THE PROBLEM

Lack of proper training on a skill gives a margin in scope. Technological progress does not translate into economic growth and country can no longer compete in an increasingly knowledge-base global society. In order to promote peace and security and gain access to justice for sustainable development in the Northeastern Nigeria. There can be no sustainable development without peace and no peace without sustainable development. the researcher find it fit to sought out solutions on effective development in Northeastern Nigeria. For effective development through the security, peace and justice, we work to improve on our socio-economic and safety. Hence, partnership with TVET can help candidates learn skills to gain jobs, self-reliant and become productive citizens in a global society.

PURPOSE OF THE STUDY

The purpose of the study was to enhanced global peace, security and justice in tertiary institutions through Technical vocational education and Training partnership for attaining sustainable development goals in the Northeast Nigeria. The specific objectives were to:

- i. identify the causes of security challenges in Tertiary Institutions in Northeastern States
- ii. ascertain TVET policies towards attaining peace and security in Tertiary Institutions in Northeastern states
- iii. ascertain TVET policies towards attaining self-reliance and adequate food production in the Northeastern States.
- iv. identify the constraints of TVET towards realizing the overall goals in Tertiary Institutions in Northeastern States
- v. determine the role played by TVET in curbing security challenges in Tertiary Institutions in Northeastern States

RESEARCH QUESTIONS

To guide the study the following research questions were answered by the researcher;

- i. What are the causes of security challenges in Tertiary Institutions in Northeastern States?
- ii. What are the TVET policies towards attaining peace and security in Tertiary Institutions in Northeastern states?
- iii. What are the TVET policies towards attaining self-reliance and adequate food production in the Northeastern States?
- iv. What are the constraints of TVET towards realizing the overall goals in Tertiary Institutions in Northeastern States?
- v. What are the roles played by TVET in curbing security challenges in Tertiary Institutions in Northeastern States?

RESEARCH HYPOTHESES

The following null hypotheses were formulated to guide the study at 0.05 Level of significance.

1. There is no significant difference between mean responses of Teacher educators and school administrators on the causes of security challenges in Tertiary Institutions the Northeastern Nigeria.
2. There is no significant difference between mean responses of teacher educators and school administrators on TVET policies towards attaining peace and security in Tertiary Institutions in Northeastern Nigeria.
3. There is no significant difference between mean response of teacher educators and school administrators on TVET policies towards self-reliance and adequate food production in Tertiary Institutions in Northeastern Nigeria.
4. There is no significant difference between mean response of teacher educators and school administrators on the constraint's goals in Tertiary Institutions in Northeastern Nigeria.
5. There is no significant difference between mean response of teacher educators and school administrators on the role played by TVET in curbing security challenges in the Northeastern Nigeria.

MATERIALS AND METHODS

The study adopts descriptive survey design using teacher educators and school administrators of Universities in Northern states as the population of the study. There are six (6) states in the

Northern zone of Nigeria. The states include; Adamawa, Taraba, Yobe, Bauchi, Gombe and Borno state. Multi-stage proportionate sampling approach was used to draw 2,834 from the eleven Federal and state Universities as sample used for the study. A self-made questionnaire entitled “Enhancing Global Peace, Security and Justice in Tertiary Institutions through TVET Partnership for Attaining Sustainable Development Goal in the Northeastern Nigeria. The research instrument was subjected to scrutiny by research experts in Adamawa State University, Mubi in order to establish its validity. The instrument was subjected to Cronbach Alpha reliability test and reliability coefficient was found to be 0.81. Data collected was analysed using percentage (%), mean (x) and standard deviation, while t-test statistic was used in testing the null hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: What are the causes of security challenges in Tertiary Institutions in Northeastern States?

Table 1: Respondents mean responses and standard deviation of teacher educators and school administrators in tertiary institutions on the causes of security challenges in Northeastern Nigeria.

S/N	Items Statements	\bar{X}	sd
1.	Challenges of the out of school children/drop outs	1.59	0.13
2.	Illiteracy is a major factor	1.57	0.10
3.	Unemployment of Youth	1.59	0.13
4.	Porosity nature of the country	1.65	0.22
5.	An attempt by some international communities to divide Nigeria.	1.57	0.10

Results of the data presented in table 1 show the mean ratings responses by teacher educators in tertiary institutions on the causes of security challenges in the North East Nigeria. The results revealed that 5 items had the mean scores that ranged from 1.57 to 1.69, while the corresponding standard deviation values ranged from 0.10 to 0.02. However, the mean scores

are indications that security challenges to a very high extent. While standard deviation values are indicators that teacher educators and school administrators are very close.

Research question 2: What are the TVET policies towards attaining peace and security in Tertiary Institutions in Northeastern states?

Table 2: Respondents mean responses and standard deviation of teacher educators and school administrators in tertiary institutions on policies towards global peace and security in North Eastern Nigeria

S/N	Items Statements	\bar{X}	sd
1	Government partnership with TVET will enable the preservation of peace.	1.66	0.22
2	TVET partnership will bring people from different places and train them thereby enhancing global peace and security.	1.60	0.15
3.	TVET programmes include measures on how to live together and thereby encompassing peace.	1.64	0.20
4.	Food production which is the cardinal principle of TVET enhance peace of mind prevent security challenges.	1.51	0.02
5.	Curriculum is needed to compare with the curriculum of other educationally developed nations.	1.51	0.01
6.	TVET policies towards global food production enhances global security	1.64	0.20
7.	TVET collaborates with government through self-reliance lead to secured environment	1.53	0.04

Results of the data in table 2 show the mean ratings of responses by teacher educators and school administrators in tertiary institutions on the extent to which TVET policies towards attaining global peace and security in North East Nigeria. The results revealed that 9 items had the mean scores that ranged from 1.51 to 1.69 while the corresponding standard deviation

values ranged from 0.01 to 0.27. However, the mean scores are indications the TVET policies attain global peace and security to a very high extent.

While standard deviation values are indications that teacher educators and school administrators are very close.

Research question 3: What are the TVET policies towards attaining self-reliance and adequate food production in the Northeastern States?

Table 3: Respondents mean responses and standard deviation of teacher educators and school administrators in tertiary institutions on TVET policies towards self-reliance and food production

S/N	Items Statements	\bar{X}	sd
1.	Partnership with TVET leads to new improved seedling	1.69	0.27
2.	TVET set standard that must be followed by potential farmers.	1.56	0.09
3.	TVET have experts that give accurate forecast about the climate conditions on agricultural activities	1.61	0.15
4.	Partnership with TVET by government will enhance better means of yield preservation	1.52	0.03
5.	Partnership with TVET can cause employment opportunities	1.64	0.20
6.	TVET teaches entrepreneurship skills will lead to self-reliance	1.68	0.26
7.	TVET teaches innovations in agriculture that leads to self-reliance.	1.64	0.20

Results of the data presented in table 3 show the mean ratings of responses by teacher educators and school administrators in tertiary institutions on the extent to which TVET policies towards attaining self-reliance and adequate food production. The results revealed that 9 items had the mean scores that ranged from 1.52 to 1.69. While the corresponding standard deviation values ranged from 0.03 to 0.27. However, the mean scores are indicators that TVET policies attaining self-reliance and adequate food production. While the standard

deviation values are indications that teacher educators and school administrators are very close.

Research question: What are the constraints of TVET towards realizing the overall goals in Tertiary Institutions in Northeastern States?

Table 4: Respondents mean responses and standard deviation of teacher educators and school administrators in tertiary institutions on the constraints of TVET partnership towards realizing the overall goals.

S/N	Items Statements	\bar{x}	sd
1.	Lack of funds is a major setback in the full realization of TVET	1.54	0.06
2.	Absence of inadequate modern equipment in all faces such as modern IT facilities, modern farm implements etc are militating against TVET in Nigeria.	1.62	0.17
3.	Importance of TVET in enhancing global peace, security and has not been fully given its full potentials	1.54	0.05
4.	Diversion of funds through corrupt means is another strong constraint.	1.53	0.04
5.	Government finds it difficult to partner with qualified TVET staff.	1.61	0.15

Results of the data in table 4 show the mean ratings of responses by teacher educators and school administrators in tertiary institutions on the extent to which TVET partnership towards realizing the overall goals in North East.

The results revealed that 5 items had the mean scores that ranged from 0.04 to 0.17. However, the mean scores are indications that TVET partnership realizes the overall goals to a very high extent. While standard deviation values are indications that teacher educators and school administrators are very close.

Research question 5: What are the roles played by TVET in curbing security challenges in Tertiary Institutions in Northeastern States?

Table 5: Respondents mean responses and standard deviation of teacher educators and school administrators in tertiary institutions on the played by TVET partnership in curbing security challenges

S/N	Items statement	\bar{X}	SD
1.	TVET can help one to be independent autonomous and ambitious	1.55	0.08
2.	TVET can help in eliminating hooliganism and unstable homes through production of students that are easily employable.	1.67	0.23
3.	TVET provides training for specific job requirement.	1.68	0.25
4.	TVET provide achievable career development	1.67	0.24
5.	Lack of occupational skills can lead to prostitution arm robbery, kidnapping, Boko Haram etc.	1.61	0.16

Results of the data in table 5 show the mean ratings of responses by teacher educators and school administrators in tertiary institutions on the extent to which TVET partnership in curbing security challenges in North East Nigeria. The results revealed that 5 items had the mean scores that ranged from 1.55 to 1.68, while the corresponding standard deviation values ranged from 0.08 to 0.25. However, the mean scores are indications that TVET partnership in curbing security challenges to a very high extent.

While the standard deviation values are indication that teacher educators and school administrators are very close.

Table 1: T-test Analysis of difference in the perception mean responses of teacher educators and school administrators on the causes of security challenges in the Northeast Nigeria

	N	\bar{X}	Std	T	DF	Sig (2-tailed)
Teacher Educators	1980	1.421	.492	1.376	28.82	.07
School Administrators	852	1.873	.340			
At Significance of P 0.05						

The teacher educators group had a mean score of 1.412 on the causes of security challenges in the Northeast Nigeria with a standard deviation of 0.492 while the school administrators had a mean value of 1.873 and a standard deviation of 0.340. When the mean and the standard deviation were subjected to a t-test of significance, a t-test value of 1.376 was obtained at $p=0.074 (> 0.05)$ which is not significant at 0.05 level. This implies that there is no significant difference in the mean responses of teacher educators and school administrators on the causes of security challenges in the Northeast Nigeria.

Table 2: T-test Analysis of difference in the perception mean responses of teacher educators and school administrators in TVET policies towards attaining peace and security in the Northeast Nigeria.

	N	\bar{X}	Std	T	DF	Sig (2-tailed)
Teacher Educators	1980	1.818	.332	0.158	2832	0.41
School Administrators	852	1.581	.440			
At Significance of P 0.05						

The teacher educators group had a mean score of 1.818 on the TVET policies towards attaining peace and security in the Northeast Nigeria with a standard deviation of 0.332 while the school administrators had a mean value of 1.581 and a standard deviation of 0.440. When the mean and the standard deviation were subjected to a t-test of significance, a t-test value of 0.158 was obtained at $p=0.041 (< 0.05)$ which is significant at 0.05 level. This implies that there is a significant difference in the mean responses of teacher educators and school administrators in TVET policies towards attaining peace and security in the Northeast Nigeria.

Table 3: T-test Analysis of difference in the perception mean responses of teacher educators and school administrators on TVET policies towards self-reliance and adequate food production in the Northeast Nigeria.

	N	\bar{X}	Std	T	DF	Sig (2-tailed)
Teacher Educators	1980	1.113	0.329	1.787	2832	0.512
School Administrators	852	1.105	0.300			
At Significance of P 0.05						

The teacher educators group had a mean score of 1.113 on the TVET policies towards self-reliance and adequate food production in the Northeast Nigeria with a standard deviation of 0.329 while the school administrators had a mean value of 1.105 and a standard deviation of 0.300. When the mean and the standard deviation were subjected to a t-test of significance, a t-test value of 1.787 was obtained at $p=0.512 (>0.05)$ which is not significant at 0.05 level. This implies that there is no significant difference in the mean responses of teacher educators and school administrators on TVET policies towards self-reliance and adequate food production in the Northeast Nigeria.

Table 4: T-test analysis of difference in the perception mean responses of teacher educators and school administrators on the constraints goals in the Northeast Nigeria.

	N	\bar{X}	Std	T	DF	Sig (2-tailed)
Teacher Educators	1980	0.264	0.307	0.184	3832	0.064
School Administrators	852	0.258	0.249			

At Significance of P 0.05

The teacher educators group had a mean score of 0.264 on the constraints goals in the Northeast Nigeria with a standard deviation of 0.307 while the school administrators had a mean value of 0.258 and a standard deviation of 0.249. When the mean and the standard deviation were subjected to a t-test of significance, a t-test value of 0.184 was obtained at $p=0.064 (> 0.05)$ which is not significant at 0.05 level. This implies that there is no significant difference in the mean responses of teacher educators and school administrators on the constraints goals in the Northeast Nigeria.

Table 5: T-test analysis of difference in the perception mean response of teacher educators and school administrators on the role played by TVET in curbing security challenges in Northeast Nigeria

	N	\bar{X}	Std	T	DF	Sig (2-tailed)
Teacher Educators	1980	0.213	0.419	0.187	2832	0.082
School Administrators	852	0.325	0.331			

At Significance of P 0.05

The teacher educators group had a mean score of 0.213 on the role played by TVET in curbing security challenges in Northeast Nigeria with a standard deviation of 0.419 while the school administrators had a mean value of 0.325 and a standard deviation of 0.331. When the mean and the standard deviation were subjected to a t-test of significance, a t-test value of 0.187 was obtained at $p=0.082 (> 0.05)$ which is not significant at 0.05 level. This implies that there is no significant difference in the mean responses of teacher educators and school administrators on the role played by TVET in curbing security challenges in Northeast Nigeria.

DISCUSSION

Findings from table 1 indicates the challenges of out of school children/drop out which seeks to assess the causes of security challenges in North East Nigeria. The findings is in line with assertion of Huges (2005) who noted that children fail in school find their opportunities limited in their lives after school.

Finding from table 2 indicates TVET policies towards global food production and enhances global security. This agrees with Chukumerije (2011) who stated that TVET remains the only imperative for economic development in Nigeria. The author however, appraised different policies towards economic development.

Findings from table 3 revealed that TVET teaches entrepreneurship skills that will lead to self-reliance. The findings is also in agreement with Okoye and Chijioke (2013) who asserted that the quality of training given to the learners is very low and may end up not having adequate skills required for getting and sustaining employment or being self-reliance.

Finding from table 4 show that absence of inadequate modern equipment in all faces such as modern ICT facilities are militating against TVET programmes. This also agrees with Akhuemonkhan and Raimi (2013) who noted that the quality of TVET facilities like workshops, books, classrooms, learning environment, machines, computer rooms, TV/Audio-Visual, Instructors and content of curriculum are inadequate in most tertiary institutions.

Findings from table 5 also revealed that TVET can help in eliminating hooliganism and unstable homes through production of students that are easily employable.

The findings is in line with (Ekpo, 2011; Olajide, 2015) who stated that the acquisition of TVET skills may help in promoting entrepreneurial activities that will further provide the income capacity for economic growth and development in a sustainable manner.

CONCLUSION AND RECOMMENDATIONS

There was a high degree of association and partnership with educational stakeholders and employers for attaining sustainable development goals in the communities in Northeastern Nigeria.

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

1. There is urgent need to include TVET partnership via public-private partnership to promote global peace, security and justice for attaining sustainable development goals in Tertiary Institutions in Northeastern, Nigeria.
2. There is also urgent need for TVET partnership with educational stakeholders and government to formulate and include policies that will enhance food production global peace, security and justice in Tertiary Institutions in Northeastern
3. Government in collaboration with quality TVET staff employ many different categories of personnel ranging from lecturers, supervisors, extension workers provide work leading to self-reliance in Tertiary Institutions in Northeastern
4. The importance of TVET partnership via public-private partnership in enhancing global peace, security and justice be given its full potentials in Tertiary Institutions.
5. In order to realize the overall goals, absence of inadequate modern equipment in all faces be put in place in Tertiary Institutions.

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**PERCEIVED EFFECTS OF OCCUPATIONAL STRESS ON JOB PERFORMANCE
AMONG AGRICULTURAL SCIENCE TEACHERS OF ADAMAWA STATE,
NIGERIA**

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ABSTRACT

The study surveyed the perceived effects of occupational stress on the job performance among agricultural science teachers of Adamawa State, Nigeria. Three objectives and three research questions guided the study. Three hypotheses were formulated and tested at 0.05 level of significance. Mean and standard deviation were used to answer the research questions while z-test statistic was used to test the hypotheses. The study was a descriptive research and questionnaire was used to solicit for the responses from the respondents. The instrument for data collection was subjected to face and content validity and reliability of the instrument was also tested using Pearson Product Moment Correlation Coefficient and a reliability of 0.86 was obtained. Results from the study revealed that job stress among agricultural science teachers in Adamawa State is caused by heavy work load, poor remuneration, lack of opportunities for professional advancement among others. Based on the findings of the study, recommendations were made which include among others: Adamawa State government should motivate teachers by improving their salaries, and teachers and administrators need to pay attention to the signs and symptoms of stress in view of addressing them early enough.

Keywords: Occupational stress, Job performance, Agricultural science, Agricultural science teachers.

INTRODUCTION

Agricultural science is one of the core subjects taught in Nigerian secondary schools. It involves the cultivation of soil, the feeding and management of livestock and the preparation of plant and animal products for human beings as well as a disposal of the products by marketing (Opera, 2002). Agricultural science is taught by teachers found in most Nigerian secondary schools, colleges, universities and Agricultural training institutions who teach a variety of subjects such as; horticulture, animal and plant sciences, agricultural chemicals and technology among others. The Federal Republic of Nigeria (FRN, 2013) stipulated the objectives of studying agricultural science to include the following:

- i. To enable students to integrate knowledge with skills in agriculture.
- ii. To expose students to job opportunity in a field of agriculture.
- iii. To prepare students for future studies in agriculture.
- iv. To stimulate and sustain students' interest in agriculture.

Agricultural science is one of the mainstays of Nigerian economy and other developing countries. According to Iwena (2012), the importance of agriculture includes the provision of food for human consumption either in fresh form or processed form. A Nation that can feeds its population can save a lot of money for other goods and services that are not provided through agriculture and it is through the provision of food and exportation of such food items that money accrues in to the government thereby preventing the nation from bankruptcy.

The senior secondary schools are educational institutions in Nigeria that give three years training to students at ordinary level, leading to the award of an 'O' level certificate of education known as the Senior Secondary School Certificate (SSCE). In order to achieve the educational goals, teachers need to perform their duties in line with the laid down guidelines. However, the performance of teachers is affected by many stress conditions. There are many stress conditions that presents serious challenges to teaching and learning. One of such conditions is the inability of teachers to recognize the sources and causes of stress.

Performance according to Jagero, Komba and Mlingi (2012) is an act of executing or accomplishing a given task. Performance is the ability to join skillfully the correct behavior towards the accomplishment of organizational objectives and goals. Mohammed (2013) opined that job performance is defined as the values which an individual does during a specified time period as discrete pieces of behaviour which organization expected. Job performance is further defined by Oleforo, Ikpe & Bassey (2015) as how well a person does his/her job in relation to standards. They said job performance can result in three factors i.e effort, skill and nature of work condition.

According to Chaithra & Hiremath (2018), job performance refers to an act of fulfillment of the requirement of a given job i.e the manner in which an employee carries out his job efficiently at work or accomplishment and discharge of duty. Job performance can be described as the individual's ability to achieve their respective work aims, after they meet their own expectations, bench marks achievement or accomplish their organizational objectives (Jagero *et al* 2012).

Occupational stress refers to stress at the work place. It is a physiological disorder attributed to some conditions in the work place that negatively affects individual performance and or

overall wellbeing of their body and mind (Aftab and Khatoon, 2012). Stress occurs when job demand exceeds individuals' ability to cope, disrupting their psychological equilibrium. Hence in a secondary school environment, stress arises when the teacher perceives a situation to be too strenuous to handle, and is threatening to their well-being. Numerous survey and studies confirm that occupational pressure and fears are far and away the leading source of stress (Thomas, Calligan and Eilen, 2006).

Job stress varies as activities vary: an office worker is likely to experience related stress on interpersonal relationship on the job. NIOSH (1999), argued that work place has become a source of extreme jobs stress as a result of technological changes, mass retrenchments, mergers and acquisitions, information overload, demand for more productivity and uncertain future. Stress could be as a result of excitement, inspiration to do well and perform at high levels. NIOSH (1999), further revealed that, occupational stress poses a threat to the health of workers and the health of an institution; it causes harmful physical and emotional response that occur when the requirement of the job does not meet the capabilities, resources or need of the workers. According to Cosgrove (2000), certain working conditions are inherently stress-inducing such as fear of job loss, excessive workload demands, lack of control and clear direction, poor physical working condition and inflexible working hours.

According to Aswathapal (2004), stress affects both teachers' health and job performance. Yusuf, Olufunke and Valentine (2015) argued that occupational stress does not have positive effect on the performance of teachers. Lucky and James (2008), state that excessive stress can lead to bad health conditions such as anxiety, depression and decreased performance. While in the words of Chang (2011), stress can lead to serious health conditions such as Obesity, sexual dysfunctions, cardiovascular diseases and gastrointestinal problem. According to Ekundayo and Kolawale (2013), stress has been either directly or indirectly responsible for early and untimely death through heart attack, stroke, high blood pressure and a multitude of other stress related illness. Teachers can go through stress due to some on the job activities. According to Sarmeje (2017), teachers are mostly stressed whenever there are expectations such as salaries, students' performance in examinations and relationships with school administrations are frustrating.

Teachers' performance is likely to be affected by stress. In order to avoid stress condition which affects the performance of teachers' particularly agricultural science teachers, certain strategies need to be put in place. To overcome stress, teachers needed to improve on their self-esteem, self-confidence and work on building emotional intelligence competencies. The

study also found that teachers needed to exercise regularly, cultivate hobbies and develop effective communication skills (Reddy and Anuradha, 2013).

STATEMENT OF THE PROBLEM

Agricultural science is one of the processes by which skills, knowledge and attitude are acquired for performance of socio-economic responsibilities, improving personal competency and seeking better employment.

The state of Agricultural Science Education is one of the crucial indicators of the seriousness of a society in the quest for National development, because the quality of education in a society determines the quality of its leaders and the pace of social development. Agricultural science teachers are the key players in the achievement of these societal objectives through training the nation's future craftsmen. However, the performance of agricultural science teachers is affected by stress conditions (Aswathapal, 2004).

Stress conditions affect teachers' performance and effectiveness. A number of practical cases of stress and its consequences on teachers can be cited here.

For instance, Government Junior Secondary School, Kojoli, Jada Local Government Area, a teacher developed a stress related condition which led to his being hospitalised for many months at the Specialist hospital, Yola (Sarmeje, 2017). In Government Day Secondary school, Gabu, a teacher collapsed while carrying out his primary responsibility, the teacher was experiencing severe stress which was unknown to him. (Magaji, 2017).

In the above cases identified, it shows that teachers are facing stress problem which make them to perform poorly in their duties. It is against this background that this study seeks to look at the effects of stress on job performance of agricultural science teachers in senior secondary schools in Adamawa state.

PURPOSE OF THE STUDY

The general purpose of this study is to determine the perceived effects of occupational stress on job performance of agricultural science teachers in Adamawa State. Specifically, the study is aimed at:

- i. Identifying the perception of agricultural science teachers on the causes of stress in secondary schools in Adamawa State.
- ii. To determine the perception of agricultural science teachers on the symptoms of stress in secondary schools in Adamawa State.

- iii. To determine the effects of stress on agricultural science teachers in the performance of their job as perceived by them and secondary school administrators.

RESEARCH QUESTIONS

The following research questions served as a guide to the study.

- i. What is the perception of teachers on the causes of stress among agricultural science teachers in Adamawa state?
- ii. What is the perception of agricultural science teachers on the symptoms of stress in secondary schools in Adamawa state?
- iii. What are the effects of stress on job performance of agricultural science teachers?

HYPOTHESES

The following hypotheses were tested at 0.05 level of significance.

- Ho₁: There is no significant difference between the mean responses of administrators and teachers on their perception of the causes of stress in secondary schools in Adamawa State.
- Ho₂: There is no significant difference between the mean responses of administrators and teachers on their perception of the symptoms of stress on agricultural science teachers in secondary schools in Adamawa State.
- Ho₃: There is no significant difference between the mean responses of administrators and teachers on the effects of stress on job performance of agricultural science teachers in secondary schools in Adamawa State.

METHODOLOGY

The study used descriptive survey research design to seek the opinion of the respondents on the perceived effects of occupational stress on job performance among agricultural science teachers in Adamawa State, Nigeria. The area of the study was Adamawa State. The state is located within the North-East Geo-Political zone, Adamawa State lies between latitude 7° and 11° North of the equator and 11° and 14° East (Adebayo & Tukur, 1999). The population of the study is 397 Agricultural Science Teachers and 186 senior secondary school administrators in the five Educational zones of Adamawa state which includes: Yola zone, Gombi zone, Mubi zone, Numan zone and Ganye zone. Purposive sampling technique was used to obtain a sample of 97 Agricultural Science Teachers and 23 school Administrators.

The instrument for data collection was a structured questionnaire known as “Effects of Occupational Stress on Job Performance among Agricultural Science Teachers in Adamawa state”. It was made of four sections and the items in the questionnaire were treated on a five-point scale as follows: Strongly agree (SA) 5 points, Agree (A) 4 points, Undecided (U) 3 points, Disagree (D) 2 points and Strongly disagree (SD) 1 point. Three experts from the school of technology and Science Education validated the instruments, two from the department of vocational Education, and one from Science Education, all from Modibbo Adama University of Technology, Yola. In order to determine the reliability of the instrument, the final copy of the questionnaire was trial tested in Government Secondary School Zing, Taraba state comprising of Administrators and Agricultural Science Teachers. Fifteen (15) respondents comprising of 3 administrators and twelve teachers were used. The test-retest method was used to determine the reliability coefficient of the instrument. The first and the second tests were separated by a space of two weeks. However, both tests had the same content and structure. The results of the two tests were correlated using the Statistical Package for Social Sciences Version 17 to obtain the Pearson Product Moment Correlation Coefficient (r). The coefficient of stability of the instrument stood at 0.86. This indicates that the instrument is reliable, and good for the purpose of this study. The researchers administered the instrument. The data collected were analysed, using mean and standard deviation to answer the research questions. The hypotheses were tested, using Z-test statistic at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Research Question 1

What is the perception of school administrators and agricultural science teachers on the causes of stress among agricultural science teachers in Adamawa State?

Table 1: Mean and Standard Deviation of Responses on Perceived Causes of Stress among Agricultural Science Teachers in Adamawa State.

S/No	Item	(n _t =97)		\bar{X}_G	SD	Remark
		\bar{X}_T	\bar{X}_A			
	Heavy workload	4.15	4.43	4.21	0.66	A
	Poor remuneration	4.13	4.13	4.13	0.58	A
	Obstacle in achievement	3.81	3.70	3.79	0.53	A
	Indiscipline among students	3.84	3.65	3.80	0.49	A
	Insufficient Agricultural science teachers	2.86	3.43	2.97	0.48	U
	Poor working conditions	4.15	4.04	4.13	0.60	A
	Late payments of salaries	3.69	3.57	3.67	0.46	A
	Role conflicts	3.41	3.35	3.40	0.35	U
	Family problems	3.49	3.26	3.45	0.39	U
	Lack of opportunities for professional Advancement	3.85	3.87	3.85	0.52	A
	Large class size	4.04	4.17	4.07	0.58	A
	Inadequate infrastructural facilities	4.14	4.30	4.18	0.60	A
	Dissatisfaction with the job	3.57	3.57	3.57	0.39	A
	Combining teaching with other businesses	3.31	3.22	3.29	0.36	U
	Poor relationship among colleagues	2.82	3.04	2.87	0.26	U
	Table Grand Mean	3.69	3.72	3.69	0.48	A

Key:

n_t = Number of teachers

n_a = Number of Administrators

\bar{X}_T = Mean response of teachers

\bar{X}_A = Mean response of administrators

X_G = Grand mean

SD = Standard deviation

Table 1 presents the mean responses of teachers and administrators on perceived causes of stress among agricultural science teachers in Adamawa state. The table shows that 97 teachers were surveyed and their mean response on the 15-point perception indicators is 3.69 whereas the 23 administrators surveyed had a mean response of 3.72. Grand mean of perception of stress among agricultural science teachers in Adamawa State is 3.69 with a standard deviation 0.48.

Research Question 2

What is the perception of teachers on the Symptoms of stress among agricultural science teachers in Adamawa state?

Table 2: Mean and Standard Deviation of Responses of Teachers and Administrators on Symptoms of Stress among Agricultural Science Teachers in Adamawa State. (NT=97; NA=23).

S/No	Item	(n _t =97)		\bar{X}_G	SD	Remark
		\bar{X}_T	\bar{X}_A			
	Headache	4.69	4.70	4.69	0.96	SA
	Lack of sleep	4.00	3.61	3.93	0.56	A
	Increased use of drugs	3.45	3.39	3.44	0.37	U
	Tension	4.07	4.09	4.08	0.59	A
	Loss of weight	4.05	3.91	4.03	0.58	A
	Fatigue	4.22	4.09	4.19	0.65	A
	Frustration	4.19	3.83	4.12	0.62	A
	Anxiety	4.85	3.61	3.80	0.54	A
	Depression	4.07	3.78	4.02	0.59	A
	Pale face	3.75	3.57	3.72	0.54	A
	Feeling overloaded	3.69	3.74	3.70	0.44	A
	Difficulty in making decisions	3.59	3.74	3.62	0.43	A
	Peptic ulcer	3.16	3.61	3.25	0.30	U
	Sudden attack of life-threatening panic	3.51	3.65	3.53	0.39	A
	Over reacting to petty issues	3.77	2.96	3.62	0.49	A
	Table Grand Mean	3.87	3.75	3.85	0.54	A

Table 2 presents the mean responses of teachers and administrators on perceived symptoms of stress among agricultural science teachers in Adamawa state. The table shows that 97 teachers were surveyed and their mean response on the 15-point perception indicators is 3.87 whereas the 23 administrators surveyed had a mean response of 3.75. Grand mean of perception of stress among agricultural science teachers in Adamawa State is 3.85 with a standard deviation 0.54.

Research Question 3

What are the Effects of stress on job performances of agricultural science teachers in Adamawa state?

Table 3: Mean and Standard Deviation of Responses of Administrators and Agricultural Science teachers on perceived Effects of Stress on job Performances of Agricultural Science Teachers in Adamawa State

S/No	Item	(n _t =97)		\bar{X}_G	SD	Remark
		\bar{X}_T	\bar{X}_A			
	Poor time management	4.35	4.43	4.37	0.71	A
	Boredom	4.07	4.39	4.13	0.61	A
	Confusion	3.29	3.09	3.25	0.35	U
	Relationship with superior	3.60	3.61	3.60	0.45	A
	Ineffective teaching	3.37	3.57	2.60	0.27	U
	Poor lesson delivery	3.76	3.35	3.68	0.48	A
	Poor attitude to work	3.38	3.35	3.38	0.41	U
	Lack of commitment to work	3.81	3.78	3.81	0.55	A
	Discontented	3.74	3.83	3.76	0.62	A
	Procrastination	3.65	3.30	3.58	0.46	A
	Embarking on industrial action	3.68	3.70	3.68	0.44	A
	Stressed teacher's moral is always low	3.93	3.96	3.93	0.52	A
	Transfer of aggression from home to class	3.71	3.35	3.64	0.50	A
	Lack of seriousness in the job	3.68	3.35	3.62	0.45	A
	Being conservative	3.46	2.87	3.35	0.45	U
	Table Grand Mean	3.63	3.59	3.63	0.48	A

Table 3 presents the mean responses of teachers and administrators on effects of stress on job performance among agricultural science teachers in Adamawa state. The table shows that 97 teachers were surveyed and their mean response on the 15-point perception indicators is 3.63 whereas the 23 administrators surveyed had a mean response of 3.59. Grand mean of perception of stress among agricultural science teachers in Adamawa State is 3.63 with a standard deviation 0.48.

Hypothesis 1

There is no significant difference between the mean responses of Administrators and Teachers on the perception of causes of stress on Agricultural Science Teachers in Adamawa State.

Table 4: z-test Analysis of the Mean and Standard Deviation of Responses of Teacher and Administrators on the Causes of stress among Agricultural Science Teachers in Adamawa State

Category	N	\bar{X}	SD	z-cal	z-crit	Decision
Teachers	97	3.69	0.20	-0.19	1.96	Not significant
Administrators	23	3.72	0.18			

The results of the analysis in Table 4 revealed that, there was no significant difference the mean responses of administrators and teachers on the perception of causes of stress on Agricultural Science teachers in Adamawa State. It is seen that when the mean responses of teachers and administrators were compared using z-test analysis, the z-calculated (-0.19) is less than z-critical (1.96). This entails that the null hypothesis is holds thus there is no significant difference between the mean responses of administrators and teachers on the perception of causes of stress on Agricultural Science teachers in Adamawa State.

Hypothesis 2

There is no significant difference between the mean responses of administrators and teachers on the perception of stress symptoms among Agricultural Science teachers in Adamawa State.

Table 5: z-test Analysis of Mean and Standard Deviation of Responses of Teachers and Administrators on the Symptoms of stress among Agricultural Science Teachers in Adamawa State

Category	N	\bar{X}	SD	z-cal	z-crit	Decision
Teachers	97	3.87	0.14	0.89	1.96	Not significant
Administrators	23	3.75	0.14			

The results of the analysis in Table 5 revealed that “there is no significant difference between the mean responses of administrators and teachers on the perception of stress Symptoms of among Agricultural Science teachers in Adamawa state” as tested using z-test analysis in this study is accepted because the z-calculated is less than z-critical which is 0.89 and 1.96.

Hypothesis 3

There is no significant difference between the mean responses of administrators and teachers on the effects of stress on job performances of Agricultural Science teachers in Adamawa State.

Table 6: z-test Analysis of Mean and Standard Deviation of Responses of Teachers and Administrators on Effects of stress on job performances of Agricultural Science Teachers in Adamawa State

Category	N	\bar{X}	SD	z-cal	z-crit	Decision
Teachers	97	3.63	0.19	0.24	1.96	Not significant
Administrators	23	3.59	0.19			

Table 6 shows that comparing z-calculated (0.24) and z-critical (1.96) of responses of teachers and administrators on the effects of stress on job performance of Agricultural Science Teachers in Adamawa State, the null hypothesis “there is no significant difference between the mean responses of administrators and teachers on the effects of stress on job performances of Agricultural Science teachers in Adamawa state” is hereby accepted because z-critical is greater than the calculated z-cal. Which implies that the null hypothesis hold for all surveyed respondents.

DISCUSSION OF FINDINGS

The study found that job stress among Agricultural Science teachers in Adamawa State is caused by heavy workload, poor remunerations, lack of opportunities for professional advancement, large class size among others. The man degree agreement of respondents to questionnaire items identifying the causes of job stress among agricultural science teachers in

Adamawa State is 3.69 which indicate that respondents agreed with the causes of stress among agricultural science teachers in Adamawa State. This response is also in line with the works of Sarmeje (2017), whom also recognized that teachers are mostly stressed whenever their expectations such as salaries, student's performance in examinations and relationships with school administrators are frustrated.

Similarly, Cosgrove (2000) added that students are poorly prepared, student indiscipline, poor working condition, low job status are all factors that can cause stress. But contrary to this view is suggested by Montgomery and Rupp (2005) that Agricultural Science teachers' job stress is simply a manifestation his internal psychic conflicts, usually independent of the work conditions.

Another finding of this study is that stress among Agricultural Science teachers usually manifest symptoms like; Lack of sleep, tension, fatigue, frustration, anxiety, depression among others. The respondent's surveyed agree 3.85 out of the 5 maximum points possible that stressed teachers show one of the above symptoms of stress. Albert (2005) supported this finding by saying that; fear, anxiety, frustration, faster heartbeat, frequent urination and sweating may signify stress.

Finding 3 of this research shows that occupational stresses affect the performance of Agricultural Science teachers in Adamawa State. The study observed that stressed Agricultural Science teachers in Adamawa State exhibit a lot of counter-productive attitudes to the teaching profession. Stressed teachers are normally aloof to their primary duties thus, their teaching habits is poor, they are low in moral and worry a lot among others. This finding agrees the report of Yusuf, Olufunke and Valentine (2015) who reported that occupational stress do not have positive effects on performance of teachers. Yusuf Olufunke and Valentine (2015) suggested that to improve teacher's effectiveness, stress inducing conditions should be reduced.

The results of the analysis in Hypothesis 1 revealed that, there was no significant difference between the mean responses of administrators and teachers on their perception on the causes of stress on Agricultural Science Teachers in Adamawa state. It was seen that when the mean responses of teachers and administrators were compared using z-test analysis, the z-calculated was less than the z-critical.

Hypothesis 2 revealed that, there was no significant difference between the mean responses of administrators and teachers on the perception of stress signs and symptoms of Agricultural Science Teachers in Adamawa State, as tested using z-test analysis because z-calculated was

less than z-critical.

Hypothesis 3 showed that comparing z-calculated and z-critical of responses of teachers and administrators on the effects of stress on job performance of Agricultural Science Teachers in Adamawa State, the null hypothesis was accepted because z-critical is greater than z-calculated value.

CONCLUSION

Base on the findings of this study, the following conclusion were made:

The causes of the stress among agricultural science teachers in Adamawa state were heavy workload, poor remuneration, obstacle in achievement, indiscipline among students, poor working conditions, late payment of salaries, lack of opportunities for professional advancement, large class size, inadequate infrastructural facilities and dissatisfaction with the job.

The signs and symptoms of stress were headache, lack of sleep, tension, loss of weight, fatigue, frustration, anxiety, depression, pale face, feeling overloaded, difficulty in making decisions, sudden attack of life-threatening panic and over-reacting to petty issues.

The effects of stress on job performance of agricultural science teacher's poor time management, boredom, relationship with superior, poor lesson delivery, lack of commitment to work, discontented, procrastination, embarking on industrial action, stressed teacher's moral is always low, transfer of aggression from home to class and lack of seriousness in the job.

The effect of stress on the health of agricultural science teachers were highlighted as poor performance, sexual dysfunction, high blood pressure, muscle spasm, miscarriage during pregnancy, reduction in lifespan among others. There was no significant difference between the mean responses of teachers and administrators on the causes of stress, sign and symptoms of stress, effects of stress on job performance and the effect of stress on the health of agricultural science teachers in Adamawa State.

RECOMMENDATIONS

Base on the findings of this study, the following recommendations are made:

1. Adamawa state Government should motivate teachers by improving their salaries. This has the tendency to tackle economic challenges that can lead to unfavourable stress conditions.

2. Teachers and administrators need to pay attention to the signs and symptoms of stress in view of addressing them early enough.
3. Teachers and administrators need to do regular exercise.
4. Teachers and administrators need to avoid procrastination. This can lead to overwork which can also presents some unfavourable stress conditions.
5. Teachers and administrators need to create time for leisure and for resting.

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IMPACT OF INSURGENCY ON SECONDARY SCHOOL TEACHERS' SELF-CONCEPT IN MUBI EDUCATION ZONE, ADAMAWA STATE

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ABSTRACT

This study determined the impact of insurgency on self-concept of secondary school teachers in Michika and Madagali Local Government Areas. One research question and two research hypotheses were formulated to guide the study. The study was a descriptive survey research design. The population of the study was 2,343 teachers in Mubi Education zone, composed of five local government areas. A sample size of 320 teachers representing 160 teachers each from the two Local Government Areas was selected. Research instrument used was Impact of Insurgency on Secondary School Teachers' Occupational Self-concept Questionnaire (IISSTOSCO). The face and content validity of the instrument were carried out by two experts, one in Guidance and Counselling and another in Tests and Measurement, Faculty of Education Adamawa State University Mubi. The reliability of the instrument was carried out through a pilot test in two secondary schools in Garkida in Gombi Local Government Area of Adamawa State which were not part of the study. The responses from the questionnaire collected were subjected to Cronbach Alpha analysis and the reliability co-efficient was 0.86. Data for the study was collected by the researchers on the spot. Descriptive statistics of frequency, mean, mode and standard deviation along-side inferential statistics of t-test and linear regression were used as instrument for analysis. The study revealed that teachers in Junior secondary and Senior secondary schools, place of primary assignment in terms of Local Government Area and gender have no statistically significant impact on the teachers' self-concept. their morale and the government should also endeavour to implement the safe school initiative to erect parameter fences and attach military personnel to ward off attacks in the future and also endeavour to rebuild all schools physical infrastructure hitherto damaged/affected by attacks by insurgents; Teachers in the insurgency affected zone should be sent on workshops and trainings and psychological evaluation on yearly basis to help them in their teaching career to avoid cases of stress and threat related to other forms of psychological stress and traumatic disorders.

Keywords: Insurgency, Self- concept, Traumatic disorder, Stress and Threat.

INTRODUCTION

Insecurity is a social disorder which is threat to human lives and organizational activities. At

any time, no place can be regarded safe for schooling if it does not have basic security measures that will guarantee safety of lives and properties. It is obvious that many teachers and students alike were caught up in the conflicts that resulted into insecurity both to lives and the school properties in the Northeast of the Country in recent times. Worrisome enough is when an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed. The result may be frustration. Insecurity is a threat to the occupational self-concept of a teacher and the prevailing peace within and around the school environments which often has ripple effects on effective teaching and learning activities of such schools (Akintunde & Selzing-Musa, 2016).

Security is synonymous with feelings of being safe, freedom from dangerous attacks and protection from physical harm. Security of teachers also implies presence of some factors in the school environments that enhance peace and safety so as to spur the teachers to effectively perform in their duty posts. It therefore confirms that safe school environment encourages peaceful co-existence, positive school climate, cordial interactions among teachers, teachers and school management and teachers and students for the overall benefit of the school. School environmental insecurity is identified to have a close relationship with teachers' self-concept whether negative or positive. The environment in which teachers teach ought to be safe, friendly, calm and free from external and internal insecurity. Since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen because on daily basis, the mass media has continued to highlight and discuss incessant cases of armed robberies, kidnappings, bombings, abductions, ethnic and communal clashes, cultic activities and insurgency which have become regular occurrences and characterized by life threats in Nigeria (Nwangwa, 2014 in Ojukwu, 2017).

Boko Haram insurgency targets western education and the insurgents are known to have carried out several armed attacks on schools across the North East Nigeria which has generated that sense of insecurity among teachers and students alike. Any perception of insecurity due to insurgency within and around the school environment connotes absence of safety to teachers and students alike in both the physical and psychological sense in any given situation, which according to Obiechina, Abraham and Nwogu (2018) poses a threat to the teachers and students' self-concept. It is in this light that Akintunde and Salzing-Musa (2016) opined that insecurity of the school environment leads to stress, poor attendance, poor concentration, poor decisions, general unstable psychological wellbeing and other misdemeanours associated with poor educational outcomes.

What makes this armed conflict peculiar is the fact that the attack is against western education making institutions of learning to be the main targets in the North-Eastern states of Nigeria Adamawa State inclusive. Many schools have been attacked; prominent ones include Government Girls Secondary School Chibok, Chibok Local Government Area of Borno State where over 300 female students were abducted and other ones are in Dapchi, Yobe State where 100 school girls were abducted. In Adamawa State, 5 Local Government Areas in the Northern Senatorial Zone of the state were affected and the several institutions of learning in the region came under attack and were also vandalized and destroyed with many teachers kidnapped, wounded and killed. Those that survived that horrifying experience have been affected psychosocially in many ways. It is only rational to think that these experiences will have some effect on occupational self-concept of individuals in school.

Experiences, either positive or negative, over time are known to shape peoples view about themselves and the resultant self-concept (Klassen, Perry & Frenzel, 2012) as one's self-estimation and knowledge or judgement of one's professional image is brought to bear in various occupations of endeavour. The experience of insurgency can be traumatic with the potential of affecting a person's occupational self-concept albeit in the negative. Teaching as an occupational profession is known to mould human capacities for growth and development from cradle to adulthood. The teacher is deemed responsible for the educational outcome of students and as such the teachers' self-concept is paramount in ensuring a positive educational outcome of students. Thus, both internal and external experiences (armed or otherwise) garnered during teaching have a tendency of affecting a teacher's self-concept in both the short and long run (Cervantes-Duarte & Cano, 2016).

The immediate effects may include death, physical and psychological trauma and displacement, while long term effects include inadequate and unsafe living conditions, environmental hazards, caregiver mental health, separation from family, displacement-related health risks and the destruction of health, public health, education and economic infrastructure (Kadir, Shenoda, Goldhaagenj & Pitterman, 2018). For example, the experience of a gun attack within school premises may have a traumatic effect on the teachers with significant consequence on their self-concept. In the United States of America (USA), gun attacks on teachers and students are common and have been known to affect teachers' self-concept (Paolini, 2015). Places in Africa, such as Rwanda, Uganda and Southern Africa that have experienced insurgency, civil wars and apartheid; teachers' self-concept was significantly affected with consequent negative educational outcomes in general (Ali , Ashraf

& Shuai, 2019).

Previous researches on teachers' self-concept variously explored the relations with academic achievement, teacher expectations, teacher pedagogical communication competencies and the likes. (Ojukwu, .2016; Fareo, & Mukthar, 2020). All the foregoing contexts represent ideal school environmental conditions devoid of armed conflicts. There is however, no known research on teachers' self-concept in the context of armed conflict especially in the study area. It is against the foregoing, that the research aimed at looking into the impact of insurgency on secondary school teachers' occupational self-concept in Mubi Education Zone of Adamawa State.

OBJECTIVE OF THE STUDY

The objectives of the study are to:

1. determine the impact of insurgency on teachers' self-concept in Mubi Educational Zone
2. compare the occupational self-concept of teachers in junior and senior secondary schools in Mubi Education Zone.
3. compare the occupational self-concept of teachers in Michika and Madagali Local Government Areas in Mubi Education Zone

RESEARCH QUESTIONS

- i. What is the impact of insurgency on teachers' self-concept in Mubi education zone?

RESEARCH HYPOTHESES

H_0 : There is no significant difference between Junior and Senior Secondary School teachers' occupational self-concept in Mubi Education Zone.

H_{02} : There is no significant difference in teachers' occupational self-concept in Mubi Education Zone by gender in Michika and Madagali Local Government Areas of Mubi Education Zone.

RESEARCH METHODOLOGY

The study adapted a descriptive survey design to solicit for information from both male and female teachers. According to Fajonyomi and Fajonyoami (2003), descriptive survey can be used to describe events as they are without any manipulation of what is being observed. This is because, whatever the outcome, the premise is that the trigger is psychosocial experiences associated with the insurgency that is going on in the study area. The total population of this

study comprised of 2,343 secondary school teachers, in Mubi Education Zone which include Mubi North, Mubi South, Maiha, Michika and Madagali Local Government Areas, while the target population of 1,108 both Junior and Senior secondary school teachers comprising 672 in Michika and 436 in Madagali Local Government Areas was used as the population of the study.

A sample size of 320 secondary school teachers was selected from two local government areas using purposive sampling technique. This is because the two local government areas (Madagali and Michika) were the most affected by insurgency in Adamawa state. Eight (8) secondary schools in each of the two Local Government Areas was selected randomly in which sample of 20 teachers were chosen from the 8 schools by a stratified sampling technique using school levels and gender as strata. Therefore, 160 teachers where chosen from each of the two Local Government Areas.

The instrument for data collection is titled “Impact of Insurgency on Secondary School Teachers’ Occupational Self-concept Questionnaire (IISSTOSCQ)” structured on a 4-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with assigned values of 4, 3, 2 and 1 respectively. Section A contains questions pertaining demographic data, self-concept inventory tool by Shah in (1986) was adapted (Mishra, 2012). The Self Concept Inventory has been designed for the adults (age groups, 21 to 50 years) of both genders (male and female) belonging for both urban and rural settings.

The face and content validity were established by two experts; one expert in Guidance and Counselling and an expert in Tests and Measurement, Faculty of Education, Adamawa State University, Mubi. The experts ascertained that the research questions, hypotheses and the instrument contained the appropriate items that could elicit the intended responses on the influence of insurgency on school environment and secondary school teachers’ occupational self-concept.

A Reliability of the research instrument was carried out in two secondary school of Garkida, Gombi Local Government Area namely; Government Day Senior Secondary School and Government Jenior Secondary School, Garkida using test-retest reliability method. The first test was administered on 20 teachers in both schools; and the second test was administered after three weeks on the same set of teachers. The reliability analysis of the test, re-test was 0.86.

Data were administered the researchers and collected back on the spot. The quantitative data collected for the purposes of this study were analysed in order to gain an understanding of the relationship between insurgency and teacher self-concept. The quantitative data from the teacher survey was uploaded into the Statistical Package for the Social Sciences (SPSS) software programme. A combination of descriptive and inferential statistics was used. The

methods used were Frequency, Mean, Mode and standard deviation constituted the descriptive statistics used in the analysis; while t-test and regression analysis constituted the inferential statistics used in this study.

RESULTS

Research Question 1: What is the impact of insurgency on teachers' occupational self-concept in Mubi Education Zone?

Table 1: Mean and Standard Deviation of the Responses of Teachers on the impact of insurgency on teachers' occupational self-concept in Mubi Education Zone

S/N	Item	\bar{x}	SD	Decision
1	My pride as a teacher has now diminished due to insurgency.	3.37	0.79	Accepted
2	There is no more concern for one another like ever before in my school.	3.28	0.83	Accepted
3	I have no more drive in activities that would influence policy decision in school.	3.13	0.79	Accepted
4	I feel that I have less physical attraction to my job in recent times.	3.19	0.84	Accepted
5	Insurgency incidents hinder my self-development as a teacher.	3.29	0.84	Accepted
6	The casualty news coming from the zone decreases my occupational motivation.	3.22	0.83	Accepted
7	Insurgency limits my social activities with the loved ones.	3.28	0.81	Accepted
8	Negative news coming from the zone decrease my effectiveness in the school.	3.31	0.76	Accepted
9	I feel anxious about the insurgents incidents which are likely to occur during the watch duty.	3.28	0.82	Accepted
10	The drive to prepare, understand and teach effectively has diminished now than before the insurgency.	3.31	0.76	Accepted
11	Teachers in insurgency affected areas experience low occupational self-concept.	3.25	0.80	Accepted
12	Teachers who are posted to teach in high risk environments usually refuse to report.	3.32	0.78	Accepted
13	I feel physically and psychologically insecure and unfit to teach because of insurgency	3.22	0.78	Accepted
14	I feel economically deprived and that I am forced to remain in my place of primary assignment because there is no motivation incentives in the form of disaster allowance for teachers in insurgency affected areas	3.26	0.81	Accepted
15	Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the	3.18	0.76	Accepted

feeling of anxiety brought about in the school environment.

Grand Mean

3.26

Table 1 shows that all statements have means that fall between 3.22 (agreed) and 3.5 (strongly agreed). This suggests that majority of the respondents are of the opinion that their pride as a teacher has now diminished due to insurgency which means there is no more concern for one another like ever before in teachers in the schools by implication, they have no more drive in activities that would influence policy decisions in the school therefore, they feel that they have less physical attraction to their job in recent times, Insurgency incidents hinder their self-development as teacher. The casualty news coming from the zone decreases occupational motivation, Insurgency limits social activities with loved ones, negative news coming from the zone decreases effectiveness in the schools, anxiety about the insurgents incidents are likely to occur during the watch duty, drive to prepare, understand and teach effectively has diminished now than before the insurgency, teachers in insurgency affected areas experience low occupational self-concept, teachers who are posted to teach in high risk environments usually refuse to report, teachers feel physically and psychologically insecure and unfit to teach because of insurgency, they feel economically deprived and that they are forced to remain in their place of primary assignment because there is no motivation incentives in the form of disaster allowance for teachers in insurgency affected areas. Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the feeling of anxiety brought about in the school environment. On the whole, majority of the respondents agreed that all items identified constitute how insurgency negatively influenced teachers' occupational self-concept.

Hypothesis 1: There is no significant difference between junior and senior secondary school teachers' occupational self-concept in Michika and Madagali Local Government Areas.

Table 2: Summary of t-test Analysis on Difference between Junior and Senior Secondary School Teachers' Occupational Self-Concept in Michika and Madagali local government areas

Group Statistics		N	Mean	Std. Deviation	Std. Mean	Error				
School Category	IDF_SC									
Junior Secondary School Teacher	160	3.2363	.43158		.03412					
Senior Secondary School Teacher	160	3.2804	.41251		.03261					
<hr/>										
Independent Samples Test										
Levene's t-test for Equality of Means										
Test for Equality of Variances										
95% Confidence Interval of the Difference										
		F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
IDF_SC	Equal Variance assumed	.89	.344	-.93	318	.352	-	.04720	-	.0488
		8					.044		.1368	4
		s)	.02		8	
	Equal Variance not			-.93	317.3	.352	-	.04720	-	.0488
					53		.044		.1368	4
)	.02		8	

assumed

Not Significant (P>0.05)

The result on Table 2 shows that the Levene's statistics is ($F=.898$, $P >.05$) is large. Thus, the assumption of homogeneity of variance has not been violated and the equal variances assumed t-test statistic can be used for evaluating the null hypothesis of equality of means.

The result from the analysis shown on Table 2, further indicated that there is no significant difference in occupational self-concept between sampled teachers in Junior Secondary Schools and sampled teachers in Senior Secondary Schools ($t = .344$; $df = 318$; $P >.05$). The mean value of sampled Junior Secondary Schools teachers ($\bar{X} = 3.2363$) and those of sampled Senior Secondary Schools teachers ($\bar{X} = 3.2804$) gives a negative mean difference of (Mean difference = -.044), which is very insignificant. This result suggests that Local Government Areas have no significant influence on teacher self-concept. This result may be attributed to the fact that each secondary school sampled has both Junior and Senior sections and those constitute same locational pool from which both Junior and Senior school teachers were drawn.

Hypothesis 2: There is no significant gender difference in teachers' occupational Self-concept in Mubi Education Zone based on gender.

Table 3: Summary of t-test Analysis of Gender Differences in Teachers' Occupational Self Concept in Mubi Education Zone Based on Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
IDF _SC	Female	160	3.2614	.43452	.03435
	Male	160	3.2553	.41057	.03246

Independent Samples Test

Levene's test for Equality of Means
for Equality of Variances

95%
Confidence Interval of the Difference

	F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
IDF_SC	Equal Varian ces assumed	.691	.406	.131	.318	.896	.00618	.0472	-.08681	.09916
	Equal Varian ces not assumed				.131	316.983	.896	.00618	.0472	.09916

Not Significant ($P>0.05$)

The result from the analysis on Table 3 indicates that there is no statistically significant difference in occupational self-concept between the female and male teachers ($t = .131$; $df = 318$; $P >.05$). The difference between the mean value of sampled female teachers ($\bar{X} = 3.2614$)

and sampled male teachers ($\bar{X}= 3.2553$) is very insignificant. This result suggests that gender has no significant influence on teacher self-concept. Given that teachers sampled are from insurgency affected zone, gives room for comparison with those teaching in schools located in zones not directly influenced by insurgency.

DISCUSSION

The finding of the study in research question one showed that majority of the respondents believe that their pride as a teacher has now diminished due to insurgency. Insurgency incidents according to one of the teachers affect development of teachers. Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the feeling of anxiety brought about in the school environment. On the whole, majority of the respondents agreed that all items identified constitute how insurgency negatively influences teachers' occupational self-concept. This finding agreed with the view of Mahmood (2016) in his work on self-efficacy and self-concept as predictors of occupational aspiration of adolescents which says that self-efficacy and self-concept have large associations with adolescents' occupational aspiration.

The findings of the study with regards to the research hypothesis one shows that there is no significant difference between Junior and Senior Secondary Teachers' Occupation Self-Concept. The findings of the study in hypothesis two shows that there is no significant difference in occupational self-concept of teachers in junior and senior secondary schools. The result from the analysis showed on Table 3 further indicates that there is no statistically significant difference in occupational self-concept between sampled female teachers and sampled male teachers ($t= .131$; $df=318$; $P >.05$). The difference between the mean value of sampled female teachers ($\bar{X}= 3.2614$) and sampled male teachers ($\bar{X}= 3.2553$) is very insignificant. This result suggests that gender has no significant influence on teacher self-concept. Given that teachers sampled are from insurgency affected zone, gives room for comparison with those teaching in schools located in zones not directly influenced by insurgency.

CONCLUSION

Insurgency has a significant impact on teachers' self-concept albeit in the negative. The insurgents destroyed school environment, government institutions, places of worship in the school, individual houses and businesses as a result of lack of physical security presence of

armed guards, limited security related interactions, poor community involvement and the likes caused fear and anxiety in the minds of both the teachers and students. This affects educational outcomes and lifestyle, economic activities of the people in the study area negatively.

RECOMMENDATIONS

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

- i. The government should endeavour to implement the safe school initiative to make parameter fences and attach military guards to ward off attacks in the future;
- ii. Teachers in the insurgency study area and the affected zone should be sent on workshops and trainings and psychological evaluation on yearly basis to help them in their teaching career to avoid cases of stress related and other forms of psychological stress and traumatic disorders.
- iii. Teachers posted to rural areas that were affected by the insurgency should be placed on special hazard allowance to boost their morale and thus self-concept.

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SUTAINABLE SECURITY AND NATIONAL DEVELOPMENT: ASSESSMENT OF THE CHALLENGES FACED BY VOCATIONAL AND TECHNICAL EDUCATION WORKING MOTHERS AND NANNIES IN THE UTILIZATION OF DAYCARE CENTERS IN GOMBE METROPOLIS GOMBE STATE

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ABSTRACT

This paper focused on the assessment of the challenges faced by VTE working mothers and Nannies in the utilization of day care centers in Gombe metropolis of Gombe state. This is a problem faced by VTE working parents in Gombe state. Access to childcare is sometimes difficult thought to be an issue mainly in industrialized countries, but parents in developing countries are facing similar problems as family structures change and more women join the labour market either through choice or necessity. This prompted the researcher to carry out this research .The study had two (2) objectives, two research question and two (2) hypothesis. A descriptive survey design was used to carry out the research. Sample size of thirty two registered (32) day care centers, and 200 Nannies and VTE working mothers were selected using Simple and stratified random sampling technique in Gombe metropolis of Gombe State. Questionnaires were used to collect data for the study. Frequency and simple percentage was used to analyze the demographic information of the respondents while mean and standard deviation was used to answer the research questions. Chi-square was used at inferential level to test the hypotheses at 0.5 level of significance. The findings revealed that inadequate security, high cost of daycare long working hours and maternity, parental leave are the major challenges faced by VTE working mothers and Nannies. It was recommended among others that proprietors should adhere to all challenges and see to the solutions for better management of daycare centers in Gombe metropolis.

Keyword: Vocational and Technical Education, Daycare, Challenges, Working mother.

INTRODUCTION

National policy on Education (FRN 2014) Define Vocational and Technical Education in it section 6, as that aspect of education which lead to the acquisition of practical and applied skill through the application of basic scientific knowledge and technology. Kolowale and

adepoju (2017) remark that vocational education is the ability to use ones skill gainfully and display ones intellectual and economic horizon well enough to be able to effectively manage the numerous economic problems confronting individuals at large Including the challenges of day care centres being the first educational foundation. Daycare has been identified as a place where working mothers keep their children, for a period of time to enable them carryout their primary assignment. Mocan (2012) stated that, day care or child care is the care of a child during the day by a person other than the child's legal parents/guardians, typically performed by someone outside the child's immediate family. It is typically an ongoing service during specific period; such as the parent's time at work. The vast majority of childcare is still performed by the parent's in house, nannies or through informal arrangement with relative, neighbors or friend. Daycare is provided in nursery, crèches parents' time at work. The vast majority of childcare is still performed by the parents' in house, nannies or through informal arrangement with relatives, neighbors or friend by a nanny or private childcare provider caring for children in their own homes for money. It can also take a more formal structure with education, child development, discipline and even preschool education falling into the fold of services, (Turner, 2007). Valcour, (2008) stated that daycare centers can be a more convenient choice for working mothers because they usually provide full time care, even during school breaks. They typically accept a wider range of age from infant through pre-kindergarteners. Tausig and Fenwick, (2001) found that working mother with childcare related work disruption are more likely to experience job termination than working mothers without such problems. Galinsky and Dana (2012), stated that children in daycare centers benefit from chances to socialize with other children which they may not get as often or at all when a nanny or relative care for them at home. Maccoby (2010), the relationship between some aspects of day care and working mother is uncertain. Mothers who use more than one day care provider have greater exposure to child care problems, but they also have other providers to turn to when faced with care disruptions.

The utilization of daycare among working mothers cannot be over emphasized because it help career mothers to concentrate in their work places. According to Child Aware of America (2013), over thirty six (36%) percent of families of preschooler with working mother primarily rely on daycare in the home of relative e, family daycare provider or other non-relative. It went on to say that almost twenty six percent of families used organized child facilities as their primary arrangement. Despite the utilization of daycare, working mothers often develop the feeling of non-satisfaction with the care given to their children. Most of the

working mothers express their dissatisfaction when they see their children looking dirty, unkempt, rejected and unattended to. This prompted the researcher to investigate the utilization of daycare centers to redress the issues among working mothers. The objective of the study was to identify the challenges faced by working mothers in utilizing daycare centers and find possible solutions to the challenges faced by working mothers in utilizing daycare centers in Gombe local Government area of Gombe state.

OBJECTIVE OF THE STUDY

The major objectives of this study are to assess the challenges faced by Vocational and Technical Education working mothers in the utilization of daycare centers in Gombe Metropolis. The specific objectives are:

- i. Identify the challenges faced by VTE working mothers and Nannies in the utilization of day care centers in Gombe Metropolis.
- ii. Determine the possible solution to the challenges faced by VTE working mothers and Nannies in utilizing daycare centers in Gombe Metropolis

RESEARCH QUESTION

- i. What are the challenges facing VTE working mothers and Nannies in utilizing daycare centers in Gombe metropolis.
- ii. What are the possible solutions to the challenges faced by VTE working mothers and Nannies in utilizing daycare centers in Gombe metropolis.

HYPOTHESES

- i. There is no significant difference in the challenges facing VTE working mothers and Nannies in utilizing daycare centers in Gombe metropolis.
- ii. There is no significant difference in the opinion of Nannies and VTE working mother and Nannies towards the possible solutions to the challenges faced in utilizing daycare centers in Gombe metropolis.

The study employed the use of a survey research design which is considered an appropriate method of obtaining self-report about challenges and opinion of day care utilization by working mother. The population of the study consists of thirty two registered (32) day care centers, two hundred and twenty (220) nannies and three hundred and twenty three (323)

VTE working mothers spread across all the wards in Gombe metropolis. Simple and stratified random sampling technique was used for selecting Nannies and VTE working mothers in Gombe metropolis. The target number of sample for the study was, 100 nannies and 100 working mothers selected across the five ward from the 20 day care centers in Gombe metropolis.

The instrument employed for the collection of data was structured questionnaire. This questionnaire was divided into 4 sections. Section A was the bio data of the respondents, section B contained daycare utilization by working mother, Section C contained challenges faced by VTE ,Nannies in Gombe metropolis Section D contained challenges faced by VTE working mothers in utilizing day care centers. The responses of the respondents was based on a four point likert scale thus: SA (strongly Agree) = 4 points, A (Agree) = 3 (Strongly Disagree) = 2 (Disagree) = 1.

The study used descriptive statistic to present the data that was obtained. The survey research usually use descriptive statistical method to summarize data and get a description of the responses to research question and also Chi-square statistical tool was used for determining the possible solutions to the challenges faced by VTE working mothers and Nannies in utilizing day care centers.

Demographic characteristic of respondent

Table 1 Distribution of the Respondents by age.

Age[in years]	No of respondents	Percentage %
20-25	20	10
26-30	50	25
31-40	95	47.5
41-above	35	17.5
Total	200	100
Education Qualification		
WASSCE	15	7.5
GRADE 2	19s	9.5
NCE	75	37.5

HND	21	10.5
DEGREE	70	35
TOTAL	200	100
Occupation		
Civil servant	55	27.7
Teaching	130	65
Business	5	2.5
Other	10	5
Total	200	100
Marital status		
Single	6	3
Married	175	85.5
Widow	19	9.5
Divorce	-	-
Totals	200	100

RESULT

The data presented from the table above showed (47.5% & 95) of the respondents were from 31-40, 25% of the respondents were from 26-30, (17.5% & 25) of the respondents were from ages 41-above, (10% & 25) of the respondents were between ages 20-25. The results shows that majority of the respondents fell between ages 31-40. Educational Qualification of the respondents indicates that (37.5% & 75) were NCE holders, (35% & 70) were degree holders. (10.5% & 21) Were HND holders and (9.5% & 19) were grade 2. (7.5% & 15) of the respondents were WASSCE. Majority of the respondents with 75% (37.5) were educated.

Based on the occupation of respondent, (65%) of the respondents were teachers. 27.7% were civil servant, 2.5% were in to business and 5% were into other business. The result shows that majority of the respondents were teachers. The marital status of the respondent indicates that (85.5% & 175) of the respondents were married (9.5 % & 175) were widows. (3% & 6) were single.

Research question one: what are the challenges faced by VTE working mothers and Nannies in utilizing day care centers in Gombe metropolis

Table 2. Result of Descriptive Statistics of Mean and Standard Deviation

Items	Mean	SD
1 VTE Working mothers face challenges of quality daycare.	3.47	1.86
2 VTE Working mothers face challenges of searching for daycare centers.	3.50	1.87
3 VTE Working mothers encounter the challenges of safety when selecting a preferred care arrangement	3.47	1.86
4 Most VTE working mothers face the challenge of health in some daycare centers.	3.43	1.85
5 Some VTE working mothers face the challenge of sources of information they on day care rely on	3.12	1.76
6 VTE Working mothers also face the challenge of structure activities to support children development.	3.07	1.75
7 VTE Working mothers face racial differences in child care utilization patterns	2.88	0.667
8 Child care expenses and utilization are high for average income VTE working mothers.	3.47	1.82
9 Daycare centers close up earlier than VTE working mothers and this affects mothers at work.	3.13	1.44

The analysis of data in Table 2, above showed the challenges faced by VTE working mothers in utilizing day care centers in Gombe o metropolis of Gombe state. The response shows VTE working mothers faced challenges of searching for daycare centers with the highest mean of 3.50 and the cost of child care expenses and utilization are high for average income VTE working mothers this is with the mean of 3.47. VTE Working mothers also faced the challenge of structure activities to support children development. All the response have mean that is greater than the 2.50 bench mark. This therefore shows that VTE working mothers in Gombe metropolis of Gombe state are faced challenges of in the utilization of daycare.

Research Question Two: what are the possible solutions to the challenges faced by VTE working mothers and Nannies in utilizing daycare centers in Gombe metropolis

Table 3. Result of Descriptive Statistics of Mean and Standard Deviation

Items		Mean	SD
10	maternity leave	4.52	1.96
11	Paternity leave or parental leave	4.11	1.94
12	Emergency leave or sick leave which can be used to care for sick children or other relative	3.54	1.63
13	Reduction of long working hours and overtime for all workers	2.94	1.59
14	Flextime options which give some choice on arrival and departure times.	3.67	1.88
15	The possibility of temporary switch to part-time or reduced hours	4.02	1.94
16	Compressed working week	4.11	1.79
17	The possibility of shift switching	3.67	1.95
18	Teleworking	3.13	1.82
.			

The analysis of data in Table 3, are possible solutions to the challenges faced by VTE working mothers and Nannies on utilizing daycare centers in Gombe metropolis. The response shows that the respondents all agreed that maternity leave, Paternity leave or parental leave and all of the above 4.0 and the other options were also opted for to remedy the problems of childcare. All the response have mean that is greater than the 2.50 bench mark which means the options given are possible solutions to the problems of the challenges on the utilization of daycare by VTE working mothers and Nannie in Gombe metropolis.

Table 4: Summary of Chi-square (χ^2) on the challenges facing VTE working mothers and Nannies in utilizing daycare centers in Gombe metropolis.

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
200	27.94	66.41	0.05	198	.061	Retained

Table 4 revealed that there was no difference in the opinions of respondents on the challenges facing working mothers in the utilizing daycare centres in Gombe metropolis of Gombe state. The table showed that the p-value of .061 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 27.94 which is less than the χ^2 critical value of 66.41 at df 198. This result pointed to the fact that most working mothers face the challenge of health in some day care centers and also encounter the challenges of safety when selecting a preferred care arrangement. The implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of respondents on the challenges facing working mothers in the utilizing daycare centers in Gombe metropolis of Gombe state.

Table 5: Summary of Chi-square (χ^2) on the possible solutions to the challenges faced by working mothers in utilizing daycare centers in Gombe metropolis of Gombe State.

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
200	31.33	57.23	0.05	198	.732	Retained

Table 5 revealed that there was no difference in the opinions of respondents on the possible solutions to the challenges faced by working mothers in utilizing daycare centers in Gombe Metropolis of Gombe State. The table showed the p-value of .732 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 31.33 which is less than the χ^2 critical value of 57.23 at df 198. This result pointed to the fact that Reduction of long working hours and overtime for all workers, selection of good daycare centers close to their place of work leave, parental leave, and compressed working week amongst others can be possible solutions to the challenges faced by working mothers in utilizing daycare centers in Gombe Metropolis of Gombe State. The implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of respondents on possible solutions to the challenges faced by working mothers in utilizing daycare centers in Gombe Metropolis of Gombe State. The findings of this research revealed that most VTE working

mothers encounter challenge of safety when selecting a preferred care arrangement and also faced the challenges of health in some day care centers. The study also shows that low income mothers face challenges of high cost of daycare centers. The expenses are too high that most mothers prefer to keep their babies with neighbors and family members. This is in line with Shlays (2010) whose study describe that VTE working mother faced challenges of quality and affordable day care centers. In the same light the study finds out that working mothers faced challenges of searching for daycare centers and that, VTE working mothers encounter the challenges of safety when selecting preferred care arrangement. This findings also corroborate with the study carried out by Hooton (2014), whose findings describe that both safety and health are challenges when selecting a preferred care arrangement.

The finding also revealed the possible solution to problems and challenges faced by VTE working mothers in utilizing daycare centers in Gombe Metropolis of Gombe State. The solutions includes reduction of long working hours and overtime for all workers, maternity, Paternity leave, parental leave, and compressed working week. This corroborate with the findings of Catherine and Naomi (2010) whose study was on Workplace solutions for childcare and found out that parents workers have been receiving various kinds of assistance with childcare through support that they can access through their workplace and needs to get more for the proper development and support of the child.

The conclusion drawn from this study was that VTE working mothers and Nannies faced challenges of utilizing daycare centers and that, they encounter the challenges of safety when selecting preferred care arrangement. Therefore the proprietors of daycare centers should adhere to all challenges and see to the solutions for better management of daycare centers in Gombe metropolis.

RECOMMENDATION

In the light of the findings in this study it was recommended that, it is relevant to encourage parents to avail their children at early daycare centers because this would help bring the children up to compete both academically and physically.

1. Women should be consider with employment because they feel comfortable with the little money they earn. There should be proper arrangement security of daycare centers to allow

- parents function well at work. The following should be done to ensure safety in daycare centers,
2. Proprietors should build more daycare center to reduce cost for working mother and also working mothers should be encourage to select a good daycare centers close to their place of work.
 3. Fencing the daycare centers, and also there should be a security man by the gate.
 4. People should identify themselves before entering.

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IMPACT OF ENTREPRENEURIAL CHARACTERISTICS ON PERFORMANCE OF AQUACULTURE BUSINESSES IN GOMBE METROPOLIS

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ABSTRACT

In spite of the significance and contribution of aquaculture business to the national economy, problems and constraints still exist in terms of its sustainability due to the fact that entrepreneurs required some basic trade characteristics. Reports revealed that more than 70 percent of small businesses die within the first five years of their existence in which aquaculture business are not exempted. These problems might have arisen due to lack of entrepreneur characteristics required to successfully operating aquaculture business. This study therefore examines the impact of entrepreneurial characteristics on performance of aquaculture businesses in Gombe Metropolis. The study adopted cross-sectional survey approach. Questionnaire was used to survey respondents who were selected using census sampling. PLS-SEM path modeling was employed to process the data. The result revealed that risk taking, creativity and self-confidence were proven to have significant impact on performance of aquaculture business in Gombe metropolis. The study concluded that, entrepreneurial characteristics on performance of aquaculture businesses in Gombe Metropolis. Recommendations were proffered in line with findings of the study.

Keywords: Aquaculture business, Entrepreneurial characteristics, Performance, Gombe metropolis.

BACKGROUND TO THE STUDY

Agricultural sector plays a strategic role in the process of economy development of a country. It has already made a significant contribution to the economic prosperity of advanced countries and it role in economic development of developing and less develop countries is of vital important. Nigeria government is trying to diversify its economic from monolithic oil dependent and agricultural sector is seen as a viable sector that will increase the country's Gross Domestic Product (GDP), improve our exportation and provide employment opportunity for our timid population. As a result, many companies, individuals and donors are now keen to invest in Nigerian agriculture once again.

Agribusiness has an important role in our daily lives and therefore, successful organizations represent a key ingredient for developing nations. Agribusiness is considered an engine in determining the economic, social and political progress of a country (Gavrea, Ilies & Stegeman, 2011). Aquaculture is the farming of aquatic organisms such as fish, molluscs, crustaceans, aquatic plants, crocodiles, alligators, turtles, and amphibians while cage fish farming involves the planned growth and cultivation of fish in cages on water bodies (FAO, 2012). Aquaculture remains one of the fastest-growing animal food-producing sectors. In other words, performance in the agribusiness is seen as producing enough fresh foods, high quality foods for Nigerian market and serves the export market successfully to earn foreign exchange.

Hopefully, in the next decade, total production from both capture and aquaculture will exceed that of beef, pork or poultry. In Sub-Saharan Africa fish consumption levels remain so low and the people are failing to benefit from the contributions that fisheries and aquaculture are increasingly making elsewhere in terms of sustainable food security and income (FAO, 2012). Capture fisheries together with aquaculture supplied the world with about 148 million tonnes of fish in 2010 (with a total value of US \$217.5 billion), of which about 128 million tonnes was utilised as food for people. Of the 126 million tonnes of fish available for human consumption in 2009, fish consumption was lowest in Africa (9.1 million tonnes).

Entrepreneurial development today has become a global dream for lots of people due to its vital role towards economic development. Though, starting and sustaining a business could be very tedious and only few individuals with extra personal qualities can survive it. Researchers stressed that sustenance and survival of a new business requires certain personal traits such as self-belief, risk taking, creativity, high self-motivation and courage (Karunamirthy & Jeyaraman, 2013; Sajilan, Ul Hadi & Tehseen, 2015; Al-Mamun, Subramaniam, Nawi & Zainol, 2016). These traits are sometimes hard to develop because they require high level of devotion. Owning a personal business takes a lot of time, resources and exhibition of entrepreneurial traits and characteristics. Richard Branson, Steve Jobs, Bill Gates and Aliko Dangote are few examples of those who decided to bring their own ideas to life. Their success is hinged on the creative approach to business which they adopted, ability to prepare for risks associated with investment as well as self-efficacy.

Studies have identified numerous entrepreneurial characteristics that enhance entrepreneurs to stand the test of time. The prominent ones include risk-taking, creativity/innovation and self-confidence(Abood, Aboyasin & Ajloni, 2014; Abdulwahab & Al-Damen, 2015; Wekesa,

Maalu, Gathungu & Wainaina, 2016; Boermans & Willebrands, 2017). These personalities or psychological characteristics have received popular attention in the entrepreneurial literatures due to their uniqueness to entrepreneurs who have successfully launched an entrepreneurial venture.

Recent researches on entrepreneurial have supported the need to study the relationship between entrepreneurial characteristics and performance of businesses with agribusiness not exempted. This study will therefore examine how entrepreneurial characteristics affect performance of aquaculture business in Gombe Metropolis.

STATEMENT OF THE PROBLEM

In spite of the significance and contribution of entrepreneurship to the national economy, problems and constraints still exist in terms of its sustainability due to the fact that entrepreneurs require some basic trade characteristics. Reports revealed that more than 70 percent of small businesses die within the first five years of their existence (Awodun, 2017). The inability of an entrepreneur to exhibit required entrepreneurial characteristics to withstand environmental challenges account for the failure of many small-scale businesses in Nigeria. These problems might have arisen due to lack of entrepreneur characteristics required to successfully operating aquaculture business. Entrepreneurial characteristics have been identified as factors that influence the performance and success of enterprises (Boermans & Willebrands, 2017).

It is believed that entrepreneurial characteristics can also contribute to the success of fish farming. This has been observed by some authors who have indicated that competence of the entrepreneur is crucial to the success of the enterprise (Verhees & Meulenberg, 2004; Ahmad, Wilson, & Kummerow, 2011). Some of these competences are innovativeness of the entrepreneur, positive attitudes towards work, technical know-how and training experience. Such competences may initially lead to competitive advantage of the enterprises which finally leads to enterprise growth. There is empirical evidence that success of small businesses depends on the characteristics of the enterprise and the characteristics of the environment within which the enterprise operates (Rutherford & Oswald, 2000).

In the past decade, there had been a rush by individuals and organizations to venture in aquaculture business in Gombe Metropolis, mainly due to the benefits to be derived from such an enterprise as a result of high demands of cat fish by individuals, hotels and establishments. However, upon the large investments made, some of these enterprises failed

and folded up after a few months of operation.

So far, there is no empirical evidence on factors responsible for failure or success of fish farming in Gombe Metropolis and this has necessitated this research to unearth the factors responsible for the folding up of some of these farms and why some are successfully operating. Thus, there is need to investigate the impact of entrepreneurial characteristics on performance of aquaculture businesses in Gombe Metropolis.

OBJECTIVES OF THE STUDY

The main objective of this paper is to examine the impact of entrepreneurial characteristics on performance of aquaculture businesses in Gombe Metropolis. The specific objectives are to:

- i. Determine the impact of risk-taking on performance of aquaculture businesses in Gombe Metropolis.
- ii. Assess the impact of innovation on performance aquaculture businesses in Gombe Metropolis.
- iii. Analyse the impact of self-confidence on performance aquaculture businesses in Gombe Metropolis.

HYPOTHESES OF THE STUDY

In light of the objectives, the hypotheses of this study are formulated thus:

- Ho₁:** Risk-taking has no significant impact on performance of aquaculture businesses in Gombe Metropolis.
- Ho₂:** Innovation has no significant impact on performance of aquaculture businesses in Gombe Metropolis.
- Ho₃:** Self-confidence conflict has no significant impact on performance of aquaculture businesses in Gombe Metropolis.

LITERATURE REVIEW

Overview of Aquaculture (Fish Farming) Practice in Nigeria

In West Africa, fish farming is being practiced under traditional/extensive systems since many centuries and is slowly evolving towards semi-intensive systems. In Nigeria, aquaculture dates back to the 1940s at Onikan Experimental farm, South West Lagos and the 160 ha industrial scale fish farm, Middle Belt, Panyam, Jos in 1951. Since then, great expansion has been witnessed in Nigeria's aquaculture industry, graduating from extensive

practice to super-intensive systems (Akegbejo-Samsons, & Adeoye, 2012).

CONCEPT OF ENTREPRENEUR

There are varied conceptualization of entrepreneurship by scholars and researchers. Schumpeter (1934) defines entrepreneurship as a process of change through the introduction of a new product, process, way, market and a new source of raw material for processing. Hisrich and Brush (1985) see entrepreneurship as the process of creating something different with value. These definitions are consistent with that of Hogarth and Karellaia (2012); Rao, Venkatachalm and Joshi (2013). This study defines entrepreneur as an individual with unconventional creative approach to business (innovations), with ability to prepare for risks associated with investment and have a strong self-efficacy for success.

CONCEPT OF PERFORMANCE

Performance is one of the most important factors and it has been studied for a long decade. At both industry and national levels, the variable of job performance has significance to the economies of developing countries such as Nigeria, whose productivity levels are partially determined by the aggregate job performance of individual employees in different industries throughout the entire country (Woratz, 2012). Herman (2009) has defined performance as what employee does and not about what employee produce or the outcome. Long, Kowang, Ping and Muthuveloo (2014) described job performance as the level of productivity of an individual employee, relative to his or her peers, on several job-related behaviors and outcomes. According to Khuong and Yen (2016), performance is seen as an activity that individual is able to complete the assigned task successfully, the total output that employees recognized contribute to the organization is another definition of job performance.

REVIEW OF EMPIRICAL STUDIES

Christian, Dewi, Rembulan, Indriyarti, Wibowo, and Yuniarto (2021) measured whether market orientation, entrepreneurial orientation, and marketing capabilities affected the business performance of salted fish distribution in Kapuk warehouse, West Jakarta at the beginning of the COVID-19 pandemic. The study used a PLS-SEM model approach with the support of Smart PLS 3.0 and a questionnaire as the instruments. The conditions during the observation include 77 distributors who chose to keep doing business, and the research sample were measured by the number of distributors (business actors or people in charge).

Results revealed that, both entrepreneurial orientation and marketing ability affected business performance, although marketing ability remains an inconsistent mediator.

Mulyaningtiyas (2019) determined the performance of fish cultivation in Nile Tilapia farming. The research location is determined purposively and the total sample is 150 respondents. This methods of data analysis is using analysis of SEM (Structural Equation Modeling). The results showed that Entrepreneurial spirit influences farm performance, so it can develop a tilapia cultivation business as well as income, profits, business feasibility. Members of tilapia aquaculture groups on average have high income and profits, so this business is worthy of the effort.

Rahim, Rahman and Ibrahim (2019) examined and contributed a better understanding of individual attribute and potential rural entrepreneur intention toward involvement in the aquaculture sector. The previous study on potential rural indicates the challenges of rural development in terms of sustaining communities and attracting tourists. Thus, this paper intends to fill in the gaps within the boundary of rural attributes in the entrepreneurship's sustainability. Quantitative research methodology has been adopted to achieve this goal. Data were collected by using research instruments of questionnaire participated by 200 respondents in a rural area in Kelantan. Statistical analysis used with SPSS tools. As part of the paper, the sustainability performance of potential rural entrepreneurs in the aquaculture industry also is highlighted. Study on aquaculture that regards to the entrepreneurship intervention programs is still scarce as most of them depend on social security such as government aid to lead their life.

Rosli, et al., (2018) examined the effects of marketing and logistics on small business performance in the Kelantanese aquaculture industry. Using a self-administered questionnaire, data were collected from 216 respondents in small aquaculture in Kelantan. The Partial Least Squares Analysis (PLS) was employed to examine the relationship between the marketing, logistics and business performance variables. It was found that only one of the four marketing variables, i.e. place, explained the variation in business performance. But, it had a wrong sign that was negative, instead of a positive sign. On the contrary, two out of three logistics variables (transportation and order processing) influenced the changes in business performance. In the condition of excess demand, marketing did not work, whereas logistics was more important. Thus, a good practice in logistics is more important than that of marketing for small aquaculture businesses.

Boermans and Willebrands (2017) examined entrepreneurship risk perception and firm

performance. Data was collected through interview. 611 entrepreneurs from Tanzania were interviewed using stratified sampling. The regression results showed that risk perception is positively associated with business performance. In addition, the results also showed that the worst performing entrepreneurs are those with low risk perception.

Wekesa *et al* (2016) investigated entrepreneurial characteristics and performance of small and medium enterprises that deal with non-timber forest products. Stratified sampling was used as sample technique. Data was collected from 314 small and medium enterprises in nine Cities in Kenya through questionnaires. Data was analysed using multiple regression. The results showed that firm performance is significantly affected by entrepreneurial characteristics of age, managerial skills, industry experience and social skills. The study concluded that entrepreneurial characteristics and performance of non-timber forest products were empirically related.

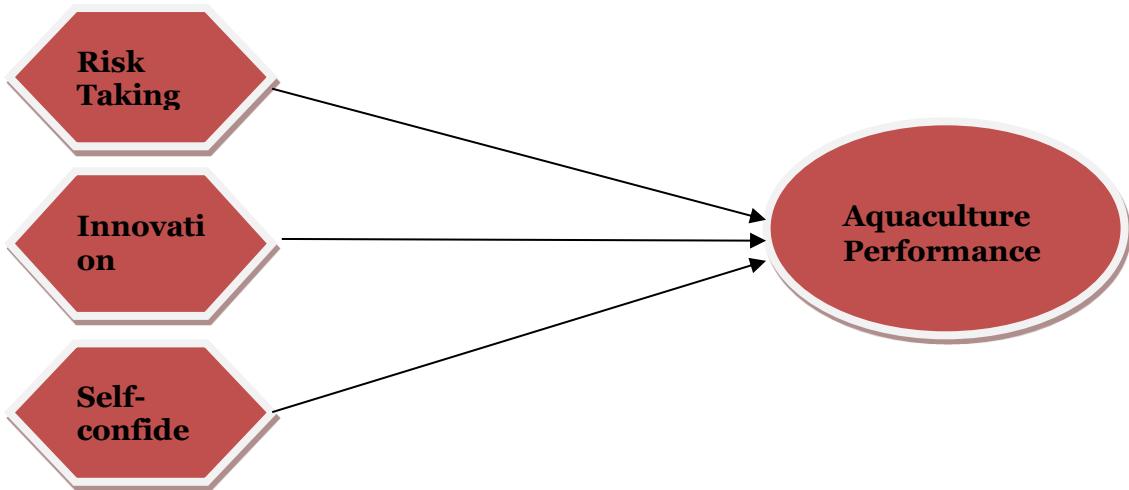
THEORETICAL FRAMEWORK

The paper adopted the Gilad and Levine “Push and pull” theory of motivation for entrepreneurship (1986) to underpin the study. The basic assumption of this theory is that people venture into business based on two factors (push and pull). According to the push theory, individuals are pushed into entrepreneurship by negative factors including unemployment, low incomes, bad experience from work and other such factors. The pull theory suggest that individuals are attracted to entrepreneurship due to what he/she can offer as well as what he/she is capable of doing or aspiring for, such as self-fulfillment, self-confidence, risk taking propensity, creativity (innovation), independence, wealth and other desirable outcomes.

Keeble, Bryson and Wood (1992); and Orhan and Scott (2001) opine that people become successful entrepreneur, primarily due to pull factors. Pull factors were more likely to lead to success than push factors (Watson, Hogarth-Scott & Wilson 1998). It is generally argued that individuals who are pulled into entrepreneurship will have more profitable and higher growth firms (Storey, 1994). This push-pull dichotomy can provide a useful classification for entrepreneurial motivations and success.

The relationship between the independent and dependent variables can be expressed as follows:

Figure 2.1: Research Framework (Research Model)



Source: Researcher's Computation, 2022

METHODOLOGY

This study utilized cross-sectional research design as data was collected at a point in time. The population of the study consists of 153 Fish Farmers operating businesses within Gombe Metropolis. The number of registered fish farmers was obtained from the Cat Fish Association of Nigeria (CAFAN) secretary in Gombe State. The choice of this group was necessitated by the fact that they are registered with the relevant authorities. Due to the small population, the study adopted a census study. Questionnaire was administered to all the 153 Fish Farmers operating businesses within Gombe Metropolis. The questionnaire was on a five-point Likert scale, ranging from strongly disagree (SD) to strongly agree (SA). The use of Likert scale is necessary because it is an interval scale that enables a researcher to analyzed questionnaire responses using parametric tools. Structural Equation Model (SEM) was used through SmartPLS2 software as a tool of analysis.

RESULT AND DISCUSSION

Response Rate

Table 4.1: *Summary of Response Rate*

Detail	Copies	Rate (%)
Questionnaire distributed	153	100
Questionnaire returned	135	88.24
Questionnaire not returned	18	11.76

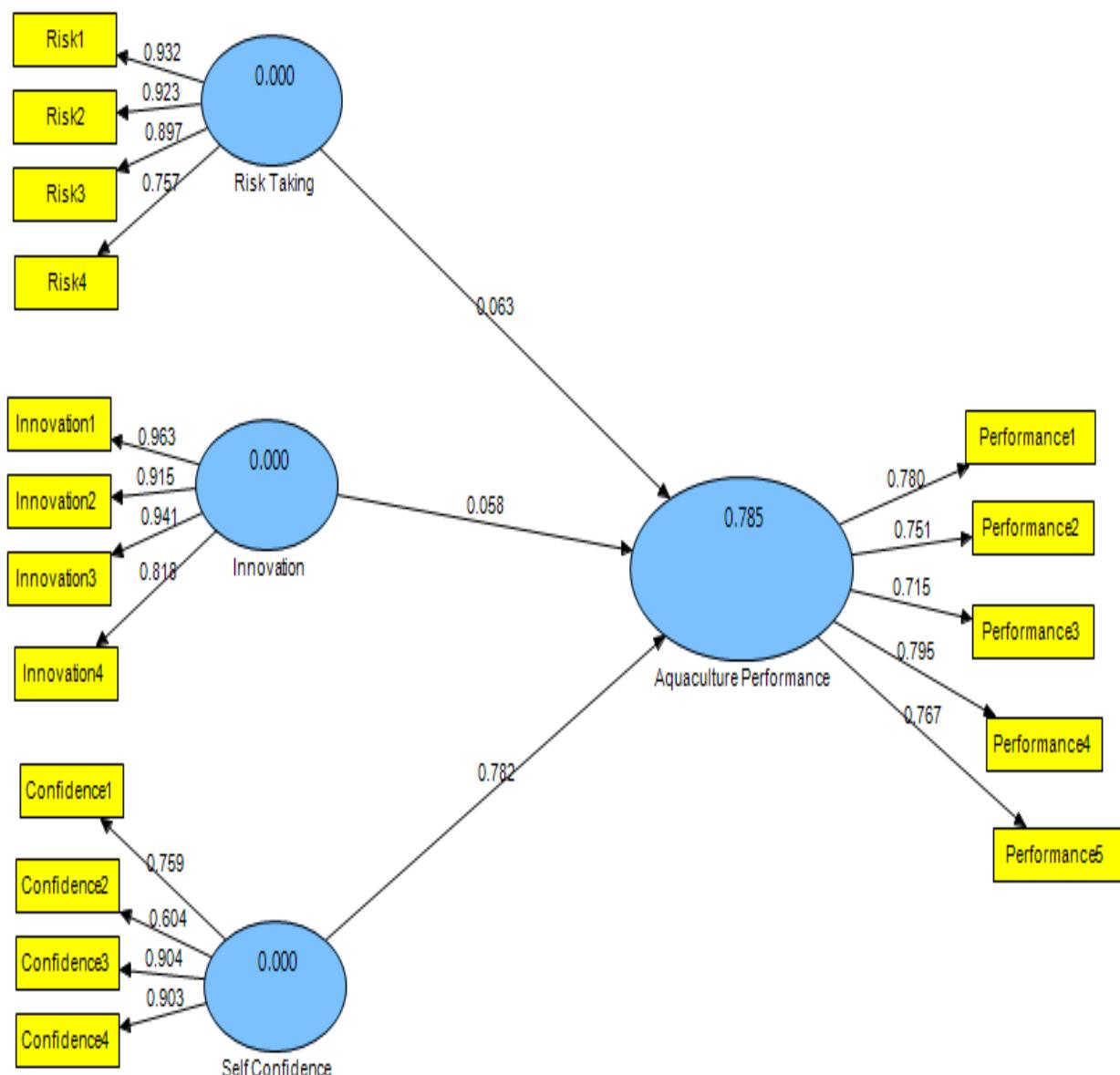
Source: Field Survey, 2022

Table 4.1 shows the summary of the number of questionnaires distributed and the number of questionnaires returned. A total number of 153 questionnaires were distributed to respondents, while 135 respondents representing 88.24% response rate were returned which is suitable for further analysis (Tabachnick & Fidell, 2013).

4.2 Assessing Model Fit

Structural equation model was used to examine the reliability and validity of the instruments. The figure 4.1 presents the examined measurement of the model of the study.

Figure 4.1: Measurement Model



The summary of the model was explained in the table 4.2 below.

Table 4.2: Construct Reliability and Validity

Construct	Items	Loadings	AVE	CR	CA
RISK	Risk1	0.932	0.7233	0.985	0.9185
	Risk2	0.923			
	Risk3	0.897			
	Risk4	0.757			
INNOVATION	Innovation1	0.963	0.8453	0.9562	0.9388
	Innovation2	0.915			
	Innovation3	0.941			
	Innovation4	0.818			
CONFIDENCE	Confidence1	0.759	0.8627	0.9617	0.9468
	Confidence2	0.604			
	Confidence3	0.904			
	Confidence4	0.903			
PERFORMANCE	Performance1	0.780	0.6631	0.9073	0.8808
	Performance2	0.751			
	Performance3	0.715			
	Performance4	0.795			
	Performance5	0.767			

Source: Field Survey, 2022

Note: AVE represents Average Variance Extracted; CR represents Composite Reliability; CA represents Cronbach's Alpha

On Table 4.2, all construct have a Cronbach's Alpha coefficient above .7. Loadings should not be below 0.7 (Hair *et al.* 2014). On Table 4.2, all items measuring risk taking, self-confidence and SMEs performance loaded well, as they loaded above 0.7. Although, one item of innovation (innovatio2) is not up to .7 but so far it does not affect AVE and its reliability, there is no need to discard it. As a result, all items were retained. On the other hand, all construct met the minimum benchmark for both composite reliability and AVE. Which is 0.7 and 0.5 respectively.

Test of Hypotheses for Direct Effect

Table 4.3 presents the path coefficient which indicates the Beta Value, Standard Error, Adjusted R Square and Decision Rule of hypotheses tested in the study.

Table 4.3: *Path Coefficient*

Hypothesis	B Value	Std. Error	P Value	R ²	Decision
Ho₁	0.093	0.046	.042**	0.324	Rejected
Ho₂	0.491	0.053	.000***		Rejected
Ho₃	0.193	0.058	.000***		Rejected

P value*** < 0.01, P value** < 0.05 and P value* < 0.1

The regression analysis in Table 4.3 shows that risk taking has a positive and significant effect on performance of aquaculture business in Gombe metropolis with P value of <.05%. This means a unit change in entrepreneurial risk taking will lead to 9.3% change in his/her performance on aquaculture business. As a result, the null hypothesis which stated that risk taking has no significant effect significant on performance of aquaculture business in Gombe metropolis is hereby rejected.

Innovation has a positive and significant effect on performance of aquaculture business in Gombe metropolis with P value of .000 < .01%. A unit change in entrepreneurial innovation will lead to a 49.1% increase in performance of aquaculture business in Gombe metropolis. Hence, Ho₂ that stated that, innovation has no significant effect significant on performance of aquaculture business in Gombe metropolis is hereby.

The results also revealed that self-confidence has significant effect on performance of aquaculture business in Gombe metropolis with P value <.01%. A unit increase in entrepreneurial self-confidence will lead to a 19.3% increase in performance of aquaculture business in Gombe metropolis. Hence, Ho₃ that stated that self-confidence has no significant effect significant on performance of aquaculture business in Gombe metropolis is also hereby.

DISCUSSION OF FINDINGS

Risk taking has significant effect ton performance of aquaculture businesses in Gombe metropolis. It was discovered that most fish farmers are aware of the importance of risk taking to the growth, development and performance of their business. This was as a result of training awareness created by SMEDAN and other relevant authorities such as CAFAN who are primarily set up to sustain and improve the efficiency of fish farming business in Nigeria.

It therefore indicates that the continuous taking of calculated in aquaculture business will lead to positive performance of the business.

Result also revealed that innovation has a significant on performance of aquaculture businesses in Gombe metropolis. Innovation/creativity is fundamental for new venture competitiveness and the success of fish farmer lies on his ability to add more value to existing produce or create something new into the market because creativity is instrumental in achieving positive performance in Nigeria market and global market at large. This ability of entrepreneurs will give them chances to perform their businesses effectively and efficiently.

Finally, the null hypothesis that stated that self-confidence has no effect on performance aquaculture businesses in Gombe metropolis was rejected as the result between self-confidence and aquaculture businesses performance shows significance. It means that fish farmer with enough self-efficacy are more likely to perform better than those with less self-confidence.

CONCLUSION

The study investigated the effect of entrepreneurial characteristics on performance of aquaculture business in Gombe metropolis. Large proportions of small businesses die within the first five years of their existence. For entrepreneurs to overcome this and to be more efficient and competitive in their business activities, the study therefore concluded that entrepreneurs must have these characteristics (ability to risk taking, creativity and self-confidence) as all these characteristics were proven to have significant effect on performance of aquaculture business in Gombe metropolis.

RECOMMENDATIONS

In line with the findings of the study, the following recommendations were proffered:

- i. Fish farmers in Gombe metropolis should have risk-taking propensities and taking some calculative risk towards decision making.
- ii. Fish farmers in Gombe metropolis should attend more vocational training and workshops organized by government and stakeholder so as to acquire more skills, competencies and efficiency that will lead to creativity.
- iii. Finally, there is need for Fish farmers in Gombe metropolis to believe that they are capable of successfully performing various roles and tasks of aquaculture business.

LIMITATIONS OF THE STUDY AND AREA FOR FURTHER STUDY

In the course of this research, the following limitations were encountered;

- i. The study focused on aquaculture business in Gombe metropolis, therefore these findings may not be used for generalizations on all fish farmers in Nigeria. It is therefore important for a study to be conducted in different states of Nigeria to enable better generalization of findings.
- ii. The framework of this research was based on three entrepreneurial characteristics (risk taking, innovation and self-confidence). Other study should be conducted with inclusion of other entrepreneurial characteristics such as education, locus of control and need for achievement.
- iii. This study focus on one proxy of aquaculture (performance) whereas, there are several other dimensions that may affect aquaculture business. It is therefore important for other studies to consider other dimensions of aquaculture such as finance, training, management, government policy other external factors.

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GUIDANCE AND COUNSELING FOR SUSTAINABLE DEVELOPMENT IN EDUCATION

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ABSTRACT

Guidance and counseling is an important educational service that is highly important for effective functioning of the education system even in developed countries of the world. Education developed from human struggle for survival and enlightenment. It is an act of acquiring skills passed on from generation to generation for the development and comfort ability of mankind. Gradually education has been developing from all levels. Hence its development needs to be fortified and sustained. Education has some problems contending with it just as there is nothing that is free from problems. If these problems are not solved, they can make education retrogress in nature and use. Therefore, for the development of education to be sustained, this paper has attempted to proffer solution to such unprecedented problems in the area of guidance and counseling.

Keywords: Sustainable education, Guidance and Counseling.

INTRODUCTION

Education is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. Education developed from human struggle for survival and enlightenment. It may be formal or informal. Informal education refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture, while formal education refers to the process by which teachers instruct students in courses of study within institutions. Before the invention of reading and writing, people lived in an environment in which they struggled against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns. For a particular group's culture to continue into the future, people had to transmit or pass it on, from adults to children. The earliest educational process involved sharing information, even though about gathering food and providing shelter; making weapons and other tools; and acquiring the values, behaviour and religious rites or practices of a given culture. Through direct informal education, parents, elders, and priests taught children the skills and roles they would need as adults. These lessons eventually

formed the moral codes that governed behaviour. Since they lived before the invention of writing, they used oral tradition or storytelling to pass on their culture and history from one generation to the next. By using language, people learned to create and use symbols, words, or signs to express their ideas. When these symbols grew into pictographs and letters, human beings created a written language and made the great cultural leap to literacy. The age of enlightenment in the 18th century produced important changes in education. During this period called the age of reasoning educators believed people could improve their lives and society by using their reasoning and their power of critical thinking. The enlightenment principles that considered education as an instrument of social reform and improvement remain fundamental characteristics of education policy in the countries of the world (Fafunwa, 1976). Sustainable development is a systems approach to growth and development to manage natural resources, produced social capital for the welfare of future generation. Sustainable development, as used by the United Nations incorporates both issues associated with land development and brother issues of human development such as education, public health and standard of living, (Ihedioher & Ehemere, 2016).

In view of the importance and necessity of sustainable development, in nation building it cannot be achieved without education. This is because; development is a process economy undergoes social and economic transformation leading to a rise in the standard of living, access to basic amenities for all through knowledge. Counselling, is seen as a mutual and interpersonal relationship through which clients (normally with disaffection, worries, problems, etc) are assisted by Counsellors to attain proper development and maturity, improved functioning and ability to cope with life situations. In this regard, Agi (2013), as cited in Ihedioher & Ehemere, (2016), further argues that, Guidance and Counselling is a revisable tool that cannot be ignored because, it equips the individuals with necessary skills for sustainable development of a nation. In particular, Counselling is an indispensable instrument for sustainable development in view of the fact that, Counselling education facilitates empowerment process, improves nation's economy, provides job opportunities, reduces crime rates, encourage creativity and competitiveness, in nation building, increases public health etc.

AIMS AND OBJECTIVES OF EDUCATION

Education seeks for the growth of the nation and the development of individuals. As a result, education is expected to draw out people from darkness and lead them to a world of

enlightenment. It can also be said that education is purposed to nourish, bring up or raise people for a better standard. From the above expressions, education can be summed up as a process of helping each individual to lead in the fullest life he is capable of living that would also be of immense benefit to the society. Education also involves the process of acculturation which is the act of learning to live in the society and to interact with other people amicably. In other to fulfill and establish the above, the Nigeria government has a policy which is a focus and guide to the stake holders of education. The National Policy on education (2001) carefully and clearly states the following as the aims and objectives of Nigeria Education:

1. The inculcation of National Consciousness and National unity.
2. The inculcation of the right type of values and attitudes for survival of the individual and the Nigerian Society.
3. The training of the mind in the understanding of the world around him.
4. The acquisition of appropriate skills, abilities and competence, both mentally and physically, as equipment for the individual to live and contribute to the development of his society.

AIMS AND OBJECTIVES OF GUIDANCE AND COUNSELLING

Educational guidance is a process of helping an individual to plan a suitable educational programme and make progress in it (UNESCO 2000). One of the most important roles in educational guidance and counselling is facilitation of the smooth transition of children from home to school, from primary to secondary school, from secondary to postsecondary educational institutions, and to the world of work (UNESCO, 2000). According to the 2005 Britannica Book of the year as cited in Awake (2005), the overall literacy rate of Nigeria is 64% (Omoni, 2005). Even though counselling is one of the services rendered through guidance, counselling is deeper than guidance. Counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991). The aims of education can easily and reasonably be achieved with the collaboration of Guidance and counselling services. Both the aims of G & C and that of education are inseparable, because G & C is integral part of education. According to Geshinde (2000), the aims and objectives that G and C set out to be accomplished include the following:

1. To contribute to the improvement of the standard of education, for example, poor memory, inability to adjust to school environment, under achievement, inability to decide on the subjects, inappropriate educational programme, learning disabilities such as mental retardation, truancy, school anxiety school dropout.
2. To help individuals deal effectively with developmental problems as well as problems arising from the gradual disappearances of the extended family system, mass movement to cities, the importation of technology and foreign culture.
3. To help an individual identify and know special aptitudes and abilities to make realistic choice of careers. For example in the third National Development Plan (1975), it was said that absence of career counselling in our educational training system in the past must be held responsible for the frustration observed among many of the nation's young men and women.
4. To help individuals develop adequate values and moral discipline that is necessary for the building of a just society. The adolescents engage in nefarious activities to the extent that many of them become juvenile delinquents, drug addicts, and under achievers.

Contribution of Counselling Towards the Sustainability of Education

It seems education is in its top gear in this twenty first century, but there are other distractions that could hinder the advancement of education if care is not taken. Education is a very vital source of enlightenment so it should be held in high esteem thus salvaged from collapsing at all the levels of primary, secondary and tertiary. One of the means is counselling. It is an inseparable and integral part of education which helps to uphold and improve the standard of education to sustain its development. Information is very essential in this era. An individual that is not informed will be deformed. The heartbeat of counselling is information. Counselling helps to update the individual's knowledge for adequate improvement. Creativity and innovation develop from ideas and information. According to Akinboye (2003), creativity, innovation and success work together to help man achieve his dreams. An individual can have good dream(s) but when the dreams and visions are not strengthened by good and adequate information, the dream would die abruptly. Creativity and innovation are the ways of dynamic change, leaps of progress and surprise. Counselling will not only give the information but guide the steps to make the dream actualized. It is very vital for the students to be guided and managed especially in this era when they start schooling at a very tender age at all levels. They are faced with problems ranging from personal to social

problems, so they need to be guided. They are also faced with problems at schools setting, such as under- achievement, stress, inability to manage their time, skill acquisition, study habit, to mention but few. Counselling will manage all these problems so that the students can function effectively. Most of the time, the students have career problems whereby they don't even know the career to choose. In the choice of subjects, they tend to follow crowd. Some of them are negatively influenced by their parents' career. At times parents even force them to do the course they are neither interested in nor have the ability to cope with. The presence of counselling will remove all these problems and positively order the steps of the students to the right choice without being forced. Behavioural problems are synonymous to adolescents/youth, it is part of growing. These behavioural maladjustments are either imbibed from their immediate family or friends as a result of influence from the peer groups. These problems can hinder smooth running of education. But for sound and holistic education, their behaviour and moral values are very important. Counselling will help to solve such problems that can endanger their lives and tamper with their education. In fact education without moral value and discipline is no education because of the negative effect it will have on the society. Moreover, the wave of advances in Information and Communication Technologies (ICT) in this millennium is creating problems, even though it has its positive contribution towards development. But the negative consequence can easily be checked through counselling. The use of computer to defraud which is being tagged 419 can be checked through proper counselling. The use of ICT for immoral acts such as the watching of pornographic films can also be checked through proper counselling. This can be done both in school and at home. Parents also need counselling so as to guide their wards and salvage their future. The students can be counselled in the school. Both teachers and parents can make the students know the implication of the wrong use of ICT, as well as the benefits and the advantages of its proper usage. Possible issues and problems of guidance and counselling in schools for the guidance and counselling service to be rendered effectively in the sustainability of our education, some antecedent problems attached to the programme by the society have to be solved. Modern techniques of guidance and counselling are relatively new and imported from America. Due to its importation, it meets a lot of resistance. The service is not meant for pampering students but for making individuals discover who she/he is, identifying the problems being encountered and making him explore grounds to solve the problems. The counsellor is usually perceived as someone who performs magic to change the student, and also as a rival in the school system. In other words, from all indications, guidance activities are seen as negating

virtues held tenaciously within the cultural setting. Moreover, the counsellor usually employ the use of some psychological tests to enable him understand and appreciate students problems during the diagnosis and treatment of these problems. He/she is in the better position to counsel students and explain to their parents the reason why particular course should be read and not the other. But in most cases the school doesn't see the need for tests and show nonchalant attitude towards its purchase. One very important problem that confronts the counsellor in his/her relationship is lack of adequate physical facilities of guidance programme. The issue is that the service is not well funded in our schools. There also the aspect of his workload which usually constitutes an excess of what the actual load should be. For instance, in America where the service is imported from, the workload is 250 students/clients to a counsellor, counselling versus teaching. The issue of ethics of the profession which is confidentiality (i.e keeping our secret, secret) is another problem facing the service. Due to the peculiar nature of counselling relationship, most other personnel within the school system like the principals; teachers and so on would want to probe into the clients problems, which is quite unethical. This attitude makes the students not to patronize the Guidance and Counselling centre in their schools, thereby managing their problems which are daily affecting their academics negatively. Last but not the least of such problems is the issue of educational, vocational and personal social information that are constantly changing due to unpredictable nature of both the economic and political instability in the country. This is suggesting that, to be current, the counsellor needs to regularly read the pages of newspapers for current information or else, he would be found giving absolute information to clients which can affect negatively the educational advancement of such clients. The above can easily be solved with the contest of G & C in order to be functional in the sustainability of the educational system.

Establishing Guidance and Counselling at all Levels of Education

The education policy makers emphasized the establishment of guidance and counselling at our secondary schools. This was why it was directed that "...career officers and counselling shall be appointed in post primary institutions" (FRN, 2004). No mention was made about primary and tertiary institutions. But it is clear that guidance is for people in all educational levels. Young children at primary school level need guidance for healthy moral and social adjustment as well as educational guidance. Adolescents in secondary schools need educational guidance to identify with the world of work and adjust properly in the society.

Students in tertiary institutions need much counselling to battle and overcome academic, adult and social adjustment problems.

Unfortunately, there is scarcely any formal guidance and counselling going on now in primary schools at least in Enugu State, Nigeria. Furthermore, in tertiary institutions of learning in Nigeria formal counselling is scarce whereas each department in the institutions is supposed to have two or three professional counsellors, depending on students' population, to take care of students' academic and social-personal problems. In view of this gap, there is need for formal, functional and effective counselling to be made available as suitable to primary, secondary and tertiary institutions of learning in Nigeria. This will go a long way in enhancing the educational development in the country.

Admission of Guidance and Counselling Trainee based on Aptitude and Interests.

It is noted that many candidates who are offered admission to read guidance and counselling in higher institutions of learning do not have a faint idea of what the field is all about (Onyishi, 2007). After failing to secure admission to read other subjects, candidates turn to what is called "shopping" and get to read guidance and counselling to obtain a degree in education not really that they have interest and aptitude to work with children and youths after graduation. It is not every candidate who has a good result in Biology, Chemistry and Mathematics that can read and practice medicine or pharmacy. Neither does it imply that a candidate who has a good knowledge of physics, mathematics and chemistry must read and become an engineer. Each profession requires some elements of interest and aptitude for the job. In the same vein, any person who should be a successful guidance counsellor should be made to acquire adequate knowledge of psychological theories and more importantly, the person should possess the skills, aptitudes, interest, patience and morality of dealing with young people. Those who are not interested in children up-bringing should not dabble into guidance and counselling profession.

Training, Recruiting and Posting more Counsellors to Schools

It is known that formal counselling is going in many of our secondary schools in Nigeria. But it has been reported that the number of professional guidance counselors in schools is quite inadequate (Onyishi, 2003). Many schools especially those in rural areas do not have guidance counselors to address students' needs. The schools that have guidance counsellors do not obtain effective counselling because the students' population of one thousand or more

in a school would be too many for a single guidance counsellor whose professional roles are equally too many. Ikegbunam (2000) stated that counsellor student ratio of 1:500 should be considered tentatively as ideal for effective counselling. However, it should be remembered that Shertzer and Stone (1976) recommended a ratio of one full time guidance counsellor to 300 clients for effective counselling. In other words, there is need for more counsellors to be recruited to our schools. This will help in sustainable educational development.

Creating more Awareness for Formal Guidance and Counselling

There is need for awareness campaign for formal counselling in Nigerian schools. It is unfortunate that in this modern age many people are yet to understand and treat problems of school children using formal counselling approach. Some parents still take their children to native doctors “dibias”, “babalawos” and Imans for problems of constant examination failures, school dropout, choice of career or vocation and so on instead of seeking for solution in formal guidance and counselling setting. Some people even attribute school children problem of teenage pregnancy, truancy, drug abuse among others to effect of witch craft. This should not be so if people are guided aright. The government, education authorities, counsellors and teachers should help through any awareness campaign to make people to understand the importance of school counselling services.

Establishment of Counselling Allowance

It is generally believed that most workers' productivity in any workplace has positive relationship with income received. People put in more efforts in their jobs when they have job satisfaction and the major factor of job satisfaction in a poor economy like in Nigeria is income (Onyishi, 2007). School counsellors are not satisfied with their pay. This is because even though they are paid as much as school teachers, the school counsellors job is more tedious than that of the subject teachers as once experienced by the writer. Because the counsellors' jobs are much and accompanied with poor remuneration, there is pervasive counsellor attrition and those who manage to remain on the job do not perform as expected as nobody would want to engage in over work and extra effort without incentive. Counselling work is like hospital duties. Any good counsellor is constantly involved in therapeutic processes that take a lot of time and energy. In fact, individual and group counselling sessions conducted by counsellors are as important as consultations between patients and healthcare workers. Yet hospital workers are paid good sums of allowances apart from basic salaries. If

functional and effective counselling is needed in the school system, government should finding a way of paying counselling allowance to practicing guidance counsellors.

CONCLUSION

Without Guidance and Counselling, the problems associated with learning cannot be easily and understandably alleviated. This millennium is witnessing global rapid educational development with the aid of technology. To sustain the development in Nigeria and remove unwanted cataract, counselling has to be taken into serious consideration. Its importance cannot be overlooked. The negative impact of technological advancement too cannot be overlooked. Counselling centres should therefore be established in each school from basic to tertiary institutions. Nevertheless, the problems facing G & C can easily be solved so as not to impair its usefulness in the realization of educational goals (Mamman, 2002). The counsellor should be perceived as one of the stakeholders of education that should be given the free hands to help achieve educational goals. He/she is not a magic winder that will change student's behaviour overnight. The societal cultural setting should not militate against the services of guidance and counselling rather the two should complement each other. More awareness about the counselling functions should be created. For G & C to be effective in our school system, it should be well funded because of its role in the sustainability of educational development. Adequate and enough psychological tests and physical facilities should be made available in all schools of learning. Although the counsellor could teach so as to have contact with the students, but he/she should not be given too much of teaching loads, and the students given him/her to manage shall not be too many, so as to create room for good guidance and monitoring. Since confidentiality is the soul of the profession, it calls for privacy. The office also should be connected to internet so as to have updated information for the students. The office should be equipped with reading materials where information can also be gathered such as the internet service, newspaper, magazines, encyclopedia and other related materials. This is very essential so that the students will not be fed with obsolete information. However, the role of G & C in the sustainability of educational development cannot be over emphasized. It is as important as education because it helps education to achieve its goals. Guidance and counselling should be allowed to take its rightful place as a force to be reckoned with in the educational system and the society.

School guidance and counselling is an important educational service that goes a long way in enhancing the school climate for the attainment of educational objectives. Despite efforts

made by the government, education authorities, counsellors and others, it is clear that this educational service needs a redirection. Thus guidance and counselling needs a reengineering in terms of restructuring of the curriculum, recruitment, training, practice, awareness and funding. This will help much to achieve the purpose for which it was established in the school system and contribute towards sustainable development.

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Revitalizing Education for Sustainable Security and National Development

MULTIFUNCTIONALITY OF CLOTHING STYLES AS RESOURCE FOR CLIMATE CHANGE

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ABSTRACT

This paper has carefully discussed multifunctional clothing styles, weather patterns that affects the kind of clothes people wear following climate change. It also enhances wise approach to consumption of fashionable products and selection of clothing at different weather changes. The paper further provides awareness to the general populace on how clothing styles are viewed. It presents new information about clothing trends, different clothing requirement and its relationship with climatic change. The paper recommends among others: Clothing consumers should be enlightened by the manufacturers through lectures and other means to dress properly depending on the climate change. Clothing manufacturers should give priority to design materials that can suit different climate change at minimal cost of purchase by consumers.

Keywords: Clothing, Climate change, Clothing styles.

INTRODUCTION

Clothing is one of the fundamental needs of the human beings. Humans invented clothes as artificial protection from cold to compensate for the loss of body fur which became a critical survival issue during the Pleistocene ice ages (Todd, Shackelford, and Weekes, 2016). Clothing by its nature has an insulating effect and resists transfer of excess heat and moisture from the body. A still layer of air confined between the skin and fabric or between two fabric layers can make the wearer extremely uncomfortable due to its barrier effect. The most important purpose of clothing is to provide a stable microclimate next to skin by maximizing the rate of heat and moisture loss from the body (Bhatia and Malhotra, 2017). Balakumar (2018) noted that, Clothes are for comfort as well as protection, others are for psychological as well as social reasons. Todd, et'al (2016) asserted that, nowadays, selection of clothing depends upon people's perception, feelings, clothing trends and climatic change. Buying of clothing can be influenced by many factors like the need, aesthetics, age, health, environment, occasion and social status, economic background, profession, religion, comfort and climate change. Baker, Chen & Cluver (2017) stated that, the amount and type of clothing worn

depends on gender, body type, social, economic, geographic consideration and climate (weather), wearing and changing of clothes depend on climate change. A healthy body functions best at an internal temperature of about 37°C (98.6°F); but everyone has their own individual normal body temperature, which may be slightly higher or lower. (InformedHealth.org [Internet] (2020). Our bodies also constantly adapt the temperature to environmental conditions. The amount of heat generated and lost varies markedly with activity and clothing levels. Oktay (2008) observed that clothing is needed to protect the body against climatic influence and to assist its own thermal control functions under various combinations of environmental conditions and physical activities., weather changes constantly and can be very unpredictable, dressing appropriately is very important. Therefore, people always need to be prepared for different weather so as not to get caught out in the cold.

Clothing (apparel) is collective term for garment, items worn on the body made of textile, animal skin and others thin sheets of materials put together; it encompasses what people wear externally for different purposes like sweaters, shirts, pants, dresses, head ties, shoe, socks (Agbo 2017). Clothing is the general term for the various coverings designed to protect and adorn the human body, it may be woven, knitted, felted or sewn and made from natural or manmade fibers (Akila and Agbo 2020). Gupta (2011), documented that, clothing is a generic term that includes all such types of clothing or assemblies that are specifically engineered to deliver a pre-defined performance or functionality to the users over and above its normal functions.

Climate change also known as global warming or the rise in average surface temperatures on the earth. It is any change in climate over-time whether due to natural variability or as a result of human activity. Climate change is also referring to the change in the statistical properties of the climate system when considered over a long period of time. The term is sometime used to refer specifically to climate change caused by human activity, as opposed to changes in climate that may have resulted as part of the earth's natural processes (Akila and Agbo 2020). Climate change is the climate variability taking place around the globe or the year-to-year variations of atmospheric conditions around a mean state or a measure of the frequency distribution of the value of climate variables and their range over a given period (Onu, Okwori, Natala and Akpusugh 2020). Climate change is, therefore, the change in temperature and other weather features, it is a natural phenomenon resulting in increase in the average atmospheric temperature which can affect our mode of dressing.

Clothing styles is a gradual change in ways or styles of dressing, it has to do with what is popular in fashion at a given time. It may be directed at seasons cold or warm temperatures;

these seasons are multiple and therefore require changes in wardrobe. Clothing styles also refers to the product that is changeable according to various purposes, uses and taste through repeated change and recovery, it can be called transformer items as their forms are changeable according to weather changes (Son 2012).

FASHION TRENDS IN CLOTHING

Fehinmall (2019) observed that, fashion is any new style that is in vogue. It is usually generic and changes according to the season. Olaoye & Yekeen (2016) noted that, clothing is a kind of garment worn by people of all cultures since pre-historic times. People of the world have their unique dress culture, clothing that people put on in all cultures are determined by a number of factors, the main factor that has determined the variety of clothes in different times and locations is climate. Son (2012) observed that, some items can protect the human body by actively responding to environmental changes through multifunctional changes.

In Nigeria we have the rainy season and the dry season with their characteristic coldness and hotness. Fashion trend therefore has to bow to the prevailing weather conditions and changing styles (Olaoye & Yekeen 2016). Adelaja, Salusso, and Black (2016) observed that, today, Nigerian men and women are adopting western-style apparel in the designs of fashion products to appear more modern in the way of dressing, new items that were never seen in the past are increasingly worn all year round Traditional-style Nigerian women's apparel is wrapped and men draped on the body, whereas western style apparel is pre-shaped through a tailoring process with material cut, stitched, and formed to the body. Adelaja & Salusso (2015) noted that, western style outfits were more suitable for work while traditionally wrapped styles were more suitable for social occasions. This result revealed demand for a new fashion trend where many participants requested a hybrid of traditional style and western style. Nigerian women love to be modest in their appearance out of respect for the culture and tradition of its people. Being modest entailed being uncomfortable with showing off shoulders and wearing garments that are too revealing of bust cleavage or bra straps regardless of the season.

Elective: Textiles, Fashion and Design indicate that, in 2003, the women wear casual clothes which are more feminine in design with emphasis on color, fit and shape, variety of traditional and modern fabrics, trend towards feminine decorative prints. Women at work styles were satins, silks, and tulles worn by ladies of leisure. Sensible suits of tailor-mades were for governesses, typists, and store assistants. Hard made wearing tweed tailor-mades were also worn by wealthier women for traveling, long hair up to emphasize the neck, hats were usually

covered with ostentatious feather. Men wear limited range of colors except for shirts, ties and socks. Colors tend to be dark for formal wear, with brighter colors for other ranges. Casual wear is designs based on the functions of leisure activities, emphasis on practicality, fit, shape and fabrics. Trousers are long with or without turn-ups, narrow or wide varies with season, made in wool, wool blends, chino, linen, baby cord. Jackets are single-breasted, sports jackets, long or short sleeves, cuffs closed with buttons or cufflinks, large or small collars. Tops are casual sweatshirts, t-shirts with or without collars. Chunky sweaters for outdoors. Formal wear are suits.

The Need for Reorientation to Clothing Styles on Climate Change

Nowadays there is a trend that, modern consumers are fond of casual and comfortable clothing to pursue their dynamic lifestyle without considering the climatic change. Holmström and Clark (2017) noted that, many consumers do reflect about their own clothing consumption, the majority consume huge quantities of climatic unfriendly clothes and do not care about the negative climatic impact it has, which have created an unsustainable consumption behavior. Fashion consumers care too much about fashion and design and the increase of cheap Asian-made clothes that are made from a non-climatic friendly material.

Clothing consumer awareness needs to be enhanced and be presented with new information about clothing and their sustainable impact when shopping, the knowledge of sustainable materials and its impact on the environment (climate). It can also include the knowledge of fashion trends and textile materials (Holmström and Clark 2017). Son (2012) noted that, consumers do not only need to consume more sustainably, but also need knowledge and understanding of the impact of their consumption. This may include providing details on a product's sustainability (including origin, fabric and recycled content), offering an ethical product line focusing on sustainable practices, or enhancing details.

Clothing consumers should make responsible choices, they should be empowered by having easily accessible information about how products are made, the sources of the materials, their characteristics, their impact on the climatic conditions and the end of their life. Sustainability score or sustainability labelling system should be encouraged for them to purchase sustainable clothing items. Consumers should be enlightened about creative solutions to reduce their consumption of clothes, share or swap clothes, and buy mindfully, climatic materials without compromising their desire for style and self-expression. (WWF Switzerland 2017).

Baker, et' al (2017) noted that, we need to wear different clothes for different climatic change. In the cold, the clothing layers commonly recommended may not meet the needs for both

thermal insulation and heat dissipation particularly in areas of the body that produce greater sweat during times of high physical exertion. This is due to the fact that different parts of the body have different clothing needs, depending on the movement of the body and where heat or sweat is generated, sweat accumulate and a higher temperature when working in the cold. Combining clothing layers can reduce the breathability and moisture-wicking capabilities of the fabrics.

DIFFERENT CLIMATES AND CLOTHING REQUIREMENTS

Climate change such as extreme weather conditions detect what people wear, for example extreme weather conditions bring about adverse health conditions especially for the older adults. Such health situations include arthritis, muscle and bone loss leading to limited mobility. Besides lack of knowledge and /or misconception about the environmental effects of production and different fibers; and negative perception of sustainable clothing add to barriers in selecting clothing that fit drastic changes in weather Akila and Agbo (2020). The insulation value of clothing as protection from cold derives from trapping still air close to the skin surface. Clothes are of limited value as insulation from heat in hot climates, garments can protect from direct solar radiation but any such benefits are outweighed by impediments to convective and evaporative cooling, therefore, make the wearer extremely uncomfortable due to its barrier effect. Modern garments require fitted layers, so the emphasis with cold weather apparel is on layers (Todd, et'al 2016). Some people live n place where it stays warm all year, some live in places where it is cold all year and others live in places where it changes from season to season. The clothing or wardrobe changes depending on where you live. Wearing clothes in different climatic environments becomes an important tool for clothing because of the changing needs of the people. (Wang, Wang, Zhao, Yu, and Li 2014). Balakumar (2018) observed that, in summer, we should wear light summer dresses, loose blouses with a low neckline and with short sleeves or without sleeves, skirts gathered at the waist or bell-shaped, cropped trousers, shorts or Bermuda shorts and various T-shirts. On our feet we pull on sandals, mules, slippers. When we go swimming, we put on a swimsuit, sometimes a beach gown and a straw hat. In winter, something warm suits, trousers, jeans, woollies, cardigans, polo neck sweaters, jumpers, anoraks and parkas, winter coats and jackets, sometimes even a fur coat, gloves and mittens, caps, hoods, hats, scarf and mufflers and boots. Too cool, too hot, raining, chilling, wind, selection of clothes to take protection from extreme hot or cool. For weather conditions, in the field areas were most commonly snowy and windy, but could also be sunny, dry, dusty, raining, or sleet, walk varied, and that snow also increased in the

winter, the types of clothes needed are synthetic fabric wicking layer, a lightweight fleece insulation layer, or a synthetic fiber or down-filled vest insulation layer, outer shell jacket for wind and rain protection. Clothes preferences in the cold weather condition are synthetic materials or wool fibers, synthetic materials were preferable due to moisture wicking and fast drying, thermal insulation, and no odor. Style wear layers of clothing is preferable in the cold. Son (2012) noted that, Jackets, trench coats, jumpers have become trendy items with the layered look, which is about wearing layers of thin, light-weight clothing. In particular, cardigans, mufflers and boots have gained great popularity. Clothing zones are defined based on the minimum number of layers required. Woven fabrics allow perspiration to escape through the material whereas animal skins and furs are less permeable. Leather may be favored for footwear due to its durability sweat.

INFLUENCE OF CLIMATE CHANGE ON CLOTHING STYLES

Clothing styles have been affected by climate change, the earth's climate has warmed and cooled for millions of years. This natural warming and cooling of the climate is mainly the result of natural processes. Clothing or wardrobe changes depending on where you live. If you live in a place where the weather is mostly cool, your clothes would be for worm or hot weather. In winter places, your clothes would consist of sweaters and jackets, in warmer or summer weather but not too hot, layers work well. In hot summer and cold winters, different types of clothing are needed because you get every type of weather. Understanding of the past and future climate pattern can improve our mode of dressing. (Khalid, Azad, Naz, Rahman and Iqbal 2017). Son (2012) noted that, climate change has rendered the concept of the four seasons somewhat vague. Springs and autumns have become shorter whereas summers and winters have become longer and lost their seasonal attributes.

New trends emerged at fashion shows, as weather patterns have affected the kind of clothes people wear, this trend presents a considerable challenge for clothing manufacturers to design clothes, considering climatic change (Bhatia, and Malhotra, 2017). Son (2012) noted that, most fashion products are categorized by season and become vague as the newly-coined season-less has become the new consumer/cultural value which brought changes not only in the way people dress but also in the designs of fashion products.

Son (2012) observed that, climatic change has introduced new cultural values and symbols, such as season-less, multifunction clothes which have resulted in new fashion trends and dressing methods. Transformer items are changeable according to weather changes. The adjustable sleeves of a jacket or blouse, detachable vest and lining of a jumper, and detachable

hood of a jacket, are multi-function items. Transformer/multi-weather products that can be worn from winter to spring are transformer jacket, a down-filled windbreaker that can be changed into five different styles and can be worn in various forms, such as a vest (with the sleeves detached), windbreaker, down jacket and inner jacket. New items that were never seen in the past are worn all-round the year regardless of the season. Season-less items, such as trench coats, jumpers, jackets and blouses that are adjustable to weather changes were purchased and worn throughout all four seasons. Items have been designed, known as double items that can be worn for two consecutive seasons, such as spring-summer or fall-winter; these have become fashion trends.

Srikrishnan, and Kandhavadivu (2015) noted that, the main seasons are spring/summer, fall/winter, resort, swim and bridal. Fashion trends for 2012 indicate the obsession of fashionista as for a full-blown fruit fashion for apparels, and fashion accessories. Cherries of crimson, succulent strawberries and other eye catching; exotic tropical fruits fill the runways. Zingy citrus prints in double split and backless silk dress and pleat insert versions make a fruity summer trend. Fruity trends of apple, cherry, lemon, and orange are making their way into jewelry, shoes, clips, earrings, handbags, headbands and scarves. Ready to wear clothes are not made for individual customers, but great care is taken in the choice and cut of the fabric which are usually presented by fashion houses each season. Another trend for 2012 runways is a sort of 1950's housewife look sometimes shown in sweet, candy-colored pastels that has now morphed into a sort of polished uptown look that is very lady-like, grown for all seasons.

CONCLUSION

Clothing has an insulating effect and resists transfer of excess heat and moisture from the body that can make the wearer extremely uncomfortable due to its barrier effect. Modern consumers are fond of casual and comfortable clothing, they care about fashion and design to pursue their dynamic lifestyle which have created an insatiable consumption behavior. Clothing that were never seen in the past are increasingly worn all year round regardless of the season due to addition of multi-functionality. Climate change such as extreme weather conditions detect what people wear, weather changes constantly and can be very unpredictable, there is the need to prepare for different weather by wearing clothes that are multifunctional particularly to enhance fashion sustainability.

RECOMMENDATIONS

1. Clothing manufacturers should give accessible information to consumers about how products are made, the sources of the materials and their impact on the climatic conditions for their responsible choices.
2. Clothing manufacturers should give priority to design materials that can suit different climate change.
3. Clothing consumers should be enlightened to creative solutions to reduce their consumption of clothes and buy mindfully, climatic materials without compromising their desire for style and self-expression.
4. The general public need to be always prepare for different weather so as not to get caught out in the cold.
5. Consumers should be enlightened by the clothing manufacturers to dress properly based on climate change.

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NOTE TO THE HONOUREE

GOODWILL MESSAGES FROM HER MENTORS

*"What is in a name?
That which you call a rose
By any other name would sound as sweet."*

Above few lines are gleaned from the curious and explorative pen of an Elizabethan playwright, the most famous William Shakespeare, from his romantic play – "Romeo and Juliet". This philosophical rendition is heart-searching and as well, eliciting provocative hairsplitting intellectual argument.

I beg to subscribe and submit contrarily that there is indeed something in a name. You are what your name is, or stands for, or connotes. Names are always predictive and as well prophetic. Hence, the erudite, unique and most cherished personality under the searchlight and scrutiny of our pen is a valid, vivid and palpable example of the prophetic destiny, influence or affluence of names.

Professor (Mrs) Kaletapwa Blessing G. Farauta is undeniably an uncommon personality that is catapulted to greatness, prominence and eminence by the interplay of myriads of harmonious factors.

Factually and actually, a life of greatness is usually attained via three (3) major avenues. First, some attain greatness by their personal achievements. They work their finger to the bone to acquire awards or add feathers to their cap. Secondly, some inherit greatness through their forebears, and lastly, others have greatness conferred on them. Those who inherit greatness are usually "born with a silver spoon in their mouths". However, Professor Kaletapwa Blessing G. Farauta was far from being born with a silver spoon in her mouth considering her humble beginning and obscure background. Although she had greatness conferred on her along the way, her journey into greatness is principally a product of hard work, diligence and divine benevolence which are dually pronged. First, is her unflinching and unwavering commitment and devotion to God and to the service of his Kingdom. This is closely followed by the prophetic and predictive influence of her names as mentioned above. Her elevation to academic echelon and stardom therefore is not coincidental but rather "God-incidental" (to borrow a word coined by Rev. Dr. Japhet E. Tonmwaso her Spiritual Father and General Overseer of the Truth Foundation Ministries).

A close scrutiny of the meaning of her name(s) lends valid credence to this claim or supposition. First "Kaletapwa" in the Bwatiye dialect simply means "it is with God's

knowledge” meaning to say, all the happenings and the vicissitude of life, in and around her life are occasioned by God’s Matchless Grace. Hence, the claim above that her meteoric rise to academic prominence was “God-incidental”.

Furthermore, “Blessing” as the name stands, is for addictive addition. Little wonder then why her entire life has provided and is still providing unquantifiable blessings to all who cross her path.

When God called Abraham in the Scriptures (Gen 12), He promised He was going to bless him and make him to be a blessing. In life, until one is blessed to bless, he or she is never blessed at all. Certainly and undeniably, Professor Mrs Kaletapwa Blessing Farauta has impacted positively many seemingly hopeless and helpless lives and destinies. This is the very essence and foundation of existence for all mortals. It is often said that “life is not measured by duration, but by donations”. It is not about how long one lives but how well he lives. The wellness is defined within the context and content of the extent of lives one affects positively and progressively.

Candidly, in life, people don’t care how much you know until they know how much you care.

One of the legacies Professor Mrs Kaletapwa Blessing Farauta is bequeathing to posterity; is her penchant and obsessive disposition to always making a difference in people’s lives, no matter how little it is. This has made her curved a niche for herself. She is wholly committed to ensuring that she adds something to somebody’s life, consequently leaving him/her better than she meets them, thus adding value to humanity. What a profound passion with fashion!

Her quest for bettering the lots of the ordinary man on the streets like the legendary biblical Tabitha (Dorcas) (Acts 9) made her to establish the DAHA Foundation, which is a philanthropic organization devoted to reaching out to the less privileged in our society today, like the widows, orphans, prisoners, e.t.c. This persuasive burden and preoccupation is worthy of emulation by many in our society today. She is not reaching the less privileged because of her financial and material abundance or affluence, but rather of a sacrificial expression of the out-cry of her heart and the belief that her hands are the extension of Christ’s hands as He ministers to the needy and hurtful in our society by her, and through her with an expectant desire that God alone be glorified.

Professor Mrs Kaletapwa Blessing Farauta is a woman of complex and hydra-headed disposition; thus ensuring she becomes a true and a real blessing to all.

As a Minister of God, she has been a tremendous and inspirational blessing to the Truth Foundation Ministries Family.

She believes in investing herself and all she has in God's eternal Kingdom. For several years now, she has served not only her local assembly (church) Grace Chapel International, Yola, but the entire Truth Foundation Ministries (TFM) Family as the Adult Sunday School Coordinator, where she is saddled with the responsibility of developing Adult Sunday School Teaching/Training Manual annually in consonance or harmony with the Theme for each year. This she does with great commitment, enthusiasm, sacrifice and devotion, using her meager resources. The teaching materials have enhanced the richness and quality of the spiritual lives of parishioners.

As a Minister and great Teacher of God's word, Prof Mrs Kaletapwa Blessing has greatly ministered to many Churches and Ministries in the Body of Christ in their Conventions, Conferences and Weekend Programmes. She is a very much sought after Speaker and Teacher of the Word in many Christian Conferences and Convention. As pointed out above, she is an all-rounder when it comes to both academic and spiritual resourcefulness and can substantially handle subjects with both academic and spiritual giftedness, acumen and dexterity. A rare bred, an astute academician per excellence!

Her unwavering faith in God and His Word provides a leverage and a vertical connectivity to always navigate challenging and perilous waters to her sure haven. I vividly remembered the stalemate encountered towards the conferment of her Doctoral degree. Having convincingly known that her God would always make a way where there seemed to be no way, she wholly leaned on the everlasting arm for breakthrough and turnaround. God answered speedily and intervened mysteriously and miraculously; the rest was history. Her faith in God and the efficacy and veracity of His Word are her stay and eventual stabilizing force over the storms of life.

There is no denying the fact that the enemies of her soul would have snuffed life out of her, but for the mercy and great faithfulness of the Bishop and Shepherd of her life who daily secures her in the hallow of His hands and under His great shadow, for "he that dwelleth in the secret place of the Most High, shall abide under the shadow of the Almighty" (Ps 91:1). Academically, Prof. Mrs Kaletapwa Blessing Farauta has brought her knowledge and experience to bear on the Truth Foundation Group of Schools, where she currently serves as the Chairperson of the Foundation Academy Governing Board. She has organized lots of seminars and workshops for the teaching staff of the Foundation Academy to update and equip them with modern trends in the teaching

profession, having full awareness of a Hausa adage that “a modern hare or rabbit can only be hunted by a modern dog”.

Indeed Prof Mrs Kaletapwa Blessing is a treasurable and enviable blessing to humanity in numerous spheres of human existence; an all-rounder, one may say. Her passionate desire in life is to always make a mark, to be a remark in any position of responsibility or assignment given her.

Character Disposition

Prof. (Mrs.) Kaletapwa Blessing is a woman of impeccable character and affectionate disposition. The elasticity of her patience and forbearance is fashionable. Hardly can you ever stretch her patience to a limit as she hardly gets annoyed. She seems to have a magnanimous capacity for every kind of person; the good, the bad and the ugly.

One might assume that such a rare bred personality will be intoxicated by life's achievements, position and possibly, possession; not at all. The simplicity that characterizes her lifestyle is always amazing, astonishing and puzzling. She is never bedecked by the glamorous and flamboyant lifestyle characteristics of men and women of honourable positions and attainments.

She doesn't live her life on the pedestal of men's expectations and demands. She is always simply herself without any pretentious and make belief disposition; a disposition without imposition.

Undeniably, her constitution or composition and eventual disposition which is rare bred, it's not congruently reminiscent of the acquisitive mentality that fraughts modern society and minds.

Jerome Obadiah

A TRIBUTE TO AN AMAZON, PROF KALETAPWA BLESSING FARAUTA

BY CHIEF (BARRISTER) LEONARD DAN NZADON

It is a special delight and honor for me to pay tribute to a remarkable woman, a mother, homemaker, educationist, community leader, an astute administratress, a trailblazer in university management and administration, an Amazon and a woman of substance, Prof Kaletapwa Blessing Farauta.

It was Shakespeare who observed that some are born great, others achieve greatness and yet others have achievement thrust on them. Prof Farauta's birth was not heralded by stars, comets or meteors. Nevertheless by dint of grit, hard work, diligence, excellence and godliness, she stood out like a sphinx and has become a beacon of hope for the girl child and an icon in an age where role models are scarce. She has dared fate and shaken hands with destiny to achieve greatness and to shine as a light house in a dark and foreboding environment. Against all odds she overcame an early life of poverty, lack and deprivation even though she wasn't born into a poor family.

Prof. Farauta's rise to greatness was not meteoric. She had worked hard in the background and paid her dues as an academic. She had followed the route of selfless service and the grind of a foot soldier in private life and an officer in academic life. She paid her dues and steadily climbed the rungs of the academic ladder and training and finally burst out fully developed into the limelight making many wonder "where has she been all along?"

She is a first in an area where it matters most: educational administration and management. She is the first Vice Chancellor of Bwatiye extraction. She is the first female Vice Chancellor from Adamawa State, North Eastern Region of Nigeria and one of the firsts in the entire Northern States of Nigeria comprising 19 States.

Her public service did not just happen overnight either. She is passionate about community development and towards that end floated an NGO with likeminded people that has been used tremendously to impact the health, educational and agricultural lives of her community. She has served on the Boards of several organizations and a thriving Microfinance bank. She is always delivering lectures, speeches and addresses on self-improvement and communal development. Her passion and drive in this regard is inspirational.

Her involvement in public service and eventual rise to her prominence came in a veiled and inconspicuous manner teaching us to imbibe the lesson not to despise the days of small beginnings. She was appointed as the Chairperson of Adamawa State Universal Basic Education Board (ADSUBEB) in 2014. However, this was short lived. The Board was dissolved 3 months later and she returned to the classroom.

Fate was relentless in pursuit of this remarkable woman. In 2015, she was again beckoned to serve as the Commissioner for Education of Adamawa State, a position she occupied with her usual passion and excellence until 2017 when she was appointed the Acting Vice Chancellor of the Adamawa State University Mubi.

This was perhaps the toughest and unarguably the most significant public assignment Prof. Farauta had ever been called upon to tackle up to this point in her life. This was due to the dysfunctional and deplorable state of the University at the time. It had been virtually grounded and was near comatose through incessant strikes by Students and Unions alike. Lecturers were owed arrears of salaries and allowances. The finances of the institution were in shambles and some of its principal officers had been arraigned in court over charges of financial improprieties. The students were owed equipment like laptops that the university had collected money for years to buy for them but had not supplied. Several courses being offered by the Institution had not been accredited by the NUC. TETfund Projects had been abandoned and that vital source of infrastructural development for higher institutions in all Nigerian higher educational institutions, had been blocked. The Institution had not graduated 9 sets of its students. Retirees were being owed their terminal benefits and the treasury was empty. It was an avalanche of woes and a recipe for a Pandora's box if ever there was one.

Our celebrant was thrown into this chaos and within a very short time proved her mettle as an administrator and management genius. The numerous challenges facing the University were quickly but carefully and methodically tackled. There was an immediate streamlining of the Institution's finances which proved to be a foundational pillar of the restructuring process and recovery. Students and Union issues were confronted resolutely but with tact and sensitivity. Infrastructural development was revisited and the morale of the university community was restored. It was therefore not a surprise at all when the Visitor of the University approved the recommendation of the University Council and appointed Professor Farauta as the first female Vice Chancellor of the Adamawa State University Mubi in 2019.

Prof has continued to break new grounds in the development of the university and to make the Institution one of the most credible universities in the Country. Given her antecedents and pedigree, the best is yet to come.

Prof Farauta is happily married and has by the grace of God along with her strong and supportive husband, Mr George Farauta, built a stable home and family that has greatly assisted her in the many exploits she has achieved. The children are sober and well comported at all times. Her home is organized and running well even in her absence.

She has a large body of fans and admirers rooting for her. She is relentless in her efforts to offer assistance to all who come her way as far as it is within her powers. She is also firm and resolute over unreasonable demands and requests that border on the illegal or corrupt.

Prof is a gem. She is humble, quiet and unassuming. She is always focused and minds her business. She is soft spoken and amiable especially with friends and family. She is however courageous, bold and intrepid in the face of opposition, challenges, danger or crisis. She does not suffer fools gladly.

She has an unwavering faith in God and in His guidance, protection and direction. But she also walks the talk for faith without works is dead.

This is a salute to a remarkable woman: an achiever and icon. May you wax stronger in your career and service to God and humanity. May your present achievements pale into insignificance in comparison to your future successes and exploits. May the trail you are blazing in university administration in ADSU be continued and sustained by successive administrations so that the objectives for the establishment of that institution will be achieved. May the Lord keep and strengthen you and grant that your brightness shall outshine the noonday. The best is yet to come!

Chief (Barrister) Leonard Dan Nzadon

GOODWILL MESSAGES FROM HER MENTEES

PROFESSOR KALEPTAWA GEORGE FARAUTA

In the agricultural education and Vocational Technical, few names have stood out with record of unblemished integrity, competence and conduct. Among such names who have proved their mettle and professional ingenuity is Prof. Kaleptawa George Farauta, current Vice-Chancellor, Adamawa State University Mubi (ADSU).

The worth of a man is manifest from the lives he has positively affected. It is not gainsaying that the lady being celebrated today attests to the fact that she indeed touched lives and the agricultural science education profession in particular for decades. This she had done in her capacity as a teacher, mother and a friend.

I have known Professor Kaleptawa George Farauta for many many years foremost as my teacher, adviser, mother, mentor and in all these years, she has remained the same; simple, urbane and broadminded. She is always concerned with the well-being and welfare of her subordinates, her intellectual orientation and accomplishments, notwithstanding.

Our path first crossed in the early 2000s as my lecturer at the then Federal University of Technology, Yola where I was privileged to know her at close quarters. Infact, it was under her as my supervisor that I was able to produce a credible qualitative work that has stood the test of time.

In the course of our interactions, I found her to be a woman of deep reflections, one who is firm, with a quite disposition, underlined integrity and high sense of humour which are rare commodities in short supply. These attributes made her tenure as chairman SUBEB and commissioner of Education very commendable.

Professor Kaleptawa George Farauta epitomizes the attributes of a quintessential trail blazer and leader who is undaunted by the challenges and obstacles to be faced in achieving set goals and objectives.

Her inclusive leadership style makes her amenable to work to achieveset goals and objectives with people of different ethnic and religious backgrounds, opposing opinions and ideology and even getting personalities opposed to her point of view to see the big picture and work together for the common good.

Revitalizing Education for Sustainable Security and National Development

An often-overlooked personality trait of Professor Kaleptawa George Farauta is her sense of humour and infectious laughs, for such a serious exterior visage. This continues to endear her to many both inside and outside the academia.

My Boss, My mentor, My Big Sister, My friend, I am proud to be associated with you, a gentle woman par excellence, detribalized Nigerian. My prayer is for the Almighty God to continue to guide, protect, empower and enable you to remain a role model and source of inspiration to all who cross paths with you.

CONGRATULATIONS

Fati Ibrahim Jalo (Ph.D).

I felicitate and celebrate with my wonderful Mentor and model, Professor Kaletapwa G. Farauta, on the occasion of her Chr.... Professor K.G. Farauta is living her life to serve humanity, irrespective of tribal or religious affiliations, your Mentorship transcends career, but includes inter-personal hospitality. She is a leader and a mentor per excellence, exhibiting and practising servant leader style of leadership.

I am a living example. Always going out of her way to humbly transmit love, care and accommodation to everyone that comes across her path.

Keep the flag flying and the candle burning. More grace, greater heights and greater accomplishments, I pray for you.

Tunde Gabriel

ARTICLE ON PROF. KALETAPWA GEORGE FARAUTA (MY MENYOR)

For the first time leaving home to go live with strange people, that was my perception of going to a boarding school. It was in the year 19xx when I got admission to Federal Girls' College Yola. As a teenager and a girl, one had a long way to go in becoming a woman. What a better way than to look up to these young ladies who to me were already young women. Sister Kaletapwa Boniface was one of them, now Professor Kaletapwa George Farauta. Particularly Senior Kaletapwa as we fondly call her, became my school mother and that brought me under her as a school mother and also a mentor. She became someone who inspired me and served as role model to me. Within me, I have always said "one day I will be like her". As the definition goes, a mentor is a source of experience and information from which a mentee can learn from and truly I have learnt a lot from her, both academically, socially and even spiritually. As f.

Bagula Lutin