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NOTES TO CONTRIBUTORS

Manuscripts intended for submission to the editorial board of IJATE should comply with the following stipulations:

- Empirical papers should be presented under the following headings: Introduction, Method(s), Results, Discussion, Conclusion, recommendation and references.
- For each paper all tables should be numbered in Arabic numerals (e.g. Table 1; Table 2; etc) table numbers and headings should be on top of the table. All tables should appear under results but discussed under discussion.
- Opinion papers should be presented using appropriate sub-headings.
- All papers should be word processed. Double spaced on A4 size papers using new Times Roman font size 12.
- Papers should not exceed 15 pages including references and accompanied by an abstract of not more than 250 words single spaced.
- All papers should have the title of the paper, author(s), name(s), surname (underlined), qualification, rank, institution, mailing address, e-mail address, and GSM number on a separate sheet preceding the text.
- Contributors should adhere strictly to the provisions of the current APA styles both for in-text citations and references.
- Three copies of the manuscript with an assessment fee of N3000.00 (three thousand Naira only) or $20 bank draft should be mailed to the editor.
- Manuscripts are accepted any time of the year.
Editorial Note

The articles in this volume of the journal are in the areas of pedagogy, curriculum planning, gender issues in learning, funding, technology education and entrepreneurship. Articles in pedagogy are in the following:
Relationship among creativity, study habit, self-esteem and academic achievement of secondary schools in Sokoto state by Malami U. Tambawal.
Curriculum planning feature one article: General studies education and technology integration: Implication for curriculum design and faculty development in a knowledge based area by Daramola, I. Solomon and Olaitan O. Temitayo.
A lot of research interest has been generated in gender studies in various spheres of human endeavours. Therefore, we have included one article in this area: Influence of Gender on Secondary School Students Production of Standard Igbo Phonology by Uju, C Umo and Fabian U. Ude.
The issue of funding has become a matter of great concern in education and public organizations. Consequently, we have two articles in this area:
Secondary Education Funding in Nigeria: Problems and Prospects by Augustine S. Azi.
An Overview of Effective Budgeting in Public Organizations in Nigeria by Dabo S. Azi and Dashol, Q Usman.
Technology education appears to be the concern of the present government of Nigeria in order to make Nigeria technologically relevant in the community of nations. We have one article in this area: Strategies for Increasing the Level of Practical Skill Acquisition by NCE Building Technology Students in Plateau and Gombe State of Nigerian by Dramola, I. Solomon.
In order to reduce poverty in Nigeria by making both unemployed graduates and peasants self-reliant, entrepreneurship has become included in the curriculum of Nigeria educational system. A degree programme in Entrepreneurship is being offered in some Nigerian universities because of its national relevance, we have an article on entrepreneurship: Non-formal Education and Entrepreneurship Skill Development among Peasants in Zamfara by Mayanchi, M. Lawal.

From the foregoing, it could be seen that the editorial board of IJATE has carefully selected, after peer-review, articles that advanced arts and technology, pedagogy, gender studies as it relates to arts education, entrepreneurship, and budgeting and financing as education cannot be advanced without appropriate budgeting and financing.

We thank all the contributors in this volume for patronizing the journal and we will be glad to receive more articles from you.

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The Art and Science of Teaching and Learning

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Introduction

Practitioners of the art of education understand that forming valued cultural experiences is an important outcome of teaching and learning. Practitioners of the art of education utilize the curriculum as a frame within which to develop the valued student experiences of academic and social success.

The final product of an artistic and comprehensive view of education is a self-aware student confident in his or her ability to utilize the curriculum to advance their life aims. In the hands of the skillful teacher (artist) the use of materials (curriculum) is vital to the finished product. The tools that the artistic and creative teacher utilizes to portray teaching and learning that eventually leads to a positive student portrait consists of several elements.

Artists tell of a creative process culminating in a final product. This process contains inspiration, collaboration, expert skills and several modeling or prototype activities before the final work. Reflection by the artist and critics are also important elements of the final product.

There are those who feel that teaching is merely a profane art. Oftentimes the sentiment is expressed negatively. That is, these critics of education feel that there is no pedagogy or science of education. Since, the argument goes, that education is not a science is must be an art. In this view education is not a rigorous practice. Teaching and learning as art suggests that teaching lacks the formal discipline of science, (Carr, 1999).

Even worse there are some who believe that since education is an art there is no need for teacher training. Holders of this belief feel that subject matter specialists can teach students without having any training in pedagogy. The formal training of teachers is not necessary for these critics. In their view the artistic teacher lacks subject matter competence, which is one of a few rudimentary criteria for measuring teacher skill, (Day, 2002).
I want to propose that the science of education, pedagogy, is a profound art. It is not the small and insignificant activity that critics assert. Teaching and learning is more than subject matter competence. Teaching and learning to be effective has to be organized as a science. Indeed the blending of the art of teaching with the science of teaching is the most fruitful combination of the effectiveness of this most universal human activity. Further I want to offer a model of teaching and learning based on philosophical theory that pedagogy can be a creative demonstration of teaching and learning in the hands of well-trained instructors.

School curriculum unsuspectedly masks the profound art of teaching. The curriculum is oftentimes thought of as the reasons why we teach (Hollins, 1996). Students need to know a topic or students need to know the what and how. Surely these a valued sentiments. Nonetheless there is a further question concerning what students need to know. What is that students need to know in order to experience self-awareness, social competency and economic stability?

Scientific Inquiry in Education
There are many valiant voices in the discipline arguing for rational responses to perceived declines or a lack of utility in the professionalization of teaching. These calls spring from a seeming disorganization of thoughtful thinking on teaching and learning. The educational psychologists provide very useful information on how individuals learn. Yet getting students to learn is not as easy as applying educational psychological principles. The realities of teaching (Posner G. J., 2004):

- Coverage / Topics – Content - Skills
- Mastery / Levels of Mastery - Depth
- Management / Maintaining Order
- Positive Affect / Affirmative Feelings
- Evaluation / Aspects of the curriculum that “count”

These realities of teaching often intervene in the most onerous ways to prevent the learning that educational psychologists would predict based on theories often drawn from research absent these realities. Current schemes to measure teacher effectiveness also fail to consider not only the realities mentioned above but also fail to consider teacher concern for their students’ well-being, their social place in society and their human development (Carr, 1999). While realities of teaching and teacher attitudes
toward the profession may influence educational practices it is also the case that educational science is evolving to address these concerns.

For example, Tatto, (2011) suggests that scientific inquiry in education include

- Reflection
- Capacity building
- Policy building

She added these items for inquiry alongside that suggested by Shavelson and Towne, (2002). Their six points for scientific inquiry in education include:

- Pose significant questions that can be investigated empirically
- Link research to relevant theory
- Use methods that permit direct investigation of the question
- Provide a coherent and explicit chain of reasoning
- Replicate and generalize across studies
- Disclose research to encourage professional scrutiny and critique

In developing a model for describing the profound art of teaching I will utilize current best thinking on scientific inquiry in education in presenting a comprehensive perspective of teaching and learning that is both artistic and scientific. Artistic in that education relies on teacher creativity, manipulation of classroom materials both technical and non-technical, understanding of student identity and an understanding of social interactions occurring between and among students and the teacher. The teaching and learning model that follows is also scientific because it incorporates principles of educational psychology related to best practices for delivering subject matter, organizing lessons, and creating meaningful classroom projects.

What is needed for a comprehensive merger of the art and science of teaching and learning is a philosophical model. Philosophical inquiry has the capacity to address simultaneously qualitative and quantitative components of teaching and learning. The qualitative side is generally one that involves social aspects of a student’s life, and aspects of the teachers’ decision making authority. The quantitative and measurable side of teaching, (e.g. student test scores, attendance, teacher competence, classroom management) are also considered in a philosophical approach to understanding teaching and learning through a comprehensive model.
The Art and Science of Teaching and Learning: Omni-Education

An instructional model reflecting student cultural and personal experiences, which includes specific teaching and learning strategies mirroring these reflections, is the result of a conceptual merger between phenomenology and multicultural education I call ‘Omni-Education’. Omni-Education describes a developmental stage theory of experience and a set of teaching and learning practices that propel students toward academic and social success.

Omni-Education issues from a merger of phenomenological descriptions of experience and multicultural education. Omni-Education, pedagogical practices based on the developmental nature of experience, results from the enrichment of multicultural education with phenomenological descriptions. The resulting union generates teaching and learning practices based on relationships among one’s existential, personal and cultural experiences. (Pantic, Wubbels, & Mainhard, 2011).

Husserl, (Edie, 1987), (Farber, 1967), in developing phenomenology, wished to describe essential structures and relationships of phenomena, as well as acts of consciousness in which the phenomena appeared. He wished to discover essential characteristics of things uncluttered by scientific, metaphysical or cultural presuppositions. Because of its emphasis on essences, phenomenological descriptions of experience can enrich teaching and learning activities.

What the student and teacher bring to the classroom is a set of life experiences. Seen through a phenomenological lens “experience” is determined to be a very critical component of teaching and learning whose value is necessary for educators to understand.

The phenomenologist, Merleau-Ponty, (1962), describes the significance of a rich view of experience in education and implies a need for an organized method to elicit the potential of that experience which leads to reflective self-awareness when he says that: ...

... my existence does not stem from my antecedents, from my physical and social environment, instead it moves out toward them and sustains them, for I alone bring into being for myself the tradition which I elect to carry on. (1962: ix)

What Merleau-Ponty describes is the ability of the individual to mold initial experiences into an emerging self. In the classroom the teacher should fashion experiential antecedents into
directed activities. The teacher should promote and offer students an opportunity to develop individual and cultural relationships with the curriculum they deem right and proper to their own development. The teaching and learning process should not involve student experiences that lack historical antecedents or discussions of their future potential. Experiences that shape and fashion the students’ future and cultural traditions continually evolve and can be addressed pedagogically through a developmental view of experience during teaching and learning.

A heuristic found in the work of philosopher Bennet, (1957) offers a developmentally sequential scheme helpful for use in ordering experience. His scheme identifies evolving levels of experience called categories. These categories illustrate, what I describe as strategic lesson points along the experiential continuum found in the Omni-Education teaching and learning model. Each lesson point or category describes elements of experience that should be taken into account by the teacher during instruction. During teaching and learning the teacher should ensure that lesson points are attended to within each instructional sequence. The lesson points will be re-visited repeatedly during the child’s life. Each lesson point visit brings heightened understanding and clearer articulation of individual lived experience.

*Education is the most powerful weapon, which you can use to change the world.*
*Nelson Mandela,* (Mandela, 2003)

Multicultural education is education for freedom. Multicultural education represents an opportunity for the individual student to encounter pedagogical experiences that excite his/her heightened states of self and societal awareness. Entrusted with this charge of releasing students’ potential educators must allow for the teaching and learning experiences to be liberating and alive with best practices. It is a weighty charge but a commitment to a liberation pedagogy aids in the process.

Education must include activities that support human meaning drawn from experience. To do otherwise is to create dehumanizing relationships. It is useful here to describe a way in which the teacher-student relationship becomes a humanizing activity and not one that supports deeper race and class divisions.

Freire’s, (1970) notion of ‘co-intentional’ education finds teachers and students as learners co-intent on unveiling and critically knowing a common experience. What is this experience that the teacher and student are co-intent on discovering? It is the
students’ cultural experiences that form a foundation for learning. In Freire’s concept, teachers and students should participate equally in the task of re-creating knowledge:

[Co-intentional education] is not carried on by ‘A’ for B’ or by ‘A’ about B’, but rather by ‘A’ with B’ ... Many educational plans have failed because their authors designed them according to their own personal views of reality, never once taking into account (except as mere objects of their action) the men [women] in-a-situation to whom their program was ostensibly directed.

Often for oppressed students these cultural experiences are vaguely articulated and unknown. Nonetheless, they are experiences that are alive with the dim passions, hopes and desires of the individual. They are perceptions of the world shaped through various social, familial and cultural networks. They are the language of working, sleeping, playing, and interacting. These experiences the child brings to class. Freire, (1995) doubts that anyone can seriously engage in a search for new knowledge without using his or her point of view and historical location as a point of departure.

The teacher must understand that each student interprets historical geography into an individual landscape of personal experience. The teacher must participate with the student in articulating these experiences. Classroom instruction should reflect dialogue that is created simultaneously by teacher and student. This creation can lead to transcendent classroom dialogue that vaults the students beyond their simple experiences to ever-increasing subject matter, knowledge and understanding.

Co-intentional teaching and learning necessarily involves teacher understanding of the child’s personal and cultural experiences. The teacher must also be able to assist the student in articulating personal views, (Moll L, Amantib, D., & Gonzalez, 1992). The teacher sets the child off into the world of learning. If that world is a collection of teacher views or the views of others, it will not resonate in the child’s experience.

A co-intentional approach to education draws on the fund of student experiential knowledge and reflects a developmental view of experience. Social networks in communities share or exchange funds of knowledge, i.e. essential cultural practices and bodies of knowledge and information that cultures use to survive (Moll 1992). In these social networks, the teacher finds origins of the student’s lived experience useful, valuable and necessary in the Omni-Education instructional model.
In the co-intentional approach, the teacher is discovering the student’s world and simultaneously the student is acquiring new knowledge. Co-intentional practice enriches instruction with vitality and freshness that excites learning and intellectual curiosity.

In co-intentional education, experience is recognized as multi-layered. Multiple experiences shape identity, locate the individual in history and place the individual in various social environments. Responses to social, economic, political and cultural stimuli are layered or prioritized by developing individuals as they gain an understanding of prior experience and their ability to influence future experience. This ordering or layering of experience is dynamic; it is constantly taking place in the classroom that reflects co-intentional practices.

Omni-Education – Lesson Points and Categories

Lesson Point 1 Relation with “self”
Category / Wholeness
Teaching Focus: Individual Identity
This lesson point draws attention to individual student identity. The emerging identity evolves from lived experience. This lesson point identifies experiences that Dewey thought to be useful in teaching and learning. Student self-esteem activities that characterize multicultural lessons are the focus of Lesson Point 1.

In the Omni-Education model personal experience is the starting point for all lessons. The teacher recognizes this point as the beginning of instruction and the point of unreflective self-knowledge.

Lesson Point 2 Relation with the “Other” Peer-Peer Relationships
Category / Polarity
Teaching Focus: Peer Awareness
This lesson point draws attention to Others and the awareness of the self in Others. Here the teacher provides students opportunities to interact with the personal experience and ideas of Other children in the classroom or with multicultural teaching material highlighting experiences of the Other. This activity broadens individual experience and contributes to an evolving view of self-awareness. Similar to Lesson Point 1, however, only a simple awareness of the Other’s existence is generally available at Lesson Point 2. Lessons that help students become aware of the Other in a simplistic way are characteristic of multicultural education practices. The Omni-Education model suggests
that with each visit to this lesson point, student understanding of the Other becomes richer than prior visits.

**Lesson Point 3 Relation with a Group (3-5 students)**

Category / Relatedness –

Teaching Focus: Group Activities

This lesson point finds students participating in co-operative activities. This is a common multicultural education practice. Here the Omni-Education model supports student work, study, and project teams. It supports students working with Others. This lesson point illustrates the relatedness of the self and Others participating in the joint creation of a new project. The experience of co-operation places the student in a society. The experience of group work further defines the evolving nature of self-awareness, as now students can see their contribution to the whole.

**Lesson Point 4 Teacher Expertise**

Category / Subsistence

Teaching Focus: Exemplary instructional practice

Up to this point the student has been led to ever evolving experiences by the teacher through significant yet simple awareness of self, Others, and the group. After this lesson point the students will play a more demonstrative role in selecting experiences that they view as important to growth. During Lesson Point 4 the teacher must communicate to the students confidence and security (Greene 1973). As students go out into the world of knowledge they need the security of knowing that they have the skills to succeed. Authentic teaching provides students with confidence in the future by assessing their personal experience, their experience with Others, and their group experience. Accurate teacher assessment is crucial to further experiential development because the student is about to enter a phase of profound self-discovery. Teachers fulfill a greater role than that of facilitators assisting students toward articulation of emerging experience through reflective self-awareness: they promote confident instruction.

**Lesson Point 5 Classroom Instruction**

Category / Possibility
Teaching Focus: Student effort & Self-efficacy

At this point students choose their futures. This is the point along the experiential continuum where they choose future experiences that lead to their own possibilities. This is the lesson point where they make the existential and thoughtful decision to choose. It is a point where children begin to see their lives in terms of the adult world. Aware of choices, students shape experiences leading to a definition of the future independent self. At this point the existential choice becomes critical to self-reflection and growth.

Lesson Point 6 Classroom Projects
Category / Repetition
Teaching Focus: Knowledge Acquisition

At this lesson point the students develop and practice skills that help them to realize their own possibilities and help them to shape their emerging Being. These possibilities are not only vocational; they include the experiential evaluation of the self and at this point along the experiential continuum students ask themselves questions such as:

- What habits do I need to gain or shed in order to realize the value of my emerging self?
- What elements of cultural experience are truly mine and how can I integrate them into this emergent self?

Lesson Point 7 Reflective Activities
Category / Structure
Teaching Focus: Reflective self-awareness

At this point we are reminded of Merleau-Ponty’s description of self-definition. Here students are finally becoming aware of life traditions. This is the point of reflective self-awareness. Students here reflect on the just completed process. They ask questions such as:

- What have I learned about the quality of my cultural and individual experiences?
- How can that learning assist my future growth?
This is a point of reflection on the prior stages. From here the process begins anew. At this stage the student is a self-learner: a person who has gained a sense of self-enablement to seek commitment to growth.

The following diagram illustrates the OE notion of weaving multiple stands of experience during teaching and learning:

![THEORETICAL BASE]

The Omni-Education model presented contains instructional strategies along a developmental continuum of experience. On the continuum, students are exposed to instruction that promotes increasingly richer relationships accompanied by instructional practices which enhances their self-awareness and reflection.

The Omni-Education instructional approach borrows the following basic components from either phenomenology, multicultural education, or both.

First, the Omni-Education model provides access to Being. Through phenomenology we access Being through acknowledging that it exists. This recognition of the importance of Being - one’s complete expression of self - is more than the existential ‘I am.’ For the phenomenologist, experiences contribute to an evolving self-
definition. While a reflection on existence and meaning is important for the phenomenologist, the unceasing quest for fulfillment of one’s essence manifested by their self expression - Being - marks a critical point of departure from the existentialists and secures the importance of Being in the Omni-Education model. In teaching and learning the teacher’s awareness of student being – student identity is a critical first step in accepting the child in class as a learner. Jane Roland Martin’s (2007), reflection that education’s role in human lives is a fundamental determinate of the human condition helps in understanding the need for teaching and learning to have a mechanism with which to address Being.

Through phenomenology we understand the relationship between the ‘knower’ and the ‘known’. We understand that knowers develop awareness of phenomena through the interpretation of experience. Effective teachers must access the child’s individual and cultural experience for knowledge useful in teaching and learning activities leading to student self-awareness. The model should accomplish these things because the objective of teaching and learning activities is raised consciousness.

Lesson objectives should be more than a simple knowledge of facts. The outcome of a lesson should be a raising of students’ experiential consciousness. Lesson objectives should allow students to think of their possibilities in the world and provide a mechanism for them to explore their futures with knowledge gained during instruction.

Second, values and shared cultural practices, of which they are a part, form the background against which people make sense of the world (Peters, 2002). By holding a multicultural perspective during teaching you may recognize the profound nature of teaching and learning and its existential effects. Education, teaching and learning, is one of the most profound acts that we humans engage in. By utilizing multicultural theory and pedagogy we, as professors, can uncover shared values, and shared ethics held by our students.

Education acts as an anodyne for people throughout the world. Schools, of almost any type, hold promise for families and societies. The promise to families is to raise their children’s possibilities for existential, academic and social success. Indeed if we look at “education” in most nations we observe a normative thread. In academically rich schools and academically poor schools that norm is evidenced. Language schools, technical schools, continuation schools and alternative schools also share that norm. The norm I recognize is our seemingly innate human desire for education, (Gordon R., 2010).
It is the teacher who guides students toward understanding the social and academic initiation occurring during instruction. Teachers who develop a multicultural frame for teaching and learning can positively assist students in this maturation journey.

Combining best practices of teaching with understanding of profound influences of multiple types of diversity presents challenges and opportunities for contemporary education. Students come to our classes representing multiple religious, ethnic, culture and gender backgrounds. Accompanying these students are values they bring to learning. These experiences represent a vast collection of societal, religious, ethnic, tribal, language and political traditions.

Educational best practices calls for collaborative classrooms, learning communities, shared research among students and student project development. Best practices for teaching and learning in a multicultural environment provides students and teachers opportunities to interact along a wide-ranging continuum of intellectual activities. While it may be very easy to have all students conform to "our" way of teaching we may all know that autocratic instruction is not an efficacious way to promote teaching and learning. Abilities to demonstrate teamwork, camaraderie, and bonhomie can be seen as central outcomes of teaching and learning. The solitary academic is no longer thought of as representing the multi year higher education experience. The nexus of best practices in education and multiculturalism provides an exciting intersection with which to build student academic and social success (Gay, 1994, Banks, 2000).

The Omni-Education model allows students to become active and informed participants in creating their futures by providing a model that accesses Being. Secondly, the Omni-Education teaching and learning model is systematic and provides standardization of instructional design. A systematic approach to teaching and learning characterizes this merger of phenomenology and multicultural education. Omni-Education is a systematic approach to curriculum delivery. The model recognizes the sequential nature of experience, which is lacking in most curriculum models.

**The Normative Curriculum:**

Often times the “curriculum,” appears to be the reason for teaching (Posner G. J., 2004; Ornstein & Hunkins, 2009). It is very easy to think that students need to learn a specific subject. However if we look at the curriculum as a means for the student to experience life through an organized set of experiences we may recognize that the purpose of
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education is to shape experiences. The curriculum is a tool to help shape experience education. If as Dewey noted education is experience then it might be helpful for educators to have an approach to teaching and learning that allows for the development of the experiential promise of “education,” (Dewey, 1938).

Omni-Education offers educators a systematic framework for organizing instructional experience. This approach to teaching and learning is based on principles of “natural philosophy” and the model synthesizes disparate ideas currently found in teaching and learning (Gordon, Lalas, & McDermott, 2006).

In Omni-Education (OE) seven distinct components (lesson points) of teaching and learning represent specific organizing themes for a teaching and learning sequence. Each lesson point informs the selection of curricular materials and classroom activities supporting student academic and social achievement. OE is a theoretically based model for improving teaching and learning through a systematic approach in delivering of the quantitative (academic objectives) and qualitative aspects (social) of classroom experience.

**OE Outcomes**

OE provides educators with a framework to incorporate students’ funds of knowledge, OE provides educators with a methodology to strengthen student self-identity while simultaneously addressing skills necessary for their academic and social success. OE provides the theoretical and practical teaching and learning context for classroom equity.

OE involves a relationship among lesson points. That relationship combines – the focus of instruction with a particular theoretical category of “experience.” There are seven lesson points and seven corresponding theoretical categories. The lesson points are areas of instruction. The categories are drawn from philosophical theory on human experience.

Imagine now you enter your class with the OE framework as your conceptual framework for managing your teaching and encouraging student learning. Imagine how you will group your students to enhance their individual identity as learners. Imagine the membership of those groups. Think how you will pair individuals in dyads as well as large groups. You know you are prepared with content material and with student input you deliver lessons that rely on many of the ideas discussed earlier. You imagine that students receive your instruction and then develop projects that demonstrate their
knowledge. And finally you and your students engage in a variety of reflective practices demonstrating the art and science of education

Conclusion:
Pedagogy – the science of education does exist beyond the sometimes misunderstood boundaries scope of quantitative measures. Pedagogy is not static. Pedagogical energy is composed of at least one known constant - cultural experience. The most important being the absolute thirst people around the world have for pedagogy. Cultural experience is one component of multicultural education. However the multicultural approach does not have sufficient theoretical strength to address the profound nature of human experience captured with the philosophical methods of phenomenology.

Combining multicultural education and phenomenology produces an organizational framework with which to build a teaching and learning model that addresses social and academic experience. Teachers using the Omni-Education framework can benefit from utilizing the experiential lesson points when devising lesson sequences.

References


General Studies Education and Technology integration: Implication for curriculum design and faculty Development in a knowledge based era

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Abstract
General Studies education is an important aspect of any higher education curriculum framework. General Studies presents an opportunity for promoting transdisciplinary course work using technology based instructional strategies. There has been a remarkable improvement in access and rate of adoption of technology in higher education. Even so, reports indicate that faculty members are not integrating technology into instruction in ways that make a difference in student learning (Cuban, 2001; McCannon & Crews, 2000, Onyia C & Onyia M, 2011). To help faculty make informed decisions on student learning, there is need for current knowledge of faculty integration practices and how designing an effective professional development programme will bridge the content and technology integrated instructional gap. This paper seeks therefore, to provide a historical knowledge of the general studies education and its important to student competence on graduation. The paper also presents an argument for integrating technology in teaching and learning to meet the learning needs of digital natives (Prensky, 2001) in a knowledge based era.

Key Terms: General education, curriculum, technology integration, digital natives, digital immigrants, faculty professional development, transdisciplinarity, and knowledge based era.

Introduction
General studies education programme is an integral aspect of ensuring that students are equipped with the fundamental writing and thinking skills to successful address the content expectations of their discipline. More important is that it enables students appreciate the inter-relationship among disciplines in an integrating world where the movement to transdisciplinarity is the focus for universities of the future. This theme is timely considering the historical intentions of general studies education in Nigerian institutions of higher education based on their adopted model from the United States education system continue to seek ways of dealing with the gap between stakeholder expectations of skill proficiency and actual abilities of students in writing, thinking and understanding of transdisciplinarity. This continues to pose a problem for designers of general education curriculum who in their curriculum audit ignore the implications of
technology and other knowledge era drivers in assessing the performance of the programmes especially as it relates to faculty efficacy and student academic proficiency.

Today we are living in a knowledge era with digital citizens who were born with and into technology. This is evident from the common usage of the phrases such as knowledge wealth, knowledge society, knowledge bank, knowledge city, knowledge economy and knowledge based industry. Media are replete with advertisements of centers that claim to offer knowledge and skills that can lead to better professional development. Knowledge has come to be regarded today as a power that is wealthier than pelf (i.e. money or wealth) and stronger than might. This scenario brings into close focus the discussion of ‘how can general studies education support the cognitive and emotional growth of higher education students in a knowledge based era used technology?’

In the modern world, the importance of highly specialized scientific and technical education is well recognized and emphasized. However, a broad education which the general studies education fundamentally reflects is also important and a conduit for institutions of higher learning to transcend the rigid disciplinary restrictions imposed by the pre-industrial higher education curriculum framework. A reflection of the Nigerian education system shows that this curriculum rigidity may have hindered the transition to interdisciplinary programmes that are aligned to international curriculum expectations.

Over the past 40 years there have been several initiatives by leaders in the profession to make revolutionary changes in philosophy, curriculum, methods, and facilities in the transition from industrial arts to technology education. The transition to technology education has been grounded in the dramatic changes that technology and technological innovations have brought to all aspects of society (Erekson & Shumway, 2006). It has been postulated that to fully participate in a technologically based society, people must be technologically literate (Pearson & Young, 2002). Thus, the need arose to assure that all students have experience in technology education in order to acquire technological literacy. Therefore, the case can be made that these technology literacy skills can be integrated effectively through the development of a new general studies curriculum in Nigeria higher education institutions.
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Historical Context
From the beginning of this millennium to the end of the millennium, in the Western world, we have moved from the Agricultural Era through the Industrial Era and into the Knowledge Era. In The Third Millennium School: Towards a Quality Education for All Students (Townsend, 1999:3), Tony Townsend shares a snapshot of the changing focus of education over this millennium:

*In the year 1000, whatever education that did exist was aimed specifically at the individual. Those who had the good fortune to be involved in education were being trained to be good individuals with the hope and understanding that they would be leaders within a community of uneducated peasants. One could argue that this really lasted for most of the millennium.*

*By around the 1850s, community pressure was being exerted in many countries to provide a ‘universal’ education. This started to occur in the second half of the last century. By the start of the 1900s, the focus of education had changed from the development of the individual to the development of whole communities.*

*Now people were placed in their ‘rightful’ place in the community on the basis of the level of education they had obtained. This focus of education lasted for most of the century.*

*By around the 1980’s, with the emerging global economy, and the technological developments that changed the face of communication, the focus shifted again, from the local to the national. Various countries distributed reports that linked the quality of education provided to students with global economic supremacy, so the focus of education moved towards one that saw education as fulfilling national goals rather than providing for either the individual student or local communities. Literacy, numeracy, vocational education and technology became the buzz-words of the decade and subjects not closely linked to the economy went into decline.*

Tony Townsend (Townsend, 1999:3)

The concept of General Studies Education—often known as a liberal arts education—has its roots in the Renaissance of the fifteenth century. As the result of economic and political changes, residents of Italian city states came to believe that education in a broad range of subjects was necessary to equip citizens with the skills and knowledge they needed to be an active and responsible member of society. Today, the topics included in the General Studies Education curriculum have changed, but the ideals have not. Part of what it means to have a higher education is that undergraduate
students, regardless of their majors, will have acquired the skills and knowledge to be informed citizens; citizens who are equipped to act thoughtfully in society, to make critical judgments, and to enjoy a life dedicated to learning and the pleasures of intellectual and artistic pursuits.

Apart from the need to train high-level manpower, the Nigerian government wanted universities to also produce citizens who are both culturally and morally sound. That is why the GSS programme was designed and introduced for all fresh students to achieve among other objectives, provision of assistance to individuals to understand and promote the cultural heritage of Nigeria in particular; and the development of the intellectual capacities of individuals to understand, appreciate and promote peaceful coexistence. (Ejue et al. 2009).

A higher education system should therefore meet many different goals. These include:

1. satisfying demand from students for an increasingly sophisticated and rewarding education;
2. training the people needed to run a modern society and contribute to its further advancement;
3. providing a forum in which a society can examine its problems and identify appropriate solutions; and
4. offering a setting in which a society’s culture and values can be studied and developed.

The University of Nigeria was the first university to introduce general studies education in Nigeria. Their model of general education model was taken from the American model, which was founded on the principle that General Studies Education (GSE) is a student’s academic introduction to the university. It was meant to expose students to the fundamental ideas and intellectual activities that scholars across campus - scholars in the arts, the humanities, the social sciences and natural sciences - draw on in their work. The courses offered in the General Education curriculum provide diverse perspectives on how human beings think and feel, solve problems, express ideas, and create and discover new knowledge. These courses in the curriculum seeks to incorporated learning strategies that help students acquire the skills essential to university-level learning and also challenge students to assess information critically, frame and deliver reasoned and persuasive arguments both orally and in writing, and identify, acquire and use the knowledge necessary to solve problems.
General Studies Curriculum Design for Knowledge based era

If we are to cater to the learning needs of this era of students who have been referred as ‘digital natives,’ institutions of higher education must begin to show an understanding of the knowledge and skill gap inherent in our current traditional or analogue approach to teaching and learning. Prensky (2001) describes the distinctiveness of a digital native:

Today’s students – Kindergarten through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today’s average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. Our students today are all “native speakers” of the digital language of computers, video games and the Internet.

Davidson and Goldberg (2007) in a John D. and Catherine T. McArthur Foundation report on the “Future of learning institutions in a digital age” explained that:

Modes of learning have changed dramatically over the past two decades—our sources of information, the ways we exchange and interact with information, how information informs and shapes us. But our schools—how we teach, where we teach, who we teach, who teaches, who administers, and who services—have changed mostly around the edges. The fundamental aspects of learning institutions remain remarkably familiar and have done so for something like two hundred years or more.

If the students that come into our classroom are digital natives while the lecturers are digital immigrants, it will be helpful for curriculum scholars and developers to see the potential technology based education has in dramatically transforming higher education in developing countries. Networks and new forms of teaching media have already influenced training and research in industrial countries and must influence curriculum design in institutions of higher education. Technology integration in curriculum development using effective instructional methodologies reduce intellectual isolation while providing increased (and ever-faster) access to the very latest information—bridging the knowledge gap between scholars and students.

The new general education curriculum should take into consideration the research capabilities of the Internet, and combine this learning opportunity with basic
word-processing software, which will increase the ability of students and faculty to contribute to body of knowledge. In addition, intelligent tutoring systems and instructional software can offer uniformly high-quality learning support for teaching highly complex topics in an ubiquitous learning environment. In looking at the technology investment in Nigeria education, and numerous researches done on ICT integration, it is my view that we have not achieved the impact level that justifies the current technology investment especially as it relates to faculty professional development and interdisciplinary education reform.

In the past few years, higher education institutions have invested heavily in infrastructure to support the diffusion and adoption of technology (Green, 1999; Jacobsen, 2000). However, despite large investments by higher education institutions in technology for faculty and student use, instructional technology is not being integrated into instruction in higher education institutions including general studies education institutions (Zayim & Yildirim, 2006). There are many reasons both technical and societal, explaining why innovative technologies have not been widely adopted, however, the major reason for this lack of utilization is that most university-level technology strategies ignore the central role that the faculty plays in the process of change (Surry & Land, 2000).

**Faculty professional development curriculum design**

Faculty development is critical to realizing the goals of education, especially the knowledge based era expectations of students’ on completion of their university education. Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICT) to teach students the knowledge and skills they need to be productive in the 21st century. One of the curricular challenge confronting our educational systems is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment. More critical is the expectation that faculty by some uncoordinated process will acquire the technology skill necessary to transform the current core discipline and general studies education curriculum. Institutions planning professional development opportunities for faculty should ensure that the curriculum design and implementation are based on evidence based model. In order words, faculty professional development in integrating technology into teaching and learning should be based on the skill and
psychological needs of faculty as aligned to the curriculum goals of the knowledge era in a globalized work.

Faculty professional development can no longer be based on skeletal haphazard processes that lack clear growth patterns and performance benchmarks that reflect faculty and student learning needs. It is important to note that information communication technology can provide an array of powerful tools that may help in transforming the present isolated, teacher-centred and text-bound faculty development programmes (Shuva, 2010).

In order to equip academic staff to meet the learning needs of the students, achieve the general studies education programme objectives, and utilize the hardware investments made by their institution; the institution should be willing to support faculty by providing the right instructional and technical support necessary to function in classrooms are student-focused, interactive and intelligent. To meet these challenges, learning institutions must embrace the new technologies and appropriate ICT tools for learning and align their professional development focus to include the acquisition of technology based instructional processes as well as basic knowledge of instructional technology hardware. They must also move towards the goal of transforming the traditional paradigm of learning (Omwenga, 2005)

Obstacles to developing knowledge based general education curriculum

It is clear that higher education institutions and general studies curriculum come in all shapes and sizes, and this means that solutions for developing a knowledge based model will need to be organic. A standard set of remedies is also doomed to fail when institutions and general studies programmes are so diverse. Despite this diversity, the main objective of the institution curriculum leaders has been to determine strategies for higher education reform, as well as general guidelines and principles for assessing the operation of higher education systems and institutions.

The Task Force on Higher Education and Society by the World Bank Report (2000), pointed out that in the developing world, the concept of liberal education is associated with a variety of obstacles. While some are economic, the philosophical ones may be more significant. They report concludes that the first obstacle is the issue of costs and benefits. High-quality liberal education is not inexpensive. It requires more varied faculty resources, interactive rather than passive teaching techniques, seminars in place of lectures, and perhaps a longer period spent in class. But the payoff to a high-
quality general studies education is not immediate, and it has a large nonpecuniary component that is difficult to measure.

Another obstacle is resistance to change. Change from the current traditional teacher centered approach to curriculum design to a student-centered technology enabled curriculum framework has been met with academic, financial, and political arguments. The case is more difficult in general studies education because general education involves in-depth and open examination of ideas and assumptions of all kinds, it sometimes appears threatening to those who have an interest in maintaining the status quo with usually the case with some academic systems.

The perception and interpretations of the need to use general studies as a tool for providing a well rounded knowledge based era curriculum framework is embedded in the thinking that led to the above mentioned obstacles. The Task force on Higher Education and Society explains further:

In some countries, the term “liberal education” recalls colonial domination and education. This is unfortunate. While this particular method of education has Western roots, our emphasis is on an educational approach developed by each country, paying specific attention to its own culture and its particular needs. The goal for all countries is similar—a broad, flexible, interactive education that addresses the whole human being—but the road to achieving this goal is unique and cannot simply be transplanted from one country to another.

Institutions are at great risk of falling behind if they do not keep up with the rest of the world in the information revolution and take advantage of the opportunities it offers. Institutions do not have the resources to provide the technology infrastructure necessary to create a 21st century intelligent classroom nor do they have the ability to provide constant source of energy necessary for achieving the new curriculum expectations. Therefore the technology integration process is a two-sided coin, in that information technology in the form of the Internet and learning management systems can ensure that universities are not pushed further outside the knowledge network yet without investing in faculty to acquire the competence to integrate these tools into teaching and learning, the hardware and software investment will not accomplish its objectives.
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Conclusion

In an era of intellectual fragmentation, the proposed general studies education curriculum promotes interdisciplinary engagement while integrating the development of writing proficiency, information literacy, and other intellectual skills into the course content. With this new approach to general education, Nigerian universities will organize its resources in service of its bright and highly talented student body. In doing so, Nigerian universities can fulfill its promise not only as a place where well rounded students are produced.

Faculty development as it relates to acquiring the skills to effectively integrate technology in teaching and learning works best when an institution had a culture pervaded by the use of technology and supported by a wide range of strategies (Bates, 2000). Research by Becta (2004) has found serious obstacles to fully integrating technology into the teaching and learning processes in higher education. Integrating technologies to meet the need of a knowledge based has great potential for knowledge dissemination, effective learning, and efficient education services. Yet, if the educational policies and strategies are not right, if ICT-in-education policies are not well thought out, and if the prerequisite conditions for using these technologies are not met concurrently, this potential will not be realized (Shuva, 2010).

Status of integration of ICT into the curriculum in general studies in Nigerian universities is not satisfactory at all and continues to negate the opportunities inherent in using general education as a tool for interdisciplinary research and faculty professional development. Effective initiatives are required to integrate ICT in the curriculum of the departments. One of these strategies is an extensive investment in infrastructure and faculty professional development opportunities. In addition to these strategies, the institution should create a performance management process where faculty professional growth is predicated on acquiring these skill sets and showing evidence of use in the teaching and learning process.

General education curriculum in a knowledge-based era therefore should focus on interdisciplinary processes rather than the current tradition structure. In order words, general studies curriculum should integrate technology as a tool to help students:

1. think and write clearly, effectively, and critically, and who can communicate with precision, cogency, and force;
2. have a critical appreciation of the ways in which they gain knowledge and understand the universe, society, and themselves;
3. have a broad knowledge of other cultures and other times, and acquires the thinking skills necessary to enable them make decisions based on reference to the wider world and to the historical forces that have shaped it;
4. have some understanding of and experience in thinking systematically about moral and ethical problems; and have achieved depth in some field of knowledge.

**Recommendations:**

Higher education institutions today are confronted with instructional technology innovation, which is transforming the way in which faculty and students interact and the roles they take. If the goal of the higher education institution is the integration of technology for a transformative change, then rather than the acquisition of technology itself as the main goal, there must be a clear focus on the faculty members who use technology. In order for large-scale technology integration to occur in teaching, it is essential to understand and address differentiating needs of faculty in faculty development and support systems. When considering the future of learning institutions in a digital age, it is also important to look at the ways that digitality works to cross the boundaries within and across traditional learning institutions. What better opportunity to create this integrative model in the university than through general studies education curriculum design. Prensky (2001) postulated that the single biggest problem facing education today is that our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.

The following suggestions are offered to higher education institutions to improve their faculty members’ IT adoption for teaching and diffusion of instructional technology in general studies education; curriculum development; professional development plan:

1. University authority should urgently constitute Information Communication and Technology Curriculum Integration (ICTCI) task force. This task force will work dedicatedly for the successful and effective ICT integration into the university general studies curriculum and creating a faculty professional development model that is unique to the challenges facing their ‘digital immigrant’ instructors.
2. University authority should ensure availability of adequate technical infrastructure (e.g. hardware, software, Internet access) in every departments of the respective university.
3. Diversify sources of funds to have a wide financial base. The issue of shortage of technology equipment, especially computers, posed a tremendous problem. Given the fact that technology is very expensive and, as pointed out earlier, the government cannot fully support the universities, the universities should seek ways to complement what funds they do receive from the government. Dependency on foreign donors has its limits and conditions that may not be favorable to the institutions. In that regard, Kajuna (2009) recommends the establishment of partnerships with local people and organizations, who are also stakeholders. These partners may include parents, alumni, business companies, Governmental Organizations (GOs), and Nongovernmental Organizations (NGOs) to support infrastructure and faculty development.

4. Develop a long-range technology plan driven by the institutions’ overall vision and strategy for its teaching.

5. Establish a promotion system that places a high value on teaching and the use of innovative teaching methods.

6. Design faculty development programs considering the needs of different faculty member profiles.

7. Provide training programs not only on the technical aspects of technology, but also about the integration of technology for teaching and learning.

8. Establish an instructional technology center in which faculty members can get help from and work together with IT related professionals.

9. Provide systematic technical and professional support.

10. Create pedagogical thinking trainings for digital Immigrant teachers who assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid.

So if Digital Immigrant faculty members, especially in general studies programmes really want to reach Digital Natives – i.e. all their students – they will have to change in their thinking and attitude towards the demands and impact of their programme for the transition of Nigerian institutions to a knowledge based era. It is high time for faculty to stop their grousing, and as the Nike motto of the Digital Native generation says, “Just do it!” They will succeed in the long run – and their successes will come that much sooner if their administrator and fellow staff members in the institution support them (Prensky, 2001).
References


Repositioning Nigeria Youths through the Teaching of Moral Instruction in the 21st Century

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Abstract
The study focused on the repositioning of Nigerian youths through the teaching of moral instruction. The study specifically aimed at finding out if the objectives of moral instruction could help in repositioning the youths. Two research questions guided the study and a hypothetical statement was raised. The population of the study include all the moral instructors in the 176 secondary schools in Ebonyi state out of which 100 instructors where selected using simple random sampling technique. Questionnaire was the instrument for data collection. Data was analyzed using mean while hypothesis was tested with \( t \)-test at 0.05 level of significance. Results of finding showed that the objectives of moral instruction are rich enough to inculcate good habit in growing child. Secondly the content of moral education if implemented is capable of repositioning the youth for effective social development.

Keywords: Moral Instruction, Values, Norms, Objectives of Moral Instruction, Repositioning, (Nigerian Youths, Moral behavior, Moral Poverty.

Introduction
The term morality is derived from Latin plural mores meaning manners or morals. The word moral is used to connote code of conducts in a society or within a sub group (Norman, 1973). Morality in a literary term involves a pursuit of good life. Morals could be viewed as actions and inactions that could guide man to relate well with each other in a given society.

Moral education or instruction is one of the operational subjects in Nigeria primary and secondary schools. It is an aspect of study that deals with how we ought to live as moral agents in the society. Moral instruction could be described as values, norms, and knowledge systematically selected and presented to learners to enable them function effectively in the society. Moral instruction according to Okoli (1996) refers to chains of organized knowledge which were derived from a given religion to help man achieve his personal measure of insight into the system of the universe. Oxford advanced learners dictionary 6th edition viewed moral instruction as an intellectual way
of presenting moral values to learners or an attempt made by teachers to develop moral autonomy in a child through a systematic breeding of the mind.

Judging from these viewpoint, moral instruction therefore is the art of building into the mind of a learner knowledge or fact, values or principles, norms or ethics which can help him/her live peaceful in his society. Repositioning refers to creation of a new stand in something or representing something in a new dimension with the intention of developing a differentiated position in the situation and life of the competitors. Apart from visual identity, it is an overall hauling of a system to enable it meet the standard of the present moral challenges. This may involve radical adjustment of the functioning of the thing for better service which may affect its identity and behavior. These changes are geared towards repositioning the person or subject from its negative connotation or pre-stand to a positive state. Note that the major reason for repositioning is to communicate a new message or create a new positive usage of the person or thing. In this paper, repositioning refers to corporate restriction of one’s behaviour from its selfish position to giving it a personality.

Moral instruction is a process of teaching and giving pieces of advice to another person on moral issues (acceptable behaviours norms, values). It could also refer to doing things which are good and decent and abstaining from bad and indecent behaviors. The morals can vary as much as there are people to teach them; for instance from religions to social moral, from society to personal morals hence moral actions are dependent upon the situation. What we consider immoral in a given society may not be same in other places.

In moral instruction, the role of the instructor is to impact information through directing, counseling and commanding learner to acquire the knowledge. According to Nwachukwu (1995) children learn the norms and values of their society through imitation, observation and instruction.

The youths are the growing adults that falls within the age bracket of 16-24, though these age bracket varies because some are youths because of the level of maturity. In this case a child of 13 years could be regarded as a youth. The youths are venerable to crime because of their level of maturity. The youths most often desire to achieve or attain a height quick by fair or foul means due to their inability to internalize the moral codes.

The inclusion of moral instruction in the national curriculum is not accidental, but was informed by the pervasive moral decline especially among the growing youths.
Although moral instruction is not examinable yet it is an essential subject designed to inculcate moral values and norms in the lives of learners. The above situation has made the students and teachers not to attach any importance to the teaching of the subject, thereby depriving the subject its rightful place in shaping student’s moral life.

The major goal of moral instruction is to assist in the development of compassionate and fair-minded persons who can make positive contributions to society as individuals and members of the group. The essence of this common essential learning is to bring up individuals who would not only be educated, rational, and sympathetic but equally have sense of social responsibility respect for others. These broad goals have two related objectives: to support students in treating other persons with respect; and to present the students with a better understanding of the personal, moral, social and cultural aspects of school learning Nwachukwu, 1995).

Nigerian society moreover appreciate the place of moral education in the upbringing of the young adults hence moral instruction was instituted and made compulsory for pupils at every level of primary and secondary school. Judging from the National Policy of Education moral instruction has two major objectives:

- Character/moral training aid the development of sound attitudes.
- Developing in the child the ability to adapt to his environment (NPE 1981).

These objectives according Nduka and Olonti (1983) could be expanded to incorporate all the areas of coverage of moral instruction. Firstly, moral instruction is aimed at building in the pupils the moral habits and good manners. This includes mastering basic good habits and social etiquettes through continuous modeling, inculcation and training. This strand involves learning such specified moral habits like how to greet, talk to elderly, how to make use of public goods, keep close friendship, observe school regulations and its likes.

Secondly, it aims at inculcating moral norms and ideas needed for desirable life. This objective is related to transmitting great moral traditions to the youths. It instills in the pupil a strong commitment to the moral order through persuasive presentation of moral norms, and to develop students’ comprehension of the need for a normative structure in the society. This involves learning universal norms or ideas in order to develop the ability to differentiate right from wrong, thereby standing out as a good citizen with the power of doing well to his neighbour.
Thirdly to develop the ability of moral judgment and decision making needed to deal with moral conflict occurring in daily life situation on the basis of discrete moral consideration and justifiable methods. This curriculum strand involves students in practical experiences so that the judgment they make is conscious and deliberate base on their moral autonomy. Development of good sense of judgment helps the students to have a positive thinking over issues that concern him and his environment.

Fourthly moral instruction aims at building autonomous moral character. These goals deal with inculcating solid moral disposition or a strong moral willingness to do the good by dint of internalization of moral principles and self actualization. This also requires students to develop autonomous voices or lenses on moral issues on the basis of strong moral principles and idea and position the students to have a self strength to overcome various harmful temptations.

Summarizing the Objectives of moral instruction in repositioning Nigerian youths, Obilo (2005) observed that the major target of moral instruction is to transmit the values of the nation’s heritage to the next generation while supporting the autonomous moral development of youths. This aim specifically intend to:

- Foster the spirit of respect for human dignity and aware of life
- Nurture those who endeavour to inherit and develop traditional culture and create a culture that is rich.
- Nurture pupils who in turn will form and develop a democratic society where freedom, truth and peace rules.
- Train those who can contribute towards realizing a peaceful international society.
- Train those who can make independent decision and foster a sense of morality.

**Statement of Problem**

Much has been said about the decline in morality in Nigerian society leading to incessant disobedience, dishonest, social vices, sexual permissiveness and other signs of decadence. The growth of immoral acts and increase in Juvenile crimes made some people to declare that Nigeria is passing through moral crisis. However, most of these immoral acts could be attributed to several causative factors. Some could be attributed to the lack of interest in the teaching of moral and social values in our public schools. Thus, in consideration of the roles school could play in the moral development of the youths,
this study sought to find out if moral instruction could be used in repositioning Nigerian youths. Therefore the problem of this study is how to use the teaching of moral instruction in repositioning Nigerian youths considering the rising trend of immorality in the society.

Research Questions:
The following research questions guided the study:
1. What are the objectives of moral instruction in Nigerian schools?
2. What ways could the teaching of moral instruction in schools help in repositioning the moral behavior of Nigerian youths?

Hypothesis
1 There is no significant difference in the mean response scores of male and female moral instructors on the place of moral instruction in the repositioning of Nigerian youths.

Methodology
Descriptive survey design was adopted for the study. The population of the study consists of all the 176 secondary schools in Ebonyi state. 50 secondary schools were sampled out of the 176 schools through simple random sample technique, while accidental sampling technique was adopted in selection of 100 moral instructors from the 50 selected secondary schools (Two moral instructors were selected from each school). This brings the target population to 100 moral instructors. Questionnaire was the instrument for data collection and face validation was carried out by some experts in educational measurement and evaluation. The instruments were distributed to all the selected instructors in the sampled schools. Mean was used to analyze the data. A decision rule was derived by adding the assigned values and dividing it by the number scores. Therefore any score below 2.5 is interpreted as rejected and 2.5 and above interpreted as accepted.
The assigned scores = 4 + 3 + 2 +1 = 10
The number of scales = 4
∴ 10/4 = 2.
Result of the Study

Table 1: Mean Scores of respondent on Objectives of Moral Instruction

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>X</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inculcating moral habits and good manner in school children.</td>
<td>52</td>
<td>48</td>
<td>-</td>
<td>-</td>
<td>352</td>
<td>3.52</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Helping students to appreciate common values such as love, honesty and fairness,</td>
<td>40</td>
<td>58</td>
<td>2</td>
<td>-</td>
<td>336</td>
<td>3.36</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>Exposing children to acquire moral habits that will help them live a good live and become productive to the nation.</td>
<td>49</td>
<td>51</td>
<td>-</td>
<td>-</td>
<td>349</td>
<td>3.49</td>
<td>Accepted</td>
</tr>
<tr>
<td>4.</td>
<td>Equipping school children with proper behaviours towards others in the society.</td>
<td>60</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>360</td>
<td>3.6</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Training individuals who can form and develop a democratic society.</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>390</td>
<td>3.9</td>
<td>Accepted</td>
</tr>
<tr>
<td>6.</td>
<td>Nurturing students who will inherit and develop traditional culture.</td>
<td>30</td>
<td>40</td>
<td>16</td>
<td>14</td>
<td>286</td>
<td>2.86</td>
<td>Accepted</td>
</tr>
<tr>
<td>7.</td>
<td>Fostering in the pupils spirit of respect for human dignity and awe of life.</td>
<td>40</td>
<td>52</td>
<td>8</td>
<td>-</td>
<td>332</td>
<td>3.32</td>
<td>Accepted</td>
</tr>
<tr>
<td>8.</td>
<td>Building autonomous moral character.</td>
<td>40</td>
<td>60</td>
<td>-</td>
<td>-</td>
<td>340</td>
<td>3.40</td>
<td>Accepted</td>
</tr>
<tr>
<td>9.</td>
<td>Building in the children good moral judgment and decision making needed to deal with moral conflict.</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>390</td>
<td>3.90</td>
<td>Accepted</td>
</tr>
<tr>
<td>10.</td>
<td>Developing in the learner the ability to differentiate right from wrong.</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>400</td>
<td>4.00</td>
<td>Accepted</td>
</tr>
<tr>
<td>11.</td>
<td>Inculcating in the pupils the desired norms and ideals needed for smooth relationship with one’s environment.</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>390</td>
<td>3.9</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>GRAND MEAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.56</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 above revealed that inculcation of good habit and manner in school children, helping students to appreciate common values, equipping them with proper behaviour towards others, training individuals who can develop a democratic society, fostering in children the spirit of respect for human dignity, building in children good moral judgment and decision making required to deal with the moral conflict are objectives of moral instruction. The grand mean of 3.56 shows high level of acceptance of the above items as objectives of moral instruction.
Table 2: Mean scores on how the Teaching of Moral Instruction could help repositioning the moral behaviour of Nigerian youths.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>X</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Inculcating in the youth good conscience.</td>
<td>70</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>370</td>
<td>3.70</td>
<td>Accepted</td>
</tr>
<tr>
<td>13</td>
<td>Building up good sense of judgment.</td>
<td>66</td>
<td>32</td>
<td>1</td>
<td>1</td>
<td>363</td>
<td>3.63</td>
<td>Accepted</td>
</tr>
<tr>
<td>14</td>
<td>Cultivating in the youth the values of obedience, honest, hardworking.</td>
<td>50</td>
<td>47</td>
<td>1</td>
<td>2</td>
<td>363</td>
<td>3.43</td>
<td>Accepted</td>
</tr>
<tr>
<td>15</td>
<td>Developing in them the spirit of social conformity.</td>
<td>48</td>
<td>59</td>
<td>2</td>
<td>1</td>
<td>374</td>
<td>3.74</td>
<td>Accepted</td>
</tr>
<tr>
<td>16</td>
<td>Making them to be autonomous in action.</td>
<td>30</td>
<td>50</td>
<td>10</td>
<td>10</td>
<td>300</td>
<td>3.00</td>
<td>Accepted</td>
</tr>
<tr>
<td>17</td>
<td>Reorienting them on the value system.</td>
<td>40</td>
<td>40</td>
<td>2</td>
<td>17</td>
<td>302</td>
<td>3.02</td>
<td>Accepted</td>
</tr>
<tr>
<td>18</td>
<td>Transforming the moral life of students.</td>
<td>60</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>360</td>
<td>3.6</td>
<td>Accepted</td>
</tr>
<tr>
<td>19</td>
<td>Developing of sympathy for others in need.</td>
<td>45</td>
<td>60</td>
<td>5</td>
<td>-</td>
<td>310</td>
<td>3.10</td>
<td>Accepted</td>
</tr>
<tr>
<td>20</td>
<td>Helping the pupils to overcome their emotional imbalance.</td>
<td>70</td>
<td>29</td>
<td>1</td>
<td>-</td>
<td>369</td>
<td>3.69</td>
<td>Accepted</td>
</tr>
<tr>
<td>21</td>
<td>Providing good sense of discipline.</td>
<td>35</td>
<td>65</td>
<td>-</td>
<td>-</td>
<td>335</td>
<td>3.35</td>
<td>Accepted</td>
</tr>
<tr>
<td>22</td>
<td>Inculcating in them respect for others.</td>
<td>25</td>
<td>75</td>
<td>-</td>
<td>-</td>
<td>325</td>
<td>3.25</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>Predisposing children to the golden rule of reciprocity.</td>
<td>50</td>
<td>39</td>
<td>2</td>
<td>9</td>
<td>330</td>
<td>3.33</td>
<td>Accepted</td>
</tr>
<tr>
<td>24</td>
<td>Building in the pupils the ego ideal.</td>
<td>30</td>
<td>48</td>
<td>2</td>
<td>10</td>
<td>280</td>
<td>2.80</td>
<td>Accepted</td>
</tr>
<tr>
<td>25</td>
<td>Helping the pupils to develop self control.</td>
<td>70</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>370</td>
<td>3.70</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td><strong>GRAND MEAN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.38</td>
</tr>
</tbody>
</table>

Table 2 above showed that the respondents agreed that inculcation of good conscience, building sense of judgment, inculcating in the child value of obedience, honest, hardworking etc, developing in them the spirit of social conformity, making them to be autonomous in action, developing sympathy for others in need, providing good sense of
discipline, respect for others, building in them good ego, self control, and predisposing
them to the golden rule of reciprocity are ways by which the teaching of moral
instruction could help reposition the moral life of the youth.

**Hypothesis**

**H₀₁** *There is no significant difference in the mean responses scores of male and female teachers on the place of moral instruction in repositioning of Nigerian youths.*

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58</td>
<td>3.35</td>
<td>.37</td>
<td>98</td>
<td>1.71</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>3.30</td>
<td>.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This shows that the t-critical value of 1.96 is greater than the t-calculated value of 1.71.
Thus, the null hypothesis was accepted. This means there is no difference in the mean response scores of male and female moral instructors on the place of moral instruction in repositioning of Nigerian youths.

**Discussion**

Results of the study in table 1 showed that the respondents agreed with inculcation of
good habits and good moral judgments are objectives of moral instruction.
This was evident from the grand mean of 3.56 which is above the cut off point of 2.50.
The finding was understandable based on the fact that moral training is the fundamental
goal of every education hence the objectives are geared toward building in the life of the
young the common essential norms or learning capable of giving man a sense of social
responsibility.
This is in line with Oser and Reichenbach (1994) that the objectives of moral instruction
are detailed and rich enough to deal with the present moral crisis in the society. This
means that the aims and objectives of moral instruction are arranged to equip one with
the required moral values for an active and responsible integration against social evil.
The findings on the teaching of moral instruction in shaping behavior with a grand mean
of 3.38 showed that the teaching of moral instruction could help in shaping one’s moral
behavior which in turn repositions him for sustainable development. The finding here is
interesting in that the study disclosed how the teaching of moral instruction could inculcate in the learner good manner which in turn help the young adult to adapt in his environment.

In line with the findings on the place of the moral instruction in repositioning the youths, Flugel, (1995) was of the view that the essence of moral instruction in school is to reinforce in the youths the social virtues acquired at home so that children can apply them in schools and then the society at large for effective relationship. The teaching of moral instruction emphasizes the need for human respect and good relationship especially in Nigeria where people are always identified in a group. This relationship is stressed throughout the entire school life to the extent of predisposing the young adult to live in harmony with the neighbours. According to Malikail and Stewart (1987) the implication of moral instruction in schools lies in the relationship between the individual and the national development. Thus, when an individual is developed, the nation is implicitly developed. Moral poverty of an individual is the greatest poverty that any nation can suffer. Therefore the primary objective of moral instruction is building up the individual that would develop his society. Okoli (1996) highlighted the roles of moral instruction to include: self awareness, relationship with others; and understanding of different belief, values and practices. This includes acquiring sense of moral judgment about what is wrong or right.

Gender differences in teaching of moral instruction were examined in relation to repositioning of Nigeria youths. The results revealed that there is no significance difference in the mean response scores of male and female teachers on the place of moral instruction in repositioning of Nigerian youths. Therefore, the null hypothesis was accepted

**Conclusion**
The findings of the study revealed that the objectives of the study are detailed enough to deal with the moral decadence in the society since the major objective of establishing moral instruction is to inculcate values, norms and knowledge into the life of the learner so that he/she contribute positively as a member of the group. In addition to this, the teaching of moral instruction contains the common essential ingredient that could reposition the youth for further development.
It is my conclusion that effective teaching of moral instructors will lead to proper repositioning of Nigerian youths for positive thinking and action.

**Recommendations**

The following recommendations were made based on the finding:

(a). Moral instructors should endeavour to achieve the set objectives of moral instruction.

(b). Moral instructors should teach learners those norms and values that could enhance good moral behaviour.

(c). Moral instructors should ensure that every student at primary and secondary level of education attend moral instruction lessons as a sure step towards repositioning the youths.

(d). Moral instruction should be made an examinable subject as well as proper evaluation should be carried out as done in other subjects.

(e). The government and educational planner should sensitize the students through media on the need for moral training.

(f). The curriculum designer should state boldly the objectives of moral instruction.

(g). Moral instructors should employ versatile strategies in teaching moral instruction so that it can yield its positive aim of repositioning the youths.

**References**


Secondary Education Funding in Nigeria: Problems and Prospects.

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Abstract
Secondary education funding is a panacea for the development of the secondary education sub-sector. This study therefore assessed the problems and prospects of secondary education funding in Nigeria. It was discovered that government support, international financial support, anti-corruption agencies are some of the prospects of funding secondary education in Nigeria. But, some of the problems of funding the sub-sector were identified and they include paucity of reliable data, inadequate funding, problems of competing demands and problem of donors. For these problems to be overcome, the following recommendations among others were made; more funds should be provided in the sub-sector by government at all levels, a reliable data bank should be set up and other stakeholders should be involved in funding secondary education in Nigeria.

Keywords: Secondary Education, Government funding, Reliable Data Bank, Stakeholders, International Support.

Introduction
Educational funding is one of the parameters of educational system, school funds are generally regarded as public funds. Dewett (2006) opined that public funds refers to the financial activities of public authorities, such activities include taxing, spending, borrowing and lending, they show sources of government revenue and expenditure. Educational funding therefore connotes the generation of revenue and its expenditure in schools as it affects the staffing, equipment and maintenance of educational institutions.

Financing education in Nigeria started as far back as 1843 as attested by Fafunwa (1991) where he disclosed that the Christian missionary groups from Europe started to fund schools that were established by their various denominations, each of these denominations funded and managed its own school along with the immigrant businessmen.

Education is indeed an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of all educational
programmes. The need to source for funds for the education of the citizens of any nation is a basic prerequisite to enhance the development of any country, there is the need therefore, to source for funds for all levels of education, but this study concentrated on only the secondary school level and considered secondary education in Nigeria, sources of funding secondary education, problems and prospects of funding secondary education, challenges of funding secondary education and gave a policy opinion on funding secondary education in Nigeria.

Secondary Education in Nigeria

In Nigeria, as in other parts of the world, secondary education is the second stage in formal education as identified by Balami (2002), in his observation, children begin secondary education at about age 11 to 13 and end at about age 15 to 18. It is thus the education for the adolescents. The National Policy on Education (2004) similarly defined secondary education as the education that children receive after primary education and before the tertiary stage. Institutions that provide secondary education feature under four main nomenclatures of Secondary School, College, Grammar School, and High School. The policy further spells out the broad goals of secondary education to be, preparing the individual for useful living within the society and higher education.

Fafunwa (1991) further disclosed that the establishment of King’s College in 1909 which is the first public secondary school in Nigeria marked the beginning of the dichotomy between public and private secondary schools in Nigeria because the public schools at that time had the best facilities such as libraries, science laboratories and sports equipment. They were better staffed and well funded.

During the colonial era and up till early eighties, Okuwa (2004) reported that secondary education was in just one phase of five years, however, with the introduction of the 6-3-3-4 system in the early eighties, secondary education was split, constituting of three years of junior secondary and three years of senior secondary. This system was later modified into 9-3-4 with the introduction of the Universal Basic Education (UBE) consisting of six years of primary school and three years of junior secondary school.

Sources of Funds

The National Policy on Education (2004) recognizes education as an expensive social service that requires adequate financial provision for the successful implementation of the educational programmes. The increasing demand for secondary
education on public finance coupled with the fact that government alone cannot carry the burden of secondary education paved the way for other stakeholders in the funding of secondary education. Such other stakeholders include:

1. **Parents**: contributions of parents are necessary in funding secondary education due to the inability of government to meet all the basic school financial needs. The National Parent Teachers’ Association of Nigeria (2002) shed more light in this regard by disclosing that parents assist in the areas of school transportation, renovating existing classrooms, constructing new ones, providing standard physical facilities such as toilets, libraries, workshops and computers in order to aid and improve the teaching–learning environment of their wards.

2. **Governments**: governments at all levels are the major players in funding education in Nigeria. Even though secondary education is the responsibility of state governments and their contribution on the average is around eight two percent of the total education expenditure (Durosaro, 2000). Both the federal and local governments also help in funding secondary education in Nigeria but the federal government spends more on tertiary as shown in Table 1.

<table>
<thead>
<tr>
<th>Table 1: Pattern of Federal Funding of education by levels (1996 – 2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>


From table 1, the average shares have been 14.5 percent for secondary schooling and 73.9 percent for tertiary schooling. The pattern of investment within the education sector is such that the tertiary level gets the lion share while the other levels get the least. This pattern is inversely related to the number of institutions, enrolment and teachers at the different education levels.

The federal government also use the Education Tax Fund (ETF) to fund education in Nigeria. ETF is a trust fund established with the objective of using funding combined with project management to improve the quality of education in Nigeria. According to the Federal Ministry of Education (2002), all corporations and companies of identified minimum operating capacity who are registered in Nigeria contribute a levy of 2 percent to the fund which complements federal, state and local government budgets.
for the three levels of education nationwide. Table 2 illustrates aggregate funds allocation to each level of education between the period 1999 – 2009.

**Table 2:** ETF yearly allocation of funds to various levels of education (1999 – 2009) (₦m).

<table>
<thead>
<tr>
<th>Education Level</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary</td>
<td>63,125,000</td>
<td>68,125,000</td>
<td>100,500,000</td>
<td>98,000,000</td>
<td>123,300,000</td>
<td>286,570,000</td>
<td>273,270,000</td>
</tr>
<tr>
<td>Secondary</td>
<td>24,000,000</td>
<td>22,000,000</td>
<td>60,000,000</td>
<td>21,600,000</td>
<td>29,600,000</td>
<td>122,000,000</td>
<td>122,000,000</td>
</tr>
<tr>
<td>Primary</td>
<td>2,000,000</td>
<td>6,400,000</td>
<td>7,200,000</td>
<td>26,007,500</td>
<td>35,329,750</td>
<td>127,700,000</td>
<td>127,700,000</td>
</tr>
<tr>
<td>Total</td>
<td>89,125,000</td>
<td>96,525,000</td>
<td>167,700,000</td>
<td>145,607,500</td>
<td>192,229,750</td>
<td>536,270,000</td>
<td>522,970,000</td>
</tr>
</tbody>
</table>

Source: ETF Reports (2010)

From table 2, the aggregate ETF allocation between 2006 to 2009 shows that the total allocation to the tertiary level was ₦785 billion, to secondary education was ₦29.5 billion and ₦31.6 billion to primary education, this gives a ratio of 78:29:31. The allocation to secondary education is the least in the period under review with that of the tertiary education being almost thrice that of the secondary education. Yet the magnitude of the targeted population which the various sub-sectors address is in the reverse order. This is in line with the submission of Amaghionyeodiwe and Osinubu (2007) that although each level of education has at various times been a concurrent responsibility of both federal and state governments, the federal government has been involved most heavily at the tertiary level, allocating an average of 68 percent of its total education expenditure to this level of education, leaving the remaining 32 percent to the secondary and primary sub-sectors. From the above therefore, it is clear that government is a major player in funding secondary education even though there is still room for improvement.

3. **Foundation Bodies:** Some secondary schools are founded and funded by religious or charitable bodies, example of such schools are the famous St Murumba College and St Louis College in Jos, Nigeria. Each has specific objectives in opening and operating the school which usually involves the spiritual and moral well-being of the children. Enukora (2003) opined that the private sector accounts for about 20 percent of total national expenditure on education, this means that the private sector plays a key role in funding the secondary education sub-sector in Nigeria.

4. **Students:** secondary school students are also a good source of funds for schools, this however depends on the good management of the school head and staff as they may
be involved in such fund raising activities as farming, poultry, craft making, music, dance, drama and exhibitions which generate income to their host institutions.

5. **Community Groups:** Community groups are often among the key source of funds to secondary schools as they are mobilized by their local chiefs to carry out certain tasks such as building projects and levying education taxes on members of the community. Furthermore, within communities, there may be individuals who sometimes decide to help schools solve some of their financial problems.

6. **Old Students:** Old students are also good sources of secondary school funds. They know the importance because they benefited from such schools. They make their contributions through paying specific fees for building projects or by paying for resources such as textbooks, exercise books, writing materials, desks or chairs.

Other sources of funds available to secondary schools include renting school facilities such as halls, vehicles, playgrounds to the public, they also source for funds through fund raising launching where they invite well spirited members of the society to come and donate for certain projects.

**Problems of Funding Secondary Education**

The following are the identified problems of funding secondary education in Nigeria:

1. **Paucity of reliable data:** An objective analysis of education sector financing in Nigeria is hindered by the dearth of comprehensive data. Though the federal government produces data on executed budgets in the education sector annually, contributions from states and local government areas are not collated into comprehensive government accounts. This problem of inaccurate data was pointed out by Balami (2002) who observed that the overall quality of record keeping and transparency of accounting practices has affected secondary school funding as reliable data needed in the sub-sector are not available.

2. **Inadequate funding:** Lewin (2006) opined that typical budgeting pattern in Nigeria allocate relatively small amounts of public expenditure on education to secondary level, as less than 10 percent of the education budget is most of the times allocated to secondary education. Evidence exists on the degree of dilapidation that characterizes secondary school buildings in parts of the country, the non-payment of teachers salaries and allowances as a result of which strikes are the order of the day, lack of necessary teaching and learning materials at the secondary level, poor working conditions of teachers in the country among other problems. It is even worth mentioning here that the bulk of this meager expenditure goes to recurrent activities. It has also been
argued that financial mismanagement and lack of accountability of the meagre funds by officials has led to diverting substantial resources from educational institutions to other ends.

3. **Problem of competing demands;** it has become apparent that there is a limit to which the total revenue generated by government can go in view of the competing demands on government to service other sectors of the economy. Aliu (1997) disclosed that the allocation to the education sector as a share of the national budget has always constantly been below the 26 percent recommendation of United Nations Educational Scientific and Cultural Organisation (UNESCO). This problem has adversely affected secondary school funding in Nigeria.

**Problem of Donors;** According to Okuwa (2004) prior to the launching of the Universal Basic Education (UBE) in 1999, secondary education was not considered an aspect of basic education as evidenced in the definition of basic education within the Jomtien Declaration on Education for All in 1990 and the subsequent Dakar goals on EFA which restricts basic education to pre-primary, adult/non formal and primary education. For this reason, secondary education does not attract much attention from development partners in Nigeria who in the spirit of the Jomtien declaration concentrate their resources in the development of primary education, considered the bedrock of education. The limited view further reduced and apparently diverted attention from the prevailing inadequacies and consequently increasing problems of secondary education funding in Nigeria.

5. **Lack of continuity in government;** frequent changes in government from the federal, state and local government levels does not allow for continuity in secondary education funding as every government come with their policies, this has a negative impact on the education sector in general and the secondary sector in particular.

6. Community participation and partnership in educational development is generally growing but the bulk of the partnership appears largely limited to efforts of Parent Teachers’ Associations. Other groups and organizations in the communities are yet to identify fully with secondary school programmes. How to get these other groups to be actively involved in secondary school funding is a major challenge.

7. The types of support that groups in the communities provide are largely in the area of provision of repair of physical facilities. Several other areas of need exist, it is therefore important to ensure that these other areas of need are accommodated.
8. Donors and other stakeholders who support secondary education are discouraged from actively supporting the schools as a result of lack of cooperation from some communities and lack of transparency and accountability by those who manage the funds. How to ensure transparency and accountability is a challenge.

9. Most community members interact with the schools largely during PTA meetings and sports days. Little attention is paid to other important programmes of the school. It is important to evolve ways of getting parents to show interest in other aspects of school life.

10. Many groups and organisations fail to participate in school management as a result of ignorance, poverty and belief that it is the sole responsibility of government to manage education. These factors need to be reversed, how to do it effectively, is a major challenge.

**Prospects of Funding Secondary Education**

Even with the problems and challenges of funding secondary education in Nigeria, there are some prospects thus;

1. **Government support**; it is imperative to note that secondary school funding is gradually receiving attention as reported by Enukora (2003), as the country now absorbs primary VI equivalence of the nine year compulsory schooling. The junior secondary education is now for a three year duration. The implication is that more funds will be injected into the sub-sector by government for better productivity.

2. **International Financial Support**; ETF Reports (2010) opined that international development partners, both multilateral and bilateral, have also contributed financially to the development of education in Nigeria. Since 1992, there has been a succession of World Bank Loans for basic education. A total of $65 million was disbursed in 1992 – 2000 and $55 million was budgeted for the second phase covering 2000 – 2003. A further $101 million has been budgeted for the third phase that covers a range of secondary education related activities including improvements to educational management.

3. **Anti-corruption Agencies**; The Nigerian government has created the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and other Related Offences Commission (ICPC) to help check corruption in the country. This will ensure proper use of government funds and thereby brighten the prospect for funding secondary education in the country. This has started yielding results as opined
by Abubakar and Haruna (2008) that Nigeria recorded a marginal improvement on transparency international’s corruption index as it was rated 121 out of 180 countries that were surveyed in 2008 as against being last some years earlier.

4. **Vision 20-20;** Vision 2020 is a time frame programme of the federal government in which Nigeria wants to be among the 20 most developed countries by the year 2020. Aderinokun (2008) stated that Vision 2020 would be driven by infrastructural development which will be financed with $60 billion before 2013. This infrastructural development include key sectors of the economy such as power, transportation and education. The implication is that the secondary education sub-sector will also benefit from this policy.

5. **Education Data Bank;** FGN/UNESCO/UNDP (2003) disclosed that the Federal Ministry of Education in collaboration with both UNESCO and UNDP are working on the creation of an education data bank in Nigeria. This effort is highly commendable as it will bridge the gap of lack of data in the secondary sub-sector in the country.

**Policy Opinion on Funding Secondary Education:**

From previous budgetary allocations, government is concerned and determined in funding education at all levels. For example, besides other huge government investments in building classrooms, workshops, libraries and offices and the provision of textbooks, science equipment, furniture, stationeries and payment of salaries, successive governments in Nigeria both military and civilian have demonstrated their political and economic will to make education available to all citizens. This is evidenced in the introduction of money programmes of free education from the local, state and federal levels of government.

As it appears, government’s good intention is to make education free and available at all levels in every part of the country. However, the issue at stake is, does the government have the will power to achieve this noble objective? Agreed that the federal government is assisting financially in several ways which includes teachers and other staff salaries, construction and rehabilitation of classrooms, training and in-service for teachers and so on, yet these interventions have not been able to solve all the problems in the education sector. It thus becomes imperative for the federal government to fully hands off primary education to local governments while secondary education should be transferred to the state governments and for the federal government to concentrate on the tertiary level. But this can only be effective if the present revenue
sharing formula is modified in favour of more allocations to the local and state governments. The federal government should also continue to assist in areas of capital projects in the secondary education sub-sector, this will lead to an improvement in Nigeria’s secondary education.

**Recommendations**

In view of the issues raised concerning the funding of secondary education in Nigeria, the following is recommended for more efficiency in the sub-sector;

1. Since the government is still the major source of funding education in Nigeria, there is the need to change the pattern of funding so that provision for secondary education should adequately match its needs.

2. To be able to take sound decision on the management and funding of secondary education in Nigeria, there is the need to ensure availability of accurate data on the system. The government should give the data bank the enabling environment required to generate, analyse and bank the data. The institutional managers and teachers should be constantly trained in the modern data management techniques.

3. The government needs to step up its poverty alleviation process by rendering assistance to parents indirectly through provision of free books, uniforms and even free mid-day meals to the children of the poor.

4. Community participation and involvement should be encouraged; the present stance by most state governments that discourage PTAs from functioning effectively should be reviewed.

5. Government should establish companies and corporations to manufacture and distribute school materials on a non-profit basis to secondary schools. The firms should be self-financing and made less dependent on government funding. This will ensure standardization in the quality and quantity of materials and equipment used in the secondary school system.

**Conclusion**

The importance of secondary school funding in Nigeria cannot be over-emphasised as the significance of any given service to the society influences the percentage of public funds to be expended on it, and education is that worthy service. All over the world, public bodies and parents regard expenditure on education as an investment from which dividends can accrue. It is a known fact that the
educationally advanced countries are economically more advanced than those countries that are less endowed educationally. It is of relevance therefore, that secondary education should be well funded for a sustainable development of the country.

References


An Overview of Effective Budgeting in Public Organizations in Nigeria

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And

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Abstract
Nigeria is faced with the problem of ineffective budgeting that has deprived her from achieving the desired developmental goals. This problem has presented itself in the form of ineffectiveness in budgeting in public organizations. Ineffective budget undermines basic social values, threatens the rule of law, and reduces trust in political institutions. This reality of budgeting in Nigeria has posed a great challenge to any government or agency of government in Nigeria. This paper therefore has attempted to review the role of budget in public organizations in Nigeria. The paper also discussed the concept of budgeting, the methodology used is secondary data, the researchers decided to formulate research questions and hypotheses so as they will be guided in their findings. The budgetary process, the need for budgeting in public organizations in Nigeria and the problems of budgeting has been captured. The paper has conclusion and recommendations has been drawn based on the findings of the researchers.

Keywords: Effective Budgeting, Public Organizations, Developmental Goals, Basic Social Values, Budgetary Process.

Introduction
The budget is the most important instrument in any modern state. In Nigeria the reality of budget and budgeting has been dominated by myths and illusions. There is a strong perception in Nigeria that public budgeting is the exclusive preserve of the executive. Iguzor (2004) rightly reported that the budget process in Nigeria take place under legal and institutional frameworks which impede public access to official records, documents and information. Nigeria continued to retain numerous laws with secret clauses which prohibit the disclosure of information and the budget performance has been very poor. It should be noted that the budget is the most important instrument in any economy. It is noted that most public organizations in Nigeria have failed to achieve developmental goals due to ineffective budgeting.
The budget outlines government current fiscal policies and programmes. It shapes the socio-economic outlook for the year and help direct investment. The budget is seen as a vehicle for development and growth. In Nigeria budget presentations have become an annual ritual where the government reels out promises of mouth watering projects it hopes to execute during the year. Eric & Joseph (2011) reported that heavy sums of money are announced in relation to proposed projects. However, it often ends there, because at the end of the year, citizens can hardly marry the budget proposition with implementation government then resorts to blaming such poor budget implementation on paucity of funds. A budget is a document that communicates planned objectives that are to be achieved within a specific period. Budgeting provides a valuable guide to high level executive and middle management personnel in public organizations in Nigeria. A budget gives a record of expected revenue from many sources considered feasible on one hand and the proposed expenditure for the year broken down unit by unit. Western and Bringham as cited in Datong (2005) asserted that budgeting is a process which involves planning, forecasting and coordinating various arms of government, control of expenditure, assigning of priorities, imposition and collection of taxes and raising of funds where deficits is incurred. It is a financial statement which sets out policies in which public organizations intends to pursue within a time frame. The resources available for the attainment of these objectives are usually outlined and the mode of implementation of the policies is clearly spelt out.

Budgeting is the common art of allocating resources to various users and it is practiced world wide. Example, when one plans his schedule activities, programmed his food and balances his income and expenditure, it is budgeting. The budget is regarded as an effective mechanism for the establishment of priorities in relation to the available resources. It is also an instrument for implementation of national development plan. According to Cole (2004) for fiscal operations to be successful, there must be a good plan through budgeting process, strategies for implementing the programme are well put in place and ensure effective control.

**Conceptual Framework**

**Budget/Budgeting**

According to Likita (1999) budget is a proposal describing government intentions and policies that will be pursued within a given period, usually one year. Buttressing this fact Cole (2004) opined that a budget is a statement, usually expressed in financial terms, the desired performance of organizations in the pursuit of its objectives. It is an action plan for the immediate future, representing the operational and tactical end of the corporate planning chain.
Contributing Abubakar (1998) sees budget in its broadest sense as “a conscious and systematic allocation of resources prepared in advance relating to a future period and based on a forecast of key variables adopted to achieve certain policy objectives which may or may not set explicit performance targets for the achievement of objectives; it relates anticipated expenditure to anticipated revenues and forms the basis against which actual expenditure and revenues can be measured and controlled.” Buttressing this fact Hagen (2007) posited that government budget is a record of the revenues and expenditures of a government during a given period of time. It shows what the public sector intends to do during the period and how it intends to finance these activities.

Similarly Lee & Johnson (1973) posited that budgeting is a means by which organizations can be guided to produce intended consequences. That a budget on the other hand is considered as a plan document for allocating scarce resources among competing public needs and wants, the document is a reflection of the plan. In Nigeria, the federal budget indicates the government’s income sources and allocation of funds to different sectors of the economy such as defence, health, agriculture, education and the like. A budget usually describes government fiscal and monetary policies, it consists of revenue estimates, expenditure estimates (both recurrent and capital) and policies to be pursued.

Hence, budget can be seen as a quantitative expression plan of an action prepared in advance with the aim of achieving specific purpose in the period it relates. It is a financial statement which sets out the policies a government intends to pursue within a specific period of time. The resources which are available to government for the attainment of these policies are outlined and the mode of implementation of the policies set therein. Budget allows the government to decide on how each individual revenue and expenditure throughout the entire period of the plan will be implemented. It gives a vivid description of government fiscal policies and their corresponding financial plan for certain specific expenditures. Western & Brigham (1979) defined budgeting as a management tool used for both planning and control. It could be viewed as a forecast planned programme of action, which involved coordination of various arms of government. Thus budgeting is a management tool used for planning and control and enhancement of operation. We could also say it is a continuous effort to specify what should be done to get the job completed in the best way.

Public organizations are organizations established, owned, managed and financed with tax payer’s money by the government. They are established by acts of parliament, owned by government and managed by board of directors, who are appointed by the government. Some of the reasons for the establishment of public organizations are; for the provision of essential services to the public; the huge amount of capital involved in their establishment often discourage private individuals; the nature of their services may make them function as non profit making organizations; another
reason is to prevent exploitation and discrimination in the supply of goods and services or for the creation of employment opportunities among others.

Methodology

Budget performance in Nigeria has been very poor in public organization that is why the researchers decided to embark on a theoretical study on an overview of effective budgeting in public organizations in Nigeria. The researchers employed the use of secondary data comprising mainly journals and serials, pronouncement of professional bodies, publications and papers presented at workshops and seminars and information from the websites. To also guide the researchers, research questions were formulated and hypotheses on the topic, so that the researchers could come out with findings based on the research questions.

Statement of the Problem

It is expected that Nigeria would have attended an appreciable level of development going by the series of budgets that have been put in place by various government, but the story is different as the budget performance has been below expectation. This is because the practice in Nigeria is that budgeting is the exclusive preserve of the executive and that civil society organizations have no business of being involved in the process.

Research Questions

In other to have a better understanding of the stated problems, answers to the following questions will be provided.

i. How is budget prepared in Nigeria?
ii. What are the causes of budget failures in Nigeria?
iii. What are the possible measures that could be taken to make budget effective in public organization in Nigeria?

Objectives of the Paper

The objectives of this paper is to evaluate the need for effective budgeting in Nigeria.

i. To review reasons why budgeting has not been effective in Nigeria
ii. To review budget implementation in public organizations in Nigeria.
iii. To suggest recommendations on how budgeting could be effective in the future.

Hypotheses

To achieve some of the objectives of this paper, the following null hypotheses were formulated.
HO1: Effective budgeting has no significant contribution to the growth of public organization in Nigeria.

HO2: Failure of most public organization in Nigeria is not as a result of effective budget performance.

The research is considering public organizations in Nigeria to include Power Holding Company of Nigeria (PHCN), Nigerian Railway Corporation (NRC), water Utility Board, Fire Service, Mass Transit Corporation among others.

The Budgetary Process in Nigeria

The budget serves as a planning tool that compels the government bureaucrats to plan for the future. Crecine (1971) posited that public budgetary systems are devices for selecting societal ends and means consisting of numerous participants and various processes that bring the participants into reaction. The budgetary process enables them to look ahead and become more effective and efficient in managing government programmes. The budgetary process is known as the budget cycle which provides for efficient economic management. Lee & Johnson (1973) opined that the cycle allows for a system to absorb and respond to new information. The budgetary process has stages as follows:

i. Budget preparation or formulation
ii. Budget approval or enactment
iii. Budget execution or implementation
iv. Budget monitoring and evaluation

i. Budget preparation/formulation: The first stage of the budget cycle is the preparation. The budget preparation commences with issuance of the “call circulars” by the budget Department or Ministry of Finance as obtained in the Federal Government. These circulars are sent to all Ministries, parastatals, government agencies and extra-ministerial departments. The call circular, which is a guide for all ministries, assist them in preparation of their budgets based on the scope of a given format that make it easy for collection of data. The call circular is sent out early to allow for early and proper planning. Ministries are expected to include their revenue estimates, revenue projections, personnel cost and capital outlay.

After the expiration of the time for submission of the Ministerial budget, a timetable will then be produced and released to them calling them (Ministries) to come and defend their estimates. The budget defence which is a bilateral discussion between the various ministries making projections and the representatives of the budget ministry, is headed by the ministry’s commissioner or permanent secretary in the case of a state government and other senior staff such as Head of Account, Head of planning, Research and Statistics as well as other unit Heads in the ministry. At the end of the defence, the Department of budget will then pick all submissions of the various Ministries and
articulate into a single document, which becomes the state budget for the year. It is then sent to the Executive Council for deliberations and adjustment of some grey areas; since the resources available to the government are lean, the proposed budget is scrutinized and resources actually allocated.

ii. Budget approval or enactment: - The second stage of the budget cycle is the approval. The budget is approved by the legislature. In the case of Nigeria which is practicing a bi-cameral legislature at the federal level, the budget is approved by the Senate and the House of Representative, but in the state it is approved by the State House of Assembly while the councilors approved that of Local Government Councils.

iii. Budget execution or implementation: - Budget execution is the action phase of budgeting in which the plans contained in the budget are put into operation. The term “plans” is used here not to refer exclusively to planning in programme budgeting. Every budget either explicitly or implicitly contains plan concerning the work to be done and the achievement to be gained. Budget implementation therefore involves converting those plans into operations. In acting on the budget, the legislature would have provided some indications of what is called legislative intent (what they want budget to be) such as the one expressed in terms of the amount to be available for an organizational unit for specific objectives such as internal debt payment etc. Nwosu (2004) opined that the Department of Budget is the implementing agency of any budget through the use of the “warrant” which empowers the Accountant General to release funds according to the budget guidelines.

iv. Budget monitoring and evaluation: - According to Nwosu (2000) monitoring and evaluation involves using some control mechanism to ensure that there are no deviations from the articulated programmes. These measures induce the use of approved budgets as guides to release the fund through release warrant which must be issued before any approval is made by the Chief Executive. Infact, with constant and periodic monitoring, better understanding and efficient management of economic resources is gained.

The Need for Budgeting in Public Organizations in Nigeria

Budgeting involves an evaluation of the variables likely to influence future operations. Akintoye (2008) rightly reported that for a budget to be effective it must be goal oriented and realistic and all activities must be directed towards achieving the project goals.

1. Budgeting facilitates internal control of an organization:- Budgeting provides definite expectation in the planning phase in an organization and that can be used as a frame of reference for budgeting in the subsequent period.

2. Budgeting improves the quality of communication:- Buttressing this fact Omolehinwa (1989) stressed that budgeting is one of the most effective tool of communication and integration. It shows how each part of the organization relates to the end needs of the
whole. The budget ensures that government objectives and plans as well as budgetary goals, executive authorities and responsibility are clearly documented in black and white after a careful discussion and then finally transmitted to civil servants and the general public through annual estimates. This gives the public a clear picture of how government intend to spent income that will be generated for the incoming year.

3. Budgeting helps to coordinate, integrate and balance the efforts of the various ministries and extra – ministerial departments, firms and public organizations: therefore, it means budgeting enhances goals congruency and harmony within the entire governmental organizational structure and also within different departments in an organization.

4. The budget instills into public officers the habit of careful evaluation of public issues before making decisions.

5. Budgeting helps to optimize the use of resources: Human and material resources are effectively utilized through budgeting. Budgeting help us to channel resources rightly so as to obtain optimal benefit.

6. The budget serves as a guide for resource allocation: It serves as an effective tool for resource mobilization, economic management and control.

7. Budgeting help to build an atmosphere of cost consciousness and result orientation in the public service: The budget is expected to increase employee’s moral through seeking for their active participation in the formulation of plans and policies, thus reducing the problem of sub-optimization, which result when individual goals are in conflict with organizations objectives.

8. The budget serves as a significant statement of government/organizations policies in which policy objectives are reconciled and implemented in concrete terms.

**Problems Of Budgeting In Public Organizations In Nigeria**

Many reasons have been advanced for the dismal performance of budgeting in public organizations in Nigeria. One would have expected that Nigeria would have attended an appreciable level of development going by the series of budgets that have been put in place by various governments. The story is however sad that even in this millennium, our development is still far from being imagined. Nwosu (2004) opines that the following are some of the major obstacles that affect budgets performance in Nigeria:

i. Inaccessibility to budget information: - In Nigeria, budget information is limited to the technocrats. Information on past, current and projected fiscal activities of the government are not made public. Annual budgets in the Appropriation Act when published in the newspapers are most at times not detailed.

ii. Another problem of budgeting in public organizations in Nigeria is inadequate knowledge of the principles and practice of national budget. Most Nigerians do not have the knowledge of what a budget is, nor understand the meaning and reason for budgeting.
iii. Technicality of language: - Most - times the language used in the budget plan and implementation is technical and obscurant.

iv. Inadequate statistical data: - Inadequate data has been a major obstacle to the development of analytical policy tools and the assessments of impact and monitoring of policies.

v. Another problem of budgeting in public organizations in Nigeria is that the process has shut out people on whose behalf it is being made. It does not give room for active participation of the people in the different stages of the budget.

Possible Solutions to Budgeting Problems in Public Organizations in Nigeria (Findings)

From the researchers study, it is realized that a comprehensive approached to the implementation of budget guarantees the success of the budget process. In that regard, the following findings are hereby outlined:

i. In formulating the budget the language used need to be demystified so that the general public will understand the issues involved in budget preparation in Nigeria.

ii. The budget process should be open and allow for active participation of the public at different stages of budget making in public organizations in Nigeria. There is a need for pre-budget workshops, budget submit and public hearing on the budget.

iii. The Nigerians need adequate awareness on the principles of budgeting and they also need to know why public organizations need to plan proper for their source of income and expenditure.

iv. Statistical records on budgets should be properly kept for the purpose of analysis, future reference and policy formulation. It should be made available as at when due.

v. Budgeting information should be accessible to all, information on the past, current and projected fiscal activities of the government should be made public for all and sundry.

Conclusion

Budget failures have been planned on programme implementation. This has been categorized into hasty planning, time slippage, cost over – run, performance failure, policy reversals among others. Clear objectives need to be spelt out in the budget preparation. Monitoring and evaluation of programme performance could be used to reduce some of the lapses associated with budget implementation. Urgent and serious measures need to be taken to make budgeting effective in public organizations. If not the hope of Nigeria matching into the future along other nations as equals remains a mirage. Therefore, there is a need for proper monitoring of budget implementation so as to give Nigerians the desired hope captured in all annual budgets.
Recommendations
Effective budgeting is necessary in all organizations in Nigeria. Therefore it is recommended that:

1. The budget is expected to communicate the objectives and standard of performance expected of all decision makers. It should aspire to detail the receipts of expenditures of operation by identifying inputs such as materials, equipment and outputs such as kilometers of roads to be patched or repaired etc.

2. A budget should provide performance indicators in which assessments/evaluations could be made so as to determine whether the promised services and goods have been delivered at the time specified.

3. A budget should concern itself with results of effectiveness such as the percentage of road tarred number of schools built etc as the information provided are used by all decision makers.

4. Key terms in monitoring and evaluation of the budget process should be well defined such as, inputs; outputs; effects and impact.

5. A budget should be subjected to monitoring and evaluation at specific times during the implementation stage to facilitate its success.

6. All public organizations in Nigeria should be well structured with appropriate reporting lines and well defined authorities with competent budget officers as that would go a long way in ensuring the success of the budget.

References


Strategies for Increasing the Level of Practical Skills Acquired by NCE Building Technology Students in Plateau and Gombe States of Nigeria

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Abstract

This study attempted to determine the strategies for increasing the level of practical skills acquired by NCE building technology students in Plateau and Gombe States of Nigeria. Data collected were analyzed using the mean statistics. The result revealed that: technical education should be adequately funded; technical teachers should have adequate access to published materials; provisions of modern tools and equipment required for practical activities should be adequately provided. It concluded with the fact that skill acquisition can be effective if teachers and students are exposed to the necessary tools, equipment and training.

Keywords: Building Technology, Practical Skills, Acquired Skills

Introduction

Learning experiences which emphasizes learning by doing involve the acquisition of practical skills essential for making a beginning and advancing in occupations related to one’s area of interest. Practical skills are defined by Olaitan and Ali (1984) as required abilities for performing tasks adequately with the muscles in response to sensor stimuli. Practical skills are necessary in all skill acquisition situations especially where students are exposed to the practice of skills and are expected to perform these skills in occupations in which they are employed. Fatunsin (1996), Faga (2005) and Daramola (2010) opined that a viable and dynamic educational system should be based upon the development of mental and manipulative skills in such a combination that students can perform better in specific and broad occupation situations. Nzul (2004) noted that the nation is now engaged in the enormous task of changing and expanding her educational system to meet the new requirement demanded today and future world that is characterized by technological and scientific trends of development. The Federal Government in realization of the importance of technological development of the nation
introduced introductory technology in the school system and made it compulsory at Junior Secondary School level (FRN, 2004).

The objectives of intro-tech cannot be achieved without the required qualified technical teachers (Faga, 2005). In a bid to produce qualified technical teachers capable of teaching intro-tech, the federal Government introduced the Nigeria Certificate in Education, Technical Programme. The aim of the NCE (Tech) programme is to provide technical teachers with the intellectual and professional background adequate for teaching technical subjects. It also aims at making the technical teachers adoptable to changing situation in technological development not only in the country but also in the world at large.

Federal College of Education (Technical) Gombe and Federal College of Education, Pankshin offer the NCE (Tech) programme. NCCE (1996) specified that in the final year of the programme, students stand the chance of choosing one among the major courses in which to specialize. One of the major courses is Building Technology; Provision is made in the NCE (Tech) curriculum concerning tools and equipment to be supplied to the workshop for teaching the skills in building technology to the students. Another provision made for acquisition of skills in building technology is the students’ industrial works experience scheme and the mode of teaching the skills which would be laboratory works and practical as deemed appropriate for each skills.

But Faga (2005), Nneji (2005) and Daramola (2010) found out that tools and equipment needed for teaching and learning of skills are not adequately provided which is hindrance to skill acquisition in building technology. Similarly, Fadakinni (1987), Faga (2005), Nzedun (2004) and Daramola (2010) observed that there are hindrances to skill acquisition by NCE (Tech) students which include attitude of individual, lack of fund, lack of tools and equipment, among others. As a result of the forgoing, NCE building technology students usually graduate without acquiring the skills that would make them efficient and effective in teaching and self reliance outside government employment.

Based on the forgoing observations, there is the need to determine the strategies for increasing the level of practical skills acquired by NCE building technology students.

**Statements of the Problem**

The building technology curriculum at all level stated the required tools, equipment and other teaching-learning facilities for skill acquisition in building technology. But in recent years, may scholars have criticized the technical institution building trades curriculum for being inadequate and lacking the necessary skill development
components required in modern construction industries, educational sector and related field.

Efficiency and effectiveness in the teaching of skills in building construction requires that student teachers be imparted with needed skills to function properly in the art of teaching. But inadequate tools, equipment, infrastructure and other teaching and learning facilities are the causes of inadequate practical activities in building technology in technical institutions. Specifically, the NCE (Tech) curriculum stated the required materials, tools and equipment for manipulative skill acquisition in building Technology; but NCE building Tech students have often complained of lack of tools and equipment for practical activities. Similarly, Apagu, (1997) observed that many of technical schools cannot live up to their expectations due to lack of adequate tools, equipment, workshop and other teaching-learning facilities needed for the acquisition and development of manipulative skills.

According to Uzodinma (1999) many students in technical institutions graduate without having a single practical work due to lack of instructional facilities. Similarly, Onwuchekwa (2005) observed that technical education in Nigeria faces a number of problems such as; inadequate fund, inadequate supply and utilization of tools and equipment which have hindered its implementation and development. Also, Maigida (2005) pointed out that some of the problem facing technical education programme include: scarcity of qualified technical teachers, inadequacy of teacher education programme for training of technical teachers, inadequacy of tool, equipment, materials and fund.

As a result of the forgoing, this study was designed to determine the strategies for increasing the level of practical skills acquired by NCE building technology students in Plateau and Gombe States of Nigeria.

**Purpose of the study**

The purpose of the study was designed to determine the strategies for increasing the level of skills acquired by NCE building technology students in Plateau and Gombe States of Nigeria. To achieve this, the study sets out to specifically determine:

1. The institutional factors that could be use to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States
2. The external factors that could be use to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States
3. The safety utilization factors that could be used to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States

Research Questions
The following research questions guided the researcher for the study:
1. What are the institutional factors that could be used to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States?
2. What are the external factors that could be used to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States?
3. What are the safety facility utilization factors that could be used to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States?

Methods
A survey research design was employed for the study and a total of 40 respondents were randomly selected from institutions offering NCE (Tech) Building in Plateau and Gombe States of Nigeria. This comprised of 40 building teachers from the two institutions (Federal College of Education (Technical) Gombe, Gombe state and Federal College of Education, Pankshin Plateau State).

The instrument used for data collection was a research designed questionnaire titled Institutional, External, and Safety Utilization Factor Questionnaire (IESUFQ). It was validated by two experts from the Department of Science and Technology Education, University of Jos, one from Department of Building, Federal University of Technology, Yola, and one from Taraba State Polytechnic, Jalingo. The reliability of the instrument was determined using the split-half technique. The instrument was administered on 30 respondents in College of Education, Azare, Bauchi State who are not part of the study and the result was split into two, odd-numbers and even-numbers. The Spearman Rank Order Correlation Coefficient was used to obtain the correlation coefficient of the instrument. The analysis yielded reliability coefficient of 0.78. The instrument was administered personally by the researcher and the mean statistic was used for data analysis. The real limit of the assigned values of the response categories were used to take decision on the institutional factors, external factors and the safety utilization factor that could be used to increase the level of skills acquired by NCE building technology students in Plateau and Gombe States.
For answering the questions, any item with a mean response of 2.50 and above was considered as Agreed, while those items whose mean ranges from 0 – 2.49 was considered as Disagreed.

Results
The data analyses were hereby presented in the order of the research questions. The data analyses for the three research questions are presented in Table 1 – 3.

Research question 1:
*What are the institutional factors that could be used to increase the level of skills acquired by NCE building technology students?*
Table 1: Means of the responses of building teachers on the institutional factors that could be used to increase the level of skills acquired by NCE building technology students

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questionnaire item</th>
<th>X1</th>
<th>X2</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers should be opportune to attend relevant courses, seminars and workshops.</td>
<td>2.88</td>
<td>2.50</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Teachers should be allowed to have access to various staff development opportunities like in service training.</td>
<td>2.77</td>
<td>2.68</td>
<td>Agreed</td>
</tr>
<tr>
<td>3</td>
<td>There should be sufficient number of qualify technical teachers.</td>
<td>2.74</td>
<td>2.81</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Improvisations of instructional facilities should be encouraged.</td>
<td>2.76</td>
<td>2.56</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Technical teachers should always be encouraged to join professional associations.</td>
<td>2.84</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>6</td>
<td>Teachers should be accommodated in the staff quarters in the school or close to the school.</td>
<td>2.77</td>
<td>2.83</td>
<td>Agreed</td>
</tr>
<tr>
<td>7</td>
<td>Students should possess the required qualification before admitted into the school.</td>
<td>2.86</td>
<td>2.51</td>
<td>Agreed</td>
</tr>
<tr>
<td>8</td>
<td>Adequate time should be allocated for practice subjects.</td>
<td>2.80</td>
<td>2.71</td>
<td>Agreed</td>
</tr>
<tr>
<td>9</td>
<td>Workshops assistants should be competent to assist in practical activities.</td>
<td>2.75</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
<tr>
<td>10</td>
<td>A minimum of B.Ed (Tech) experiences should the qualification of technical instructors.</td>
<td>2.84</td>
<td>2.51</td>
<td>Agreed</td>
</tr>
<tr>
<td>11</td>
<td>A minimum of HND/PGDE certificate should be the qualification of technical instructors.</td>
<td>2.53</td>
<td>2.64</td>
<td>Agreed</td>
</tr>
<tr>
<td>12</td>
<td>Head of schools should be interested in the advancement of technical activities.</td>
<td>2.71</td>
<td>2.62</td>
<td>Agreed</td>
</tr>
<tr>
<td>13</td>
<td>Technical education should be adequately funded.</td>
<td>2.88</td>
<td>2.79</td>
<td>Agreed</td>
</tr>
<tr>
<td>14</td>
<td>Teachers should be exposed to industrial experienced from time to time.</td>
<td>2.76</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
<tr>
<td>15</td>
<td>Technical teachers should have free access to published materials.</td>
<td>2.52</td>
<td>2.63</td>
<td>Agreed</td>
</tr>
<tr>
<td>16</td>
<td>Students should be accommodated in the school.</td>
<td>2.56</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>17</td>
<td>The school environment should be conducive enough for practical activities.</td>
<td>2.87</td>
<td>2.77</td>
<td>Agreed</td>
</tr>
<tr>
<td>18</td>
<td>Adequate laboratory, libraries should be provided.</td>
<td>2.89</td>
<td>2.86</td>
<td>Agreed</td>
</tr>
<tr>
<td>19</td>
<td>Electricity, water and other facilities should be adequately provided.</td>
<td>2.85</td>
<td>2.74</td>
<td>Agreed</td>
</tr>
<tr>
<td>20</td>
<td>Students should be encouraged to attend lectures at the right time.</td>
<td>2.73</td>
<td>2.65</td>
<td>Agreed</td>
</tr>
<tr>
<td>21</td>
<td>Students should be encouraged to be serious with their studies.</td>
<td>2.71</td>
<td>2.8</td>
<td>Agreed</td>
</tr>
<tr>
<td>22</td>
<td>Teachers should be dedicated to their work.</td>
<td>2.79</td>
<td>2.66</td>
<td>Agreed</td>
</tr>
<tr>
<td>23</td>
<td>Admission of students should be based on merits.</td>
<td>3.42</td>
<td>3.11</td>
<td>Agreed</td>
</tr>
</tbody>
</table>
Table 1 above shows that the mean responses of all the items are above the cut-off point of 2.50; this means that the items have been rated Agreed. It also implies that staff should be accommodation in the school, teachers should have access to published materials, there should be adequate fund for technology education, adequate student accommodation should be provided, adequate tools, equipment and other teaching-learning facilities should be available for effective teaching and learning, among others.

It also implied that the respondents rated the items Agreed as the institutional factors that could be used to increase the level of skills acquired by NCE building technology students.

Research question 2:
What are the external factors that could be used to increase the level of skills acquired by NCE building technology students?

Table 2: Means of the responses of building teachers on the external factors that could be used to increase the level of skills acquired by NCE building technology students

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questionnaire item</th>
<th>$X_1$</th>
<th>$X_2$</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Industries should contribute to funding of technical education</td>
<td>2.82</td>
<td>2.94</td>
<td>Agreed</td>
</tr>
<tr>
<td>2.</td>
<td>Adequate funding should be provided to purchase instructional materials.</td>
<td>3.00</td>
<td>2.79</td>
<td>Agreed</td>
</tr>
<tr>
<td>3.</td>
<td>Adequate and modern tools, plants and equipment should be provided for practical activities.</td>
<td>3.12</td>
<td>2.45</td>
<td>Agreed</td>
</tr>
<tr>
<td>4.</td>
<td>Non-government organizations should contribute to funding of technical education.</td>
<td>2.66</td>
<td>2.56</td>
<td>Agreed</td>
</tr>
<tr>
<td>5.</td>
<td>Electricity, water and other essential facilities should be adequately provided for practical activities.</td>
<td>2.88</td>
<td>2.92</td>
<td>Agreed</td>
</tr>
<tr>
<td>6.</td>
<td>Schools are strategically located.</td>
<td>2.51</td>
<td>2.68</td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>Industrial training funds/SIWES should be more interested in skill acquisition of students.</td>
<td>2.55</td>
<td>2.60</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>There should be adequate co-operation between schools and professional bodies.</td>
<td>2.62</td>
<td>2.53</td>
<td>Agreed</td>
</tr>
<tr>
<td>9.</td>
<td>Courses should be accredited</td>
<td>2.59</td>
<td>2.61</td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Industries should be encouraged not to reject students posted to them.</td>
<td>2.85</td>
<td>2.58</td>
<td>Agreed</td>
</tr>
<tr>
<td>11.</td>
<td>The communities where schools are sited should be more interested in technical education programme.</td>
<td>2.77</td>
<td>3.14</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Table 2 shows that the means responses of all the items are above the cut-off point of 2.50. This implied that the items have been rated Agreed. Thus, all the items with mean
rating above 2.50 indicate that the respondents rated the items Agreed as the external factors that could be use to increase the level of skills acquired by NCE building technology students.

**Research question 3:**

*What are the safety facility utilization factors that could be use to use to increase the level of skills acquired by NCE building technology students?*

**Table 3: Means of the responses of building teachers on the safety utilization factors that could be used to use to increase the level of skills acquired by NCE building technology students**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questionnaire item</th>
<th>$\overline{X_1}$</th>
<th>$\overline{X_2}$</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students should be encouraged to work by themselves.</td>
<td>2.79</td>
<td>2.68</td>
<td>Agreed</td>
</tr>
<tr>
<td>2.</td>
<td>Students should replaced any tool or equipment they damage</td>
<td>2.32</td>
<td>2.09</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3.</td>
<td>Tools should be properly cleaned and returned to the store by students after use.</td>
<td>2.85</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
<tr>
<td>4.</td>
<td>Tools and equipment should be kept clean and in good working conditions at all times.</td>
<td>2.80</td>
<td>2.72</td>
<td>Agreed</td>
</tr>
<tr>
<td>5.</td>
<td>Instructional manuals should always be use by teachers and Students when operating any machine, plant or equipment.</td>
<td>2.69</td>
<td>2.71</td>
<td>Agreed</td>
</tr>
<tr>
<td>6.</td>
<td>Students should watch teachers’ demonstrations skills to them.</td>
<td>2.82</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>Students should participate when the teachers is demonstrating a skill.</td>
<td>2.79</td>
<td>2.53</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>Students should be conversant with workshop safety rules and regulation before commencing work.</td>
<td>2.69</td>
<td>2.56</td>
<td>Agreed</td>
</tr>
<tr>
<td>9.</td>
<td>Loose clothes should not be worn during practical activities.</td>
<td>2.77</td>
<td>2.61</td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Only over rolls, should be worn during practical lessons.</td>
<td>2.79</td>
<td>2.53</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Out of the 10 items shown in table 3, 1 item was rated Disagreed by the respondents. The only item rated Disagreed fell below the cut-off point of 2.50. Thus, all items rated Agreed could be used to increase the level of skills acquired by NCE building technology students

**Major findings of the study**

1. Adequate fund should be provided for technical education.
2. Technical teachers should have free access to published materials.
3. Provision of library, modern tools, equipment and other teaching-learning facilities should be adequately provided for effective skill acquisition.
4. Industries should be encouraged to contribute to the funding of technical skills acquisition.
5. Technical teachers should have opportunity to attend seminars, conferences and workshops.

Discussion
The failure in acquiring manipulative skills in technology education institutions in Nigeria is mostly linked to poor technical teachers’ education programme. The present problems tend to suggest that there is inadequate opportunity for students to relate what they have learnt to the real world.
The findings of the study revealed that the mean responses of all the items are all above the real limit value of 2.50. This implies that the respondents agreed that: to increase the level of practical skills acquired by NCE building technology students, technical education should be adequately funded; teachers should be exposed to industrial experience from time to time; technical teachers should have free access to published materials; adequate laboratory, functional libraries should be provided; electricity, water and other facilities should be adequately provided and that students needs to be accommodated in the school.
This finding is in line with Faga (2005), Onwuckewa (2005) and Nneji (2005) who found out that some of the problems facing technical education programme include scarcity of qualify technical teachers, inadequacy of teacher education programme for training of technical teachers and lack of adequate teaching-learning facilities which normally affects skill acquisition in any trade.
The finding of the study also revealed that technical teachers be giving opportunity to attend courses, seminars, workshops and conferences; be allow to have access to various staff development opportunities; encourage to join professional associations and adequate time be allocated for practical activities.
This finding is in line with Arilesere (2000) and Dada (2002) who suggested that technical students should be provided with the required practical skills and knowledge needed in the world of work. This finding is also in line with Okorie (2000) who observed that technical teachers be adequately trained to function effectively as a teacher.
He stressed further that technical teacher must be made to attend conferences, seminars
and workshops to increase their knowledge and skill to enable them function effectively.
The findings of this study further revealed that students should be encouraged to work
by themselves; tools and equipments be kept clean after use; students should participate
when the teacher is demonstrating a skill; loose clothes should not be worn
during practical activities and students should be conversant with workshop safety
rules and regulations before commencing work. This finding is in line with Elobuike
(2004) who pointed out that for students to acquire the required theoretical
knowledge and practical skills need to participate in the practical skill demonstration and also
follow workshops rules and regulations.

Based on the findings of this study, some important educational implications have
emerged. This centered on the major theme. The findings revealed that technical
teachers should be accommodated in the staff quarters, technical education should be
adequately funded, technical teachers should have free access to published materials,
school environment should be conducive for teaching-learning, students should be
accommodated in the school, industries need to be encouraged to contribute to funding
of technical education. Therefore the findings have important implication for the
government, teachers, curriculum planners, non-government organizations, students and
employers of graduates of NCE (Tech) Building technology. It implies that the findings
of this study could certainly provide an essential input for improving the acquisition
of competency in building technology. The implication to federal and state ministry
of education and other administrative arms controlling technical education programme is
in the area of adequate supply of teaching-learning facilities, tools, equipment, fund,
conducive learning environment, among others since the ministry will be required to
supply these teaching facilities.

The other implication is to educational sectors or related sectors employing the services
of NCE (Tech) building technology. This implies that graduates of improved
competence will fit into job satisfactorily without any need for further or special training
or re-training.

Conclusion
Learning experiences which emphasizes learning by doing involve the acquisition of
practical skills essential for making a beginning and advancing in occupations related to
one’s area of interest. Practical skills are necessary in all skill acquisition situations
especially where students are exposed to the practice of skills and are expected to perform these skills in occupations in which they are employed. Any viable and dynamic educational system should be based upon the development of mental and manipulative skills in such a combination that students can perform better in specific and broad occupation situations. The Federal Government in realization of the importance of technological development of the nation introduced introductory technology in the school system and made it compulsory at Junior Secondary School level. The objectives of intro-tech cannot be achieved without the required qualified technical teachers. In a bid to produce qualified technical teachers capable of teaching intro-tech, the federal Government introduced the Nigeria Certificate in Education, Technical Programme. But many scholars have found out that tools and equipment needed for teaching and learning of skills are not adequately provided which is hindrance to skill acquisition in building technology. Therefore, the purpose of this study was to determine the strategies for increasing the level of practical skills acquired by NCE building technology students. This study found out that technical education should be adequately funded, technical teachers should have adequate access to published materials and the provision of tools, equipments and other teaching-learning facilities should be adequately provided. For NCE (Tech) students to acquired the required theoretical knowledge and practical skills needed for teaching and secure jobs in wider society, the Federal and State Ministries of Education must ensure that adequate and modern tools, Equipments and other teaching-learning facilities are provided and adequately utilized and technical teachers be exposed to industrial training from time to time to increase their performance.

**Recommendations**

From the findings of the study, the following are suggested ways for increasing the level of practical skills acquired by NCE building technology students.

1. The Federal and State Ministries of Education should ensure that adequate and modern tools, equipments and other teaching facilities are supplied to laboratory and workshops.

2. Only qualified technical teachers should be admitted to the programme.

3. Practical and project work should be emphasize in teaching and learning of technical skills.

4. School heads should intensify efforts to accredited courses.
5. Technical Education should be adequately funded to ensure adequate supply of electricity, water and other facilities.

6. Technical teachers should be exposed to industrial training from time to time, should have free access to published materials, be accommodated in quarters and the school environment be conducive for teaching and learning.

7. Non-government organization and industries should contribute to skill acquisition technical institutions.

References


Relationship among Creativity, Study Habits, Self-Esteem and Academic Achievement of Secondary School Students in Sokoto State

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Abstract
This study discussed the relationship among creativity, study habits, self-esteem and academic achievements of secondary schools students in Sokoto state. The research designed adopted was correlated and hand students of senior secondary schools on the targeted population. Six senior secondary schools were selected from the study out of 61 in the six educational zones of the state of which 380 respondents were drawn as sample. There instruments were used in this research. To measure the students achievement, the raw scores in English language and mathematics in JSCE and promotion examination in SS I to SS II were obtained and correlated. The statistical tools used were Pearson product moment correlation coefficient and multiple regression analysis. The research revealed that, there is a significant relationship between each paired variables, i.e. there is a significant relationship between creativity and study habits and between study habits and academic achievement. Based on the results obtained from the analysis, the researcher made some recommendations with regard to creating a conducive reading atmosphere for the students and equipping schools with required facilities. It is also recommended that state government should endeavor to employ trained professional guidance and counselling personnel and post them to various secondary schools across the state.

Keywords: Creativity, Study Habits, Self-Esteem, Academic Achievement, Scale of Success Potential Battery (SPB).

Introduction
Academic achievement occupies a vital position and plays significant roles in the lives of students. This is so because, much importance is "being attached to paper qualification especially in Nigeria as the only "gate way" to success. It is generally believed that a child whose performance in examination is good will succeed in life. This is probably one of the main reasons why parents, governments and other stakeholders are willing to spend so
much on education children, and students are also always looking for ways to pass the examinations. They develop unrealistic examination anxiety, ignoring their leisure hours, and sometimes they create a hide out for reading or may not give adequate attention in the classrooms. This is so because too much emphasis is given to cognitive and theoretical knowledge in Nigeria system of education at the disadvantage of psychomotor and affective knowledge. It is therefore not an overstatement when Iketuonye (1989) stated that the major factor contributing to wastage of human resources is unrealistic academic and occupational aspirations, as well as misplacement of interest. The consequence of this act according to Shuaibu (1991) is that students as well as their parents have taken performance in tests and examinations a do or die affair. There is that urge to perform well to meet with the expectations of parents, teachers and the society since it is their general belief that a child's success in life rests solemnly on academic achievement. However a close look at the present Nigerian Educational institutions reveals that youths find some difficulties in coping with life situations, a result of which is the expression of destructiveness, sexual promiscuity, organization of demonstrations at schools, failing tests and examinations e.t.c. These difficulties may not be far from the fact that our society generally, is so much test achievement oriented, with the result that students who cannot meet up with the parents and society's expectations may develop negative self-esteem, unsteady study-habits and poor performance in school tests and examinations.

This single unrealistic expectation of the society on academic achievement especially in Nigeria has resulted in students and their parents taking the issue of academics a do or die affair. Thus students, teachers, schools and parents want to compensate by engaging in one form of examination malpractices or the other. The problem of examination malpractice which Afigbo in Adegbite (1999) referred to as the deadly cankerworm of the Nigerian education system is no more new or hidden. Nowadays, the situation has become worst to the extent that hardly any examination conducted be it private or public, class weekly tests, school quarterly or terminal and annual promotion examination without this menace being reported. It is imperative therefore to look for a more justified device which can facilitate teaching and learning, make knowledge permanent and result into an academic performance which will commensurate the students ability. These devices include developing the right personality factors in the students such as creativity, good study habits and positive self-esteem. Some psychologist such as Fayonbo (2001) and Amanda (2009) are of the opinion that some aspects of personality factors which include elements of creativity, good study habits
and positive self-esteem are required for good test performance, while their absence may have adverse effect on academic achievement.

The relationship between creativity and academic achievement has been examined by a number of investigators. According to one's study, creativity is highly correlated with academic achievement. Ai, (1999). Ai (1999) noted that the zeal to investigate the relationship between creativity and academic achievement dates back to the 1960s when Getzels (1962) first reported of their research on the role of creativity in school achievement. Karimi (2000) replicated the studies of (Haddon, 1968k Kranse, 1972, 1977) on the secondary school students in the Shiraz school in Iran. The result show the relationship between creativity and academic achievement to be as low as 25%. Scholars such as behroozi (1997), Nori (2002), showed that creativity was not related to academic achievement in any significant way.

Olatoye and Ogundoyin (2007) describe creativity as a basic tool for progress in any society or community. It is so important that any society that wants to make headway in any area of development must not lose sight of it. According to Getzels in Dingleline (2003), creative thinking is the highest of mental function and creative production, the peak of human achievement. Salawu (1991) in his findings confirmed that individual's achievement is functional to his/her perception of self and that any individual is motivated by a need to achieve at a level, which is consistent with his current self perceptions. Marafa (1999) remarked that children who perceive themselves positively tended to have higher academic achievement than those who perceive themselves negatively. He further explained that the influence of self has no racial boundaries; students with negative conception of their abilities seldom succeed in school regardless of their colour or race. On the relationship between self-esteem and achievement motivation, Tayo (2002) in her study confirmed that, there is statistically significant relationship between college women self-esteem and the achievement motivation and the self-esteem of their counterparts who have low achievement motivation. On study habits, Ogunsanwo (2005) opined that, study habit is determined purposefully behaviour that the individual adopts in order to learn and achieve competence creating good study habits is essential for success in schools. Kizlik (1997) described study habits as simply a behaviour pattern that is repeated until it becomes automatic. Studies on study habits in relation to achievement performance conducted by Owumanam and Osugbeje (1989) revealed that students with effective note taking performs significantly better than those who do not. In the same vein Jegede (1989)
reported a positive relationship between ones study behaviour (time and period used) and his/her academic performance.

Onwuegbuzies, Slate & Schwatz (2001) conducted a series of studies to find out the relationship between study habits and academic success and reported positive relationship between study habits and academic success. Riz, Kiran and Malik (2002) conducted a research on relationship between study habits with educational achievement. The study was undertaken in the University of Agriculture; Faisalabal, Pakistan; participants were all the 150 students of B.Sc Home Economics and M.Sc Home Economics (Food and Nutrition) during the year 2000-2001. The data they collected was analysed using X2 to draw conclusion. They concluded that there exist a significant and positive relationship between achievement and proper study schedule up by the students. Hussain (2006) conducted a study and found that there is a relationship between study habits and academic achievement of elementary and secondary school students.

**Statement of the Problem**

The ability of study effective is important for any student success in school. Many capable students at all level of education may experience frustration and even failure in school not because they lack the ability but because they do not have adequate study skills. Good study skills benefits students beyond improving their academic performance. Students who have developed good study skills are also more likely to experience an increase feelings of competence and confidence as they learn. Creativity is a very important factor in a child's academic activities, while good study habit enhances creativity. Creativity and good study habits make a child to have good self-image of himself. The combination of these three factors facilitates a very good academic performance. However, many students could neither identify their potentials nor make use of their creativity many of them have poor reading habit while many have low self-esteem towards academics. The desire to pass examination by all means without studying effectively ususally leads students into examination malpractice. These are what cumulated to students poor academic performance and eventually lead the efforts of all education stakeholders to a wastage. To find a lasting solution to this problem there is need to conduct a study to investigate the relationship among creativity, study habits, self-esteem and academic performance of students in secondary school in Sokoto state.
Research Questions
The following research questions were raised to address the study: to find out
1. If creativity is related to study habits of secondary school students in Sokoto State.
2. If creativity is related to self-esteem of secondary school students in Sokoto State.
3. If creativity is related to academic performance of students in secondary schools in Sokoto State.
4. If there is relationship among creativity, study habits, self-esteem and academic performance of secondary school students in Sokoto State.

Hypotheses
These following null hypotheses were tested in the course of this research.
HO₁: There is no significant relationship between creativity and study habit of secondary school students in Sokoto state.
HO₂: There is no significant relationship between creativity and self-esteem of secondary school students in Sokoto state.
HO₃: There is no significant relationship between creativity and academic achievement of students in secondary schools in Sokoto state.
HO₄: There is no significant relationship among creativity study habits, self-esteem and academic achievement of secondary school students in Sokoto state.

Research Design
The correlational research design was adopted in this study to find out the relationship between creativity, study habits, self-esteem and academic achievement of secondary school students in Sokoto state. Correlational research is more popular with finding degrees of relationship. In other words, it is interested in attempting to determine whether there is a relationship or not between two or more quantifiable variables and to what degree this relationship exists. The function of a correlational research is, therefore to establish relationship (or lack of it) or to use relationship in making predictions.

Population
The target population for this study were all students of the sixty one (61) state own senior secondary schools in Sokoto state. These sixty one (61) schools have an estimate population of 26,019 students according to Sokoto state Ministry of Education, Planning,
Research and Statistics division as at September, 2009. All these sixty one (61) schools are located under six (6) education zones. The zones are: Bodinga, Gwadabawa, Sokoto North, Sokoto South, Goronyo and Yabo. It should be noted that as of now, all the state government secondary schools in Sokoto state are single sex institutions; either boys only or girls only.

**Sample and Sampling Technique**

Six senior secondary schools were purposely selected from six educational zones across the state. Using Krejcie & Morgan table of determining sample size, from total population of 26,019,380 respondents were proportionately drawn from six selected schools. From each selected school, random sampling was used to pick respondents from identified sample to respond to the instruments. A total of 380 respondents were drawn from the six schools as sample size for this research. The main purpose of this study was to find out whether creativity, study habit and self-esteem have any effect on academic achievement of secondary school students in Zamfara state. To achieve this aim, the following instruments were used for the collection of data.

a. **Creativity scale**: adopted version of test 6 of the Success Potential Battery (SPB) developed by Animasahun (2007) to measure creativity.

b. **Study-Habits Inventory (SHI)**: adopted version of study - habits inventory developed by Bakare (1977) to measure habits

c. **Self-esteem scale**: an adopted version of section A of Adolescent Personal Data Inventory (APDI) developed by Akinboye (1985) to measure self esteem.

d. **Students Achievement Test Scores in English Language and Mathematics** to measure academic performance.

**Creativity scale of Success Potential Battery (SPB) (Animasahun, 2007)**

Sub scale test size (6) of success Potential Battery (SPB) developed by Animasahun (2007) was used to find out the relationship between creativity and academic achievement. Success remains the ultimate goal of human endeavour, be it in private, marriage, business, education, religion, health, politics etc, however, it connotes one thing or the other to different individual of diverse background and callings.
Nevertheless, the fact remains that the way you perceive success dictates how you pursue it. Unfortunately, what many people call success is far from the truth, and so, the pursuance of these pseudo-successes which are not lasting leads to frustration, untimely death and vanity (Animasahum, 2007). For the purpose of this study, test six (6) of SPB was adopted by the researcher. The test contains thirty-three (33) items out of which the researcher made use of twenty-five (25). The respondents were required to kindly rate themselves objectively based on their current behaviour or disposition towards each item.

Validity of test 6, sub-sale of SPB
The validity of this instrument was provided by it's author Animasahum (2007) and used by the researcher for the purpose of this study. Thus: the scale has a crombach alpha (oo) of 0.9193 (Animasahum. 200”).

Reliability of SPB sub scale test 6
The author of the inventory (Animasahum, 2007) has found the reliability of the instrument thus: the reliability coefficient of test 6 sub scale of SPB using Guttman split half (r) is 0.8580. This shows a high correlation coefficient which implies that the instrument can be adopted for this particular research.

Study Habit inventory (SHI)
The study habits inventory (SHI) developed by Bakare (1977) was used as the research instrument to find out the relationship between study habits and academic achievement. The SHI is a self report inventory which enables the individual students to describe the situations, habits and conditions which affect his use of study time and subsequent performance on tests and examination, (Bakare, 1977).

Validity of study habit inventory (SHI)
The validity of the instrument was provided by the author himself, Bakare (1977). This was reported by Shuaibu (1991). Thus: the validity of SHI has been determined through a number of studies. Correlation of 0.66, 0.60, 044, 053 and 0.56 at 0.05 and 0.01 level of
significance were respectively established at different times (Bakare, 1977) in Shuaibu (1991).

**Reliability of SHI**
This same instrument was used by Shuaibu (1991) at ABU, Zaria to measure study habits of her respondents and proved to reliable. She reported as follows: "the test-re-test reliability of the SHI was established by administering it twice to a group of thirty boys and twenty eight girls, with a time interval of three weeks" (Shuaibu 1991:52). Thus the reliability coefficient of SHI was found to be 0.83 and 0.64 respectively at 0.05 level of significance (Bakare, 1977).

**Validity of self-esteem scale**
Adolescent personal data inventory (APDI) was developed by a renowned scholar of international academic standard provided the validity of the instrument. The author of the instrument Akinboye (1985) gave an index of construct validity of the scale to be 0.62 while the coefficient alpha for internal consistency was 0.75 which is an index of item homogeneity (Akinboye, 1985). The instrument had been shown to be valid as it has been widely used by researchers among Nigerian samples with success (Salami, 1999).

**Reliability of self-esteem scale of APDI**
The reliability level calculated by factor analytical approach is 0.67. The coefficient of test - re- test reliability was found to be (re = 0.80). (Akinboye. 1985).

**Instrument of academic achievement**
The student's raw scores in English language and mathematics for about two academic years in their J.S.S. 3 and S.S 1 were obtained. The average score was found for each student and then the total for all the students, and thus correlated with relevant variables for results.

**Method of data analysis**
The four hypotheses were analysed by using inferential statistics. Hypotheses 1-3 were analysed using Pearson Product Moment Correlation statistics, while multiple regression analysis was used for hypotheses 4.
Presentation, Analysis and Discussion of Data

Hypothesis 1:
There is no significant relationship between creativity and study habit of secondary school students in Sokoto State.

Table 4.2.1: Table Showing Correlation between creativity and study habit

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>r-cal</th>
<th>r-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>380</td>
<td>112.72</td>
<td>5.978</td>
<td>378</td>
<td>.186</td>
<td>.095</td>
<td>Significant</td>
</tr>
<tr>
<td>Study habit</td>
<td>380</td>
<td>104.62</td>
<td>15.925</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is found that creativity has a calculated r-value of .186 at 0.05 level of confidence, using 378 degrees of freedom as against the critical r-value of .095. This indicates that there is a relationship between creativity and study habit. Thus, because of this, the hypothesis which states that there is no significant relationship between creativity and study habit is not rejected.

Hypothesis 2:
There is no significant relationship between creativity and self-esteem of secondary school students in Sokoto state.

Table 4.2.2: Table showing Correlation between Creativity and Self-esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>r-cal</th>
<th>r-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>380</td>
<td>112.72</td>
<td>5.978</td>
<td>378</td>
<td>.127</td>
<td>.095</td>
<td>Significant</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>380</td>
<td>11265</td>
<td>4.562</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A look at the table above shows that creativity has a calculated r-value of .127 at 0.05 level of confidence, using 378 degrees of freedom as against the critical r-value of .095. This shows that there is a relationship between creativity and self-esteem.
Therefore, the hypothesis which states that there is no significant relationship between creativity and self-esteem is not rejected.

**Hypothesis 3:**
There is no significant relationship between creativity and academic achievement of secondary school students in Sokoto state.

| Table 4.2.3: Table showing Correlation between creativity and academic achievement |
|----------------------------------|-------------------|-----------------|---------------|---------|-------|-----------|
| Variable                        | Mean  | SD    | Df     | r-cal | r-crit | Remark  |
| Creativity                      | 112.72| 5.978 | 378    | .252  | .095   | Significant |
| Academic Achievement            | 76.45 | 9.964 |        |       |        |           |

From the table above, it can be seen that creativity has a calculated r-value of .252 at 0.05 level of confidence, using 378 degrees of freedom as against critical r-value of .095. This shows that there is a relationship between creativity and academic achievement. Thus, this indicates that the hypothesis which states that there is no significant relationship between creativity and academic achievement is not rejected.

**Hypothesis 4:**
There is no significant relationship among creativity, study habit, self-esteem and academic achievement of secondary school students in Sokoto state.

| Table 4.2.4: Table showing Correlation between creativity, study habit, self-esteem and academic achievement |
|--------------------------------|-----------|----------|---------|--------|-------|----------|
| Variable                      | R         | R²       | Adjusted R² | SE     | Beta  | F        | Sig.      |
| Creativity                    | .041      | .002     | .000      | 14.589 | -.041 | .631     | .000      |
| Study habit                   | .095      | .009     | .006      | 14.535 | -.095 | 3.417    | .000      |
| Self-esteem                   | .032      | .001     | -.002     | 14.593 | -.032 | .379     | .000      |
| Academic                      | .083      | .007     | .004      | 14.522 | .083  | 2.597    | .000      |
From the table above, it can be reported that creativity has a beta value of .041 and an F-value of .631, study habit has a beta value of -.095 and an F-value 3.417 and self-esteem has a beta value of-.032 and an F-value of .379 while academic achievement has a beta value of .083 and an F-value of 2.597.

A look at the coefficient of determination shows that creativity has an $R^2$ value of .002, study habit has an $R^2$ value of .009. self-esteem has an $R^2$ value of .001 while academic achievement has an $R^2$ value of .00". This is an indication that study habit is more related to academic achievement than either creativity or self-esteem because it explains 0.9% of the variations in the dependent variable. This indicates that study habit is a better predictor of academic achievement of students than their creativity or self-esteem. Therefore, the hypothesis which states that there are no relations among creativity, study habit, self-esteem and academic achievement of students is rejected.

**Discussion of Findings**

From the findings of the hypothesis results analysed above, the major discussion would be as follows: **Hypothesis 1**: This hypothesis finds a significant relationship between creativity and study habit. This result conforms with common sense in that a creative minded child will develop a good study habit and eventually perform well in his examinations.

**Hypothesis 2**: In respect of this hypothesis, the result also sees a relationship between creativity and self-esteem. Creativity is an element of intelligence. A creative child therefore, who is reading hard, employing all the study strategies, will have confidence in himself/herself and develop a positive self-esteem which will enhance his/her academic achievement.

**Hypothesis 3**: Its result finds relationship between creativity and academic achievement. This finding conformed with the research findings of many of the researchers who worked on these two variables previously. A particular reference can be made to researches carried out in respect of the relationship involving creativity and academic achievement. The findings indicated the majority of the studies reported positive correlation between creativity and achievement while very few did not.
Hypothesis 4: Finally, when multiple regression was used to analyze the relationship among the three independent variables vis-a-visa: creativity, study habit, self-esteem and the dependent variable i.e academic achievement, the result shows that there is significant relationship between them all. This connotes, students should be helped to identify their potentials, developing their creativity, forming a good study habit and developing a positive self-esteem. No doubt, this will lead to a good academic performance of students.

Conclusion
The study established that there is relationship among creativity, study habit, self-esteem and academic achievement. It is imperative therefore that both home and school should create and encourage relaxed atmosphere for students. Their minds should be tailored towards realistic programmes that will facilitate creativity in them. Well equipped libraries should be established in secondary schools and students should be encouraged to make judicious use of them. Parents, teachers and guidance counselors should endeavour to help students to develop positive self-esteem. If all the aforementioned are actualized, no doubt there would be improvement in academic performance of secondary school students in Sokoto state.

Recommendations
Since both the previous and present researches confirmed that, the three independent variables i.e. Creativity, study habit and self-esteem are strong factors that can enhance academic achievement, and then all hands must be on deck to develop these variables among secondary school students in Sokoto state in order to attain a greater academic achievement. Therefore, the following recommendations have been made:

1. There is need for the state government to employ and post trained professional psychologists/Guidance and Counsellors to all secondary schools across the state. This category of personnel will use his professional expertise to help the students in identifying their potentials, abilities and disabilities and get fully prepared for the challenges ahead of them.

2. All secondary schools across the state should be provided with well equipped libraries, science and technical laboratories and school facilities. And students
should be encouraged to the best use of these facilities particularly the library. This would enhance students' learning ability and result in a better academic performance of the students.

3. There is need for continual improvement of teaching methods through workshops, seminars and conferences. It is the responsibility of the state government to organize from time to time refresher its teachers. This will help to keep the teachers aware of new innovations with regards to teaching. Through this, teachers will be able to apply the new acquired experience from workshops, seminars and conferences in supporting the various groups of learners to offer assistance where necessary.

4. Students should always be encouraged to boost their self-esteem through hard working and optimism. The teachers on their own part should vary their teaching methodology order to avoid bareness. Parents should desist from forcing subjects on their children with the aim of producing doctors, engineers and other lucrative professions. Rather, students should be given freedom of choosing subjects base on their abilities, interests and needs. Stories about some heroes around the students' locality could be told to encourage them to work harder and be optimistic.

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Non-Formal Education and Entrepreneurship Skills Development among Peasants in Zamfara State

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Abstract

The impact of vocational skills among peasant farmers in Zamfara State was examined in addition to entrepreneurship skills. Four hundred and twenty peasant farmers were used as sample size. The study instrument was a questionnaire (used for interview) plus an observation checklist (used for documenting the existing vocational skills training programmes the statistic used for data analysis was chi-square. It was found that there was a significant relationship between non-formal education, vocational skills and peasant farmers in Zamfara state; also significant relationship existed between vocational skills and livelihood development of peasant farmers in Zamfara State.

Keywords: Non-formal Education, Entrepreneurship Skills, Peasant Farmers, Education Practitioners, National Development, NGOs and Government Organizations.

Introduction

In the 1960s scholars and education practitioners started to recognize the importance of non-formal education as an important factor of national development. Whereas, previously, all attention had been placed on formal education as the best means for basic human resource development, scholars such as Voigt-Graf and Fiji (2005) believed that non-formal education (NFE) is available to adults though many programmes target early school leavers. Courses are tailored to the needs of the communities and are typically oriented towards practical skills and life skills. And to many Nigerians the non-formal education provided the quickest and most substantial vehicle for this purpose. This was particularly so in the developing countries of Sub-Saharan Africa, where the formal educational systems were ill equipped to provide the necessary human resources for the onerous task of national development. High illiteracy rates and lack of skills in the adult population, combined with an overburdened formal educational system to make non-formal education the most realistic mechanism for delivering education to the majority
of the people. In some Sub-Saharan African countries for example, illiteracy rates were as high as 80%, and enrollment in formal schools was as low as 21. To bring literacy and requisite skills to the general populace, governments resorted to the use of non-formal education. Thus non-formal education (primarily in the form of literacy programs but a variety of others as well) became an important part of the bundle of services that states provided to their citizens in a bid to achieve national development. Nigeria is the most populous country in Africa and the largest unit of people of African origin in the world. Nigeria is a member of the Organization of Petroleum Exporting countries (OPEC), and a leading producer of palm oil, cocoa and rubber. Despite this enormous wealth Nigeria is ranked 151st of 177 nations in the 2004 Human Development Index (United Nations Development Program, 2004a). Over 70 per cent of Nigerian population is poor and it has been reported that, the rate of unemployment in the country is about 15 per cent. Nigeria has adequate space to accommodate its teeming population. Nevertheless the population is not evenly scattered in the 36 states with Abuja the Federal capital.

Zamfara state is one of the 36 states in the federation. The state has a population of about 2.5 million people according to 2001 national population census. Over 90 per cent of the population is peasant farmers. The rate of unemployment is rising just in line with current unemployment in the country. The state is also affected by low literacy and reluctance of parents to send their children to formal schools. The aim of this paper is to examine the impact of non-formal education and vocational skills development among peasant farmers in Zamfara state. Ngwu (2006:35) posits that non-formal education covers training and instruction outside the formal education system and may be organized in form of individualized apprenticeship, vocational training in craft centers, and even as a nationwide mass literacy.

The Federal Republic of Nigeria (2000:25) outlined the goals of mass literacy, adult and non-formal education as that which shall be to:

1. provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender.

2. provide functional and remedial education for those young people who did not complete secondary education.
3. provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

4. provide in-service on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and

5. give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

There is need to study Vocational, and entrepreneur skills because of their importance to the national development of our country; Singn (2005) posited that. Skills are important to national economies for productivity and growth. In short, skills support not only greater efficiency in production and income growth for enterprises and the country as a whole, but are also seen as important conditions for raising people's income and moving them out of poverty.

Entrepreneurship skills are those skills required by individual (s) to start up an organizations business of their own individually or collectively. (Shola n.d) Entrepreneurship activities bring about business and production innovation with resultant growth in enterprises and industrial. The skills are easy to understand, practice and simple to be used in the community collectively or individually, some of the entrepreneurship skills are (leadership, innovation, creativity, business and planning. Entrepreneurship as the process of using initiative to transform business concept to new venture, diversify existing venture or enterprise to high growing venture potentials. The above definitions and discussions point to the fact that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas, value while bearing the risk of competition. Definitely Zamfara peasants need the vocational and entrepreneur skills to develop.

"Peasant", according to Schwarz, Davidson, Seaton and Tebbit (1992) is a small farmer, a tiller of the soil and a countryman" According to Crowther (1996) in Oxford Advanced Learner's Dictionary a peasant is: "countryman working on the land, either for wages or on a very small firm which he either rents or owns." In Nigeria, peasants refer to people who live in the rural areas and work on the land, which they owned or inherited. What makes the peasants in to really need the vocational skills is the fact that they work on their farms only during raining season which last about four months. Before the establishment of the centers most of the peasant travel to the southern part of
the country for manual jobs. But with establishment of the skill acquisition centers the phenomenon of migration during dry season has reduced drastically in the state. Zamfara State is one of the 36 states in Nigeria. It is in North-west political zone, with over 2 million people. The population is mainly peasant farmers. About 95 per cent of the population does not do any work during dry season. Coupled with the backwardness in western education, unemployment is eminent and biting hard in the state. Recently, there was clarion call from the Zamfara Government to Non-governmental Organizations (NGOs) Community Based Organizations (CBOs) and well to do individuals in the society to help the state to combat and or reduce the rate of unemployment. The call was answered; peasant training centers were built in the state by NGOs to train farmers in various entrepreneurship skills. Therefore, this study is poised to examine the impact of non-formal Education and Entrepreneurship skills Deployment among peasant farmers in Zamfara State.

Attacking poverty has become an international concern for placing in the paradigm of 'education and learning for sustainable development' in consideration of the reality that almost half of the world's population live in poverty. The world has deep poverty amidst plenty (World Bank, 2000). Based on the recognition that formal education programme has failed to become adequately responsive to the needs, particularly of the poorer/disadvantaged sections of people, non-formal education programme has evolved in various form as a strategic intervention for poverty alleviation. Non-formal education (NFE) is now recognized as having a significant role in a country's development. Complementing and supplementing formal education or schooling, non-formal education can significantly contribute to development as it strives to meet the learning needs of individuals in the community. NFE is the primary vehicle for providing individuals with the competencies and values they need to participate in the development of the nation. In Coombs's view, schooling or formal education failed to meet the educational or learning needs of the world's poor, particularly those in rural areas. With proper design, planning and implementation as a substitute or complement to formal education, NFE could alleviate the educational deprivation of the poor and thus contribute to rural transformation. Thus, a number of developing countries, encouraged and supported by international agencies, ventured into expanding NFE programmes. According Nnazor (2005) Adult education "encompasses all education and training activities undertaken by adults for professional or personal reasons. It includes
general, vocational and enterprise based training within a lifelong perspective" The expansion was an attempt to provide education to those unable to take advantage of opportunities for formal education. It was also an effort to make new skills and attitudes available to the poor, to circumvent cultural obstacles that prevent some individuals from using schools effectively, to use scarce educational resources more efficiently and to modify formal education itself increased education and training through NFE assumed that those who benefited from it would become more productive and be able to improve their occupational status. This would, in turn, result in narrowing the gaps in income and status between those who went through formal schooling and those who did not, the rich and the poor, the urban and the rural. Thus NFE has become not only a tool for education but also a frontrunner in teaching income generating or livelihood skills.

The direct relation between non-formal education and development is seen by many in the field of education as needing either more recognition or more investigation. The views on the success thus far and continuing need for adult and vocational education in international development strategies range from a view of absolute necessity to increasing doubt. An example of a commonly held view is, according to Pieck, (2005) that "work-related adult education" and poverty are inextricable, and that adult education is strongly linked to and defined from its relations to poverty". Since the mid 1980s there has been increased commitment of government to entrepreneurship development especially after the introduction of the Structural Adjustment economic Program (SAP) in 1986. Added to this, is the establishment of the National Directorate of Employment (NDE), National Open Apprenticeship Scheme (NOAS), Small and Medium Enterprise Development Association of Nigeria (SMEDAN), SMEEIS etc. Fundamentally Nigerian government promotes entrepreneurial culture through initiatives that builds business confidence, positive attitude, pride in success, support and encouragement of new ideas, social responsibility, providing technological supports, encouraging inter-firm linkages and promotion of R&D. Others are cheap financial resources, free access to market, prompt registration/advisory service to businesses, promotion of entrepreneurial skills acquisition through education and manpower development, production of infrastructure, export incentives, stable macroeconomic environment, security of investment, stable political climate etc. In early 2000s, entrepreneurship studies have been introduced into the Nigerian educational system especially higher institutions as a mandatory course. The Centre for Entrepreneurship
Development (CED), which has the objective of teaching and gingering students of higher institutions (especially in science, engineering and technological (SET)) to acquire entrepreneurial, innovative, and management skills, was established. This is to make the graduates self-employed, create job opportunities for others and generates wealth. Zamfara State is one of the 36 states in Nigeria. It is in North-west political zone, with over 2 million people. The population is mainly peasant farmers. About 95 per cent of the population does not do any work during dry season. Coupled with the backwardness in western education, unemployment is eminent and biting hard in the state. Recently, there was clarion call from the Zamfara Government to Non-governmental Organizations (NGOs) Community Based Organizations (CBOs) and well to do individuals in the society to help the state to combat and or reduce the rate of unemployment. The call was answered; peasant training centers were built in the state by NGOs to train farmers in various entrepreneurship skills. Therefore, this study is poised to examine the impact of non-formal Education and Entrepreneurship skills Deployment among peasant farmers in Zamfara State.

In order to give direction and focus to the study, the following research questions were raised:

1. What are the existing vocational skills mounted by government and NGOs for peasants in Zamfara state?

2. To what extent has non-formal education provided the participants with practical vocational skills?

Furthermore, the study was guided by two null hypotheses tested at 0.05 level of significance.

Ho₁ There is no significant relationship between Non-formal Education and peasants' vocational skills acquisition in Zamfara State

Ho₂ There is no significant relationship between vocational skills and livelihood development of peasants in Zamfara State.
Methodology
The population for the study consisted of 4200 peasant farmers. The population was culturally homogeneous, in other words, they were the same culture, language, and religion. The age of the population was between 35-55 years. The peasant training centers were in Chafe, Kotorkoshi, Bungudu and Maru. From this population a sample of 420 randomly selected which constituted 10% of the population.

The instrument was developed by the researcher. The instrument had four sections:
A    bio data section
B    observation section (things observed were listed)
C    interview section (questions asked were listed)
D    documentary assessment
The research instrument used was an interview schedule; the schedule consisted of 15 items. However, some of the participants could not read or write. Therefore, structured interview was incorporated. One hundred of the participants could only read in Hausa while eighty could only in (Ajami) Arabic in Hausa version. Forty participants could not read or write at all in any language. Therefore, section A bio data was read and interpreted to them. Three research assistants were used during the study. Stratified random sample was used as a sampling technique

Since the data collected were at the nominal level, each hypothesis was tested using chi-square. Data entry and analysis was done using (SPSS) Statist

Results

Research Question one: What are the existing vocational skills run by government and NGOs for peasants in Zamfara state?

In order to answer this question, documentary analysis was done and the following vocational skills were found to be mounted by NGOs and government organizations for peasants in Zamfara state. These were weaving, knitting, basket making, plumbing, sewing, welding, bricklaying, food processing and preservation, agric marketing, animal rearing, poultry, honey farming and electricity repairs.
For easy analysis respondents were engaged in three main categories of vocational skills follows;

**Category 1:** Weaving, sewing, kneading, basket making and hair dressing

**Category 2:** Welding, plumbing, bricklaying, and electric repairs.

**Category 3:** Food processing and preservation, agric marketing, animal rearing, poultry and honey farming.

**Hypothesis one:** There is no significant relationship between Non-formal Education and Peasants’ vocational skills acquisition in Zamfara State

This hypothesis was tested using chi-square of independence and the result is presented in the table below:

**Table: Summary of chi-square test for significant relationship between non-formal education and peasants’ vocational skills acquisition in Zamfara State**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>N</th>
<th>MEAN</th>
<th>Df</th>
<th>Std. Deviation</th>
<th>Calculated</th>
<th>X² Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy programmes</td>
<td>420</td>
<td>57.24</td>
<td>1</td>
<td>25.241</td>
<td>7.243</td>
<td>3.84</td>
</tr>
<tr>
<td>Vocational skills</td>
<td>420</td>
<td>(23.81)</td>
<td></td>
<td>12.862</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > 0.05

At alpha level of 0.05 and degrees of freedom of 1, the critical value is 3.84. Since the calculated value of 243.8 is greater than the critical value of 3.84, we reject the null hypothesis and accept the alternative. This means that there is a significant relationship between Nonformal Education and peasants’ vocational skill acquisition in in Zamfara State

**Hypothesis two:** There is no significant relationship between vocational skills and livelihood development of peasants in Zamfara State.

This hypothesis was tested using chi-square of independence and the result is presented in the table below
Table: Summary of chi-square test for significant relationship between vocational skills and livelihood development of peasants in Zamfara State.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>N</th>
<th>MEAN</th>
<th>Std.Dev</th>
<th>$X^2_{cal}$</th>
<th>$X^2$</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship skills increase in personal income</td>
<td>420</td>
<td>73.01</td>
<td>12.618</td>
<td>8.741</td>
<td>3.84</td>
<td>1</td>
</tr>
<tr>
<td>Entrepreneurship skills increased my upward mobility</td>
<td>420</td>
<td>30.32</td>
<td>13.717</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At alpha level of 0.05 and degrees of freedom of 1, the critical value I was 3.84. Since the calculated value of 290.6.8 was greater than the critical value of 3.84, the null hypothesis was rejected and the alternative accepted. This means that there is a significant relationship between vocational skills and livelihood development of peasants in Zamfara State.

Discussion

This study investigated the impact of non-formal education and vocational skills on livelihoods of peasants in Zamfara state of Nigeria. Generally, the analysis of the result obtained showed that non-formal education and vocational skills are effective in the provision means of livelihoods among peasants in the study area. There are many definitions of education, however, most of the definitions are pointing to the fact that education is means powering individual to be critical of his context, which by implication enhances people's empowerment through increased awareness. Adult education in developing countries plays three basic roles, namely, tradition, economic and political. The traditional role with technical education, and the political role with implementing ideology.

Entrepreneurship is the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential. Entrepreneurs identify an innovation to seize an opportunity, mobilize money and management skills, and take calculated risks to open markets for new products, processes and services. Entrepreneurship is known as the capacity and attitude of a person or group of persons to undertake ventures with the probability of success or failures. Non-formal education is best at meeting real needs arising from
concrete objectives of physical survival (Coletta, 1996:26); in this regard, it has much in common with indigenous education, and cultural transmission. Its focus on basic survival needs is evidenced by its stress on the transmission of skills relevant to the immediate needs of recipients more than theoretical knowledge. In addition, Non-formal education is on the resurgence, contributing most of the skills and generating most of the knowledge necessary for implementing the development efforts. The resurgence of non-formal education appears tied to the movement away from modernization as the driving paradigm of Third World development, towards increased emphasis on sustainable development which seeks to "tap the strengths of indigenous cultures as rich repositories of knowledge" (Kleymeyer, 1992:23).

Conclusion
Zamfara is a state with numerous business and investment potentials due to its abundant vibrant and dynamic human and natural resources. Tapping these abundant and valuable resources require the ability to identify potentially useful and economically viable fields of endeavors in which adult and non-formal education is most suitable. As indicated in the study, all the farmers are very much interested in the non-formal education vocational skills introduced in Zamfara state. The interest became more glaring during dry season when most of the farmers remain jobless or doing anything until raining season. Not only that, the vocational skills centers now serve as motivating factors to parents to send their children to primary schools. All the participants use to educate their friends about what they learnt in the centers and advise them to send their children to schools so that the children do not become like them.

Recommendations
Based on the significance of the result of the research, the researcher wishes to make the following recommendations:
1. More centers for adult non-formal education need to be established in all communities in the state, especially vocational education centers where women and young drop-outs should learn various skills which include tailoring, hair-dressing, weaving, soap making, pomade making, bakery, bag making etc.
2. Other community programmes of instruction in health, nutrition and family life education, and co-operatives, are important in poverty eradication and therefore should be incorporated into the existing programme.
3. Full participation of women in adult and non-formal education /entrepreneurship programmes could be encouraged and actualized through awareness creation and motivation, which involves funding and remuneration.

References


Simmel, G. (1950) the stranger in K. Wolf(ed.), Sociology of George Simmel, Glencoel 1;


Influence of Gender on Senior Secondary School Students in the Production of the Standard Igbo Phonology

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Abstract

This study discussed the influence of gender on students’ production of the standard Igbo phonology. The researchers observed that students that senior secondary school students in Udi Education Zone of Enugu State use Udi dialect (phoneme) in the production of the standard Igbo phonemes hence the need for this study in order to determine whether there is gender disparity in this regard. The researchers used the Expost-Facto research design for the study. One research question and one hypothesis were formulated for the study. A sample population of (330) three hundred and thirty (165 males and 165 females) was used for the study out of 1,650 SS2 students representing 20% of the entire population. The instrument for data collection was Influence of Dialectal Phonology on Standard Igbo Production Test (IDPSIPT) which contained 25 words which students were asked to pronounce and tape-recorded by the researchers. Data analysis was done by using Mean and Standard Deviation while the hypothesis was tested at 0.05 level of significance using T-test. The findings of the study showed that gender influences students in the production of the standard Igbo phonology since the female students did better than the male ones. Again, Udi phonology influences the learning of standard Igbo. However, some recommendations were made.

Key Words: Language, phonology, phonemes, dialects, standard Igbo, gender and production of sounds.

Introduction

Language is a symbol of communication which man uses to express what he has in mind and especially when he comes in contact with others. Human beings use language for communication and without language, it will be difficult to know or
appreciate what another person has in mind. It is language that distinguished man from other lower animals.

In support of this, Farinde (2005) sees language as a hallmark of any group of people, community or society which is one enormous advancement man has over other species of animals. In the same vein, Nuhu (2005) equally agrees with the above definition of language when he observes that language is a medium of instruction which plays a prominent role in placing human beings above other creatures.

Every race has a unique language they use in their environment for communication. In the same vein, the Igbos as a race speak Igbo language. Igbo language is one of the Nigerian languages spoken in the south-east of Nigeria. Again, Igbo language is one of the three major Nigerian languages Hausa, Igbo, and Yoruba – which Federal Government Nigeria approved to be taught in secondary schools in Nigeria. It is based on the importance of language that Federal Government of Nigeria states clearly in the NPE (2004) thus:

Government appreciates the importance of language as a means of promoting social interaction and national cohesion, and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity, it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba (p.10).

The above assertion shows that the teaching and learning of the above languages is of great importance in primary, secondary and tertiary institutions in Nigeria.
learning of language begins with pronunciation of the various sounds of the respective language correctly. To this end children start learning any given language by pronouncing the alphabets and sounds in accordance with the grammatical rules of the language. It is only when a child pronounces the sounds of the language very well that the child will be termed to have learnt the language. In agreement with the above statement, Ayodele, Oyeleye, Yakubu and Ajayi (1990) state that because of the importance of language, it is necessary to speak the language correctly without blemish. They further stated that if a speaker of any language fails to articulate the sounds of the language accordingly, it brings distortion of the meaning of such words or sounds. This means that it is important that one should speak any language correctly or in accordance with the grammatical rules of the language. In this respect, learners of Igbo language should always try to learn and speak the standard form of the language and not in their various dialects.

It has been observed that students who learn Igbo language use their various dialects in speaking and writing Igbo language in the senior secondary schools certificate examinations for instance, the West African Senior School Certificate Examination. The West African Examinations Council Chief Examiners’ Report (2007; 2008; 2009, 2010, 2011) state that students did not do well in Igbo language over the years because of some problems. One of such problems is numerous dialects in Igbo language which students used in attempting Senior School Certificate Examination. The
dialectal problems is evident in the phonology and phonemes of the dialects with which students adopted, used in writing and producing sounds as against the standard Igbo. Phonology is the study of sounds in languages. It studies the phonemes used in the production of sounds in languages. Mbah and Mbah (2010) define Phonology as the study and organizational structure of speech sounds across languages. Such speech sounds or phonemes are often used by students in their various dialects in speaking and writing the standard Igbo. Both the standard Igbo and other dialects of Igbo have different phonemes with which they are spoken and written.

The students from Udi Education Zone use their dialects instead of Standard Igbo. For example:

<table>
<thead>
<tr>
<th>S/N</th>
<th>Udi Dialect</th>
<th>Standard Igbo</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wune /wune/</td>
<td>nwanne  njwanne/</td>
<td>Relation /rilej intervene/</td>
</tr>
<tr>
<td>2</td>
<td>wayi /wayi/</td>
<td>wnaanyi/ŋwaŋli/</td>
<td>Woman /womatŋ/i/</td>
</tr>
<tr>
<td>3</td>
<td>weghi /weŋgi/</td>
<td>nweghi /ŋweŋgi/</td>
<td>Nothing /ŋwTheŋ/</td>
</tr>
<tr>
<td>4</td>
<td>wa /wa/</td>
<td>nwa /ŋwa/</td>
<td>Child /ŋwThe Ald/</td>
</tr>
<tr>
<td>5</td>
<td>oye /oye/</td>
<td>onye /oŋye/</td>
<td>Who /ho:/</td>
</tr>
<tr>
<td>6</td>
<td>ye /ye/</td>
<td>nye /ŋye/</td>
<td>Give /ŋv/</td>
</tr>
<tr>
<td>7</td>
<td>Aho /awhɔ /awhɔ /awhɔ /</td>
<td>afo /ŋfɔ /ɔ /</td>
<td>Stomach /ŋstAmɔk/</td>
</tr>
<tr>
<td>8</td>
<td>ayi /ayi/</td>
<td>/ŋai/</td>
<td>We /ŋw/</td>
</tr>
<tr>
<td>9</td>
<td>eʒi /eʒi/</td>
<td>ezi /ezi/</td>
<td>Pig /ŋp/</td>
</tr>
</tbody>
</table>

In the above examples, the students used the phonemes of Udi in pronouncing the above words instead of the standard Igbo phonemes. For example, the following Udi phoneme: /w/, /y/ /h/ /wh/ / contradict the standard Igbo phonemes such as /nw/ /ny/ /f/ /z/ in the examples cited above.
Gender is a term used to explain whether the males do better than the females in an achievement test. Umo (2001) states that issues concerning competition and games are supposed to manifest in gender with reference to Igbo grammar. Furthermore, Umo believes that gender is very important in order to determine whether the males do better than the females in language learning. Again, Akabogu (2002) supports that female children do better than their male counterparts in the production of some words in different languages. In line with the above statement, Nnachi (2007) states that female students do better than the males in language learning and other arts related courses/subjects. Therefore, this study investigates the gender disparity in the pronunciation of the standard Igbo phonemes in order to ascertain whether the Udi dialectal phonemes influence the males more than the girls or vis-à-vis.

**Purpose of the Study**

The purpose of this study is to find out the influence of gender on senior secondary school students in Udi Education Zone of Enugu State in the production of the standard Igbo phonemes.

**Research Question**

To what extent does gender influence students in the production the standard Igbo phonemes?
Hypothesis

The following null hypothesis was tested at 0.05 level of significance using T – test.

H₀₁: There is no significant difference in the mean achievement scores of male students and the mean achievement scores of the female students in the production of the standard Igbo phonemes.

Methodology

The researchers used expos-facto research design. Expos-facto research design is the type of design used to find out the relationship between one variable and another. Ali (2006) sees expos-facto as a descriptive study which determines the relationship pre-existing between one (X) variable and (Y) another. Nworgu (2006) states that expos-facto seeks to establish cause-effect relationships between two non-manipulable independent variables such as sex, location.

The researchers’ interest in using the above named research design is that the topic under investigation has to do with the production of the Standard Igbo phonemes in order to find out the sex that is influenced by dialectal variants.

Area of the Study

The area of the study is all the senior secondary schools in Udi Education Zone of Enugu State which has its headquarters at Ngwo. The researchers chose this area because it was observed that students in the area often use Udi dialect in speaking and
writing the standard Igbo which has over the years affected them in both internal and external examinations such as SSCE. Besides, the researchers are from Udi and are very familiar with the environment.

**Population of the Study**

The population of the study was all the SS11 students who are in current session of 2011/2012 from Udi Education Zone. They are one thousand six hundred and fifty in number according to audit unit of the Post Primary Schools Management Board, Udi Zonal Office at Ngwo.

**Sample and Sampling Technique**

The researchers sampled a total number of three hundred and thirty (330) (165 male students; 165 female students). SSII students representing twenty per cent (20%) of the entire population of (1,650). Therefore, the researchers used percentage as a technique in sampling. Ali (2006) explained that percentage is used in sampling when the population is high.

**Instrument for Data Collection**

The instrument used for data collection is Influence of Dialectal Phonology on Standard Igbo Production Test (IDPSIPT). The instrument IDPSIPT was designed by the researchers and it contains twenty-five (25) Igbo words which the students pronounced. Each correctly pronounced word in standard Igbo was assigned 2 points while each wrongly pronounced word was assigned 1 point.
Validation of Instrument

In order to ensure that the instrument attained its objectives, the researchers handed it over to two experts in Language Education and one in Measurement and Evaluation at the University of Nigeria Nsukka for validation. Their comments were used to modify the instrument.

Method of Data Collection

The researchers administered the instrument to the SSII students who were asked to pronounce the (25) twenty-five Igbo words. The production of the words was tape-recorded by the researchers. After tape-recording students’ production of the words, the researchers played the tape and matched students’ pronunciation with the Standard Igbo phonemes in order to determine the sounds they pronounced correctly and those wrongly pronounced. The research assistants who were Igbo teachers in the sampled schools were used.

Method of Data Analysis

The researchers used mean and standard deviation to analyse the data collected in this study. Each correctly pronounced word was given 2 points while wrongly pronounced word was given 1 point.

Correctly Pronounced Word \( CPW = 2 \) points

Wrongly Pronounced Word \( WPW = 1 \) point

\( 2 + 1 = 1.5 \)
This means that the criterion mean for acceptance of correctly pronounced word is 1.5.

Again, the researchers used t-test in testing the hypothesis.

**Results**

Research Question:

To what extent does gender influence students in the production of the standard Igbo phonemes?

**Table 1** Mean Standard Deviation of the influence of Gender on Students’ Production of the Standard Igbo Phonemes

<table>
<thead>
<tr>
<th>S/N</th>
<th>Standard Igbo</th>
<th>English Equivalent</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>anya</td>
<td>eye</td>
<td>1.36</td>
<td>0.48</td>
</tr>
<tr>
<td>2</td>
<td>anwu</td>
<td>sunshine</td>
<td>1.39</td>
<td>0.49</td>
</tr>
<tr>
<td>3</td>
<td>enwe</td>
<td>monkey</td>
<td>1.34</td>
<td>0.47</td>
</tr>
<tr>
<td>4</td>
<td>onye</td>
<td>who</td>
<td>1.29</td>
<td>0.45</td>
</tr>
<tr>
<td>5</td>
<td>anyi</td>
<td>we</td>
<td>1.40</td>
<td>0.49</td>
</tr>
<tr>
<td>6</td>
<td>onu</td>
<td>happiness</td>
<td>1.32</td>
<td>0.47</td>
</tr>
<tr>
<td>7</td>
<td>aghara</td>
<td>careless</td>
<td>1.75</td>
<td>0.42</td>
</tr>
<tr>
<td>8</td>
<td>agha</td>
<td>war</td>
<td>1.78</td>
<td>0.41</td>
</tr>
<tr>
<td>9</td>
<td>nwere</td>
<td>have</td>
<td>1.26</td>
<td>0.44</td>
</tr>
<tr>
<td>10</td>
<td>onweghi</td>
<td>he has none/nothing</td>
<td>1.33</td>
<td>0.47</td>
</tr>
<tr>
<td>11</td>
<td>were</td>
<td>take</td>
<td>1.69</td>
<td>0.46</td>
</tr>
<tr>
<td>12</td>
<td>oghere</td>
<td>an opening</td>
<td>1.72</td>
<td>0.44</td>
</tr>
<tr>
<td>13</td>
<td>mmanya</td>
<td>wine</td>
<td>1.48</td>
<td>0.50</td>
</tr>
<tr>
<td>14</td>
<td>nwanne</td>
<td>relation</td>
<td>1.37</td>
<td>0.48</td>
</tr>
<tr>
<td>15</td>
<td>nwoke</td>
<td>man/female</td>
<td>1.33</td>
<td>0.47</td>
</tr>
<tr>
<td>16</td>
<td>nwaanyi</td>
<td>female</td>
<td>1.29</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Table one above shows the mean and standard deviation of both male and female pronunciation of the above Igbo words. The table shows that the following mean scores represent the words which the male students pronounced well: 1.75; 1.78; 1.69; 1.72; 1.79; 1.73; 1.64 and 1.76. The above mentioned mean scores were above the criterion of 1.50 which is the level of acceptance. However, the following mean scores 1.36, 1.39, 1.34, 1.29, 1.40, 1.32, 1.26, 1.33, 1.48, 1.37, 1.33, 1.29, 1.30, 1.35, 1.40, 1.26 and 1.37 represent the words which the male students did not pronounce well.

This shows that the male students did not do well in the production of the Igbo words. On the other hand, the mean scores that represent the words which the female students pronounced well are 1.76, 1.88; 1.83; 1.84; 1.77; 1.75; 1.64, 1.86; 1.76, 1.66 and 1.80.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>nwa</td>
<td>child</td>
<td>1.30</td>
<td>0.46</td>
<td>NPW</td>
<td>1.32</td>
<td>0.47</td>
<td>NPW</td>
</tr>
<tr>
<td>18</td>
<td>onyinye</td>
<td>gift</td>
<td>1.35</td>
<td>0.47</td>
<td>NPW</td>
<td>1.33</td>
<td>0.47</td>
<td>NPW</td>
</tr>
<tr>
<td>19</td>
<td>anyanwu</td>
<td>sun</td>
<td>1.40</td>
<td>0.49</td>
<td>NPW</td>
<td>1.43</td>
<td>0.49</td>
<td>NPW</td>
</tr>
<tr>
<td>20</td>
<td>nye</td>
<td>give</td>
<td>1.26</td>
<td>0.44</td>
<td>NPW</td>
<td>1.27</td>
<td>0.44</td>
<td>NPW</td>
</tr>
<tr>
<td>21</td>
<td>chinenyere</td>
<td>god’s gift</td>
<td>1.37</td>
<td>0.48</td>
<td>NPW</td>
<td>1.40</td>
<td>0.49</td>
<td>Not Pronounced Well</td>
</tr>
<tr>
<td>22</td>
<td>anu</td>
<td>bee</td>
<td>1.79</td>
<td>0.40</td>
<td>Pronounced well</td>
<td>1.86</td>
<td>0.34</td>
<td>Pronounced well</td>
</tr>
<tr>
<td>23</td>
<td>nwo mmiri</td>
<td>drink water</td>
<td>1.73</td>
<td>0.44</td>
<td>Pronounced well</td>
<td>1.76</td>
<td>0.42</td>
<td>Pronounced well</td>
</tr>
<tr>
<td>24</td>
<td>anara</td>
<td>garden egg</td>
<td>1.64</td>
<td>0.48</td>
<td>Pronounced well</td>
<td>1.66</td>
<td>0.47</td>
<td>Pronounced well</td>
</tr>
<tr>
<td>25</td>
<td>aghugho</td>
<td>trickery</td>
<td>1.76</td>
<td>0.42</td>
<td>Pronounced well</td>
<td>1.80</td>
<td>0.40</td>
<td>Pronounced well</td>
</tr>
</tbody>
</table>

**Grand Mean**

|   | 1.46 | 1.53 |   |   |   |   |   |   |

**Key:**

PW = Pronounced Well

NPW = Not Pronounced Well

Table one above shows the mean and standard deviation of both male and female
On the contrary, the following mean scores represent the Igbo words which the female students did not pronounce well: 1.36, 1.31, 1.27, 1.42; 1.31; 1.29; 1.41; 1.37; 1.24; 1.32; 1.33; 1.43; 1.27; and 1.40 because they were not up to 1.50 level of acceptance.

It is important to mention that the grand mean for the males is 1.46 while that of the females is 1.53 which shows that the females did better than the males in the production of the standard Igbo phonemes. This equally shows that Udi diatetal phonemes influence the males more than the females.

**Testing the Hypothesis using t-test**

H0: There will be no significant difference in the mean achievement scores of male students and the mean achievement scores of the female students in the production of the standard Igbo phonemes.

\[
T = \frac{X_1 - X_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}
\]

**Key:**
- \(X_1\) = Mean for males
- \(X_2\) = Mean for females
- \(SD_1\) = Standard deviation for males
- \(SD_2\) = Standard deviation for females
- \(N_1\) = No of males
- \(N_2\) = No of females
- \(Df\) = \(165 + 165 - 2 = 330 - 2 = 328\)
- T-table = 1.960

Hypothesis tested at 0.05 level of significance.
Table two (2) Shows the Difference in the Mean Achievement Scores of Students with regard to Gender

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Male $X_1$</th>
<th>SD$_1$</th>
<th>Female $X_2$</th>
<th>SD$_2$</th>
<th>T-cal</th>
<th>T-table</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1.36</td>
<td>0.48</td>
<td>1.76</td>
<td>0.42</td>
<td>8.16</td>
<td>1.960</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1.39</td>
<td>0.49</td>
<td>1.36</td>
<td>0.48</td>
<td>0.56</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1.34</td>
<td>0.47</td>
<td>1.31</td>
<td>0.46</td>
<td>0.58</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1.29</td>
<td>0.45</td>
<td>1.27</td>
<td>0.44</td>
<td>0.40</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1.40</td>
<td>0.49</td>
<td>1.42</td>
<td>0.49</td>
<td>0.37</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>1.32</td>
<td>0.47</td>
<td>1.88</td>
<td>0.32</td>
<td>1.27</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>1.75</td>
<td>0.42</td>
<td>1.83</td>
<td>0.37</td>
<td>0.19</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>1.78</td>
<td>0.41</td>
<td>1.84</td>
<td>0.35</td>
<td>0.15</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>1.26</td>
<td>0.44</td>
<td>1.31</td>
<td>0.46</td>
<td>1.10</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>1.33</td>
<td>0.47</td>
<td>1.29</td>
<td>0.45</td>
<td>0.08</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>1.69</td>
<td>0.46</td>
<td>1.77</td>
<td>0.41</td>
<td>1.73</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>1.72</td>
<td>0.44</td>
<td>1.75</td>
<td>0.43</td>
<td>0.65</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>1.48</td>
<td>0.50</td>
<td>1.64</td>
<td>0.48</td>
<td>3.07</td>
<td>1.960</td>
<td>S</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>1.37</td>
<td>0.48</td>
<td>1.41</td>
<td>0.49</td>
<td>0.85</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>1.33</td>
<td>0.47</td>
<td>1.37</td>
<td>0.48</td>
<td>0.80</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>1.29</td>
<td>0.45</td>
<td>1.24</td>
<td>0.43</td>
<td>1.15</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>1.30</td>
<td>0.46</td>
<td>1.32</td>
<td>0.47</td>
<td>0.63</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>1.35</td>
<td>0.47</td>
<td>1.33</td>
<td>0.47</td>
<td>0.45</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>1.40</td>
<td>0.49</td>
<td>1.43</td>
<td>0.49</td>
<td>0.68</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>1.26</td>
<td>0.44</td>
<td>1.27</td>
<td>0.44</td>
<td>0.02</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>1.37</td>
<td>0.48</td>
<td>1.40</td>
<td>0.49</td>
<td>0.68</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>1.79</td>
<td>0.40</td>
<td>1.86</td>
<td>0.34</td>
<td>0.75</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>1.73</td>
<td>0.44</td>
<td>1.76</td>
<td>0.42</td>
<td>0.07</td>
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</tr>
<tr>
<td>24</td>
<td></td>
<td>1.64</td>
<td>0.48</td>
<td>1.66</td>
<td>0.47</td>
<td>0.05</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>1.76</td>
<td>0.42</td>
<td>1.80</td>
<td>0.40</td>
<td>0.93</td>
<td>1.960</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>1.46</strong></td>
<td><strong>1.53</strong></td>
<td><strong>1.46</strong></td>
<td><strong>1.53</strong></td>
<td><strong>1.46</strong></td>
<td><strong>1.53</strong></td>
<td><strong>1.46</strong></td>
</tr>
</tbody>
</table>

The above table on the hypothesis on Gender shows that only items 1 and 13 that have t-cal of 8.16 and 3.07 respectively which shows that there is significant difference
in the mean achievement of students in the production of the two Igbo words represented by the above t-cals because they are above the t-table of 1.960. On the other hand, the other t-cals in the table indicated that there were no significant differences in the mean achievement scores of males and females in the production of the Igbo words by students. This shows that the t-cal agree with 0.05 level of significance.

Discussion of the Results

The findings of this study as evident in table one(1) shows that female students did better than the male students in the production of the standard Igbo phonemes. The mean score of the females is 1.53 while that of the males is 1.468 (1.47). This means that Udi dialectal phoneme influences the male students more than the female students. This also implies that the females did better than the males in pronouncing the standard Igbo phonemes. In support of this, Umo (2001) states that most researchers believe that female students have greater interest in learning language more than the males. Umo further asserts that gender influences the teaching and learning the Igbo language because every nation/race has a peculiar language they speak which has to do with gender.

Again, Akabogu (2002) supports Umo (2001) when she states that female children do better in the production of words with one sound or two which shows that the female children learn language faster than the male ones.
On the hypothesis, table 2 shows that apart from the t-cal 8.16 and 3.07 which were above the t-table of 1.960, other t-cals in the table showed that there was no significant difference in the mean achievement between males and female students because the t-cals agreed with 0.05 level of significance.

**Implications of the Study**

Based on the findings of this study, the following implications are noted:

1. If Igbo language teachers fail to teach the production of standard Igbo Phonemes correctly, it will affect learning because the students will continue to use their dialect in the production of the standard Igbo Phonemes which may later affect them in external examinations such as SSCE.

2. The findings of the study also show that females did better than the males in the production of the standard Igbo phonemes. This means that in future, the number of female Igbo teachers will continue to increase more than the males.

**Conclusion**

In conclusion, the study has shown that gender influences students in the production of the standard Igbo Phonemes. The influence affects the male students more than the female students. In other words the female students did better than the male students in learning the standard Igbo phonemes.

**Recommendations**

From the findings of this study, the following recommendations were made:
- That Igbo language teachers should make serious efforts in teaching students the standard Igbo Phonemes so that they acquire them.

- That Igbo language teachers should always organize competitions on oral production of the standard Igbo Phonemes/Phonology between two classes or between two schools.

- Government should organize training and workshop for Igbo teachers on standard Igbo Phonology and most importantly for those in Udi Education zone.

- That male students should always be encouraged to study the Igbo language by giving them incentives and rewards so that they develop more interest in learning the Igbo language.

- That government should send qualified Igbo language teachers to secondary schools in Udi Education Zone.

REFERENCES


Improving Nigerian Secondary School Writing: The Dictionary Method

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Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka

Abstract

The study explored the effects of the use of the dictionary in teaching L2 writing to improve quality as measured by the incidence of errors. Fifty students were used for the study. Fourteen writing activities in letter, essay, and speech writing were used for the study that lasted 12 weeks. At the end of the treatment, the students were post-tested using the same instrument for the pretest. The result showed that the incidence of errors in the treatment group dropped by 83 per cent demonstrating that the use of the dictionary in L2 writing improves quality in writing.


Introduction

This study explores the means of improving the quality of writing of Nigerian secondary school students and, indeed, all L2 secondary school students, noted for poor writing, throughout the world. Writing in Nigerian English language classroom is taught not only to make students literate, but also to help them pass their School Certificate English Language Examination (SCELE) with at least a minimum of credit level pass to enable them to either gain admission into Nigerian universities or secure a white collar job for School Certificate holders. The expectation of all English language teachers in Nigeria is to have at least 90 per cent of their students attaining a minimum of credit level pass in their SCELE. The question, however, is: To what extent is the teachers’ expectation realized in the SCELE? Below is a sample result of SCELE from 2007-2011 for 15 randomly selected secondary schools in Nigeria.
Table 1: Statistics of School Certificate English Language Examination Results of Sampled Nigerian Schools from 2007-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Candidates</th>
<th>A1</th>
<th>A2</th>
<th>B3</th>
<th>B4</th>
<th>C5</th>
<th>C6</th>
<th>P7</th>
<th>P8</th>
<th>P9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1052</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td></td>
<td>150</td>
<td>156</td>
<td>225</td>
<td>249</td>
<td>256</td>
<td>1052</td>
</tr>
<tr>
<td>2008</td>
<td>1197</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td>175</td>
<td>226</td>
<td>230</td>
<td>235</td>
<td>293</td>
<td>1197</td>
</tr>
<tr>
<td>2009</td>
<td>955</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td></td>
<td>163</td>
<td>195</td>
<td>145</td>
<td>152</td>
<td>278</td>
<td>955</td>
</tr>
<tr>
<td>2010</td>
<td>1002</td>
<td>12</td>
<td>40</td>
<td>52</td>
<td></td>
<td>184</td>
<td>206</td>
<td>200</td>
<td>203</td>
<td>105</td>
<td>1002</td>
</tr>
<tr>
<td>2011</td>
<td>1092</td>
<td>8</td>
<td>20</td>
<td>30</td>
<td></td>
<td>296</td>
<td>351</td>
<td>87</td>
<td>155</td>
<td>145</td>
<td>1092</td>
</tr>
<tr>
<td>Total</td>
<td>5298</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2410</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5298</td>
</tr>
</tbody>
</table>

Incidentally, assessment in the examination is accuracy-based focusing on grammar and mechanics as major parameters and appropriateness of writing to its genre as secondary parameter. In a communicatively-based assessment, the parameters for assessment are appropriateness of writing to its genre, range of cohesive elements for connecting sentences, and the degree of variety in sentence structure (Hedge 1999). In the accuracy-based assessment, the marks fall within the range of 1-9 and are matched with letter grades as follows: A1-A2 (excellent), B1-B2 (very good), C5 (good), and C6 (average), P7-P8 (pass), and F9 (fail). Table 1, therefore, shows that a total of 5,298 candidates sat for the SCELE from 2007-2011. Of this figure, 2,410 (43.7 per cent) passed with a minimum of credit level pass while 2,888 (56.3 per cent) passed below the credit level. The statistics paint a disappointing picture for the English language teachers. This is, indeed, a better picture compared with the national average which is so poor that it has become a matter of public debate in the Nigerian National Assembly on the causes of mass failure in SCELE. There are many possible causes for the current state of affairs. Among the causes are the teacher factor (teachers’ proficiency to impart knowledge), pedagogy (method of teaching), resource materials (nature of textbooks in use), student factor (student attitude to learning), and environment (learning environment). Of these possible causes, the one that has generated great research interest is pedagogy. In spite of his research finding that no single method is superior to others (Sherwin 1969), innovations in L2 writing pedagogy continue to mushroom. Two theories account for this development (Warnock 1973). The first theory suggests that students suffer from
what this study terms “tabula rasa syndrome” (having nothing in their brains to write about). The teaching goal is to provide the students with basic knowledge of content and its organizational pattern. The second theory states that students lack expressive power and, therefore, the need to teach them strategies for expressing themselves. Against this background, innovations in L2 writing have witnessed three major paradigm shifts—the product, process, and computer-mediated methods.

Influenced by the rhetorical theory of writing that emphasized “inventing, arrangement, and style” (Winterowd 1973:702), the product method made its debut with a focus on the teacher and accuracy. It was analytical in techniques and was closely associated with the grammar-translation method of language teaching. Teachers made students analyse the structure of extracts from well known authors. The extracts formed the model for students’ composition and they were encouraged to imitate the model in terms of arrangement, style, grammatical and mechanical accuracy—imitation echoed behaviourism. With the replacement of grammar-translation method with audio-lingual method of language teaching, the classical product method was replaced by the control expression method (Pincas 1963). Retaining the accuracy and teacher-centredness of the classical product method, the controlled method was concerned with accuracy which was taught, following the principles of audio-lingual method, through substitution of linguistic form in sentences. The substitution drills ranged from words in sentences of various forms to sentences in paragraphs. To complete the circle of accuracy in writing, focus on content, organization, and accuracy became the concern of the paragraph development method. Topic sentences were developed into paragraphs and complete essays were written, using the paragraph principle. The use of outline became the guide for writing essays.

The next innovation that appears to replace the product method and its modifications is the process method. A cognitively-based approach to writing, the process method is the employment of the cognitive strategies of “setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising and editing” (Hedge 1999:683). Thus, the process method is anchored in the theory that writing is a cognitive skill involving appropriate strategies and processes (Connor 1999). The process most often noted are prewriting, drafting, revising, editing, and publishing (Ellis 2000). This means that writing is ordered. However, post-process research has demonstrated that the order is not fixed, but recursive as the writer moves forth and back from one step to the other (Cary 2012). Although the process method can be individualised (students working independently), it is often associated with group work in L2 context because students benefit from one another through group interaction as ideas are pooled together (Storch 2005). The use of collaborative effort is informed by sociocultural theory that stresses the relationship between social interaction and the cognitive development of the individual (Brown 2007). Unfortunately, the process method has not gained the attention
it deserves in L2 writing classroom in Nigeria, where the controlled expression and paragraph development methods are popularly used.

Lastly, the exploitation of high-tech resources in L2 writing pedagogy is the latest development in the innovative process. Currently, there are computer-mediated writing programmes (Ng 1999), use of the computer in teaching grammar (Jarvis and Szymczyk 2010) and the use of such software as word processor, concordancers, Google eduAdvanced search (Stapleton and Radia 2010) as aids to writing. Applications of high-tech resources work effectively in the language classroom where appropriate infrastructural facilities are in place—constant electricity supply, availability of the software, personnel for repair and maintenance of the hard and software, digital natives (people to whom computers have become their culture—Jarvis and Szymczyk, ibid).

The advantage of the use of high-tech resources in L2 writing is the autonomy and freedom it offers to the student (Jarvis and Szymczyk, ibid) in the learning process and the relief it gives the language teacher from the drudgery of classroom routines—marking of scripts and class management.

In Nigeria, high-tech educational resources are unavailable in the primary and secondary schools. In addition, the infrastructural supports mentioned above are non-existent. Therefore, the Nigerian secondary school English language teachers are compelled to make optimum use of available educational resources in the form of government prescribed textbooks, teachers’ guides and syllabus to make the students not only literate, but also to prepare them for SCELE, an examination that determines their future after the secondary school. Because the teachers have no input in the choice of government recommended textbooks and syllabus and because the recommended textbooks are written by Nigerian textbook authors in line with the specifications in the syllabus, teachers are compelled to follow the methodology in the books they use for teaching. The popular methods in L2 writing are controlled and paragraph development methods. In terms of grammar teaching, the most popular method is the deductive in which the students learn grammatical and mechanical rules and apply them in writing.

In a study on the causes of poor writing among Nigerian secondary school students, it was revealed that the major cause is the teachers’ too much emphasis on grammar, spelling, and punctuation as marks of good writing (Okoye 1991). This emphasis induces fear, tabula rasa syndrome, and subsequent hatred for writing. Okoye’s study, in the opinion of this study, is a sad commentary on teaching method. It does underscore the need to explore alternative methods that could improve the quality of students writing and, at the same time, make the teaching of grammar and writing pleasurable exercises. The alternative is the dictionary method, which appears to be unexplored in the literature of L2 writing.

The Study

The dictionary method is the teaching of how students can apply the rich linguistic resources in abridged dictionaries like Longman Dictionary of Contemporary English,
which addresses writing problems of L2 writers, in the process of writing to minimise the incidence of errors in accuracy-based context of writing. It is noted that the dictionary is not only a tool for checking spelling and meaning as it is generally believed by both teachers and students, but also a source of vital information for the budding L2 writer. For instance, it provides information on spelling by treating homographs, and compound words to enable the young writer to spell these problematic words well. For consistency in spelling, American and British spellings are provided. Grammatical accuracy in the use of words is assured with such information on number for nouns, tense for verbs, comparison of adjectives and adverbs, restrictions imposed by usage on these parts of speech are also provided. Appropriateness in the choice of words is solved through information on usage labels (formal, informal, colloquial, slang, etc), frequency of usage of some common words, synonyms, antonyms, collocational patterns of words, a major problem in L2 writing, and idiomatic expressions to enrich vocabulary, a major problem in L2 writing, are adequately supplied. Finally, the various meanings of a given word are provided and contextualised to avoid the problem of malapropism (using words in the wrong context). The use of each meaning is illustrated with either phrases or sentences as the case may be. These illustrative sentences are useful guides for the L2 writer to learn how to use the meanings in sentences. Armed with these linguistic resources, this study explores how these resources could be used to improve the quality of students’ writing. To this end, the question investigated in this study is: How can the dictionary be used to improve the quality of students’ writing for accuracy-based assessment?

**Method**

The study employed a quasi experimental research design. Specifically, the pretest post test non equivalent group design was utilized. Two schools were randomly drawn for this study. One was assigned to the treatment group while the other was assigned to the control group through a toss of the coin. The treatment group was taught using the dictionary approach while the control group was taught using the conventional approach. Writing was taught, using the controlled and paragraph development methods. The study occurred during the normal English class sessions and lasted for twelve weeks. At the commencement of the study, the students were pre-tested. The pre-test occurred during the first two contact periods and consisted of three writing activities done under examination condition to ensure that the students performed optimally. The first pre-test was two letters of apology of 250 words each. One was addressed to a friend for hurting feeling. The other was addressed to the School Principal for insubordination. The second pre-test was an essay of 400 words on “My Favourite Sports”. At the end of the study, the students were post-tested by replicating the pre-tests. There are two parts to the study. The first was an interactive discussion on the use of the dictionary, using reading passages. The goal was to sensitize the students in the rich linguistic resources of the dictionary to correct the erroneous impression that the
dictionary is for checking spelling and meaning. The use of the dictionary that was of great interest to this study was its use for writing. Its resources for pronunciation and the historical root (etymology) of words were not investigated. The second part of the study was also an interactive session on writing which focused on letter, essay and speech writing, using the dictionary as a ready reference tool to solve writing problems of the L2 writer such as appropriate choice of words, collocations, number, agreement, tense, spelling, and punctuation.

For the study in the use of dictionary, excerpts of about 350 words were drawn from the fields of sports, religion, politics, entertainment, advertising, diseases, transportation, and education—fields of current interest among Nigerian youth. For each excerpt, two exercises were provided. The first was five comprehension questions designed to help the students to understand the central theme of the passage. The second was a list of key words from the excerpt to give the students practice on the use of the dictionary. Students were allowed five minutes to read the passage silently. Thereafter, the teacher read aloud the passage to the students to ensure comprehension. The comprehension questions were answered orally by students as the teacher directed. Volunteers helped students who had problems with the questions. From the answers, the group worked out the central theme of the passage and discussed it briefly. Key words from the passage were written on the chalkboard. As the teacher mentioned each word on the chalkboard, the students were directed to find it in the dictionary. The first to find the word was given a prize. For each word, the following pieces of information were checked: part of speech, spelling variations, usage restrictions, as in the case of noun (singular, plural restrictions, non-count). Such restrictions have implications for sentence agreement. Other pieces of information checked were: usage label (formal, informal, colloquial, slang, taboo), collocations of the word, the various meanings of the word and the illustrative sentences for each meaning, the meaning of the word appropriate to the passage and its illustrative sentence, synonyms, antonyms, and idiomatic expression of each word. After examining all the information which the dictionary has for each word, questions leading the students to understand the rich linguistic resources contained for each word were asked. The students were led to understand the value of each piece of information to writing especially the illustrative sentences which demonstrate how the various meanings of the words can be expressed in sentences and how the grammatical information is used in sentences.

Writing activities were used to demonstrate the application of the dictionary in the writing process. There were 14 writing activities as follows: nine for letter, three for essay, and two for speech writing. The focus on each topic was on format, content, and the use of the dictionary to check relevant information on suggested words for the content. To this end, the students worked out, with the guidance of the teacher, the format and content of each topic. Similarly, typical key words for the contents were suggested and listed on the chalkboard. For each word, the students checked for all the
information on it as practised during the session on the use of the dictionary. The meaning appropriate to the writing activity was selected and its illustrative sentence written on the chalkboard. Students were selected to write their own sentences on the chalkboard, using the illustrative sentence from the dictionary as a model. The students’ sentences provided the opportunity to teach grammar and mechanics inductively. After the discussion on grammar, the students drew an outline for the writing activity. Guided by the teacher, the students wrote collectively on the selected topic using the key words which have been checked in the dictionary. The collective writing was collectively edited. The teacher read the final version to the students and erased it from the chalkboard. The students were assigned to write on the same topic individually, using recall from class activities and submit to the teacher for assessment. The teacher corrected the individual writing by pointing out areas which needed improvement. No overt marks were awarded. However, the teacher noted and read out to the group the best scripts and awarded prizes to the writers. At the end of the study, the group was post-tested by the replicating the pre-test. The tests were marked, using the three parameters of grammar, mechanics, and appropriateness to determine the incidence of errors in the three parameters in both the pre-/post-tests. For the control group the lesson went on normally using the conventional approach. The topics and contents were the same for both the treatment and the control group.

**Result and Discussion**

Table 2a: Frequency of Error for treatment group

<table>
<thead>
<tr>
<th>Error Types</th>
<th>Pretest</th>
<th>Posttest</th>
<th>%Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical</td>
<td>385</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td>350</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td>300</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1035</td>
<td>180</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 2b: Frequency of Error for control group

<table>
<thead>
<tr>
<th>Error Types</th>
<th>Pretest</th>
<th>Posttest</th>
<th>%Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical</td>
<td>384</td>
<td>365</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td>350</td>
<td>294</td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td>298</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1032</td>
<td>885</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Table 2a reveals that the frequency of errors of the treatment group for the pre-test was 1,035 as opposed to 180 for the post-test. There was 83 per cent reduction in the frequency of errors in the post-test.
For the control group, as shown in Table 2b the error reduction is very low. As we can see in the Table the percentage error reduction is 14.5% as against 83% reduction recorded for the treatment group. Although the study did not produce error-proof result for the treatment group, it did reveal a drastic reduction in the incidence of errors. This indicated improvement in the quality of writing as measured by the parameters of accuracy-induced assessment. There are possible reasons for this development. The major reason is students’ awareness and exploitation of the rich linguistic resources of the dictionary in the writing activities. The use of the dictionary helped in tackling such problems as appropriate choice of words, collocations, number, tense, agreement, spelling, and sentence structure. To motivate the students to learn, a number of techniques were employed. First, prizes were awarded to deserving ones. Second, the collaborative effort in writing helped those suffering from “tabula rasa syndrome” to have clues on what to write about and how to write it as ideas were pooled together (Storch op cit.) by the group. Finally, the teaching of grammar and mechanics was discussed inductively.

Conclusion
This study concluded from the result of this study that the use of the dictionary in L2 writing among secondary school students is an effective tool in improving quality of L2 writing.

Pedagogical Implications
The conclusion drawn from this study stresses the need to teach Nigerian secondary school students and, indeed, all L2 writers in secondary schools throughout the world how to use the dictionary for writing. The teaching and its practice should help the students to form the habit of using the dictionary each time they write to solve their linguistic problems.

References


