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EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO.

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THE PACESETTER:

JOURNAL OF

EMMANUEL ALAYANDE COLLEGE OF EDUCATION,
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CALL FOR PAPERS

It is a pleasure to introduce to you another volume of our newly packaged College Journal, entitled **"THE PACESETTER"**. The Pacesetter is a bi-annual and multi-disciplinary educational journal. Articles are hereby invited for publication in subsequent issues.

Guidelines to Contributors
1. All articles should be original, analytical, scholarly and empirical.
2. The cover page should bear the title of the paper, typed in upper case and lower case letters, centred between the left and right margins, and positioned in the upper half of the page, author's full name (surname first in uppercase letters) and contact address.
3. Articles should not exceed twelve (12) pages (including figures, tables and references) and should be typed on A4 sized paper double spacing.
4. An abstract of about 200 words must precede every article.
5. Manuscripts should be submitted in triplicate with an assessor's fee of ₦2,500.00 in Cash or Bank draft, drawn in favour of the *Research and Publications Committee,* Emmanuel Alayande College of Education, P. M. B. 1010, Oyo, Oyo State, Nigeria.
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1. Afolabi, A. O. (2006). Effects of Computer Assisted instructional packages on the academic performance of secondary schools students' in Biology in Oyo. *Ilorin Journal of Education,* 33(8): 268-274.

2. Adedigba, T. A. and Raji, R. A. (2006). Effects of enhanced collaborative group strategies on Colleges Students' achievement in population education. *International Journal of Research in Education.* 3(1): 235-239.

3.   Salami, R. I., Oyewole, S. O. O., Odunsi, A. A., and Ogunlade, I. O. (2003). The effects of animal and plant protein-based diets on the crude protein requirements of cockerel starters. *Tropical Journal of Animal Science,* 6(1): 39-45.

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     Retrieved from http://www.stats.govt.nz on June 3, 2013.

BOOK CHAPTER(S) IN EDITED BOOK
1.   Ekemode, K. O. & Salami, R. I. (2000). *Scope and branches of Agriculture.* In K. O. Ekemode (Ed.), Introduction to Agriculture for sustainable development. (pp.9-15). Lagos, Nigeria: Nigerian Association of Agricultural Educators.
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1.   Adele-Bolaji, W. A. (1999). *Eta-Oko*. Oyo, Nigeria: Immaculate City Publisher Nig. Ltd.
N.B. *The first letter of the first word of the main title, subtitle and all proper nouns have capital letters.*

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THE PACESETTER:
JOURNAL OF
EMMANUEL ALAYANDE COLLEGE OF EDUCATION
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EDITORIAL COMMENTS

It is a great pleasure to introduce to you another issue of the College Journal – **THE PACESETTER**. This edition which is Volume 19 No 1 included thought provoking articles which bother on economic and curriculum issues, teacher education and national transformation among others.

Thanks to members of editorial team for their commitment and scholarly assessment of the manuscripts. No doubt, their thoughtful and precise recommendations have helped us to make worthwhile editorial decisions. Our appreciation goes to our highly esteemed contributors from far and near. Needless to say that their contributions have continued to sustain our commitments.

We hope you will find the reading of this volume as stimulating, refreshing and educative as we have packaged it. We welcome reviews, position papers and research reports that may further broaden our perspectives of the various issues raised in this volume of the journal. The College Management is commended and appreciated for given us an enabling environment to undertake research programmes of this nature from time-to-time.

Special thanks to the *Tertiary Education Trust Fund (TETF)* for assisting in the production of this edition. We appreciate this wonderful contribution and look forward to similar assistance on subsequent editions in order to reach more hands. We also want to appreciate the esteemed contributors, assessors and our editorial consultants for their wonderful supports.

Thank you.

Farayola, P. I.
Editor-in-Chief

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ANALYSIS OF CHALLENGES FACING L2 LEARNERS OF ENGLISH LANGUAGE IN NIGERIAN SCHOOLS

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Abstract

This study is set out to analyse the challenges being faced by students learning English as a second language in Nigerian schools. Among the identified problems which hinder students' mastery of the subject include: teachers' incompetence in the subject, application of wrong pedagogy, poor attitude, role conflict between English language and the indigenous languages, lack of linguistic raw data base, confusion in the transition period and skill acquisition challenge between EMT and ESL users. Based on these identified problems, the study recommends that government (State and Federal) should intensify efforts to train more English language teachers, provide needed instructional materials and facilities such as language laboratories, tapes, films, audio visual and audio-lingual materials. Teachers of English language should try to change their methods, improve on their pronunciation and general attitude towards the subject. Enough English language books should be made available in school libraries.

Introduction

Language can be described as a system of communication via written or spoken words used by the people of a particular community, nation or area. It is an essential aspect of life through which every human being is able to communicate with one another. All over the world today, there is no community where there is no means of communication. According to new Webster's Dictionary (2004:554) Language is an organized system of speech used by human being as a means of communication among themselves.

According to Uba (2010), English is the mother tongue to about a tenth of the world's population while it is a second or foreign language to a fourth of the population in the world. Other findings also revealed that half of the mails that go from one part of the world to another are written in English language.

Nigeria as a multilingual nation with different ethnic groups and mother tongues has no unified language system common to all of the three major ethno-lingual divides vis; Hausa, Igbo and Yoruba. In Nigeria, English language has come to stay as a major factor to solve the ethnic crises and to bring unity among the people. It has been considered as a second language. In the country, the three major indigenous Nigerian languages are made compulsory in schools, and every child is expected to learn one of Hausa, Igbo or Yoruba as his or her second language. This therefore establishes the fact that there are great challenges which hinder the effective use of English as a language in Nigeria. Although English language is meant to be used in this new dispensation to display some form of uniformity both in standard and the actual usage, the question now is whether such uniformity of standard and usage can be possible in Nigeria considering the level of the various

languages in Nigeria. This work therefore language in Nigeria and also proffers

Significance of the Study

The significance of this study is to bring the attention of the Ministry of Education, the teacher, the principals, education planners, administrators and those who have interest in the Nigeria educational system, to the factors (problems) that hinder the progressive performance of students in English language in Nigerian secondary schools. These among others will enable or help to improve the quality of teachers' education in higher institutions particularly in English language and to enable the teachers meet the teaching expectations.

English Language at the UBE level

A statistical observation of performances of students who sat for WAEC and NECO examination in the year 2012 shows that students performed woefully in English Language both at the internal and external examinations annually. This could be attributed to a number of factors including poor background in the subject at the primary school level where the pupils have their first formal contact with the language. With the poor background of students in English Language in the primary schools, the students find it difficult in the secondary schools to build up their knowledge and competence in English Language.

The National Policy on Education in Nigeria recognizes the importance of both the mother-tongue and English Language at the primary school level. It recognizes the appropriateness of mother-tongue to childhood education and requires English to assist at the later stage in the primary school where the mother tongue resources may not be sophisticated enough for the expression of concept and for the teaching of other subjects. The policy at this stage is however fraught with several problems one of which is the vagueness of the phrase : "at the later stage". The policy failed to state exactly when this later stage should start or when the medium of instruction should change from the mother tongue to English Language.

At present, what operates in the primary schools is amorphous; the abrupt switch over from the mother-tongue to English Language cannot but be detrimental to pupils' educational attainment. The situation forced the teacher to alternate between mother-tongue and English Language at the stage where pupils do not understand what they were taught but commit the content of the subject to memory in order to pass their examination.

Proficiency of the English Language Teacher

Abe (1994;123) citing Tiffen (1968) says that "the fact that English is needed for communication at both national and international levels has important implications for teaching". Lawal (1989;79) is of the view that "a positive attitude on the part of the teacher is essential for the language teacher to make his students improve in the second language learning" . An English teacher should therefore realize that the language serves as a base for all other subjects.

The role of English teacher can be easily frustrated if care is not taken. Williams (1981;105) notes that "a teacher's pronunciation itself constitutes a hindrance to effective teaching and learning of English language. The teachers should have both the linguistic and communicative competence in the language they are teaching for clear understanding". Obanya (1985:123-126) discovers that the English teacher must do a lot on his own English and Shuttle (2006:24-

30) re-emphasizes the point that "the remaining important variable in the learning situation is the teacher himself; his skills and personality are instrumental in creating the condition for learning".

Halliday (1978:24) in his own

educational failure is linguistic failure is merely to take the first in explaining it". This means that most immediate accessible cause of educational failure is poor English ability. This means that the mastery of English language is key to success in whatever field one finds himself.

Method of Teaching English Language

Another factor that affects the teaching and learning of English language in Nigerian schools is that of selecting appropriate teaching methodology by the teachers. Bamgbose (1962), in answering questions on how a second language can be taught suggested as follows;

> *We too in Nigeria should experiment more and more with the use of tapes, language laboratory, films, programmed Textbooks, faster reading devices and language teaching aids.*

It is the belief of this writer that English language teachers should be more careful in their selection of methods in order to bring out the desired change in the learners. This is important because inappropriate selection of teaching method that suites sex, age, and family background often leads to boredom and disinterestedness on the part of the learners. Inadequacy in this contributes to the notion of many Nigerian students that English language is difficult and an abstract subject.

Teachers' Attitudes towards Learners of English

Teachers' positive attitudes towards English as a second language have effect on students' performance. The performance of students is bound to be poor when the teacher's attitude is negative towards the classroom rapport. Students' motivation and participation, students' error and low learners' interest teaching or learning of English language..

Attitudes of Students Towards English language

Another major factor that affects teaching /learning of English is the attitude of the students themselves towards learning of the language. The attitude of the immediate environment of the child can influence his learning. Wilkins (1991) says:

> *If the social attitude is negative, the overall achievement can be relatively poor no matter how much the teacher does the jobs.*

Conflicting Status and Roles of English language

The difference and conflicting functions which the English language performs in Nigerian schools are the root of the teaching/learning problems in the study of the language. English language performs three broad functions in Nigeria, viz; accommodation, participation and social mobility.

Before a child gets introduced to formal education, He/she already has a language in his /her repertoire, that is, the mother tongue. If the white substance used in cooking is called "iyo" in Yoruba, a child will learn another name for it in English language which will conflict with the one in the child's repertoire already known thereby, leading to confusion and disinterestedness on the part of the learner.

Problems Facing Schools and Teachers

Failure to supply qualified teachers coupled with the absence of maximum

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facilities in schools have serious effects on students' performance in examinations. Most of our secondary schools are understaffed, especially in the case of English Language, to the extent that teachers that are not specialized in

Language teaching with their subjects of specialization. The result of this is the inability of the teachers to give necessary texts and assignments to make students compete in the English Language. In most schools, there are no well equipped libraries. The same for audio-visual and audio-lingual materials which greatly enhance the teaching learning of English.

Interference

This refers to those instances of deviation from the norms of either language which occur in the speech of a bilingual as a result of their familiarity with more than one language. The term implies an arrangement of patterns that result from the introduction of foreign elements into the more highly-structured domains of language such as the bulk of the phonemic system, a large part of the morphology and syntax, and some areas of vocabulary, culture and discourse (Weinreich, 1974;115).

In other words, interference is a term which refers to a situation whereby two different languages overlap. In such a situation, the linguistic system of one of the languages is transferred into the other in the process of producing the latter which is the second or target language. For instance, English and Yoruba can be regarded as two different languages that overlap. In an attempt by a Yoruba/English bilingual to speak English language, the system of the Yoruba language in terms of grammar, lexis, phonology and semantics are transferred into those of English. The features of the dominant language are transferred to the subordinate or target languages at the phonological, lexical, grammatical and discourse levels.

Two types of interference can be distinguished. The first type is the practice interference. This in an interference phenomenon that helps in the acquisition instance, sounds such as /b/, /d/, /t/, which occur in most Nigerian languages aid the acquisition of similar sounds in English phonology. The other type of interference is the retroactive type. This type retards the process of the acquisition of the target language. For instance, lack of sounds such as the voiced labiodental /v/ and the voiced dental fricative /∂/ which are present in English but absent in Yoruba for instance makes it difficult for Yoruba English bilingual to acquire the English sounds. Similarly, the lack of long vowels in Yoruba hinders the acquisition of long vowels in English by Yoruba bilinguals. It is difficult at times for these learners to distinguish between such words as sit/sit/ and seat/si:t/.

The Learner

An average Nigerian learner of English is already a linguistic adult by the time he learns English, unlike the native speaker who acquires the language as a child, a linguistic adult already would have learnt one language, which is his mother tongue before leaning English. Since he already has this language located for his immediate needs, he does not feel the urgency to learn English as does the EMT child acquiring it. Also, the Nigerian learner of English learns it as a second language. He thus naturally transfers some features from his mother tongue to the second language: such features may hinder or facilitate his learning of the language.

The Linguistic Data

Before the learner can learn English adequately, there has to be availability of raw linguistic data. In an English-as-Mother-Tongue environment

there is abundant data in natural and artificial setting all surrounding the child at home, at school at play, everywhere. The English-as-Second-Language learner is exposed to limited data in his own environment. Much of the data he is exposed to cannot be described as raw

and on mass media programme. Consequently, the learners end up learning and using bookish and stilted English.

The Agents of Exposure

Agents of exposure serve as the source of the linguistic data discussed above. These agents include parents, friends, teachers, books, mass media e.t.c. In an EMT situation, all these agents are abundantly present whereas not all are in abundance in an ESL situation. Agents associated with formal education e.g. teachers and textbooks provide the main source of data supply and these are complemented by the mass media. One problem that may occur here is whether the teacher should be a native speaker. Also, what method should the teacher adopt,- direct method or translation method? While there may not be enough equipment to support the former method, the latter method is fraught with the problems of cultural difference and message preservation thereby affecting the teaching/learning of English language.

Transition Problem

The process of learning English itself is arduous for the Nigerian learner of the language. There is no smooth transition from home to the school. The learner is expected to learn the language, which is near to him/her and at the same time learn other subjects in it. In other words, the child is expected to learn things in a language he does not yet understand. He will end up memorizing both the language and content of subjects without learning the means of

understanding and expressing himself clearly in English

Maturation

It takes a long time and learning experiences for a learner to mature in a language. The maturation process takes place when a child understands and expresses this in a language. Although maturation is a psychological process in child development, the acquisition and use of language(s) are always part and parcel of this process. In child psychology, the age of concretization of objects for a normal child is between 7 and 11 years.

Language Development

The learner of English in Nigeria encounters some problems in terms of language development. Apart from the fact that the agents of exposure are limited, even those agents available as teachers and reinforcers also may have their own weaknesses in terms of lack of competence, experience and dedication to duty. Language development can also be affected by the learner's predisposition and attitude towards learning. While there may be derogatory comments from environs of non-English speaking people to discourage the learners, on the other hand, there may be pressure from the leaner's family on him to achieve a high proficiency in the language for socio economic reasons.

Time and Motivation

The EMT learner unconsciously begins to learn English from birth. He is exposed to English language 24 hours in a day, when awake, in sleep e.t.c. Thus, by the time he is five years old one could wonder the amount of time he has spent acquiring English. The story is however different for a ESL learner who comes in contact with English language for a maximum of about 6 – 8 hours a day, or even less - one can imagine how long it

will take him to achieve the competence of the 5year old EMT child.

Similarly, it has been said that the motivation for learning language cannot be as strong as for learning a mother tongue. A child who learns English as a primary means of communication has a greater motivation for learning than a

examining) in the country's educational system, listening and speaking are thus poorly developed in the learners. The inefficient manner in which the skills in the learner's MT and English are introduced simultaneously in the primary school does not give the learner room to develop fully in some skills and actively transfer some

It should be noted, however that ESL learners can be better motivated towards the secondary language under favourable learning conditions and environment, e.g. with qualified and experienced teachers, adequate and appropriate teaching aids and equipment, books and media facilities.

Procedural circumstances.

It is recognized that much of the English learning and use in Nigeria takes place in a formal setting only with a limited kind of English, albeit technical English or bookish English can be mastered in such environment. It thus needs to be said that improved conditions of learning in semi-formal and informal setting will facilitate adequate mastery of diverse registers of English. There is no doubt that the continuous development and improvement of programmes in Mass resources can contribute to better learning of English, but the continuous rising cost of some of these resources prevent their maximum utilization. Also, an increase in the formation of voluntary organizations that use English at meetings and social functions can promote the learning of the language.

Skills

A learner of English in Nigeria just like an EMT speaker requires the four basic skills of listening, speaking, reading and writing to function efficiently in the language. Since reading and writing are the skills emphasized (in the teaching and

The Pronunciation of English in Nigeria

Some of the specific problems faced by the Nigerian speakers of English are;

Attitude to the Teaching of Pronunciation: By this we mean many learners/users of English as second language believe that as much as we can put the letters of English together and of course communicate, such that what we say does not impede intelligibility, there is no course for alarm. Hence, to them, the teaching and learning of the pronunciation of English is a waste of time. However, it is important to note that the acquisition of this speech enhances not only a general social achievement, but also promises the user prestige and confidence even as it commands respect in and outside the country. Interference according to Egbokhare (2008:4) has to do with the carry over of linguistic habit of an individual's first language to the second language.

Inconsistencies in the Orthography: This problem emanates as a result of the too many disparities that we have between what is written using the letters of the alphabet and what is actually produced in form of speech. For example, while some letters are silent (.e.g. 'b' in 'womb' 'p' in psalm, 'h' in hour, 'l' in 'could' etc) some use the same letters to represent different sounds (e.g. 'z' for 's' in 'boys', 't' for 'd' in worked etc), some also use different letters to represent the same sound (e.g. 's' and for

/s/ in 'salt' and 'psychology', 'f' and 'ph' for /f/ in 'find' and 'physics).

Asymmetry in sound inventories: This problem emanates where a sound that is found in a learner's second language is discovered to be missing in the first language. There is always the tendency to substitute this with similar

Hausa in Nigeria mix up the sounds /f/ and /p/, while the Yoruba /f/ is substituted for /v/, /s/ for /z/.

Structural asymmetry: This problem is associated with the structure of the English syllable. Most Nigeria languages do not permit consonant cluster as we have in English. Hence, Nigerian speakers of English tend to introduce vowels where there should be consonant clusters in English words and they equally ensure that words are ended with vowels. For example, the world 'bread' may become 'buredi'.

The Prosody of Nigerian English

Several scholars such as Bamgbose (1962) and Ilolo (2006) have observed a marked difference in the prosody or supra-segmental of SBE (Standard British English) and NE (Nigerian English). This has mostly been observed at the level of stress assignment and rhythm, among others.

Stress assignment scholars such as Kujore (1985) and Jowitt (1991) have examined and attempted defining stress assignment rules of NE. The most striking feature of the Nigerian prosody is the delayed primary stress, a feature which seems to betray the influence of languages with a rising rhythm as opposed to the falling rhythm of standard English. Jowitt (1991:94) notes that "in popular Nigerian English (NE), there is a preference particularly notable in the case of verbs and of complex noun phrases or large units" Based on their critical examination of the rules that govern stress assignment in Nigerian English, it has been discovered that Nigerian speakers of English tend to reverse the order of primary stress and secondary stress in words. There is a marked tendency for forward stress as against the generally backward stress in RP e.g. salad, mattress, as in the RP English, we have 'salad, 'mattress; in compounds; the RP white house, firewood, greenly. There is also the tendency to carry stress for ward to the syllables preceding the following suffixes-er, -ism (tri'balism instead of RP 'tribalism), -se(seremony instead of RP 'ceremony), -ous (pros'perous instead of the RP 'prosperous), -age (parentage instead of the RP 'parentage). In the same vein, Nigerian speakers of English rarely make use of stress at sentence level for emphasis or contrast. There is also a preference for 'end-stress' in intonation phase, there is a tendency to shift stress as far to the right as possible; thus assigning nuclear stress to an unsuitable world in the sentence, or even to an ordinary tail which is not supposed to be stressed.

Rhythm: Adetugbo (1971:12-15) and Bamgbose (1982-42) have described NE as syllable tuned because of the influence of the syllable timing of Nigerian languages. Nigerian learners tend to rely on mother tongue (MT) models for rhythmic organization. Some principal signs of NE rhythm are different from SBE rhythm;, hence, a major deviation from SBE usage by Nigerian speakers of English is in the realization of vowels and syllables that occur in unstressed positions (Aiinfold, 2002:89). In Nigerian English, syllables are given more intensity and quality than they have in SBE, and are distinguished from one another chiefly by pitch leveis and vowel quality (Jowit, 1991; Ilolo, 2006). There is also the preponderance of prominent syllables and a tendency towards a syllable – timed rhythm not syllable-timing in its pure form. NE seems to talk more towards syllable-

timing in statements than stress-timing. As a result of the influence of the Nigerian mother-tongue on English, there are differences in the rhythms of SBE and NE.

By stress-timed rhythm, we mean that the time from each stressed syllable to the next will tend to be the same

in stressed syllables. On the other hand, syllable-timing has to do with a situation where all syllables, whether stressed or unstressed tend to occur at regular time-intervals and the time between stressed syllables tends to be shorter or longer in proportion to the number of in stressed syllables timing, especially since most Nigerian languages are tonal and consequently syllable timed.

It is important to note that there have been divergent views on the rhythm of Nigerian English. For instance, Eka (1993:1-2) rejects the syllable timing-description for NE. According to him the rhythm of educated spoken NE are "inappropriately - timed since there is a tendency to have more prominent syllables than the native speaker. In the same vein, Udofott (1993) studied the rhythm of the spoken English of final year secondary school students whose level of spoken English can be compared to Banjo's 1971 variety II which approximates to standard spoken NE. The analysis confirms the preponderance of prominent syllables and a tendency towards a syllable timed rhythm not syllable-timing in its pure form. Likewise in the work of Udofot (1993:14-16), there is the view that the proliferation of prominent syllables in the speech of Educated Nigerians of varied socio-economic and educational backgrounds put this situation down to a tendency to speak both long and short vowels with equal duration. She therefore proposes full vowel timing as an alternative description for the rhythm of NE.

Despite the divergent opinions on a suitable description for NE rhythm by scholars, what cuts across in their findings is the view that there are differences in the rhythms of SBE and NE as a result of the influence of Nigerian MTs on the English language.

Intonation: Most of the Nigerian language, while English is descried as an international language. Nigerian English reflects the prosody of the speaker's native language and stressed syllabus are associated with a low tone. In addition, one sees that Nigerian speakers of English tend to stress every syllable while speaking, whereas in Standard British English, no matter how long a word may be, it is expected to have just a syllable.

Conclusion

Contrary to the general belief, English language is not totally hated or detested by students. In fact, students are eager to learn English language for a variety of reasons ranging from the social symbol that English endows its users with as well as the role it plays in international connectivity. It is interesting to note that if the enabling environment for the learning of English language is provided in addition to qualified teachers and commensurate encouragement, a vast majority of Nigerians would be willing and ready to learn the language better. In conclusion, if not for the problems militating against the teaching/learning of English language such as: interference, faulty instructional method, inadequate English textbooks e.t.c, the performance of students at different levels would have been much better and this would have translated to an overall improvement in academic performances at different levels of education.

Recommendations

Training of English Language Teachers

Teachers are to impact relevant knowledge, creative skills and desirable attitudes required to nurture productive and responsible citizens. If success is to be achieved in the system, the teachers must be well trained to be able to impact sound knowledge to the students

training like seminars, conferences, workshops e.t.c to rebuild their knowledge.

It is expected that the trainee teacher who will later teach English language or use English as medium of instruction at any level, should be trained to have full capability of teaching and expressing in such language. The only way to accomplish this objective is by giving them trainings which will not only make them understand the language , but go a long way in implementing the teaching methodology as shown in the textbooks. Giving the teachers of English the sound and qualitative education will equip them with all the necessary pedagogical skills.

Government Intervention

❖ The Ministry of Education in conjunction with the principals of secondary schools should ensure the effective implementation of English language syllabus by the teachers. All teachers of English should be given in-service training such as seminars,

❖ The Ministry of Education should try to make sure that it is only professionally qualified teachers of English language are employed and not quack in secondary schools.

❖ Necessary instructional materials should be provided in schools to enhance teaching/ leaning of English language such as: tape-recorder, language laboratory e.t.c.

❖ The school libraries should be provided with enough text books on English language such as, magazines, newspapers, dictionaries, journals e.t.c. in order to cater for the interests of students.

❖ Government should encourage enough admission of student to study English in the universities and colleges so that there will be enough teachers with B.A Edu.

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GRANGER CAUSALITY AND COINTEGRATION ANALYSES OF SAVING AND ECONOMIC GROWTH IN NIGERIA (1980-2012)

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Abstract

This paper investigated the causal relationship between national saving and economic growth in Nigeria over the period 1980 and 2010 using time series data, Augumented Dickey Fuller test, Phillips Perron test, Johansen Cointegration test and Granger Causality test via Microsoft 7.1 econometric software. The overall results show that there existed a bilateral causal relationship between national saving and economic growth in Nigeria. This implies that national savings and economic growth positively influence each other. The result indicated that economic growth could stimulate domestic savings, and also the domestic savings could accelerate economic growth in the long run. Based on the results, there should be increased investment by the government in infrastructural provision such as electricity supply, roads construction, health and education in order to substantially reduce the cost of doing business and increase firms' profitability thus raising economic growth, the federal government should give directive to the Central Bank to lower interest rate on lending so that potential investors could have access to investible funds in order to increase productive activities and hence spurs economic growth, political stability should be maintained and sustained in order to attract foreign investors capable of accelerating economic growth and. The policies that should be taken by the government to mobilize saving in order to accelerate economic growth including increase in saving interest rate so that people would be encouraged to save which can make more funds available for investment and raise economic growth.

Introduction

Economic growth is defined as a sustained expansion of potential output as measured by the increase in real gross domestic product over a certain period of time. Sustained rapid economic growth over a number of years is capable of transforming the impoverished country to a rich country. While slow economic growth or absence of growth could turn the country into a state facing the specter of poverty. Economic growth requires investment which can be financed through domestic savings or from foreign capital inflows. However, in the long run, a nation has to rely on private savings. Economic revival primarily depends on investment through domestic savings and capital accumulation. Several empirical and theoretical studies have examined the relationship between private savings and economic growth both in the context of developed and developing countries. Although the relationship between domestic saving and economic growth is an important one, the direction of causality between the two variables has continued to generate series of debate among scholars. Some theoretical and empirical studies point to saving led growth Harrod (1939), Solow (1956),Mckinnon (1973), Romer (1986), Sinha and Sinha (1988), Olajide (2009) while others show evidence for growth driven savings Keynes (1936), Modigliani (1970), Dekle (1993), Saltz (1999), Agarwal (2001), Nurudeen (2010), Pinchawe (2011) and some suggest that there is

bidirectional causality between the two variables such as Jappelli and Padula (1994), Sajid and Sarfraz (2008), Abu Al-Foul (2010) while few studies found ambiguous or no relationship between the two variables such as Sinha (1996), Anderson (1999) and Mohan (2006). Private savings in Nigeria represent an integral part of national savings, and it is most important source of funds to finance capital investment in the real sector, because foreign capital is mostly invested in production of natural resources like oil and gas. The examination of causal relationship between private savings and economic growth in Nigeria is very important because it will provide useful information on which economic variable that the Nigerian government and relevant policy makers need to control in order to attain the desired level of the targeted variable. For instance, if the results of the causality test indicate that private savings precedes and causes economic growth, then Nigerian government and policy makers can design or employ policies that would promote the mobilization of savings in order to achieve higher economic growth in Nigeria. On the other hand, if econometric investigation reveals the reverse, then efforts would be made to remove the obstacles to and accelerate economic growth in order to raise the level of savings. Therefore, this paper is expected to provide answers to the following questions: What is the direction of causality between domestic savings and economic growth in Nigeria? What has been the trend of domestic savings in Nigeria? Does domestic savings exert a positive or negative relationship on economic growth in Nigeria?

Several empirical studies have analyzed the relationship between economic growth and savings using the correlation coefficient and dynamic econometric models. Bacha (1990), Otani and Villanueva (1990), DeGregorie (1992),

Jappelli and Pagano (1994) used the ordinary least squares method (OLS) to analyze the relationships between savings and economic growth. Their findings showed that the higher the domestic savings rate, the higher the economic growth rate would be and vice versa. Krieckhous (2002), carried out a research in 32 countries and the result indicated that higher level of domestic savings led to higher investments level and thus contributed to higher rate of economic growth in analyzed countries. Caroll and Weil (1994), basing on the data of five year average rates of economic growth of member states and using granger causality test came to the conclusion that the rate of economic growth was the cause of savings in granger sense. However, Attanasio, Picci and Scorcu (2000) questioned the reliability of the results obtained by Caroll and Weil (1994), implying that the use of annual data instead of average data from five years improves the precision and statistical importance of estimates and change the structure of the causal relationship between variables. Mohan (2006), using the granger causality test, analyzed the relationship between economic growth and savings in four groups of countries with various levels of economic development between 1960 and 2001. The results of this research turned out to be ambiguous and revealed that in 13 of the analyzed countries, economic growth was the cause of increased savings in granger sense. The opposite results, pointing at savings being the cause of economic growth, were obtained in two countries. Also in other two countries, no causal relationship between savings and economic growth was observed. In five countries, however, the author confirmed the existence of a two-way relationship between savings and economic growth.

Katircioglu and Naraliyeva (2006) analyzed the relationships between domestic savings, direct foreign investment and economic growth in Kazakhstan from 1993 to 2002 period using the granger causality test and cointegration methods. The results of their research pointed to the existence of one-way positive relation between domestic savings and economic growth in Kazakhstan in a long period of time. Saltz (1999), using the model of vector error correction (VEC) and the model of vector auto regression (VAR) analyzed the relation between savings and economic growth in seventeen countries all over the world. The results of the analysis indicated that in nine of the analyzed countries, economic growth was the cause of increased domestic savings. In two countries, the opposite relation was noticed, while in three other countries, no causal relation between economic growth and domestic savings was identified. Finally, in two countries, the existence of a two-way causal relation between analyzed variables was confirmed. Baharumshah, Thanoon and Rashid (2003) examined the relation between economic growth and savings in five Asian countries namely Singapore, South Korea, Malaysia, Thailand and Philippines. On the basis of statistical data from the 1960 to 1997 period and using the Vector Error Corrections model, the authors reached the conclusion that the growth rate of savings was not the cause of economic growth in granger sense in all analyzed countries with the exception of Singapore. Alguacil et al. (2002) investigated the saving-growth nexus by taking into account the impact of foreign capital in complementing domestic saving and the beneficial effects of FDI on domestic investment and income. The granger causality test revealed that higher saving precedes economic growth.

Sinha and Sinha (2007) examined the relationship between per capita saving and per capita GDP for India from 1950 to 2004. The authors employed the granger causality test and discovered that there is no causal relationship between per capita GDP and per capital saving. Sajid and Sarfraz (2008) investigated the causal relationship between savings and output in Pakistan by using quarterly data for the period of 1973 to 2003. The authors employed both cointegration and the vector error correction techniques and discovered that bi-directional long run relationship exists between savings and output level. Moreover, the results showed that there is a unidirectional long run causality from public savings to output and private savings to gross national product. Agarwal (2001) investigated the causality between gross domestic product and saving for a sample consisting Asian economies. The author discovered that, in most economies, causality runs from GDP to saving. Anorvo and Ahmad (2001) analyzed the causal relationship between domestic savings and economic growth for a sample consisting seven African economies namely Congo, Coted'ivoire, Ghana, Kenya, Nigeria, South Africa and Zambia. The econometric results showed that economic growth granger causes the growth rate of domestic savings for all the countries except Congo where reverse causality was found.

Waithima (2008) used the Hendry Model with a two-step method to model a savings function for Kenya. He observed that a 1% increase in GDP growth rate causes a 0.5% increase in private savings. Moreover, the causality test revealed a unidirectional causality that runs from per capita GDP to private savings. Piotr (2010) analyzed the cause and effect relationship between economic growth and savings in advanced economies and in emerging and developing countries using cointegration models and Granger's causality test. The results confirmed the existence of one

way causal relationship from domestic savings to GDP in the case of developed countries as well as in developing and transition countries. Ramesh (2011) investigated the relationship between savings, investment and economic growth for India over the period 1950 to 2007. He found that the cointegration analysis suggested that there was a long-run equilibrium relationship. The result of Granger causality test showed that higher savings and investment led to higher economic growth, but the reciprocal causality is not observed. Aswini and Mohit (2012) found the same results when they studied the pattern between savings, investment and economic growth and the policies which led to such changes and estimating and forecasting the policy implications which would affect these variables in India for the period 1950 to 2011. They found that the direction of causality was from savings and investment to economic growth collectively as well as individually and there was no causality from economic growth to savings and investment.

Objectives of the study

The aim of the paper is to investigate the direction of causality between domestic savings and economic growth in Nigeria. The specific objectives are to :
--Determine the direction of causality between domestic savings and economic growth

-Examine the relationship between domestic saving and economic growth in Nigeria
-Suggest policy measures to boost savings and economic growth based on the empirical results

Hypotheses
The study aims at testing the following hypotheses:
H_0 : Domestic Savings (DSAV) does not granger cause Real Gross Domestic Product (RGDP) in Nigeria

H_0 : Real Gross Domestic Product (RGDP) does not granger cause

Domestic Savings (DSAV) in Nigeria

It should be pointed out that the use of Granger Causality test requires stating two null hypotheses regarding the economic variables of interest. This is shown in the result of the Causality test presented on Table III

Methodology and Model Specification

The following tests were carried out to investigate the direction of causality between domestic savings and economic growth in Nigeria:

-Unit root test

-Johansen cointegration test

-Granger causality test

The unit root test was used to detect the stationarity of the two macroeconomic variables under study. The test was undertaken for two major reasons. First, avoidance of spurious regression result that is usually associated with time series data. Second, a basic assumption underlying the application of causality test is that the time series in question should be stationary. Here, in order to detect the stationarity of the two variables, Augumented Dickey Fuller test and Phillips Perron test with intercept and trend were used. This means that non-stationary economic time series may produce stationary relationship if they are cointegrated. This is the reason why the two macroeconomic variables were subjected to unit root analysis individually. If both time series are integrated of the same order then the two series are said to be cointegrated and the regression on the same levels of the two variables will be meaningful.

Specifically, the estimated regression equation is of the following

$RGDP = b_0 + b_1 DSAV + U$ ----------------(1)
$DSAV = a_0 + a_1 RGDP + E$----------------(2)
Where
RGDP = Real gross domestic product
DSAV = Domestic saving
a_0 and b_0 represent constants
a_1 and b_1 are the slope coefficients respectively
U and E refer to the disturbance term in the respective equations. Residuals E and U measure the extent to which RGDP and DSAV are out of equilibrium.

If the residuals of the two variables do not contain unit roots, the econometric relationship among the variables could be cointegrating. The Johansen cointegration test was used for analyzing the long run relationship between the two variables in Nigeria. The granger causality test was used to determine the direction of granger causality. If the domestic savings helps to forecast its economic growth, then domestic savings is said to granger cause the economic growth. Furthermore, if economic growth also granger causes the domestic savings, then there is bilateral causality between domestic savings and economic growth. However, if both variables do not cause each other, it means that these two variables are statistically independent. On the other hand, if the domestic savings causes the economic growth but the economic growth does not cause the domestic savings, then a unidirectional causality from domestic savings to economic growth exists.

Table 1   **Stationary Test**

VARIABLES	AUGUMENTED DICKEY FULLER STATISTIC	PHILLIPS-PERRON TEST STATISTIC	ORDER OF INTEGRATION	MAX. NO OF LAG
LRGDP	-13.53211	-8.708723	I(1)	1
LDSAV	-5.276146	-7.784868	I(1)	1

Source : Author's Computation

Unit root tests were conducted for the variables using the Augumented Dickey Fuller test and the Phillips-Perron test and the results are presented in the table above. Note that the Mackinnon (1996) critical values for the Augumented Dickey Fuller test and the Phillips Perron test estimation at 1%, 5% and 10% significance levels are : -3.689194, -2.971853 and -2.625121 respectively. Stationary (unit root) test conducted for the set of variables enumerated above revealed that all the variables are I(1) variables (Integrated of order 1). That is, they are stationary at their various first differences.

Table II

Unrestricted Cointegration Rank Test (Trace)

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.583123	36.49002	15.49471	0.0000
At most 1 *	0.318399	11.11603	3.841466	0.0000

Trace test indicates 2 cointegrating eqn(s) at the 0.05 level

* denotes rejection of the hypothesis at the 0.05 level

**MacKinnon-Haug-Michelis (1999) p-values

Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	0.05 Critical Value	Prob.**
None *	0.583123	25.37399	14.26460	0.0000
At most 1 *	0.318399	11.11603	3.841466	0.0000

Max-eigenvalue test indicates 2 cointegrating eqn(s) at the 0.05 level

* denotes rejection of the hypothesis at the 0.05 level

**MacKinnon-Haug-Michelis (1999) p-values

Having established that the two variables are integrated of same order, the next step is to test for the presence of cointegration between the two variables via the Johansen Cointegration test. Table II presents the results of the null hypothesis that there was no cointegration against the alternative that there exists cointegration. Starting with the null hypothesis that cointegration does not exist among the two variables, the trace statistic value is shown to be greater than the critical values at 5%. Hence, the null hypothesis of no cointegration is rejected in favour of existence of cointegration for all the series at 5% level. However, the maximum eigen statistic value indicates the existence of two cointegration equation at 5% level of significance. Thus, both the trace and the maximum eigen value test statistics indicate that there was a long run equilibrium relationship between domestic savings and economic growth in Nigeria.

Table III

Pairwise Granger Causality Tests

Sample: 1980 2010

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
DSAV does not Granger Cause RGDP	29	3.16181	0.0604
RGDP does not Granger Cause DSAV		1.62802	0.2173

From table III above, the result indicates that there was bilateral causality between the domestic savings growth and the economic growth. The decision rule for the Granger Causality test is that the null hypothesis should be rejected and the alternative hypothesis be accepted whenever the F-statistic value is higher than the probability value. On the contrary, the null hypothesis should be accepted and the alternative hypothesis be rejected whenever the F-statistic value is lower than the probability value. For both hypotheses, their F-statistic values are greater than their respective probability values (3.16181 > 0.0604 and 1.62802 > 0.2173). This implies that the domestic savings granger caused the economic growth, and also the economic growth granger caused the domestic savings. The result indicates that the economic growth could stimulate the domestic savings, and also the domestic savings could accelerate the economic growth in the long run. Policies that would stimulate domestic savings and accelerate economic growth should be recommended to the government at various levels

Conclusion

This study investigated the causal relationship between domestic saving and economic growth in Nigeria using time series data over the period 1980 and 2010. The cointegration and Granger causality techniques were applied to discover the nature of the two variables. The main finding is that there was a long run positive relationship between the two variables which led to testing the hypotheses whether the direction of causality runs from domestic saving to economic growth or the opposite. The results suggest that there was a bilateral causality existing between the two variables. This implies that domestic saving granger caused economic growth, and also economic growth granger caused domestic saving.

Policy Recommendations

Based on the results, the following policy measures that can accelerate economic growth in order to raise saving level are recommended:

-Government at various levels should increase investment in infrastructural provision such as electricity, roads construction, education, health, water and so on. This would substantially reduce the cost of doing business as well as increase the profitability of firms , thereby, raising

-Directive should be given by the federal government of Nigeria to the Apex Bank

to lower interest rate on borrowing so that potential investors can obtain investible funds from commercial banks in order to increase their investment thereby raising the nation's economic growth.

-Political stability should be maintained and sustained to attract foreign investors and thus accelerate economic growth.

-Corruption should be reduced to the bearest minimum level among serving political office holders so that national resources would be channeled to the productive activities capable of increasing economic growth and not to be diverted into their personal purses The policies that should be taken to mobilize saving in order to accelerate economic growth include :

-Government should direct Central Bank of Nigeria to increase the saving interest rate in order to encourage people to save so that more investible funds would be available to domestic investors and thus raise economic growth.

-Workers' salaries must be reviewed upward in order to increase their saving ability which can be directed at productive activities and thus spurs economic growth.

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INTEGRATING GUIDANCE AND COUNSELLING CURRICULUM INTO THE NIGERIAN EDUCATION SYSTEM

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Abstract

The emerging issues and problems facing adolescents and youths make it imperative for our educational planners and administrators to build into our education system an appropriate guidance and counselling programme for the development of the individual learner into an adult personality with social and occupational awareness, intellectual and functional proficiency, discipline and confidence. The classroom activities, no matter how well-conducted and well-organised alone, are not in a position to accomplish all these except with the full integration of counselling curriculum into the nation's education system. This paper therefore examined the imperativeness of integrating counselling curriculum into the nation's education system. The content of what should be guidance and counselling curriculum to be taught in schools was discussed. Likely hindrances to the full integration of the curriculum into the education system as well as the benefits that can be accrued from the full integration of the curriculum through the various beneficial guidance services are expatiated upon. Conclusion and recommendations were made in the body of the work. Among the major recommendation is the fact that funding of counsellor education at post graduate level should be intensified by the government.

Introduction

Adolescents and youths in this country are growing up in an increasingly complicated and fast changing society. Through technological advancements, behaviour and lifestyle of people change with new information. The implication of this is a complex need for personal and social adjustment, academic and career "awareness" among many adolescents and youth. This need can only be met via a well integrated counselling curriculum for Nigerian education system at all levels (be it primary, secondary or tertiary) (Adegoke, 2004) Guidance and education are closely related as both of them are concerned with the welfare of the individual and the society. Guidance could be seen as a field within the larger and more inclusive field of education. It covers the whole spectrum of education which starts from the birth of a child and continues till his death. This could be regarded as a wide meaning of the term guidance which includes all types of education, formal, non-formal, vocational etc which aims to adjust the individual in his environment in an effective way (Chauhan, 2006).

The two terms education and guidance cannot be separated and this is why Mortensen and Schmuller (1976) defined guidance as "that part of the total educational programme that helps provide the personal opportunities and specialized staff services by which each individual can develop to the fullest his abilities and capacities in terms of the democratic ideals. It must be viewed as the heart of the educational process; the more reason why the full integration of its curriculum into the education system is imperative.

Guidance will contribute to Curriculum Development in a number of ways if allowed to be incorporated fully into the nation's education system (Chauhan, 2006). One, is that counsellors can help school administrators, teachers and parents with the application and implications of what is known about child growth. Secondly, counsellors can assist teachers use guidance tools more effectively in terms of interpreting tests, referring pupils, pupil's planning and the like. Also, guidance workers can assist in collecting facts essential to understand each pupil so that teachers can individualize instruction, and provide satisfying experiences. In essence, counsellors can be instrumental in providing curriculum experts with data that describes the learners' ability, range of achievements and strengths and weaknesses, interests, problems, educational objectives and other characteristics that are essential for curriculum development.

The objectives of this paper include the following:

- To let government and administrators aware that guidance and counselling curriculum has not been fully integrated into the Nigerian education system.

- To expose stakeholders to the content of the guidance and counselling curriculum needed in the nation's education system.

- To reveal the major impediments to the full or complete incorporation of counselling curriculum into the school system.

- To create awareness on the various guidance services that could be of immense benefits to the school, administrators, and the learners if integrated into the education system fully.

Content of Guidance and Counselling Curriculum

Guidance and curriculum are related in that both share the goal of helping individuals achieve their maximum potentiality and become capable of self-direction. In line with the achievement of this goal, the counselling curriculum targets the development of students in three broad areas of living: personal/social, career/vocational and educational/academic development in order to mould a complete individual.

- **Personal/Social**: An aspect of guidance curriculum that is often neglected, yet, it is the root of adjustment. Personal social aspect of counselling curriculum will create room for individuals to be given information to enable them understand themselves better and to improve their relationship with others. Such as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance and hygiene, financial planning, social skills, home and family relationships as well as healthy living. It further identifies and helps individual have good sense of value, self-concept, self-confidence and attitude (Nwamuo, 2001; Akinade, 2012). Life skills that can be included here are self-awareness, self-acceptance, listening skills, communi-cation skills, values, problem solving, relationships skills, and behaviour management. Life transitions area that should be included in the curriculum content here may include – family changes, new school orientation, significant life events (puberty, first job etc.), loss of friends and loved ones among others. (Nwoye, 1990; Adegoke, 2004)

- **Career/Vocational**: This aspect of the curriculum will target competencies that will help learners in exploring

career decision-making and enables them to make a successful transition from school to the world of work. (Adegoke, 2004) in order word, career education programmes in schools are usually designed to promote self-awareness, decision making, career planning, career development and enhance the acquisition of employability and survival skills (Oyediran, 2012). The life skills to be taught here include goal-setting, career decision-making and employment seeking skills. (Adegoke, 2004)

- **Educational/Academic**: When counselling curriculum is fully incorporated into the school system, educational guidance will equip learners at each level of the education with required information that will enable them to move and adjust to the next level. It will also assist students to choose the right educational institution to attend. The inclusion of this will actually assist teachers to be able to create a suitable psychological climate for learning to take place. It will still assist teachers to help the students to adjust socially thereby learning to communicate with others, accept others and maintain self discipline in order to be able to function in a group. (Nwanuo, 2001). Educational guidance curriculum could also help in collecting information about learners which could be useful for their placement in a suitable educational programme, identification and removal of learning difficulties and systematic encouragement of effective study habits. (Falaye, 2009; Nwanuo, 2001). It would further assist teachers in modifying instructional techniques, guiding the slow learners, and modifying some aspects of parental behaviour.

It could also help to identify special students for necessary attention e.g. gifted pupils, challenged ones, repeaters, under-achievers, frustrated students etc. The life skills to be taught under this aspect of the curriculum could include study skills, time management, anxiety reduction and critical thinking.

The incorporation of the three major components discussed in the school curriculum will go a long way in attaining the goal of education at all levels, and at the same time enhance the learners' affective, cognitive and psychomotor domains development.

Impediments to the Full Integration of Counselling Curriculum into the Education/School System

A lot of problems face the programme of guidance and counselling in our schools, although the Federal Government has given official recognition to guidance and counselling in the National Policy on Education (1981: 2004). It has not been fully implemented not to talk of fully incorporating its curriculum into the education system because of some problems which are discussed below.

One of the problems that may likely inhibit its incorporation with the education system is fund. Today, the education enterprise has become a costly venture. For any new innovation, there is the need for enough funds which may not be forthcoming from the government. It seems the various levels of government (Federal, State and Local) do not want to stretch their budget with extra demands from an emerging unit such as guidance and counselling curriculum. It is known that effective incorporation of guidance and counselling curriculum would demand adequate funding to purchase many items such as psychological tests, journals and various publications (Akinade, 2012).

Non-inclusion of counselling on school time-table is another impediment. Most primary and secondary schools do not accommodate the teaching of guidance and counselling in the usual class time-table, although, some 'elitists' schools do. Even, where it is included on the school time-table, the students are at times, unenthusiastic to attend the lessons mainly because they do not attract marks that can lead directly to their promotion to the next level or class. But if it is recognized as other important subjects, it will be better (Akinade, 2012; Oyewo & Abiola, 2012).

Inadequate number of qualified personnel in our schools is another teething problem confronting integration of guidance and counselling curriculum into the education system. Although there is an improvement now, evidences abound that there are few counsellors in our schools when compared with the student population. For effective incorporation of counselling curriculum into the education system, more counsellors are needed in our schools when compared with the student population. (Omideyi, Abiola & Oyewo, 2001).

Furthermore, attitude of the government officials has not helped the matter. There is inadequate support by the government to the programme. The programme receives little or no support of many administrations let alone providing funds to run the programme. Although the Federal government entrenched the guidance and counselling programme in the NPE as far back as 1981. There is still much to do when it comes to practical support and its full integration into the curricula of the education system (Falaye, 2009; Akinade, 2012).

Conservatism is still a factor militating against the full integration of counselling curriculum into our education system. Many stakeholders like teachers, school administrators, curriculum planners and innovators, policy makers, and other government and non-governmental agencies are suspicious of the changes that the full integration of counselling curriculum would bring. By this attitude, they pose a hindrance to this curriculum innovation (Adeyanju, Adepoju & Okemakinde, 2006).

Ignorance of the value of counselling curriculum if fully integrated into the school system could be a problem. Some people are ignorant of the benefit that can be accrued from the full incorporation of counselling curriculum into the education system. With the fact that changes in societal values, beliefs, and traditions obviously have corresponding changes in the school curriculum actually calls for counselling curriculum incorporation into the nation's educational system. Several people in the society do not know the specific roles of the counsellors in the schools. Even in the school system where awareness is expected to be high, school personnel like teachers, and principals do not understand or they misconstrue the functions or relevance of the counsellors. (Makinde,1984; Ajibade, 2005; Akinade, 2012).

Prospects of Fully Integrating Counselling Curriculum into the Educational System

Full integration of counselling curriculum into the school setting would make guidance operational and available to students. The various services needed by the school would be made easily accessible and effective in the school system, when the counselling curriculum is fully incorporated into the education system. The primary objective of both 6-3-3-4 and 9-3-4 systems of education is to provide vocational skills for the youths to become technically fit and occupational viable, the need for enriched counselling

curriculum to guide the youth in making most appropriate educational and occupational decision becomes imperative. The counsellors as prospectors of talents are needed to appraise the potential abilities, aptitudes, attitudes, interest and other personal traits of individuals in order to help channel them into the best suited educational programme and eventually into the major relevant occupation (Abiola, 2012).

The guidance programme facilitates a planned intervention within the school system which stimulates the total development of individuals in all areas of affective, cognitive and psychomotor domains. From the implementation and administrative points of view, guidance counsellors are very much required if the 9-3-4 system of education is to be a success. A lot of guidance services are designed to enrich each student's wholesome educational experience when the counselling curriculum is fully integrated into the school systems. Such services would include the following as pointed out by (Nwoye, 1990; Akinade, 2012; Oyewo & Abiola, 2012)

1. **Orientation Service**: This is a service through which fresher are assisted to find their feet in their new school environment. Thus, within the umbrella of this service, effort is made by a specialized school staff, to give each student the opportunity to understand what he has come to school to do; including exposing him or her to the opportunities that have been provided to cater for his various needs, such as the different teachers in the staff, and the various school plant, rules, and regulations which have been provided to enrich and make effective, his educational experiences while in school; and how each of the subjects,

he will study, relate to his future vocational and other development task needs. Through this service, students are made to know about the history, philosophy, status, programmes, achievement, problems, clubs, aspirations etc of the school and that they need to identify themselves with the progress of the school.

2. **Informational Service:** This is regarded as the totality of carefully collected and collated data and professionally presented to the client by the counsellor. It is often designed to facilitate awareness, knowledge, appraisal, decision-making, and evaluation (Akinade, 2012). An information service is very crucial if learners are to be equipped with the knowledge needed to think of educational, personal and occupational issues. Information not only impacts knowledge, but still stimulates learners to appraise ideas critically, and this is needed to function effectively in the society. It also assists an individual to be self-regulatory. If learners are to explore and become aware of the contingencies of stability, information is necessary. Is provided to assist in giving each student all the reliable and necessary information he needs to possess before coming to a decision on any life matter that affects him as an individual. There are three main types of information and these are:

(a) *Educational Information:* Through this, the school makes the conscious effort to see that trained Guidance Counsellor is provided for improving or monitoring students' study habits, writing and communication skills, effective use of the library; and that they are given the opportunity for making wise decisions concerning school subjects' combination for the

G.C.E., W.A.S.C or NECO examinations. Educational information facilitates handling of disruptive or problematic students in groups or classes.

(b) *Vocational Information:* Through this, students are given `systematic attention' in understanding the meaning of work in human life; including survival trends in the career world; vocations that are available; and those vital factors and forces one has to consider or weigh, to make an informed career choice.(Nwoye, 1990)

(c) *Personal-social Information*: Through this, students are given assistance in teaching issues of personal concern to them; especially those bordering on etiquette and social courtesies and other issues which the individual considers vital to his personal progress in life. Personal-social information brings about a process of self-understanding in relation to others. This type of information would enable the counsellor to have data for effective counselling on the following as highlighted by Akinade (2012)

- How to achieve self-insight and understanding
- Understanding one's and others' behaviour
- Developing healthy personality
- Understanding masculine and feminine roles
- Knowledge of dating practices, sex education, marriage and responsibilities
- Social skills, financial planning and leisure time activities.

(3) **Appraisal or Testing/Records Service**: This is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, and social data about each student for the purpose of better understanding of the students, and for giving them effective assistance in their effort to know themselves and their resources, their strengths and their weaknesses. Appraisal is the critique made on a client by the Counsellor based on the facts and data available before such an exercise, to arrive at a clearer picture and better understanding of the client as recorded by Akinade (2012) and cited by Oyediran (2013). Appraisal service brings about the uniqueness in an individual.

(4) **Counselling Service:** With this service, students are given personalized attention by a qualified school staff, to help them resolve any obstacles to their academic progress, or to handle those decisional problems relating to their vocational, educational, family, marital, social, interpersonal, or communicational life needs. The counselling service refers to the core or the backbone of any guidance programme. The major objective of counselling is to promote the growth, development and improved functioning of the individual learner or client (Walsh, 1975)

(5) **Placement and Follow-up Service**: Through this, the school attempts to enhance or to monitor the nature of the opportunity for employment of its students. This being done, in order to help them gain smooth adjustment into the world outside the school. This is also the aspect of the Guidance programme of the school, through which informed decision is taken concerning students to merit promotion to a new class, to repeat a class or to transfer to another school where a better psychological climate for effective learning might be available for the students in question (Nwoye, 1990). Placement can be in

educational, vocational or personal-social areas (Sokan, 1990). The major aim of the follow-up service is to re-evaluate the effectiveness of therapy; to ensure that there is no relapse and to ensure that the gains of therapy have been put to use. It will also help maintain correction of faults and improve or evaluates strategies (Akinade, 2012).

6. ***Research Service***: The counsellor endeavours to up-date and/or gather new information vital for improving the assistance he or she gives to his or her target clients/learners. For the counsellor to be able to discharge this service, he must improve in his skills and techniques by acquainting himself with current and contemporary research in his field of study. Counsellors must attend conferences, workshops and seminars to know which of the practices are obsolete and which ones are current. He has to be updating his knowledge.

7. ***Referral Service:*** Through this, cases above or beyond the counsellor's competencies or preparation are referred to appropriate resource persons within the community for the needed assistance. Referral is therefore a thoughtful, careful and professional transfer of a client to another professional helper by a counsellor as stated by Adegoke (2004) and cited in Oyediran (2013). Referral may be necessary because of lack of time or interest, experience, sex or even religion. Students may manifest during the counselling sessions, health problems that may warrant referral to a physician as an example. Counsellor processes, evaluates, and uses data and other inputs from referrals for counselling. He may invite resource persons for specialists' inputs into the school's counselling

services. The counsellor also takes up cases referred to him for counselling, assessment, placement, consultations etc, and gives feedback on them to the referring agencies (Adegoke, 2004).

Conclusion

In conclusion, it is clear that education and guidance are intertwined and there is no way by which one can be separated from the other. The two have the goal of moulding and developing a complete individual's affective, cognitive and psychomotor domains. There is therefore the need to begin to view counselling curriculum being taught in the classroom as a veritable tool in providing efficient guidance counselling services in our schools. Guidance and counselling curriculum needs to be integrated fully in our school settings in order to meet the varied needs of the educational system, administration and learners.

Recommendations

In view of the relevance that can be accrued from the full integration of counselling curriculum into the nation's education system, the following recommendations are suggested.

- There is the need to create awareness for all the stakeholders in education on the need for or relevance of counselling in the school system.
- It is also recommended that more counsellors be trained at post graduate level in our universities.
- Funding of counsellor education should be intensified upon by the policy makers and government.
- It is further recommended that school counsellors should make effort to identify the life themes and transitions in the lives of students as they progress through their school life.

- At regular intervals, counsellors must be provided with professional skills needed to fulfill all the roles they may be called upon to perform through workshops and seminars.
- It is recommended that counsellors should be involved in all the stages of curriculum development.

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INNOVATION IN SOCIAL STUDIES CURRICULUM:
A PANACEA FOR NATIONAL TRANSFORMATION IN NIGERIA

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Abstract

Nothing is permanent except change. Change takes place regularly in the curricula of most education systems in the world. Social studies is the study of how citizens in a society make personal and public decisions on issues that affect their destiny. This study therefore examined the need for innovation in social studies curriculum. Suggested new content and learning experiences to be integrated into Junior Secondary School (JSS) social studies curriculum to enhance National transformation were enumerated. In addition, factors militating against effective implementation of innovation in social studies curriculum such as finance, ignorance, social cultural barriers etc. were analysed. Recommendations were made on how to improve on effective implementation of social studies curriculum innovation in Nigeria such as periodical review of the existing social studies curriculum, identification of an aspect of the curriculum that requires innovation etc.

Introduction

Education is generally believed to be the most powerful and dynamic instrument for social, economic, political and technological transformation for Nations. To this end, it is the hope of the people that educational institutions shall produce the right type of manpower in sufficient quantity and quality for the transformation of the Nation from a developing country to a developed one. Ogunsanya (2010), asserts that education is all about transformation both on the part of the teacher and the learners. He maintained that teaching profession has inherently built inside its structures an amazing ability to transform human beings. This translates to the process of imparting knowledge, developing the powers of reasoning and judgment and preparing oneself or others intellectually for mature life thereby transforming the nation.

Also, transformative teaching aims at bringing about changes which transform the society through the contribution it makes to the progressive development of human beings who think critically, act ethically and seek justice throughout their lives. For transformative teaching and learning to be effective, the curriculum of the schools has to change in line with it. This is because the curriculum is an instrument for educating the individual in a society. In order words, it is through the curriculum of the school that societal values, ideas, beliefs, ideals and aspirations are being transformed. It is therefore the intention of this paper to focus on the need for periodic innovation of curriculum and to initiate new content and learning experiences to be integrated into the JSS Social Studies curriculum. It is the belief of the researcher that effective implementation of the innovative curriculum will ultimately lead to the enhancement of national transformation in all aspects of human endeavours in Nigeria.

Theoretical Foundation of Social Studies Curriculum Innovation

The study takes its root through the perspective of Jerome Brunner discovery learning theory.

(a) **Brunner Learning Theory**

Brunner (1971) on cognitive interaction theory sees learning as involving three almost simultaneous processes as follows:

i. Acquisition of knowledge whereby one actively constructs one's knowledge by relating incoming information to a previously acquired psychological frame of reference

ii. Transformation of knowledge to make one manipulates knowledge to make it fit new tasks.

iii. Check of the pertinence and adequacy of knowledge whether the way we manipulate it is adequate to the task at hand.

Brunner however recommended "spiral" curriculum based on his opinion that learners will learn and retain more knowledge if allowed to organize materials according to their own interests rather than externally imposed structure. The cognitive interaction theory seems to be the basis for a widespread agreement among Social Studies educators on the use of spiral curriculum otherwise known as concentric or widening horizon approach to the organization of content of Social Studies. Omosehin (2003) in her own contribution observes that this approach has given room for the learner to see his immediate environment as the central concern in his acquisition of knowledge. She maintains that facts, concepts, generalizations skills, attitudes and values are identified to the learner and form the content of the Spiral Social Studies curriculum as illustrated bellow:
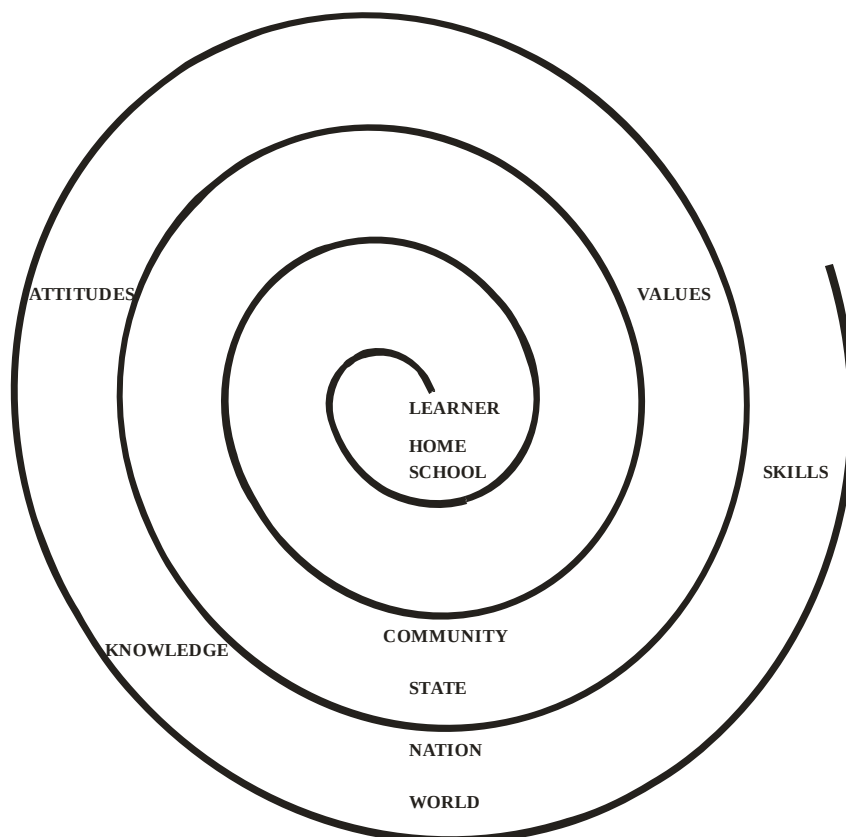

Fig.1 Spiral curriculum approach.

Source: Ajiboye in Dada (1999). The Teacher and the Curriculum. Tejama General Enterprises, Ibadan.

As could be seen in the above diagram, the curriculum and instruction in Social Studies are arranged in sequencing order so that what is learnt at each stage is built upon at the next higher stage.

The Need for Innovation in Social Studies Curriculum for National Transformation

The early traces of the emergence of Social Studies in the Nigerian school curriculum dates back to the 1950s while the integrated approach to the teaching of Social Studies that is relevant to the needs of Nigerians was introduced in 1968 at Comprehensive High School, in Ayetoro in Ogun state. In 1977, the Federal Military Government of Nigeria promulgated a National Policy on education, which introduced the 6-3-3-4 education system. In this policy, which was revised in 2004, education was to help develop in the youths a sense of unity, patriotism and love of the country. Some of the measures designed to achieve the above objective included the study of the social norms and values of the different communities in the country by every school child.

With the implementation of the 6-3-3-4 system of education in 1982, Social Studies curriculum was designed to achieve this objective, hence, it became a core subject at the Primary, Junior Secondary and Teacher's Colleges. It is being offered as a major or minor course in Colleges of Education and Universities. In the opinion of the National Council for social studies (NCSS) USA, Social Studies is the integrated study of the Social Sciences and humanities to promote civic competence. In his own contribution to the importance of Social Studies in the educational system, Akinjide (2001) stated that "education directed at preparing knowledgeable, active citizens with the goal of developing personal and public policy requires a conscious and deliberate Social Studies curriculum. At all levels of our educational programme, a lot of doubts surround the quality of the output which prompted so many questions to the mind of anybody investing (in whatever manner) into this aspect of educational programme. It should be noted that it is only when the educational curriculum in any nation is geared to achieve the goal of changing the society that is performing its social function (Dewey, 1929).

This assertion gave credence to Dada, Kolawole and Arikpo (2003)'s findings that in Nigeria of today more than before, we still have problems of unemployment, ethnic violence, environment, underemployment, environmental pollution, crimes, cultism, poverty and other social problems which education has not been able to solve. Other related problems are sexually transmitted infections, population and family life and other socio-economic matters of international outlook. Various acts of indiscipline such as rioting, hooliganism, destruction of public property, stealing and disrespect still persist in higher institutions of learning, at the least provocation, Nigerians seek vengeance with arms due to illegitimate arms build-up on the street. For example, the fatricidal war between Ife and Modakeke in Osun state in the year 2000 consumed over three hundred life with about four hundred buildings set ablaze (Olanrewaju, 2000). In his own contribution, Ajiboye (1999) observed that Social Studies curriculum is structured around societal themes and the subject-matter in the content of the curriculum at all levels of our educational system is centred on these identified problem area in our society.

It has been repeatedly argued that the dysfunction observed in the society is directly related to decay in the education

system sine the school system represents the formal means of inculcating the values of a society in the young ones. Odugbemi (2007), hinged his position on the fact that in the 1960's and 1970's when the school system was what it should be, the cracks observed in the value system now were absent. He is of the opinion that when schools do the right things, their products will come out with the right values and the society will have the right result. Ojedokun (2008) remarked that after exposure to Social Studies curriculum, the learner will be equipped with skills to manage their emotions and be confident and effective in relationships. Despite the implementation of Social Studies curriculum in the Nigerian educational system since 1968, the social problems experienced in our society as identified above still remained largely unresolved perhaps, the social studies curriculum designed and implemented at the junior secondary school level is not adequate, suitable and relevant to societal needs bearing in mind that no society gets better than its educational system. It is pertinent at this juncture to make reference to research work of some eminent scholars on the problems confronting Social Studies curriculum design and implementation.

Awosolu and Esugbohungbe (2002) contended that for Social Studies programme to fulfill its laudable objectives, the teachers in the implementation of the curriculum must be professionally trained and well disposed to appropriate teaching methods that will emphasize active participation of learners in the learning process. They maintained that the teacher training institutions are not conscious of this pedagogical issue. They freely use the lecture method in imparting knowledge to student-teachers who in turn adopt the method when they finally go into practice, whereas each subject matter in Social Studies curriculum has particular suitable teaching methods allotted to it. In their own contribution, Akinlaye, Mansaray and Ajiboye (1996) noted that it has been graduate of History, Economics, Geography, Political science who tagged themselves teachers of Social Studies in many schools.

It is in the light of the background provided that the problem of this study was conceived and recommendations were made on how to improve teaching/learning of Social Studies in Junior Secondary School for National transformation.

Innovation of Social Studies Curriculum: A sin qua non for National Transformation

According to Barr, Barth, and Shermis, (1977), Social Studies as an integration of experience and knowledge about human endeavours and human relations, designed to foster informed and ethical participation in a society. On this premise, Social Studies curriculum is the potential carrier of the content and learning experiences for the enhancement of National transformation.

Below are the suggested content and learning experiences to be integrated into Junior Secondary School Social Studies curriculum for National transformation.

CONTENT		LEARNING EXPERIENCES
Political Transformation:	-	Participatory democracy
	-	Good Governance
	-	Leadership by example
	-	Transparency
Social Transformation:	-	Peoples' welfare in all ramification
	-	Child's survival and educational development
	-	Provision of adequate housing, adequate water supply, power supply,
National Image Transformation:	-	Developing positive self image among the youths
	-	Crime control
	-	Civic education
	-	National integration
Human Capital Transformation:	-	Participatory educational policies
	-	Quality inputs (funds, personnel and materials)
	-	Equity of access to educational opportunities

Source: Adopted from Orenuga, 2014

At this juncture, it should be noted that Nigeria educational programme have experienced series of innovations which ultimately led to the enhancement of National transformation. Quite a number of these innovations were experienced in Social Studies curriculum as enumerated below:

❖ A change from nature study to social studies

❖ Introduction of practicum for national curriculum in Social Studies

❖ Introduction of civics education as a supplement to Social Studies curriculum in primary school

❖ The use of continuous assessment due to criticisms leveled against one single test or examination at the end of the term

❖ The content and learning experiences in Social Studies curriculum are now spirally arranged and behavioural objectives which are hierarchical, are provided for each topic.

In the area of instruction, the use of concept mapping, value clarification strategy and students-centred curriculum are progressively, being used in teaching and learning in Social Studies. The introduction of computer education, education has made individualized instructional technique more practicable while computer is now being used for simulations, games and programme learning. That notwithstanding, various innovative activities are still going on in developing and implementation of Social Studies curriculum for nation's transformation in all aspects of human endeavours.

Factors Militating Against Effective Implementation of Social Studies Curriculum Innovation

Society is dynamic and hence keeps on changing. The changes may be in cultural beliefs, values, idea or the philosophy of society, when this happens the curriculum of the schools have to change in line with it. However, many factors militate against curriculum innovation such as finance, politics, socio-cultural and psychological attitude of the people. Hence, some of the factors are highlighted as follows:

Finance: It is very expensive to provide material equipments, personnel, organize workshops, seminars and conferences. Collection of data, try-out and monitoring also require adequate finances.

Lack of Specialized knowledge: Social Studies curriculum required expert knowledge to initiate an aspect of the curriculum that is due for innovation

Conservations: Parents, teachers and school administrators are suspicious of innovation. This attitude pose an hindrance to Social Studies curriculum innovation

Ignorance: Some people are ignorant of the value and importance of innovation in Social Studies curriculum. It should be noted that changes in societal values, beliefs and traditions have corresponding changes in social studies curriculum.

Social and cultural barriers: In Nigeria, there are conflicting cultural beliefs that militate against Social Studies curriculum innovation. In the Northern part of the country, women are not allowed to move freely and it becomes difficult at times to use them in planning curriculum innovation.

Political barrier: Differences in political affiliation of state and Federal Government hinders curriculum innovation. For example, innovation introduced at the state level that is having different political party with the Federal Government may not receive financial support from the Federal Government.

Conclusion

Innovation in Social Studies teaching and learning in Nigeria is a phenomenon that is gradually gaining ground both in and out of the school setting. The major achievement in this regard are few but yet, significant. However, a lot needs to be done by all stakeholders in the education industry in order to accelerate the pace of innovation in the aspect of transmission of vital knowledge from one generation to another for national transformation. Social Studies teachers and researchers are to be encouraged to embrace, support and promote innovation in the Social Studies classroom. Efforts should be made by all concerned to use innovation to place Social Studies achievement and practice on course.

Recommendations

Based on the above discussion, the following recommendations are therefore made in order to facilitate effective innovation of social studies curriculum for National transformation.

- There is the need for periodical review of the existing Social Studies curriculum usually after five years.

- Social Studies curriculum experts should identify from time to time aspects of the curriculum that requires innovation.

- Social studies curriculum experts, schools, teachers and administrators should be involved in the production and translation of the curriculum package.

- Material like textbooks, workbooks, teacher's guide for the innovated

curriculum should be provided as and when due at subsidized rates.

- Training courses should be provided for teachers selected from pilot schools.

- The feedback obtained from the pilot schools should be used for final curriculum revision.

- The curriculum package should be introduced to Social Studies scholars for use with the hope of subjecting it to further innovation based on societal changes.

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CORRECTED PAPER ON FREE EDUCATION AS A RIGHT FOR ENHANCING THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS: COUNSELLING INTERVENTION

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Abstract

This paper considers free education as a right for enhancing the education of children with special needs. The paper reviewed education, free education, children with special needs, special needs education, and reasons for free education as a right for enhancing the education of children with special needs. The paper opines that right to free education for special needs children would enhance them access to education, build their self-esteem, self-efficacy and thus makes them to interact freely in the society. It is therefore recommended that the special needs children should be counseled and trained to be assertive, that is, seeing ability in their inability. Government should be organizing seminars, workshops, on the developmental issues of children with special needs for parents, organizations or associations that promote their welfare and safeguard their interest among others.

Introduction

Education, in its general sense, is a form of learning in which knowledge, skills and habits of a group are transferred from one generation to the next through teaching or research. This is done under the guidance of teachers who imparts knowledge onto others.

Children with special needs are those that have one abnormality or aberration in one or more parts of their body and because of this deviation people looked down on them by seeing them as an individuals that should not be catered for, not to talk of given them education. Many of these individuals had been neglected by the society at large because of the stigma being placed on them as those that cannot be useful for themselves, family and the society at large. Even most parents see them as taboo without considering the fact that the cause of their faults could be traced to the pregnancy period.

Meanwhile, the society ignores them and categorized them to be full -time beggars. The government also does not create enough room or developing them both in training those on the basis of the nature of their disability talkless of creating job opportunities for these set of people (Garuba, 2000).

Rafiu and Kassim (2005) observed that the children with special needs generally have one form of disability or the other which makes it difficult for them to learn in ordinary schools as a result of their disabilities or handicapping conditions. An individual with special needs is considered to be the one that will bring stigma into the family because the people in the society see such a family as ritualists who could secretly such children in exchange for money. Even a family which has such a disabled individual will not send him/her to school because, already they had the irrational belief that he/she cannot bring any good thing into the family.

Thornbull, Huerta and Stowe (2004) opined that harmful attitudes and behaviour towards disabled children often isolate them from the mainstream

resulting in an unnecessary disturbance of their normal development. Garuba (2000) noted that special needs children are those with physical, intellectual, social, emotional, actual and linguistic characteristics or other emotions that make it difficult for them to be educated in the normal way without special intervention to assist them.

Special Needs Education

This is the education of individuals who have learning difficulties because of some handicaps resulting from visual, auditory, emotional, or other physical disabilities due to circumstances of birth, mental or physical health patterns or accident in later life (Kirk & Gallagher, 1993). Special needs education focuses on the individual who experiences difficulties with his or her academic and adaptive behaviour as well as general learning problem.

Abosi (1999) noted that special needs education is part of general education which treats people as individuals, adapting relevant equipment, personal curriculum and methods to overcome both identifiable and unidentifiable problems that obstruct learning. Meanwhile, education has been one of the major tools in rehabilitating the handicapped all over the world. Akujuo (1989) defined special education needs as the education that is geared towards the special needs of the learner. Nigeria's National Policy on Education (2004) opined that the special education is the education of children and adults who have learning difficulty because of different types of handicaps such as sightedness, deafness, hardness of hearing, intellectual deficiency, social maladjustment, physical handicap due to circumstances of birth, inheritance, social position, mental and physical health pattern or accident in later life. Nowadays some handicapped persons are known to have made significant contributions to the development of the society so that they are now accorded first class status in most developed nations (Garuba, 2000).

National Policy on Education (2013) expressed the following as the objectives and purposes of special education:

To give concrete meaning to the idea of equalizing educational opportunities for all children inspite their physical, mental, and emotional disabilities.

To provide adequate education for all handicapped children and adults in order that they fully play their roles in the development of the nation.

To provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nations economic and technological development.

Kirk and Gallagher (1989) opined that handicapped children should be educated in the least restrictive environment, which means that the children who are handicapped must be educated with children who are not handicapped. This is to enhance them to move close to normal school setting.

Free Education

This involves a process whereby every responsibilities on an individual's education are shifted from the individual or parents to government or other agencies involved (Bray, 1993). This implies that the financial responsibility is shifted from a parent or guardian to government or other agencies. In 1948, the United Nations legitimised the idea of the state's financial responsibility to provide education, when it accepted, in article 26 of the Declaration of Human Rights, everyone's right to education and that it shall be free at least in the elementary stages (Bray, in Dekker & Lemmer, 1993).

Free education for children with special need also means that each child with a disability is entitled to a free public education just like other children who do not have disability (Disability Right Education, and Defense Fund, 2008). Bown (2003) reaffirmed the World Education Forum in 1990 supported by the covenant on the Rights of the Child, that all children, young people and adults have the human right to benefit from education that will meet their basic learning needs.

Reasons for Free Education as a Result of Enhancing the Education of Children with Special Needs

The United Nations General Assembly (1975) declared that persons with special needs have the right to education which enables them develop their capacities and skills that could hasten process of their social integration. The right to education of 1975 led to the democratization of education, the objective of which focuses on ensuring that every person without exception has the opportunity to exercise his/her right to education. Free education according to Davis (2001) would enhance the education of the children with special needs and as well as make them to feel happy in the following ways:

Rehabilitating: this is a way of restoring someone back into his/her normal or former condition in order to be useful to self and the society by means of psychological, medical, vocational, and therapeutic training. Since disability can disrupt the individual abilities to practice their vocation, effective rehabilitation can change the situation.

Normalisation: the system allows for the same rights and opportunities as available to the non-special needs persons that is they will have equal right to education.

Integration: this refers to the practice whereby handicapped persons are educated with their non-handicapped counterparts in regular schools, thus making them to feel happy while interacting with their non-handicapped peers.

Self – efficacy: this refers to belief in one's capabilities to organise the courses of action required to manage prospective situations which means that self efficiency is a person's belief in his or her ability to succeed in a particular situation. Self-efficiency makes the children with special needs to regard themselves as highly efficacious individual, they think rationally, and feel differently from their counter parts that perceive themselves as in efficacious.

Free education also enhances the Abraham's Maslow hierarchy of needs according of children with special needs in the following ways (Davis, 2001):-

Physiological needs: includes the need one has for oxygen, water, protein, salt, sugar, calcium and other minerals and vitamins. Also there is the need to be active to rest, to sleep to get rid of wastes (Carbondioxide, sweat, urine and faeces). To avoid pain and to have sex.

Safety and security needs:- when those physiological needs are largely taken care of, this second layer of needs comes into play and one will become increasingly interested in finding safe circumstance, stability and protection

Love belonging needs:- when physiological needs and safety needs are by and large taken care of a third layer starts to show up. Such a disabled begins to feel the needs for friends, affectionate relationships and a sense of community looked at negatively, the disabled becomes susceptible to loneliness and social anxieties.

Self – esteem: this is the collection of beliefs or feelings that one have about oneself or self perceptions, how one defines oneself influences his/her motivations, attitude, behaviour and affects emotional judgment. Healthy self-esteem in a disabled person can face the challenges of the world. Child with special needs who feel good about him/herself seems to have an easier time handling conflicts and resisting negative pressures, they tend to smile more readily and enjoy, they are realistic and optimistic about their ability in their disability. In contrast, for the disabled who have low self – esteem, challenges can become sources of major anxiety and frustration; disabled who think poorly of his/herself have a hard time finding solutions to problems (Davis, 2001)

Counselling Intervention for Enhancing Free Education As a Right for Children with Special Needs

Counselling is a way of helping on individual to become more fully aware of himself and the ways in which he's responding to the influences in his environment. It also assists him to establish some personal meaning for this behaviour to develop and clarify a set of goals and values for future behaviour (Blocher, 1974)

Therefore, counselling intervention can be used to enhance free education as a right for enhancing the education of children with special needs in the following ways according to Thornbull (2004):-

➢ Government should rebrand the free education right of the children with special needs by enhancing its freedom right from the kindergarten stage of education throughout the stages of education.

➢ Government should construct more special schools as well as mainstream forms of education that will cater for the needs of these children.

➢ Government should provide the basic ammenities, such as the physiological needs that will enhance their biological development.

➢ Non – governmental agencies should contribute their quota to the educational development of children with special needs by supporting the government in cash and material needs.

➢ Government should employ special education professionals in the different areas of special needs.

➢ Government should conduct training programmes for the special needs children which should be geared towards self – employment as well as employment in the public and private sectors

➢ Government should establish more vocational training centers to train the non – educable special needs individuals.

➢ Government should be admonished to offer scholarship for the children with special needs to study abroad.

➢ Government should ensure that quality education is accessible for the children with special needs by attaching more importance to curriculum and effective teaching methods.

➢ Government should provide other related services for the enhancement of children with special needs education i.e transportation and developmental, corrective and other supportive services as are required to assist a child with disability to benefit from special education and includes

logy services, psychological services for diagnostic or evaluation purposes among others.

Conclusion

Free education is good for all but the issue of children with special needs is very peculiar to their non-special needs counterparts, therefore an urgent attention is needed to facilitate their educational development right from kindergarten level to tertiary education level. Even life after their education should be very important to the government and the society at large by creating an employment opportunities for them to experience high self-esteem.

The special educators, psychologists, counsellors and other educational stakeholders should see the need for embracing the education of children with special needs by encouraging them to prepare for the life challenges ahead of them.

Recommendations

Based on the review, the following recommendations are made in order to enhance educational development of the children with special needs through free education:-

➢ The children with special needs should be counselled and trained to be assertive i.e. to see the ability in their disability.

organizing seminars, workshops, conferences, symposium on the developmental issues about children with special needs.

➢ The parents / guardians should be couselled to accept their parental responsibilities for children with special needs.

➢ The government should recognize the right of children with special needs to form organizations or associations that promote their welfare, advance and safeguard their interests.

➢ Concerned government agencies and offices should establish close linkages with organization of disabled persons in order to respond well to the needs of children with special needs.

➢ To ensure the active participation of children with special needs in the social and economic development of the country, their organizations should be encouraged to participate in the planning, organization management of government programmes and projects for children with special needs.

➢ Teachers should understand the unique needs of the individual with special needs and treat them according to their special needs.

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RATIONAL EFFECTIVENESS OF RECIPROCAL PEER TUTORING ON THE LEARNING OUTCOME OF STUDENTS IN EXERCISE PHYSIOLOGY

BY

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Abstract

Developing and combining self-management methods, group interdependent, reward contingencies to promote academic and social competency require changes in the teaching and learning of physical and health education in higher institutions in Nigeria. This study was carried out in order to ascertain the effect of reciprocal peer tutoring on the learning outcomes of students in exercise physiology. The population for this research work consisted of Physical and Health Education students in Colleges of Education in Oyo State, Nigeria. Exercise Physiology Achievement Test (EPAT) containing 50 multiple choice items constitute the instrument used. Statistical t-test analysis at 0.05 alpha level was used in analyzing the data collected. The result showed a significant effect on the mean post test academic performance of students' taught using reciprocal peer tutoring method and those taught using lecture method.

Introduction

Physical Education teachers have several methods of teaching that may be employed; these methods vary in terms of who make the decisions of what will be learned and how the learning will occur. Some methods are teacher-centered, whereby the teacher is the primary decision maker and others are more student-centered allowing the students increased input on what they do.

Teaching according to O' Banon (2002) is an organization of learning for authentic results. Therefore, if teaching is the organization of learning then it follows that a teacher is essentially an organizer. The interactive session between the teacher and the students help a variety of temperaments in the classroom, their academic achievements and which lead to a change in learner's behaviour.

Alan, Kohler and Riesman (1997) stated that the best teachers are those who constantly think critically about education, they build courses and class sessions that are based on strong philosophical foundations and sound analysis of how students are motivated to learn. The need for physical education aimed at demonstrating responsibility for actions, display self control and value diverse perspectives, recognize and practice habits conducive to balance health, practice team work and display sportsmanship; display mastery of all subjects, approach challenges by utilizing both creative and critical thinking strategies; also effectively communicate and sensitively share views and opinions.

Towards the realization of these stated aims and objectives, adequate teaching of exercise physiology which is considered to be one of the academic areas of knowledge in physical education must be put in place. It is a specialized branch of physiology concerned with the

physiological effects of exercise stress on the human organism.

Exercise physiology is the study of the biological and biochemical processes associated with exercise and overload that affects the underlying function of cells, organs and systems in the human body. Exercise physiology is a rapidly evolving field that is becoming increasingly important in the delivery of healthcare.

Virtually, every physical education major programme includes the study of exercise physiology. Physical education teachers, coaches, physicians, medical researchers, and other specialists formulate their policies and their teaching and coaching practices to minimize or reduce health related problems (Bowler, 2002). In order to sustain the reformation of exercise physiology teaching method, adequate teaching methods must be put in place for its teaching so that optimum learning outcome can be guaranteed. Among the various teaching methods, Reciprocal Peer Tutoring (RPT) is one of them.

RPT is an intervention strategy combining self-management method, group interdependent reward contingencies, and to promote academic and social competency. It was developed by Fantuzzo in 1984 purposively with a collaborative learning strategy in which students alternate between the role of tutor and tutee. According to Uwameiye and Aduwa-ogiegbaen (2006) RPT is a teaching method in which students of the same class and of the same age bracket undertake the teaching themselves through a process whereby one student among the group teaches other students. This is in line with the view of Grffin and Griffin (1997) that students function equally as both tutor and tutee in RPT system of teaching. Student alternate roles while in pairs or groups, they are part of the educational process and are able to prepare instructional materials and receive feedback from peers (Fantuzzo, King and Heller, 1992). In this process RPT promotes social competence and peer acceptance, improves learning outcomes and decreases disruptive behaviours among the tutor and tutees.

A specific lesson structure is not necessarily original, but it is one example of an attempt to teach well and to give students the opportunity to make choice throughout the learning process. Many teachers have mastered different approaches and mostly prefer lecture method in getting across course content and cause some students' interest to wane since they are taking several courses and time is limited. It is therefore imperative to determine what accompany the lecture and better ways to encourage students to stay active during class.

Hypotheses

❖ There will be no significant difference in the pretest and posttest academic performance of students taught using reciprocal peer tutoring in exercise physiology.

❖ There will be no significant difference in the pretest and posttest academic performance of students taught using lecture method in exercise physiology.

❖ There will be no significant difference between the academic performance of students taught with reciprocal peer tutoring and students taught with lecture method of teaching in exercise physiology.

Methodology

Research design

The research design used for this study is the quasi-experimental research design of pretest-posttest control group. This is employed to examine the effect of reciprocal peer tutoring and lecture

method on the academic performance of students.

Population

The population for this research work consisted of Physical and Health Education students in Colleges of Education in Oyo State, Nigeria.

Sample and Sampling

The sample for this study consisted of seventy (70) participants; comprised both males and females randomly selected with the use of simple random sampling technique (fish bowl method) in the department of Physical and Health Education in two colleges of education in Oyo State; Federal College education, (special) Oyo as control group and Emmanuel Alayande College of Education, Oyo as experimental group were randomly assigned to experimental and control group

Instrument

A self structured instrument tagged "Exercise Physiology Achievement Test" (EPAT) which contains 50 multiple choice items was designed for data collection, developed by the researchers and validated by a jury of experts in the related field. A reliability coefficient of 0.75 was obtained in the pilot study, which was carried out after an interval of four weeks. Exercise physiology topics selected from the NCCE minimum standard were taught using reciprocal peer tutoring method for the experimental group while the lecturer taught the control group using lecture method of teaching.

Administration of Instrument

The researcher sought for permission from the Head of Department of Physical and Health Education of both institutions to allow 300 level students to be used for the study. A lecturer was assigned to the control group and trained on how to effectively teach the subjects with the use of lecture method. Each of the control and experimental group were taught for six weeks with the application of lecture method and reciprocal peer tutoring method effectively. Exercise physiology performance test was administered at the beginning and end of the six weeks as a pretest and posttest to the subjects in the two groups.

Pretest and posttests scores were obtained from the control and experimental group. Descriptive statistics of mean score and standard deviation were obtained to test if any significant differences exist between the pretest and posttest mean performance scores of experimental and control group. The pretest scores for the two groups were used to determine subject's entry behaviour before the administration of the different treatment in order to facilitate the determination of the effects of the treatment on the participants.

Data Analysis

The descriptive statistics of mean score and standard deviation were obtained from the performance scores. Inferential statistics of t–test was used to test each stated hypothesis. The calculated and critical t–test values for the groups were compared at 0.05 alpha level.

Table I: Age of Respondents
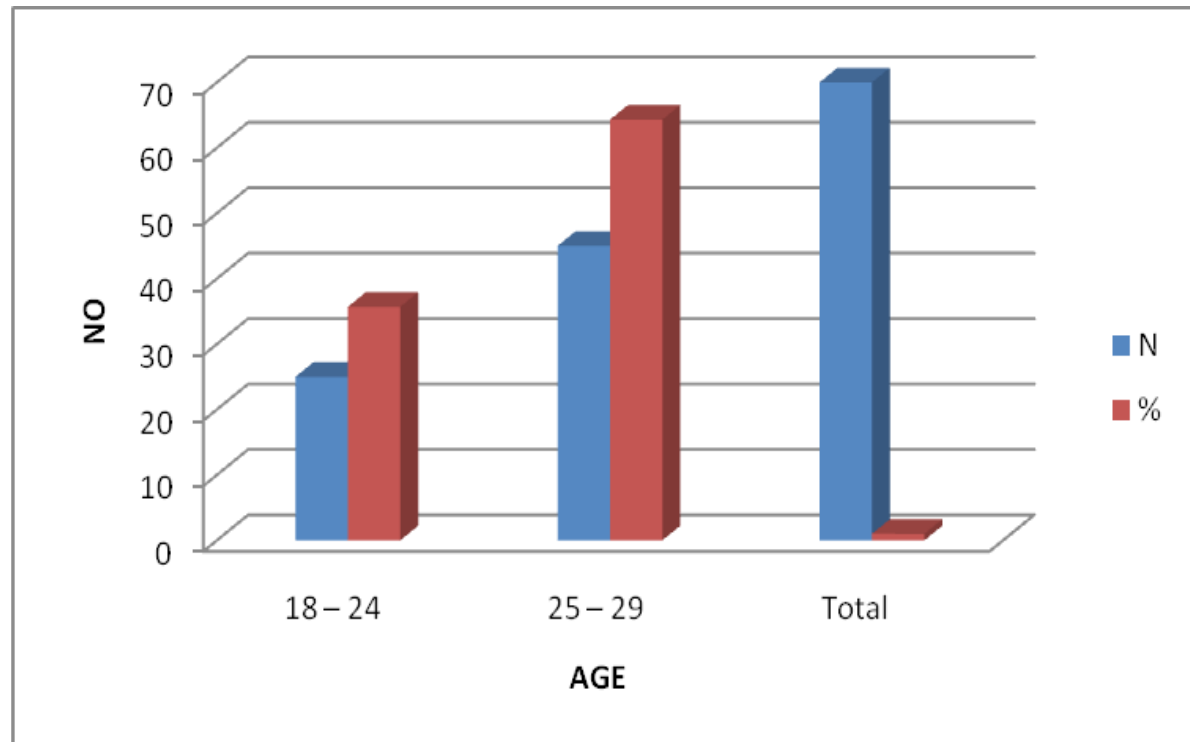
A total of 70 participants were involved in the study 25(35.7%) were between the ages of 18-24years while 45(64.3%) were between 25-29years

Table II: Mean, Standard Deviation and t – test of students taught with course lesson

	N	Mean	SD	t – cal	t – crit
Pretest	35				
Posttest	35				

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Table 2 presents the mean of pretest-posttest experimental group scores as 48.43 and 57.31 respectively, while the standard deviation of the two achievement tests were 16.00 and 10.20. The obtained 't' value of 2.76 is greater than the critical value of 2.000 at 0.05 level of significance. Therefore, the hypothesis stated that there is no significant difference in the pretest and posttest academic performance of students in exercise physiology is rejected. This indicated that the treatment has significant effects on subjects post-test mean performance scores that is, the difference in pretest-posttest mean performance scores was as a result of the treatment given. This is in line with the opinion of Uwameiye and Aduwa-Ogiegbaen (2006) that cooperation learning may result in higher student's achievement and greater productivity. Most students' concentration in class improves when they teach, monitor, evaluate and encourage each other for active learning. Although there are many ways to encourage active learning, the best is when the students alternate between the role of tutor and tutee. This view was shared with Fantuzzo, King and Heller (1992) that those students are part of the educational process and are able to prepare instructional materials and receive feedback from peers. Therefore,

the different treatment which was given to the experimental group affected the positive changes on the subjects mean performance scores in posttest performance test. Although, there was no any treatment given to the pretest group before the test but was given before the test in the case of posttest.

Table III: Mean, standard deviation and t–test of students taught with lecture method

	N	X	SD	t – cal	t – crit
Pretest	35	29.35	8.18	2.71	2.000
Posttest	35	34.28	8.09		

Table 3 presents the mean of pretest and posttest control group scores (taught with lecture method) as 29.35 and 34.28 respectively, while the standard deviation stands at 8.18 and 8.09. The obtained 't' value of 2.71 is higher than the critical 't' value of 2.000 at 0.05 alpha levels. Therefore the hypothesis which stated that there is no significant difference between pretest and posttest academic performance of subjects taught with the lecture method in exercise physiology is rejected. This shows a significant difference in the academic performance scores of students on pretest and posttest under the lecture method of teaching as a result of treatment given. Higher institution is full of teachers that are fixated on engorging class period with information. These individuals are often obsessed with conveying this information through the same mode, the lecture. This does not mean that a lecture method is completely bad. Jefferies and Muistain (1998) agreed that there are many successful tertiary institution teachers who prefer to lecture and or mix other aspect of teaching with primarily the lecture approach in getting across course content.

Table IV: Mean, standard deviation and t – test of post test performance scores of students taught with course lesson method and lecture method of teaching

	N	X	SD	t – cal	t – crit
Posttest (control)	35	34.28	8.09	10.20	2.000
Posttest (experimental)	35	57.30	10.20		

Table 4 presents the mean of posttest control group taught with lecture method and posttest experimental group taught with RPT method with scores of 34.28 and 57.30 respectively, while the standard deviation of the two tests are 8.09 and 10.20. The obtained 't' value of 10.20 is greater than the critical value of 2.000 at 0.05 alpha level of significance. Therefore the hypothesis which stated that there is no significant difference between the posttest academic performance of students taught with RPT and posttest academic performance of students taught with the lecture method of teaching in exercise physiology hereby rejected. This is collaborated with the analysis given by Griffin and Griffin (1997) that RPT had little or no impact on graduate students understanding of educational research concepts, compared with individualized control condition.

Therefore, to build an effective strategy for increasing student's achievement at various educational levels; reciprocal peer tutoring is forms of interactive session that can help a variety of temperaments succeed in the classroom and their academic achievements.

Conclusion and Recommendations

Good teaching is the product of a well-thought system and a tremendous caring for the students' academic performance. Low rate of academic performance in exercise physiology is an indication of the inadequacy of the use of lecture method among the lecturers. Based on the result of this study it concluded that there was a significant effect on the mean posttest academic performance of students taught using reciprocal peer tutoring method and those taught using lecture method.

Furthermore, the present findings lead the researcher to suggest that educators and researchers should carefully consider the bases for comparison when interpreting achievement gains with reciprocal peer tutoring. The uses of lecture method should be accompany with reciprocal peer tutoring. Also, the relationships of this study and other individualized method is worthy of continued investigation.

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STUDENTS' TEAMS ACHIEVEMENT DIVISION (STAD): AN APPROACH TO TEACHING AND LEARNING OF ELECTROLYSIS IN CHEMISTRY

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Abstract

The special attention by the National Policy on Education on science education cannot be over emphasized. Chemistry being central to nearly every field in science and technology is also of great concern and electrolysis mostly because students experience problem in solving it. Most attributed reason centered on the considered abstract nature of electrolysis. The resent poor performance of students in the subject is also a clear evidence of the claim. However, an approach; Students Team Achievement Division with the direct instructional model of four steps is considered appropriate and relevant. This leads to self actualization, focuses on practical activity and imbibe the learners with the spirit of enquiry.

Background

Science and technology have been the dominant factor for initiating and accelerating human progress and development in the past several years. Abdullahi (1983) believes that virtually all nations are aware of the vital role of science in the transformation of their economics and the improvement of the living standard of their people. Nigerian schools have a greater responsibility than in the days before the "oil boom". This is because Nigerian pupil live in a culture, that is surrounded by the products of science. Olanrewaju (2001) also observed that, science is nothing but a human enterprise involving a systematic study of the micro and macro environments with a view to making logical and reasonable explanations about nature and finding solutions to the problems confronting man.

It is a result of this that the National Policy on Education (FRN, 2009) paid special attention to science education. One of the stated objectives of science education is to inculcate the spirit of enquiry and scientific thinking in students. This national plan also put special preference on the study of science and technology. The role of science in the development of any nation cannot be overemphasized. Nigeria was not left out in the desire to raise the standard of science teaching through curriculum development. In Nigeria for example, the Science Teachers' Association of Nigeria (STAN) and the then Comparative Educational Study and Adaptation Center (CESAC) had made immense contributions to curricula innovation in science by the development of the Nigeria Secondary School Science Project, (NSSP). These also made them to develop new approaches into the teaching of basic science at the junior secondary school so that students will be able to cope easily as they advance further in science especially in chemistry.

Chemistry is central to nearly every field in science and technology (Adebayo, 2007). Knowledge of chemistry for instance is brought into play in the manufacturing of fertilizers, herbicides, insecticides, drugs and fungicides. Also, a lot of activities centre on the study of chemistry and the subject is equally necessary for the management of natural resources, provision of food, health facilities and

adequate food supply. Besides chemistry is one of the science subjects which provides the basic knowledge and understanding of principles whose applications contribute greatly to the quality of life in a technologically based society. A number of applications of chemistry can be found in all types of manufacturing processes. For instance, the number and variety of consumer products directly or indirectly are dependent on chemical technology and know-how and cover a wide spectrum (Okanlawon, 2004).

It was the realization of the importance of chemistry towards technological advancement that the Federal Republic of Nigeria (FRN, 2009) in the National Policy on Education made it mandatory for secondary school students to offer one of the basic science subjects – physics, chemistry and biology. Many students claimed that chemistry is difficult and it is these perceived difficulties that are considered to be part of the context in which students develop chemical concepts and problem-solving skills.

Chemistry as a subject is the study of nature, properties and composition of matter and how these undergo changes. That serves as a perfectly adequate definition as late as the 1930s, when natural science (the systematic knowledge of nature) seemed quite clearly divisible into the physical and biological sciences, with the former being comprised of physics, chemistry, geology and astronomy and the latter consisting of biology and zoology. This classification is still used but the emergence of important fields of study such as oceanography, plaeobotany, meteorology, pharmacy and biochemistry. For example, it is increasingly clear that the dividing lines between the sciences are no longer at all sharp. For instance, chemistry now overlaps so much with geology (thus, we have geochemistry), astronomy (astrochemistry) and physics (physical and analytical chemistry), except, perhaps to fall back on the operational definition. Chemistry plays an important part in all of the other natural sciences basic and applied. Plant growth and metabolism, the formation of igneous rocks, the role played by ozone in the atmosphere, the degradation of environment, pollution, the properties of lunar soil, the medical action of drugs, the establishment of forensic evidence: none of these can be understood without the knowledge and perspective provided by chemistry. Indeed, many people study chemistry so that they can apply it to their own particular filed of interest. Chemistry itself is not another field, but simply to learn more about the physical world and the behavior of matter from a chemical viewpoint.

Electrolysis is the chemical decomposition of a compound brought about by a direct current passing through either a solution of the compound or the molten compound. Electrolysis as a concept is considered abstract and students find it difficult to explain and even solving problems under it (Oyelekan, 2006). Students' problem solving has little connection to their conceptual understanding of chemistry (Cracoline, Doming & Ehlert 2008). Students can correctly solve numerical problems involving stoichiometry without understanding the underlying molecular perspective of that problem. For instance, Toth (2007) found that there was a significant difference in the characteristic knowledge structure of the students who learned the basic physical and chemical quantities (molar mass, molar volume, mass percent etc) by conceptual understanding than their counterparts who learned these concepts by rote learning. It was also shown that

rote learning made the finding of the connections between concepts hard and gave separate and non-mobilizable knowledge.

In Nigeria, secondary school students experience similar problem in solving electrolysis problems as their counterparts worldwide. According to Gabel (1996), the complexity of chemistry is viewed from both research on problem solving and misconceptions. Students possess these misconceptions not only because chemistry is complex, but also because of the way the concepts are taught in the classroom. Available report also indicates that despite the fact that science and chemistry in particular is needed for technological development of a nation, the performance of students was always generally poor (Abimbola 2013). For instance, this poor performance of students in Biology, Chemistry and Physics in school certificate Examination of West African Examination Councils (WAEC) in Nigeria between 2001 – 2011 is presented in table I

Table 1:

Candidates' Performance in the Science subjects in May/June Senior School Certificate Examinations

Year	Biology			Chemistry			Physics		
	Total Sat	Credit Passes	%	Total Sat	Credit Passes	%	Total Sat	Credit Passes	%
2001	995,345	231,418	23.25	301,740	109,381	36.25	287,993	99,242	34.46
2002	882,119	278,112	31.52	268,824	90,488	34.90	254,118	120,768	47.76
2003	909,101	392,249	44.15	282,120	143,839	50.93	275,369	130,982	47.65
2004	1,027,938	253,487	24.69	269,774	105,133	38.94	265,262	135,359	51.04
2005	1,072,607	375,850	35.04	349,996	178,274	50.91	344,411	142,943	41.53
2006	1,152,045	559,854	48.60	308,104	170,670	55.34	375,824	218,199	58.16
2007	1,238,163	413,211	33.37	422,681	194,284	45.92	218,593	180,797	43.24
2008	1,259,964	427,644	33.94	418,423	185,949	44.47	415,113	200,345	48.38
2009	1,903,552	644,733	33.87	422,091	194,035	45.97	429,174	186,940	43.56
2010	1,300,418	427,644	33.90	465,643	236,059	50.70	463,755	237,756	51.30
2011	1,505,199	579,432	38.50	565,692	280,250	49.54	563,161	360,096	63.94

Sources: Statistics Section, WAEC National Head Office, Yaba, Lagos, Nigeria; WAEC Branch Office, Ilorin, Kwara State, Nigeria.

Year
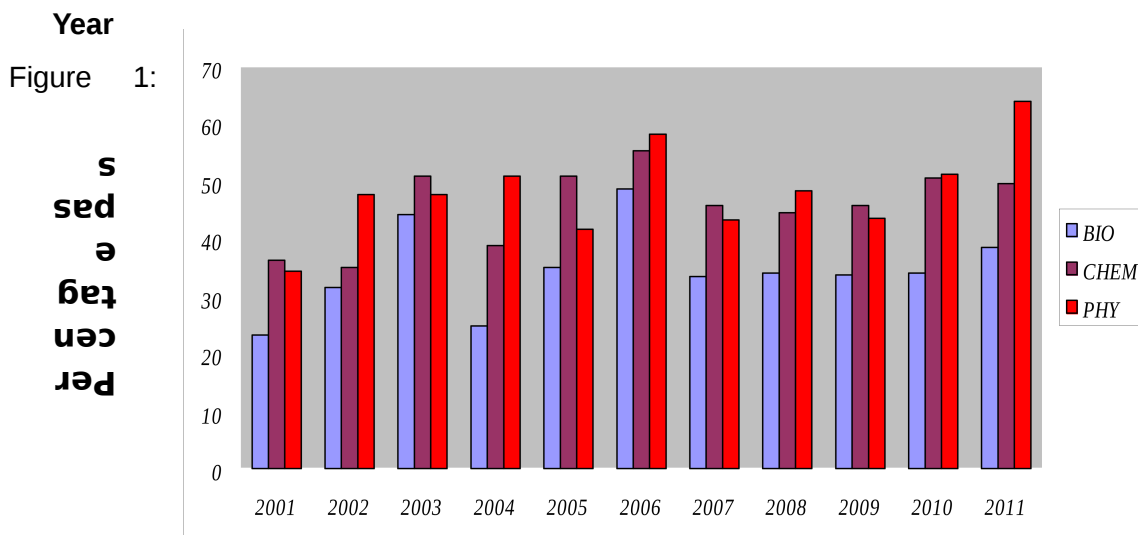
Figure 1:

Bar chart on Percentage passes of the students in WAEC Examination for 2001 to 2011

The result in figure I shows the performance of students in WAEC between 2001 and 2011. Analysis of these results shows that in 2006, 55.34% of the students had credit pass ($A_1 – C_6$) in chemistry being the highest in the ten years under review. From 2007 to date, the performance as shown in table I and figure I despite the increasing enrolment in the subject was poor because the percentages were in the forties except in 2010 where the percentage rose to as 'high' as 50.70.

The poor performance was attested to by the 2007 WAEC Chief Examiner's report which showed that secondary school students hare a list of problems in understanding some concepts in chemistry most especially electrolysis and those misconceptions include:

- ❖ Students are always confused between the flow of current in the conductors and in the electrolysis.
- ❖ They cannot identify the anode and cathode, positive and negative terminals in the cell.
- ❖ They cannot describe and explain the process happening at the anode and cathode.

- ❖ They mix up the oxidation and reduction process at the electrodes and
- ❖ They find it difficult to explain the concept of electrolysis (2007 WAEC Chief Examiner's report on chemistry.

This has been a source of concern to science educators over the years and as suggested by Oloruntegbe (2010), this may be as a result of poor learning environment, lack of trained and qualified chemistry teachers or even poor teaching strategies.

Electrolysis has been regarded as one of the most difficult topics to learn for both students and teachers (Oyelekan, 2006; Okanlawon 2004). Adebayo (2007) also identified electrolysis as one of the difficult topics to teach and learn in chemistry. He observed that with the use of appropriate and effective teaching and learning strategies such difficulties identified could be overcome. As Okanlawon indicated, secondary school students find stoichiometry problem (electrochemical cells and electrolytic cell inclusive) very difficult because the topics involve concepts about electricity

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and oxidation-reduction, both of which are abstract and demanding.

Lack of high activity-based student participation is one of the causes of students' poor performance on quantitative problems. Perhaps, students in the classrooms pursuing chemistry courses do not have enough and sufficient activity-based participation. Hence, the need for the use of Students Team Achievement Division Instructional Strategy. It is a method used by educators to help students develop necessary social skills such as healthy interaction skills, formation of personal and professional relationship (Johnson & Johnson, 1999). Zakaria, Chin and Daud (2010) in his finding concluded that there are positive changes that take place when a teacher changes his instructional strategy from being teacher-centred towards a more student centered approach. Many studies have been conducted in different kinds of cooperation using different kinds of cooperative learning techniques.

Some chemistry educators have stressed ways to make the learning of chemistry topics more explicit through the use of learner-centred instructional approaches (Okanlawon, 2012). In his argument, he observed that, as opposed to traditional classroom instructional approaches involving lectures instruction from a learner-centred perspective, is the facilitation of student's construction of knowledge in accordance with the five principle of constructivism.

(a)   The learner should be an active contributor to the educational process since knowledge is not a thing that can be simply given by the teacher at the front of the classroom to students in their desks.

(b)   Learner's current knowledge and experience are critical in new learning situations and need to be taken into account.

(c)   Learning occurs from dissatisfactory with present knowledge.

(d)   Learners construct knowledge not only by physically and mentally acting on objects but also through social interactions with others.

(e)   Learning requires application.

Continuum of teaching–learning strategies swings from passive lecturing to active and reflective instructional modes. The teaching-learning methods occupy a crucial position in education process as these pave way for students being passive or active learners. According to Hung, Tan and Koh (2006), active learning is the act of learners, becoming responsible for their own learning during which they are actively developing thinking/learning strategies and constantly formulating new ideas and refining them through their conversational exchanges with others.

Despite the preceding attempts of researchers, there is still a paucity of research with respect to the teaching strategies that specifically target various difficulties often encountered by students when solving electrolysis problems. This paper therefore address the STAD approach in teaching and learning of electrolysis in chemistry curriculum in National transformation beyond 21st Century.

Students Teams Achievement Division (STAD) as an Approach to Teaching and Learning

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(Students Teams Achievement Division) (STAND) was developed by Robert Slavin and his colleagues at Johns Hopkins University and it is perhaps the simplest and most straightforward of the cooperative learning approaches (Slavin 1995). STAD is a teaching strategy that involves four to five members learning teams of high medium and low performing students, and boys and girls of different racial or ethnic background. Teachers using STAD present new academic information to students each week or on a regular basis, either through verbal presentation or text. Students within a given class are divided into four or five – member learning teams, with representatives of both sexes, various racial or ethnic groups and high, average and low achievers on each team. Team members use worksheets or other study devices to master the academic materials and then help each other. Others learn the materials through tutoring, quizzing one another or carrying on team discussions. Individually, students take weekly or biweekly quizzes on the academic materials. These quizzes are scored and each individual is given an "improvement score". This is improvement score are not based on a student's absolute score but instead on the degree to which the score exceeds a student's past averages.

STAD is commonly used with the direct instruction model, which follows four steps: introduction, presentation, guided practice and independent practice. When STAD is used, the first three steps are identical to those in direct instruction but independent practice is not "independent" rather it is done in cooperative learning groups. These groups function together for an extended period of time, providing opportunities for practice and feedback during a unit.

Planning for the STAD Cooperative Learning model is a four step process

Planning for Whole Group Instruction
Organizing Groups
Planning for Team Study
Calculating Base Scores and Improvement Points
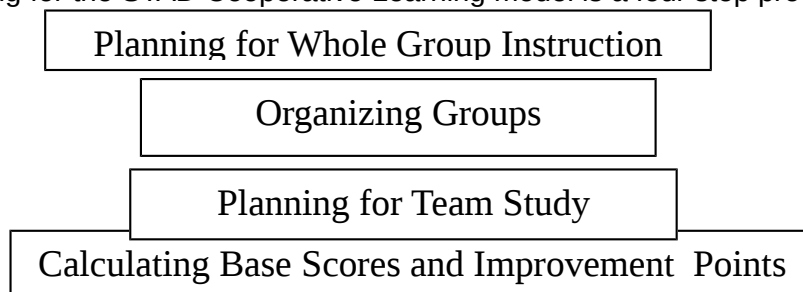
Fig. 2 – Planning Lessons with STAD

When using STAD, the teacher plans to present the content that students will practice in groups. This can be accomplished through the inductive model, the concept attainment model or the direct – instruction model, all of which focus on specific forms of content when any of this models is used. Planning will always include three essential steps.

1. Identifying a topic.
2. Specifying clear learning objectives.
3. Preparing high-quality examples

Organizing groups- To effectively implement any kind of cooperative learning, teams must be organized in advance. The goal is to create teams that are of mixed ability gender and ethnicity (Slavin, 1995). Slavin suggests that four is the ideal number of members for a group but groups of five members can also be effective. One way to ensure that groups are similar in their range of abilities involve ranking the students, dividing them into quartiles and assigning

one student from each quartile to each group. Students can be ranked based on a pretest planning for team study – the success of STAD learning teams depends on having high-quality materials to guide the interactions within the groups. As teachers plan their lessons, they need to ask themselves "what specific concepts or skills are students learning and how can I design materials that will allow them to learn effectively in their group" This is where clearly specified learning objectives are important. They ensure that the group instruction and team study are aligned with the learning objectives.

Equal opportunity for success is essential in STAD and opportunity for success means that all students, regardless of ability or background can expect to be recognized for their efforts. This element is particularly important in heterogeneous classes where background knowledge and skills vary widely. Equal opportunity for success is accomplish in STAD by awarding students improvements points if their score on a test or quiz is higher than their base score. A base score is the student's average on past tests and quizzes or a score determined by a previous year's or term's grade.

Guidelines for successful STAD approach.

According to Slavin (2011) and Colin (2006), the following guidelines are required for successful STAD approach.

1. Class Presentations
*   Teachers introduces STAD materials most often with a lecture followed by a discussion.
*   Presentation information associated with the STAD unit.
2. Teams
*   Teams are composed of 4-5 students who represent a cross-section of the

class in academic levels, gender and race or ethnicity.
*   Major functions of the team is to prepare its members to do well on the quizzes.
*   After the class presentation, the team meets to study worksheets or other materials.
*   Most often, study takes the form of students' quizzing one another back and forth team members work to ensure that their team members work to ensure that their team mates understand the content and work on correcting misconceptions and mistakes.
*   Teams are very important in STAD emphasis is placed on team members doing their best for the team – the team provides peer support for academic performance and provide mutual concern and respect.
*   Only two worksheets and two answer sheets are given to each team.
3. Quizzes
*   After one period of teacher presentation and one period of team practice, students take the quizzes individually.
*   Quizzes are composed of course content related questions.
*   They are designed to test knowledge gained by students from class. Presentation and during team practice.
*   Students are not permitted to help one another during the quizzes – this ensures that every students is individually responsible for knowing the material.
4. Individual improvement scoring
improvement score each week.
5. Team Recognition
*   each week teams receive recognition or the sum of the improvement scores of the team members.

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- Each week the teacher prepares a newsletter to announce team scores to recognize individuals who showed the greatest improvement or got perfect standings and reports cumulative team standings.
- A newsletter is the primary means of rewarding teams and individual students for their performance, teachers can also use bulletin boards and special privileges.

Objectives of the Chemistry Curriculum

The Chemistry Curriculum as a teaching syllabus as reviewed severally by the Federal Ministry of Education has among others the following general objectives. These include:

1. develop interest in the subject of chemistry.
2. acquire basic theoretical and practical knowledge and skills.
3. develop interest in science, technology and mathematics.
4. acquire basic STM knowledge and skills.
5. develop reasonable level of competence in ICT applications that will engender entrepreneurial skills.
6. apply skills to meet societal needs of creating employment and wealth.
7. be in a position to take advantage of the numerous career opportunities offered by chemistry.
8. be adequatel studies in che of Education, 2007).

In addition, the reviewed curriculum

1. will facilitate a smooth transition in the use of scientific concepts and techniques acquired in the new Basic Science and Technology curriculum with chemistry.

2. provide Students with the basic knowledge in chemical concepts and sequencing.
3. show chemistry and its inter-relationship with other subject.
4. show chemistry and its link with industry, everyday life activities and hazards.
5. provide a course which is complete for students not proceeding to higher education while at the same time provides a reasonably adequate foundation for a post secondary school chemistry course.

The preceding objectives pose a challenge to secondary schools with a lot of implication for the instructional strategies used by chemistry teachers. Chemistry studies the composition, the properties of substances and the transformations that they must undergo. The chemist must also become familiar with the properties of pure substance with the aim of not only describing the properties of matter but also to know the reasons for such properties. The content of the SSS chemistry syllabus with respects to electrolysis is shown below as it is contained in the national science curriculum for senior secondary school published in 2009.

Electrolysis

(a)   Effect of electricity on matter

(b)   Electrolytes and non-electrolytes

during electrolysis.

(d)   Faraday's laws: Faraday as a mole of electrons

(e)   The uses of electrolysis in purification of metals.

(f)   Oxidation and reduction.

(g)   Redox series

(h)   Use of oxidation numbers

(i)   Balancing of redox equations

The Chemistry curriculum for senior secondary schools in electrolysis is aimed at satisfying the chemistry requirement of the senior secondary programme in the National Policy on Education (FRN 2009). The curriculum was developed, with the aim of providing students with basic knowledge in chemical concept and principles through efficient selection of content and sequencing. The developers of the curriculum used a guided discovery approach, which rests squarely on the activity of the child. This is to ensure that learners are provided with continuous and repetitive experiences, in the skills of observation, defining problems, recognizing assumption, critical thinking, hypothesizing, collecting and recording of data, testing and evaluating and applying generalization.

Conclusion

The chemistry curriculum is packaged with content that leads to self actualization by students. Its focuses on practical activity with emphasis on locally available materials. This is to imbibe the learners with the spirit of enquiry. The curriculum, if effectively implemented, will enable the learner to achieve his/her maximum potential in the subject of chemistry and electrolysis in particular. The effective implementation of this new curriculum relies heavily on the availability of teachers who are well grounded in the subject matter of chemistry as well as the philosophy and purpose of the curriculum. Thus, there is need to build the capacity of the teachers and the level of interest and readiness of chemistry content generated in the students will depend on the teacher's approach in presenting the materials. Hence, the need for the utilization of STAD learning approach to improve its effect on the performance of students in solving electrolysis problems.

Recommendations

- ❖ In view of the fact and analysis mentioned, it is recommended that Students Team Achievement Division as an approach be encouraged and element of mutual student relation be emphasized in secondary school science subjects.

- ❖ The science teachers and most especially, chemistry teachers need to be aware of the usefulness of concept of STAD instructional strategy as an approach in teaching and learning.

- ❖ The paper should also sensitize curriculum designers science textbook authors and examination bodies such as NECO, WAEC etc. as well as Ministries of Education, Science the Technology towards organizing seminars and workshops organizing seminars and workshops on the values of Students Team Achievement Division in teaching-learning process.

- ❖ The curriculum designer should integrate this approach into the science curriculum. This will in no small measure ensure an active oriented students participation.

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DIMINISHING COMPETENCE IN SHARĪʻAH LEGAL REPRESENTATION AND THE NEED FOR CURRICULUM RENEWAL

BY

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Abstract

The twin children of the legal profession are the bar and the bench. Presentation of evidence, its acceptance or rejection are rested upon the quality of reason and soundness of logic forwarded before the court. This paper reflects on the effects of diminishing proficiency in Sharīʻah legal representation in averting the attainment of justice. Personal observation supplemented by guided interview of some muslim lawyers, sharīʻah judges, muslim clerics and academia was used to support the submission of this paper. It is submitted, among others and with reasonable degree of unanimity, that the provision of English books that are not hostile to sharīʻah regular conduct of tutorial, attendance at court hearings by the sharīʻah law students, registry experience through attachment to court and the sound knowledge of Arabic are the peculiar impetus to the soundness of judgment and the support of the parties to the same.

Introduction

Two major bodies are identified as curriculum designers that provide for teachers the broad guidelines for what takes place at classroom activities, these are the education authorities and examination bodies. These bodies according to Oduolowu (2002: 36) fashion the ideal packages in form of worthy educational objectives and attainable curriculum components which are capable of facilitating the attainment of such objectives. Elements which are central to the functional implementation of the curriculum are the syllabus, the scheme of work and the lesson preparation. The process of constructing syllabi is complex and sophiscated because it is often devised and later revised severally. It is similarisable to the culture of constitutional review which largely attends to the pressing emerging needs of the society.

The syllabi, through the scheme of work is logically and diligently broken into yearly, termly or weekly topics. The effective teaching and learning is aided by lesson preparation through the well arranged outline of what the teacher intends to teach. The history of Nigerian education is replete with timely innovations that stand as responses to those observable anticidents. In the reckoning of Ogunsanya (2000: 55) the comprehensive appraisal of curriculum started at Aiyetoro comprehensive high school in 1963. This was followed by curriculum conference of 1969 that brought together the Nigerians from all relevant disciplines who discussed the kind of education they aspire for Nigerian children. It eventually made plea for national subject curricula at all levels. This provided the required inspiration for the establishment of national policy on education in 1977.

The designs targeted the idea of revolutionizing our education system and certain agencies were inaugurated with specific mandate on curriculum development and innovation at designated level of education. The agencies include

i) National Universities Commission (NUC)

ii)   National Board for Technical Education (NBTE)

iii) National Commission for Colleges of Education (NCCE)

iv)   Nigeria Educational, Research and Development Council (NERDC)

v)   National Teachers Institute (NTI)

vi)   National Commission for Nomadic Education (NCNE)

vii) National Commission for Adult, Non Formal and Formal Education.

The curriculum design for Sharī'ah in Nigerian tertiary institutions has its historical antecedents with Islamic education under the British colonial rule. The British, after the conquest of the Northern Nigeria which was characterized by stiff and persistent resistance from the emirates assured Emirs that the colonial administration was not interested in disrupting the pre-existing emirate system of government. Rather, their system was to support the Emirs in consolidating their council, their customs and traditions. In return to this assurance, the newly installed Emirs by the British had to reciprocate by swearing to oath of allegiance (with Qur'an in their right hands) in the name of Almighty Allah and prophet to "well and truly" serve his magesty and his representative, the High commissioner. This expression of loyalty included cherishing no treachery and disloyalty in their hearts and obeying the laws of the protectorate as well as the lawful commands of his high commissions and his residents. (Muhammad, 1992: 5).

Nevertheless, the above policy which is being popularly referred to as indirect rule only bounded up the colonial administration and the body of Emirs and chiefs, the religious leaders remained with their stiff opposition to the British Rule. The colonial administrators were not sure of these clergy men *ulamā'* not even of those they tried to buy off with privileges and trips to Makkah. It was not the Emirs the British feared most, but the often fragile and harmless looking *ulamā'*.

In an attempt by the British to warm themselves into the hearts of these *ulamā'*, another type of college named Gordon Memorial College which was established in 1902 in Sudan with the strategy of winning intellectual sympathy toward the Europeans was established in Kano. This was sequel to a paid Hajj trip in favour of Waziri of Kano who equally visited Gordon Memorial College in Sudan. The college trained the sons, pupils and relatives of shalykhs and tribal leaders and it was a systematic effort aimed at erasing the wave of Arab prejudices against the Europeans. The Northern Provinces Law School was established in 1934 for the teaching of Islamic law and other covert British considerations as evident in the curriculum that was characterized by questionable subject combinations. In the estimation of Abun.Nasir (1987, 337) the colonial curriculum were craftily selected and those that had fallen in line with the colonial masters were allowed to teach in Kano law school under the guide of British syllabus. This scenario succinctly depicts the eclipse of professionalism in the design of appropriate and sound academic curriculum for the training of Islamic law students.

The old curriculum applied pure Arabic shari'ah literature books in teaching Islamic law. Local languages were equally endorsed as medium of communication while legal illustrations were drawn from living events among the natives. These processes were guided by the Maliki school of legal stipulations utilizing the whole wealth of its legal materials. Perhaps, the first school in Nigeria that taught Arabic and Islamic law was established in 1787 in Kano by an Arab from Morocco called Umar bin

Mukhtar Y. Sadiq (1986: p. 109). The scope and method of learning continued around the region in the same fashion with the tutors being largely dominated by natives of Futa Ture and Timbuktu in Mali.

The above approach was adjusted as part of reforms brought about by Sheikh Uthman bin Fodio in the 19ᵗʰ century. Institutions of higher learning in Arabic and shari'ah were established in Degel and it was regarded as a milestone in this branch of legal study. The success of his jihad activities which targeted social reformation changed the emphasis from language and rituals to legal studies. The decline in the study of Islamic law specifically began in 1947 when Kano government took over the most notable teaching of Islamic law. Some English subjects were incorporated into the syllabus, this gave room for the gradual accommodation of the European system of education. As such, the present syllabi in those universities that offer shari'ah have consistently been affected by the inherited English system planted by the colonial masters.

Legal Representation (Alwakālah) in Sharī'ah Court System

Man, in all situations could not oversee his affairs directly. He, in this regards, resorts to an accord with another person who, due to some qualities takes charge of his interests either for acquisition or defense. The nature of human society, since the beginning of time allows for gradual development which has eventually led to sophistication in different aspects of human endeavours. This was occasioned by scientific discoveries and technological advancements. The changes that take place in human lives are diverse, while some are positive, like increase in his valuable properties, others like sickness are negative. Each of these situations lead sometimes to either permanent or momentary impairment that

calls for qualified professionals to represent him with his consent in taking decisions or acting on his behalf. It is this process that is being regarded in Islamic law as *Wakālah* and it refers to professional advocacy.

Generally speaking, legal representation in Islamic law is as old as the law itself. This is easily traceable to the institution of vicegerency as recognized by Allah in the history of human creation and the encounter of Adam (A.S) with the angels. Adam became the first vicegerent, that is . Wakīl/Khalīfah of Allah on earth, Qurtubi, (nd. Vol 1, 97) in his work. Al-Jāmi'u Li-Ahkāmi Al-qur'ān confirms that the idea of vicegerency with respect to Allah was not to be interpreted as evidence of inability or incapacitation, but rather based on divine will of Allah as He did not confer that title on the angels or any other creature part from Adam, the same title was repeated to the person of Prophet Da'ud (A.S.) in surah 28-26 and other Prophets which was much of leadership by example. These roles included administration, interpretation the holy works and application of the existing laws of their times and the decent control of economy.

Hughes (1885: 812) defines the terms as *Wakalah, Wikala*: the office of substitute, an embassy, an agency, attorneyship. The definition by Hughes sees *Wakīl* as an attoney, agent or an ambassador. Elisa (1969: 81) looks at *Wakāla* and *Wakīl* as referring respectively to agency, proxy, agent, deputy, representative and substitute. The term is also a name given from Taukīl which means conferment of power of attoney (on one) and depending or relying (on him).

The legal arrangement of *Wakālah* is different form Wasiyyah. The latter according to Alish, (nd, 339) relates to legal representation that takes place

after the death of the client. Four major componets of this term are identified viz *al-muwakkil* the client, *al-wakl* the attorney, *mahall-al- Wakālah* the roles expected to be performed and ījab and Kabul offer and acceptance. However, the legal justification of attorney in Islamic law is variously given by scholars. The most prominent is the one that occurs in the story of the people of cave (Ashab Al-Kahaf) in surah 18 v 19 where one of the boys was given the assignment of securing food on behalf of the others.

Similarly, prophetic precepts abound confirming his use of this provision to attend to some of his personal legal relationships with others. Sabiq (1921, p. 226) informs that the holy prophet (S. A. W.) was represented by Abu Rafiu and another man during the marriage between his holiness and Maymunah. Similar practice was repeated during the marriage of Umm Habibah the daughter of Sufyan. The marriage took place in Habasha and the Prophet. S.A.W. was represented by 'Amru b. Umayyah with the authority of an-Najashi, the king of Habashah. Beside these, there were other functions like buying ram and the likes where the idea of legal representation manifested

The conditions for eligibility of legal representation includes freedom from any form of slavery, reaching the age of puberty, having a sound mind and the ability of the counsel to carry out competently the functions required from him by his client. Three mains causes for representation are central: these are in capacity, inability and inherent right to appoint a *Wakīl*. Incapacity is classified into two, these are:

i) Incapacity as a result of infirmity of body or mind; and,

ii) Circumstantial incapacitation. For instance a person with serious body deformity or deformity of mind which prevents the victim from direct supervision of his personal affairs like bodily sickness which does not allow him to perform important functions by himself, or mental sickness etc. such person no doubt, requires the assistance of another through whom he can carry out a particular duty.

However, Al-Sulaimani (1979: 88) mentions the conditions for approving an attorney in Sharī'ah, these include the appointment of *Wakīl*, that the *Wakīl* must possess qualities of performing the expected roles, that the functions must be within the legal jurisdiction allowed by the law, that both the client and the attorneys are expected to attain legal personality while clarity on the specific coverage area of representation must be made. Likewise, the jurists prohibit representation of non-Muslim while Al-Azhari adds other categories of persons who could not be recognized as *Wakīl*. These are a minor *Sabiy* a mad man majnūn, a fool *safīh*, imbecile or idiot *ma'tūh* and bankrupt person mufils.

Due to the important roles of *wakālah* in the society, different synonymous terms are being applied for the professional who performs this function. These, include lawyer, legal practioner, counsel, barrister, solicitor, legal representative, *Muhāmy*, *Mufti* and *Babalogun*.

Constitutional Rights to Fair Hearing and Representation

The right to fair hearing is one of the basic rights which modern man enjoys. A system of law which fails to entrench this right, its adjucatory procedures are seen to be repugnant to the principles of natural justice, equity and good conscience. Nigeria which subscribes to diverse international treaties has, in many legal respects affirms her compliance with this norm. The current position of the law on fair hearing is traced to the constitutional and

case laws. Section 36 of the 1999 constitution which corresponds to section 33 of the 1999 constitution reads thus:

1) In the determination of his civil rights and obligations, including any question or determination by or against any government or authority, a person shall be entitled to a fair hearing within a reasonable time by a court or other tribunal established by law and constituted in such manner as to secure its independence and impartiality

2) Without prejudice to the foregoing provisions of this section, a law shall not be invalidated by reason only that it confers on any government or authority or power to determine questions arising in the administration of a law that affects or may affect the civil rights and obligations of any person if such law.

   (a) Provides for an opportunity for the person whose rights and obligations may be affected to make representations to the administering authority before that authority makes the decision affecting that person; and,

   (b) Whenever any person is charged with a criminal offence, he shall, unless the charge is withdrawn, be entitled to a fair hearing in public.

3) Every person who is charged with a criminal offence shall be entitled to defend himself in person or by his legal practitioner of his own choice. Examine in person or by his legal practitioner, the witnesses called by the prosecution before any court or tribunal.

A calm content evaluation of the above constitutional provisions reaffirms that citizen is protected to rise in defence of any legal move instituted against his civil rights and obligations. The right to expose the witnesses advanced by the opposing party to questioning or cross examination by his counsel is equally established by these provisions.

Before the enactment of the above constitutional provisions and other relevant sections, it is recallable that under the periods that preceded the commencement of 1979 constitution, lawyers according to (Tanko Muhammad 2009: 190) were not permitted to practice by appearing before the area court and Sharīʿah court of Appeal. This prohibition was dictated by the provisions of sections 22 95) (e) of the constitution of the federation 1963, section 20, of Sharīʿah court of Appeal Law, cap 122 Laws of Northern Nigeria, 1967 and section 390 of the Criminal Procedure Code (CPC). These provisions declaratively prohibit a legal practitioner from appearing as a solicitor acting for or assisting any party before an area court or Sharīʿah court of appeal

Upon the repeal of the above provision, the constitution has given the right of appearance before any court or tribunal including courts administering Islamic law. It is on records that case laws that support the position of the constitution abound, for instance, the honourable Kadi of the Niger State Sharīʿah court of Appeal proved difficult in allowing the counsel in Yakubu v. Paiko. It is about forced marriage of a virgin girl by her father, when the case was reintroduced on appeal to the court of appeal, the court in exercising its appellate jurisdiction submits among others that"

> *… under the constitution even in civil trials or appeals, no court or tribunal in this country has the power to exclude a legal practitioner*

from representing any person before it (Tanko Muhammad, 2004, 192).

Additionally, several instances where lawyers were allowed to stand as counsel to their clients in sharī'ah are on record. In a suit between Ajaratu Idowu an appellant Aliyu Mobolaji Akanbi a respondent their lordships at the Kwara State Sharī'ah court of appeal allowed the counsels to the parties to display their legal erudity in Sharī'ah. A. A. Ibrahim Esq and A. H. Gambari the counsel for the appellant and the respondents made skillful references to Sharī'ah law books that were largely authored in Arabic language. It was about the demand for the custody of the only child of the marriage between the disputants, that is, al-hadāna. This instance and several others serve as testimonies to the right to fair hearing and legal representation which do not attract any exception either at the court of competence or the tribunal that was set up by the enabling law.

The Structure of Legal Texts and Arabic Proficiency

The art of deducting the rules of law from the legal texts deals with linguistic principles of jurisprudence. Arabic language is very pivotal and central to any meaningful study in Islamic law because of its dominance in determining the intention of the law giver. Scholars in the field of language study have established the divine status of any language, as its creation is beyond the intellectual capacity of man. Human beings cannot consciously create a language of their own, Ayodele (1994: 5) submits that since each person is born into a language community and thus acquires the language of that community, there is yet no successful experiment by a group of people to consciously create a language of their own. The legal concepts contained in the Sharī'ah legal texts are introduced in the Arabic language and for clarity and better understanding of these concepts, an in-depth inquiry into the nature of this language and its efficacy in Sharī'ah adjudicatory system is very relevant and crucial.

Each language has its distinct stylistic peculiarities which include the lexical meanings and various usages and vocabularies. It is from this linguistic culture that the jurists in Islamic law explore the methods, principles and cannons that guide the correct deduction of the legal rules from the grammatical arrangement of these legal texts of Islamic law, that is āyāt al-ahkām

Every major legal system has inseparable link with the original language of its inventors. This follows the thinking that a law or legal system is about the philosophy of life dictated by the historical antecedents and the collective vision for a dignified life.

The term *al-Nass* refers to "the word" traced either to the holy Qur'an or the prophetic statement. It is designed to represent legal evidence or reference for legal issues. The Muslim jurists and the theologians specifically apply the term to denote declarative statement, which does not attract any ambiguity or hypothetical definition. Legal evidences in Islamic jurisprudence are principally of two types, viz the revelatory evidences *al-adllah al-naqliyyah* and the rational evidences *al-adllah al-aqliyyah*. The first denotes those aspects of legal rules that depend for its authenticity on readable divine texts which do not give room for the exercise of personal reasoning. This equally involves the exclusion of the jurist *mujtahid* from expressing personal opinion on such matters. On the other hand, the propounded rational evidence and postulates which came as a result of the intellectual capacity of the jurist like *qiyas* (analogical deduction) *almosa-lih al-*

mursalah (presumption of continuity) and *al-istihsan* (preference) are not part of these revelatory materials.

Zubair (1997, 4) defines language as the combination of words which have been established for certain meanings, the word in Arabic philology has its own meaning. Its understanding aids the skill in law and develops the jurisprudential proficiency in Islamic law. Al-Usari (1981, 10) points to the two major ways through which the legal texts could be properly understood for eventual deduction of the intended rule of law. The first of these is the grammatical inferences and the Arab traditional way of using and applying the intended concepts. The Qur'an and the Hadith are to be interpreted by strictly following the grammatical norms and cannons of the Arabs. The second means of understanding the legal text is through the authentic prophetic statements, which could be in form of explanatory comments or active application of the affected aspect of the legal matters.

The second linguistic principle which the jurists apply in determining the intendment of the law giver through the legal texts is the dispositive portion of the legal texts and its opposite meaning. These are referred to as *mantūq Al-Nass* and *mafhum al-mukhalāfah*. In the estimation of Khalaf (1989, 153) a case could denote a rule of law through a legal text when it contains certain restrictive factors. The notables among these factors are those that take the form of description *al-wasf*, a condition *shart*, an extention *gayah*, and numeration, ʻ*adad*.

Moreover, the meanings of the legal texts are classified to apparent and unapparent meanings. This is the third linguistic principles of the legal texts. Abu-Zahrah (n.d. vol. 2, 18) contemplates that the apparent meanings relate to those words of apparent denotation and

clarity which do not require further explanatory remark. The legal implication of this type of grammatical expression is that the rule of law given by these expressions are to be strictly adhered to by the muslims. The second type, because of its unapparent nature does not attract the quality of enforcement.

Words, in the legal expressions, are being applied for the general and specific meanings, that is al-*mushtaraq al-ʻam and al-khās*. The first refers to the words being originally applied for more than one meaning. For example, the word *al-yadd* could be right or left hand. Whenever, the jurist or lawyer in Sharīʻah court system comes in contact with any word of concurrent meanings between the linguistic *maʻna* lugawwi and conventional meaning *maʻana istilāhi*, it is professionally expected from the jurist to rest his interpretation on the legal meaning of the word. In a situation where the word attracts two or more meanings and they are all linguistic, having no conventional denotation, the jurist is required to choose one specific meaning, this process implies that interpreting a word of concurrent that is *al-mushtaraq* by combining all its meanings together is not legally procedural.

The working relationship between Arabic and the legal texts is further emphasized by the existing variations in qur'anic recitation and its impact on legal interpretation. The study of existing variations in the recitation of the holy Qur'an is a science that relates with the narrow knowledge and technique of applying qur'anic words and different linguistic and voice formation. The jurisconsuit in their intellectual endeavours had discovered, centuries ago the relationship between those authentic variations in the science of qur'anic recitation and the juristic interpretation of the legal texts.

A sample illustration to the above statement is in surah 2:222 which instructs concerning a menstruating woman thus:

> *… and go not unto them until they are purified and when they have purified themselves then go unto them.*

Two variations in reciting the verb *yathurna* were reported. The first variation has the letter "t" being vocalized with apocopative, that is *al-sukun*, while the second type has letters **t** and **ha** vowelised with both accusative, that is *al-fatha* and sign of stress that is *al-shaddah*. Nabil (2002, 79). The legal implication of these variations is that husband in the first recitation is forbidden from having conjugal relationship with his wife until the menses stop, while the second recitation denotes that in addition to the seizure of the menses, the wife is equally required to purify herself before such relationship is allowed. The verbal noun *al-tuhr* which is taken from the verse revolves around three meanings, viz, the seizure of menses, the bath of purification and ordinary cleansing of the private part. (Ibn Rushd, (nd, 116)

In a nutshell, the main thrust of the review of the above legal literature is an attempt to clamour for systematic repositioning of Arabic in the entire review of the Shari'ah legal education.

Methodology

The analytical and descriptive survey research designs are adopted for the collection and analysis of data with the use of random sampling technique. The questionnaire which was extracted from the two major research questions were administered on the sample population. The questions are:

I.   Will hostile text books contribute to the diminishing standard of sharī'ah legal representation?

Respondents	Agree	%	Disagree	%	Total
Court registrars	08	72.72	03	27.28	11
Bailiffs	07	53.84	6	43.16	13
Judicial correspondents	06	66.67	03	33.33	09
Litigants	08	53.33	07	46.67	15
Total	**29**	**60.41**	**19**	**39.58**	**48**

The result analyzed in table **1** indicates that out of eleven (11) court registrars who record the events and keep relevant case documents eight (8) of them subscribed to the proposition that hostile text books with distorted concepts about sharī'ah contributed to the dwindling quality of legal representation. The remaining three (3) did not agree with the question. Similarly, the bailiffs who are in charge of serving court decisions to the parties sharply took opposing views, while seven (7) of them which represents 53.84% agreed with the question, the remaining six with 43.16% refused to share the opinion. Judicial correspondents that provide medial coverage about the events that take place within the four walls of the court contributed to the discussion. Out of the total nine (9) respondents, six of this population with 66.67% agreed with the question, while three i.e. 33.33% disagreed. The last group belongs to litigants who petition the courts for various forms of relief, 53.33% supported the question while 46.67% disagreed.

II. **Will the current curriculum design affect Islamic legal education in Nigerian universities?**

Respondents	Agree	%	Disagree	%	Total
Muslim lawyers	05	71.42	02	28.571	07
Shari'ah judges (qudat)	08	88.899	01	11.111	09
Muslim clerics	11	84.615	02	15.384	13
Academic	09	81.818	02	18.18	11
Total	**33**	**82.50**	**07**	**1.75**	**40**

The bar and the bench constituted the major contributors to the above question. Others are muslim clerics and the academic. The total number of seven (7) muslim lawyers were consulted and five (5) of them satisfactorily agreed with the question, aside the remaining two (2) that did not support it. Out of nine (9) shari'ah judges, eight (8) of them convincingly agreed with the question. This number represents 88.899% of the total population of thirteen (13) respondents while 11.111% stands for the remaining one respondents that did not fall in the same line of thinking as expressed by others. Thirteen (13) muslim clerics of which eleven (11) of them agreed with the research question proposition, this represents 84.616 while 15.384 stands for the remaining two (2) respondents. Lastly, nine (9) out eleven academia which is 18.818% agreed with the question, this is against 18.18% that did not support the it.

Conclusion

To enhance a sound and skillful legal representation in Sharī'ah court system, knowledge of Arabic is convincingly taken as its lubricating oil. Its teaching, as submitted by Opeloye (2001, 121), should be made central to the teaching of Islamic law at university level. This and Islamic studies are to replace English literature as part of entry requirements. It is irrational and absurd to suggest that lectureship and professional appointment in law should be rested upon the call to bar, only the core common law course are to be excluded in their list of courses for lecturing.

The immensity of Arabic proficiency in the justice system of sharī'ah is undisputable. It imbues the sharī'ah justice system with judicial erudity through the clarity of decision and the courage of the attorney in arguing his legal view points. The dramatic exhibition of professionalism, intelligent mastery of procedure make the court proceedings not only a learning ground for the attendees but also a unique and fertile ground for attaining justice.

Recommendations

It is suggested that due to the deplorable standard of students in Arabic language, Islamic law books in English language are to be made available by the universities. This must avoid those books written by the orientalists who are hostile to the religion of Islam with distorted picture of Islamic law. Equally, there is need for an improved teaching method by the lecturers: this should include the innovation of using court judgements to draw illustrations during the teaching. The teaching methodology requires dynamism in featuring a relaxed tutorial in an informal process which is aimed at creating better opportunities for critical discussion. This is complemented by court attendance and the involvement of shari'ah students in a systematic

attachment to shari'ah court to gain experience about the registry aspects of an ideal shari'ah court system.

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LEVEL OF CURRICULUM IMPLEMENTATION IN JUNIOR BASIC SCIENCE

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Abstract

This study investigated the strategies adopted for implementation and routine activities involved during implementation of the new basic science curriculum in selected schools in Oyo State. A total of sixty four (32 male and 32 females) teachers and teachers in-service training in basic science were randomly selected as sample for this study. Two valid and reliable instruments were used to collect relevant data for the study. The awareness of Teacher about the New Basic Science Curriculum Questionnaire (SANBSCQ) and Routine Activities involved during Implementation of the New Basic Science Curriculum (RAINBSC) have the reliability value of 0.82 and 0.83respectively. Data analysis was by means of simple means results of the data analysis revealed that the use of laboratory apparatus can be adopted as effective strategy, as well as assignment method, individual methods and experimental method of teaching are also effective. Recommendations were made based of the result of finding. It was suggested that Basic Science teachers must be given intensive monitoring, government employ more basic science teachers to enhance effective teaching as well as providing for more functional and balanced Basic Science Curriculum should be put in place to provide bond and solid foundation at Junior Secondary Schools level in preparation for further science development in the future.

Introduction

In any country to achieve the goal and aspiration of education, there must be a regular transformation in curriculum and the issue of transformation in Nigeria educational system is a cankerworm that has eaten deep into the fabrics of educational system. Nigeria has witnessed several educational transformations which started at pre-independence and continued after independence (Bello, 2008). He concluded that Nigeria educational system is enshrouded in inconsistency and confusion. The poor performance in the fields of science and technology therefore is associated with inadequate curriculum transformation. Transform means to change the shape; appearance, quality, or nature of or by correcting, making improvements, to put or change into an improved forms or condition, to amend what is defective corrupt or developed (Ogbunafor, 2008). Therefore, transformation is the act of re-shaping things to make them better; to transform a system means to look into it by way of removing those things that are no longer obtainable in order to bring in things that are more beneficial (Wikipedia, 2009).

Yusuf and Yusuf (2009) concluded that transformation in Nigeria education is federal government induced and directed culminating into substantial alteration of the Nigeria educational system in terms of programmed curriculum, agencies, educational levels e.t.c. In a nutshell, educational transformation therefore, refers to a process of re-designing, re-structuring or transformation in measures

for improvement upon the existing one. Bello (2007) highlighted major reasons for transformation in education to include the need to have education relevant to the need of the country, equip students/pupils with relevant knowledge to change their private and professional lives, make education accessible to more people, pay more attention to science and technology among others.

It is a major science subject in the junior secondary school curriculum. Basic science is a science subject taught in the lower, primary upper primary and junior secondary schools. Basic Science (formally Integrated Science) in Junior Secondary school is a course of study devised and presented in such a way that students gain the concept of the fundamental unity of science, the commonality of approach to problems solving of scientific nature and help to gain an understanding of the roles and functions of science in everyday life and the world in which they live (Mohammed, Ahmed, Liman and Bello, 2008). Agboo (2009) stated that Basic Science is the bedrock to understand advance studies in science, technology and engineering.

The objectives of Basic Science education according to the National Policy on Education (2005) include:

- Lay a sound basis for scientific and reflective thinking.
- Give the pupils/ students opportunities for developing manipulative skills.
- Provide the pupils with basic tools for further educational development.

According to U... can be viewed ... activities (co-curriculum activities) provided under the auspices of school to bring about a change in the desired direction while Adeyegbe (2004)

submitted that curriculum generally is the hub of the activities in any educational endeavor since it dictates what is to be taught, at what level, by whom, with what equipment and for what purpose and assessed by what means.

Some research findings point to the fact that, the Basic Science programme is not properly implemented in the schools. (Okoye, (2004); Adejobi (2006) Adejor and Sambo (2011) indicated that the dearth of qualified teachers and lack of equipment and facilities while Abimbola (2013) reported that, the teacher centered methods of teaching science predominant in Nigeria Secondary Schools are the major problems confronting the effective implementation of the Basic Science Curriculum. This inconsistency led to the need to investigate the level of curriculum implementation in Basic Science.

Statement of the Problem

The success of any educational transformation lies on its implementation. Studies have revealed a wide gap between educational transformation and its curriculum implementation leading to poor academic performance in Basic Science. The objectives of the current educational transformation are likely to be achieved if the gap is bridged. This paper therefore examines the level of implementation of the new Basic science curriculum for junior secondary schools.

Purpose of the Study

This study seeks to find out what strategies are adopted for the implementation of Basic Science Curriculum.

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1. Most appropriate strategies for ... in Basic Science.
2. Extent of routine activities involved in implementation of the new Basic Science curriculum.

Research Questions

The study was guided by these research questions:

1. To what extent are appropriate strategies adopted for the implementation of Basic Science Curriculum?
2. To what extent are routine activities involved during curriculum implementation of the new Basic Science Curriculum?

Methodology

Research Design

This study adopted a descriptive survey study to assess the level of implementation of the new Basic Science Curriculum for secondary school by teachers

Population

The population of the study consists of all the junior secondary Basic Science teachers and students in JSS II within Ibarapa East, Ibarapa North and Ibarapa Central Local Government Areas of Oyo State.

Sampling Procedure

Purposive sampling techniques were used to select fifteen (15) secondary schools in Ibarapa East, North and Ibarapa Central Local Government Area of Oyo State out of thirty five schools. Five schools in each Local Government mentioned and intact class were involved. Sixty four (64) male and thirty two (32) female (32) teachers participated in the study.

Research Instrument

In assessing the level of implementation of the new Basic Science Curriculum, two instruments were used for data collection; these are:-

i. Awareness of Teachers about the New Basic Science Curriculum Questionnaire (ATNCQ).
ii. Strategies adopted for the New Basic Science Curriculum Questionnaire (SANBSCQ).

Awareness of teachers about the new Basic Science Curriculum Questionnaire (ATNCQ) is a four point Likert-type comprising eleven (11) items designed to sample teachers' opinion towards the new Basic Science Curriculum for Junior Secondary School. The second questionnaire titled Strategies Adopted for the New Basic Science Curriculum Questionnaire (SANBSCQ) is a 12 item Likert-type format. The questionnaire was administered to Basic Science teachers and students sampled from middle (JSS II) Basic Education level by appointed co-researchers. The data collected were analyzed using frequency count and standard deviation.

Results

The data were analyzed and results presented as follows in Table 1

Research question1: To what extent are appropriate strategies adopted for curriculum implementation in Basic Science

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Table 1: Mean responses of Basic Science on teaching strategies adopted for the implementation of the new Basic Science Curriculum

S/N	STATEMENT	SA	A	D	SD	MEAN	STD
1	Lecture method is a positive method of teaching Basic Science.	1(1.60)	25(39.1)	29(45.3)	9(14.1)	2.28	.72
2	The use of laboratory apparatus improves teaching method in Basic Science.	2(3.1)	51(79.7)	11(17.2)	-(0.00)	2.86	.43
3	I hate deductive method of teaching	1(1.6)	25(39.1)	31(48.4)	7(10.90)	2.31	.69
4	Inductive method is best achieved in Basic Science.	2(3.1)	37(57.8)	19(29.7)	6(9.4)	2.55	.71
5	Individual method is a method where students are made to work on their own, so I like it,	7(10.9)	38(54.5)	12(18.8)	7(10.9)	2.70	.81
6	Group method is best if well implemented.	9(7.8)	27(42.2)	14(21.9)	14(21.9)	2.11	1.26
7	Synthetic method, is a method of burning various small parts of a whole, this will be an effective method.	15(27.4)	18(0.28)	11(0.17)	20(0.31)	.96	1.31
8	Assignment method promotes self learning in Basic Science.	12(18.8)	43(67.3)	8(12.5)	1(1.6)	2.03	.62
9	Discovery method helps students to think of how to work out problem by themselves which could be very effective.	18(28.1)	39(67.3)	3(0.05)	4(0.63)	2.95	1.13
10	Excursion will lead to exposure of students.	16(0.25)	14(0.22)	21(0.33)	13(0.20)	2.91	1.12
11	Observation is the best method	16(0.25)	14(0.22)	20(0.31)	14(0.22)	2.91	1.12
12	Experimental method waste a lot of time	34(53.1)	30(46.9)	-(0.0)	-(0.00)	3.53	.50

Table 1 shows that the teachers agreed that the use of laboratory apparatus can be adopted as effective strategy in the implementation of the new basic science curriculum ($\bar{X}$= 2.86). In deductive method which is a method used by the teacher to consider a member of a particular example from the pupils attention on common properties which are present in all these examples. This method will be an effective way of teaching science ($\bar{X}$ =2.55), individual method ($\bar{X}$=2.70), assignment method ($\bar{X}$= 3.03), discovery method ($\bar{X}$=2.95), Excursion method will lead to exposure of students ($\bar{X}$=3.30), observation method ($\bar{X}$=2.91), and experimental method is a method where the students are made to perform various experiment on their own which will be a good method. But few of the teachers

strongly disagreed with synthetic methods ($\overline{X}$= 0.98), and some teachers disagreed with the use of lecture method ($\overline{X}$= 2.28), Deductive method ($\overline{X}$=2.31), and group method ($\overline{X}$= 2.11). However, strategies adopted for its implementation are achievable through the use of laboratory apparatus can be adopted as effective strategy, as well as assignment method, individual methods and experimental method of teaching are also effective.

Research question 2: To what extent are the regular activities involved during implementation of the new Basic Science curriculum?

Table 2: **Routine Activities involved during Implementation of the New Basic Science Curriculum.**

S/N	STATEMENT	SA	A	D	SD	MEAN	STD
1	Staff training could be a major strategy adopted for implementation of the new Basic Science Curriculum will facilitate better result	14(21.9)	30(46.9)	7(10.9)	13(20.3)	2.70	1.30
2	Introduction of relevant instructional materials during the implementation of Basic Science Curriculum will facilitate better result.	26(40.6)	24(37.5)	2(3.1)	12(18.8)	3.00	1.20
3	Sufficient man power will help in implementation of the new Basic Science Curriculum.	5(7.8)	51(79.7)	3(4.7)	5(7.8)	2.88	.65
4	Provision of proper infrastructure to schools brings a positive result of implementation of Basic Science.	38(53.1)	25(39.1)	1(1.6)	-(0.00)	3.58	.53
5	Recruitment of more Basic Science teachers is a good strategy for implementation of the new curriculum.	34(53.1)	24(37.5)	6(9.4)	-(0.00)	3.44	.66
6	Student's awareness on the need for changes will bring about a better result.	6(9.4)	56(87.5)	2(3.1)	-(0.00)	3.06	.35
7	Adequate financing in terms of incentives to teachers will be a good strategy.	24(37.5)	40(62.5)	-(0.00)	-(0.00)	3.38	.49
8	Allowing the teachers to study the curriculum for proper understanding before implementation of the new Basic Science Curriculum.	11(17.2)	53(82.8)	-(0.00)	-(0.00)	3.17	.38
9	Provision of science laboratory to schools will bring a positive result to implementation of the new Basic Science Curriculum	42(65.6)	16(25.0)	1(1.6)	-5(0.08)	3.41	1.11
10	Regular visit of the educational supervisors to implementation of the new Basic Science.	9(14.1)	48(75.0)	1(1.6)	.5(0.94)	12.86	.96
11	Constant review of the new Basic Science curriculum before and after the implementation stage is a necessity.	10(15.6)	48(7.50)	1(1.6)	-5(0.08)	2.91	.94

Table 2 shows that all the

eleven (11) items generated a high mean score of between 2.5 to 4.0 This show that the sampled teachers agreed with the following: That staff training could be a major method adopted for information of relevant instructional materials at the implementation of basic science curriculum will facilitate better result ($\overline{X}$=2.70). introduction of relevant instructional materials for the implementation of basic science curriculum will facilitate better result ($\overline{X}$=3.00), sufficient manpower will help in the implementation of the new basic science curriculum ($\overline{X}$=2.88), provision of proper infrastructure to schools bring about positive result of implementation of Basic Science ($\overline{X}$=3.58), recruitment of more basic science teachers is a good strategy of implementation of the new curriculum ($\overline{X}$=3.44), public awareness on the need for changes will bring out a better result ($\overline{X}$=3.06), adequate financing in terms of incentives to teachers will be a good strategy ($\overline{X}$= 3.38), allowing the teacher to study curriculum for proper understanding before implementation of the new Basic Science Curriculum ($\overline{X}$=3.17), provision of science laboratory to schools will bring a positive result to the implementation of the new Basic Science Curriculum before and after the implantation stage is necessary to ensure regular visit of the educational institutions. This has the potential yield of better result on the implementation of the new basic science curriculum ($\overline{X}$=2.86).from these array of findings, it evident that routine

activities are necessary for proper implementation of the new Basic Science Curriculum. These routine activities as obtained from the data analysis include the use of laboratory apparatus can be adopted as effective strategy, sa well as assignment method, individual methods and experimental method of teaching are also effective.

Discussion of Findings

The study x-rayed necessary strategies required for proper implementation of new Basic Science Curriculum. It gave an analysis of the strategies and routine activities that are needed to achieve good/ proper implementation of the Basic Science curriculum. It has revealed among others, that strategies such as laboratory method, assignment method, individualistic method and experimental method of teaching are effective and certain routine activities like staff training, introduction of relevant instruction, sufficient manpower, provision of proper infrastructure, and adequate financing are all impetus required for the successful implementation of the Basic Science Curriculum. This in line with Agboo (2009) This is submission that Basic Science is the bedrock to understand advance studies in science, technology and engineering while Adeyegbe (2004) submitted that curriculum generally is the hub of the activities in any educational endeavor since it dictates what is to be taught, at what level, by whom, with what equipment and for what purpose and assessed by what means.

It is therefore important for all stakeholders on the implementation of the Basic Science curriculum to adapt these strategies/ routine activities to enhance the attainment of proper implementation of the new Basic Science Curriculum

Conclusion

This study has shown the challenges of implementation of current educational transformation on Basic Science and also the strategies for enhancing the implementation of current educational transformation on Basic Science. These strategies will go a long way in bridging the gap between the educational transformation on Basic Science and its implementation

Recommendations

make teaching and learning of the skill-based Basic Science meaningful. This way, students will have the opportunity for practical works which is the major aspect of the Basic science curriculum.

❖ Government should employ more Basic Science teachers in order to reduce the work load on the teachers to enhance effective teaching.

❖ Students should be encouraged by

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therefore recommended that;

❖ The federal government should make it a point of duty to build infrastructure facilities including workshop/laboratory in all junior secondary schools across the nation with adequate provision of workshop/laboratory, equipment, instructional materials and tools to

❖ The supervisory and inspectorate units of education should be empowered with adequate human and materials resources to constantly inspect schools to ensure that curriculum delivery is adequately.

❖ Class size should be streamlined to correspond with the provision in the National policy on education for effective teaching.

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ENHANCING QUALITY IN TEACHER PREPARATION THROUGH TRAINING AND RE-TRAINING PROGRAMMES IN NIGERIA

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Abstract

The necessary climate to promote ongoing instructional improvement through training and re-training teachers in education must be able to plan and deliver effective teacher preparation. This paper therefore examines the concepts of training and re-training and their implications to teacher preparation in Nigeria. The paper identifies the rationale of training for new teachers and re-training of already trained ones as a means of providing well-qualified teaching personnel that would help to empower the individual pupils through acquisition of knowledge and skills that could enable them to participate fully and actively in nation building. It is also the contention of this paper that there could be no development in teachers' competence and effectiveness in teaching and learning without training and re-training. This paper concludes and recommends that teacher need to be trained in meeting the needs of ever changing technological and information age, help in solving manpower need and for raising the morals of the teachers, the leadership should ensure proper mentoring of junior teachers government should provide appropriate financial resources for training and re-training of teachers should also be involved in the identification of their own needs for training and re-training. There is also need for teacher preparation programmes in training and re-training to be comprehensive, continuous and carefully designed for personal and organization growth.

Introduction

Education has been tagged the bedrock of any nation's development. It is a tool for social reconstruction; hence the huge investment in it by all relevant stakeholders. One of the great concerns of educationists is the question of education standard at all levels and the role of the various governments (federal, state, and local) in the achievement of quality education. Current trends over the last decade in quality evaluation and control reveal concerns of all stakeholders about deficiency in teacher preparation and the means towards qualitative education.

The general objectives of education are developing cognitive abilities, basic skills, scientific methods in research and problem solving (Ukeje, 1991). Al-qudah (1996) also added that building balanced personalities in students, capabilities of decision making and analyzing data for validity are also needed.

Concern for quality of education is global. It takes critical look at success and failure of the educational sector. Within the education system there are many interacting factors which contribute to quality. Such factors are students and their background, teachers: skills and ethos, and curricular and social expectations (OECD, 1989). The Nigerian educational system therefore requires total quality in teachers' preparation.

Teacher Education has thus been seen, essentially, as pre-service and in-service programmes meant to produce professionally qualified teachers and to

ennance their quality (Odon, 1989). By Decree 16 of 1985 promulgated by the Federal Government Teacher Education was therein described as the professional training given to teachers entering or already in the teaching profession either as part of secondary education or of higher education.

In this vein, one can say precisely that Teacher Education implies conscious and deliberate efforts aimed at improving the efficiency of those to be entrusted with or those already entrusted with the responsibilities of teaching and training children in schools.

The National Policy on Education (2004) states the aims of Teacher Education as follows:

(i)   To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.

(ii)   To encourage further the spirit of enquiry and creativity in teachers.

(iii)   To help teachers to fit into the social life of the community and society at large and enhance their commitment to national objectives

(iv)   To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life but in the wider world, and

(v)   To enhance teachers' commitment to the teaching profession.

In view of the arduous task involved in accomplishing these aims, Ajayi (1995) declared that the educational system is obviously faced with the challenge of the need to explore the possibility of equipping teachers with the professional teaching skills that will enable them perform their demanding

assignment creditably. Accordingly, the National Commission for Colleges of Education hosted a national conference on the philosophy of Teacher Education in Nigeria at the University of Jos in November, 1991. The participants at the conference gave a critical consideration to the concept of education and teaching as they relate to the Nigerian learners. It was noted that:

> *Education is a process that involves the efforts of a person, called the teacher, imparting or trying to impart knowledge, information, skills, values, attitudes to another person or group of persons assumed to be relatively in-experienced and unskilled in a manner that is morally acceptable and pedagogically efficient (NCCE, 1992).*

In effect, education is expected to change a person's behaviour as a result of his interaction with the teacher or with the environment created by teachers. In consequence, the teacher should be the carrier of the culture of his society, the agent of its perpetuation and renewal as well as the architect of its change for the better. The teaching profession is therefore considered as inevitable pivot in our nation's march towards progress and modernization. Ukeje (1991) argues that if education is the door that leads to modernization, it is the teacher that holds the key that unlocks the door. Therefore, the teacher that holds such a key needs to be well equipped with adequate knowledge and possess competent mastery of the skills through training and re-training to effectively perform his functions.

According to Ogbiji (2006), teachers are the people abreast with the appropriate level of competence that is capable of turning out into the society

students who have acquired literacy, numerical, manipulative and communicative skills. Teachers' teaching profession is practiced within the confines of school organizations. The teacher must first receive adequate training and retraining in order to enhance his or her competence. Thus, the extent to which the school achieves its aims and objectives is based on the quality of training and retraining programmes the teachers are exposed to (Ogbiji, 2006). The need for training and retraining of teachers therefore becomes imperative for managers of school organizations, as it is in other private and public organizations. This is because it is only teachers who possess the required knowledge and skills to prepare students adequately (that can produce educated students equipped with expected norms and values functional in the society).

Training and Re-training in Teacher Education and Teacher Preparation

In Nigeria, the training and retraining of teachers is yet to receive the desired level of attention from all levels of government. There has not been enough systematic attention to update regularly the knowledge and skills of the teachers in the light of the changes in the curriculum and the wider society. This neglect has in turn affected the quality of scholarship in the school system. It is in this light that the federal government under the seven points agenda directed the National Teachers' Institute to retrain teachers at the primary school level in Nigeria. Insufficient provisions for training and retraining of teachers to acceptable standards constitute one of the major causes of poor quality of education at the secondary school level. Kunje (2002) in Bassey, Bassey, Antiga, Ojua, Takim and Ottong (2011) noted that loss of esteem coupled with infrequent training and retaining programmes causes the inability

of teachers to satisfy the basic needs, thus motivating a feeling of apathy and antagonism which stifle teachers' commitment to the teaching profession, resulting on low productivity.

In this ever-changing world in information and technology, these two concepts (training and re-training) are of high premium in Teacher Education and Teacher Preparation.

According to Beach (1980), training is the organized procedure by which people learn knowledge and, or skills for a definite purpose, while re-training on the other hand solves certain problems which some employers of labour in this country have not been able to identify. If teachers are to fit into the rate of technological advancement taking place around, there is need for recognition of the ever present need of not stopping at pre-classroom teaching/training received, but training of men on-the-job to meet changing techniques or to improve old methods that are woefully inefficient to the present need.

Training is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present positions as well as preparing them for future positions in the service. It is the systematic and planned instruction and development activities to promote teaching (Armstrong, 2004). Training also refers to learning activities directed towards acquisition of specific knowledge and skills for the purpose of an occupational task. The occupational task of concern here is teachers teaching profession. The focus of training is the "task" or the "job" (Cole, 2002). Retraining on the other hand involves providing additional training to people especially professionals who were already trained, in order to further

enhance their ability in terms of competence to handle contemporary challenges or changes in their professional areas.

Creemers (1994) and Harron (1995) in Bassey et al (2011) posited that training of teachers prepare them for the improvement of the educational quality, pedagogical techniques and school management. Ejue (2002) explained that retraining otherwise referred to as "refreshers programme" or "post-training" is concerned with both skills which an employee has been trained with and also with new innovative skills. Nwachukwu (1998) in Bassey et al (2011) identified conditions under which organizations must consider training and retraining of its employees, which include: lack of interest in one's job; negative attitudes to work; low productivity; excessive absenteeism rate; excessive complaints; low quality output; high incidence of accidents and insubordination. Once these conditions are observed, employer, in the case of school management, should institute training and retraining programmes which according to Nwachukwu (1998) in Bassey, et al (2011) will boost morale, increase productivity, lower employee turnover rate and ensure better coordination for the progress and advancement of school organization.

Jobs do not remain constant hence men must be retrained to handle the new jobs and to meet properly the requirements of the new methods. Training and re-training are thus meant to palliate the unavoidable appearance of embracing challenges that teachers can possibly face from outside specialized areas.

According to Adler (1992), the ultimate goal of the educational process is to help human beings become educated persons. Schooling is the preparatory stage. It forms the basis for learning and provides the means for continuing to learn after all schooling is completed. Schools have been the venue for the most formative experiences. Therefore, there is need to do all that is possible to empower teacher and bring about necessary reforms to make the school environment more congenial to learning.

For educational reforms to achieve the human development goals, primary human resource, which are teachers, must be adequately developed both at pre and in-service. Osunde and Omoniyi (2004) submitted that the ultimate success or failure of an educational reform programme rests with the teacher in the classroom, who is deemed to be the creator and organizer of effective learning environment – human environment and situation that facilitate the acquisition of desirable knowledge, concepts and skill, both in and outside the school. In an attempt to respond adequately to the changing needs of the changing world, schools must reform the structure of the curriculum for Teacher Education whereby teachers must acquire new knowledge, skills and attitudes to provide quality education.

In the same vein, the National Teachers' Institute was mandated by the Act No. 7 of 1978 to organize programmes for the upgrading of practicing teachers at all levels. In Nigeria however, unlike in advanced countries, re-training of teachers has hitherto not received the desirable attention from the local, state and federal governments. There has not been any systematic attention to update regularly the knowledge and skills of teachers. This is particularly so in the secondary school sub system. This neglect has in turn affected the quality of tuition in the schools. It is probably in recognition of this that the Federal Government directed the institute to, under the Millennium

Development Goal Projects, re-train 145,000 primary school teachers in the year 2008, (Onifade, 2010)..

The re-training focuses on the following:

- Innovative techniques of teaching the four core subjects (English, Mathematics, Science, and Social Studies)

- School-based Assessment and

- Improvising and instructional materials

Oyitso (1997) defined training as a concerned organized procedure by which people learn and acquire knowledge and skills for definite purpose. Nwachukwu (1991), in his own view, perceived training as the process of increasing human efficiency through the opportunity to acquire skills that a new and current knowledge requires, in carrying out various specialized tasks in their place(s) of work.

Woghren (1997) observed that training and re-training are necessary if efficiency and profits are to be attained. He observed that when people are offered training, they acquire new and improved skills and knowledge that will enable them to perform better, thereby enhancing their level of productivity. He further observed that training and re-training for teachers is capable of enhancing their level of performance and enables them to cope with the ever-increasing challenges of educating the masses in the country.

Rationale for Re-training of Teachers

Osunde and Omoruyi (2004) observed that teachers need to be re-trained in order to provide well-qualified teaching personnel that would help to empower the individual pupils through the acquisition of knowledge and skills that

could enable them to participate fully and actively in nation building.

In addition, training and re-training of teachers ought to be conducted in order to upgrade and update their knowledge and skills as well as to uplift the quality and quantity of teaching personnel that will be involved in our various primary schools ranging from different child-centered methods of teaching to various citizenship – related issues in most of the subject areas.

World Bank (2005) discovered that in-service (short-term professional development programme) provides teachers with more confidence in teaching as well as avenue in which to share ideas and solve problems. It also serves as a mechanism for re-training teachers in the profession. Hence, the need for re-training programme in innovative primary teaching techniques, is not only to equip the learners with basic knowledge of the subject content, but also for higher cognitive skills such as problem-solving and thinking skills that allow for self-development and continuous learning and Information Communication Technology (ICT) skills.

Student-centered teaching techniques involve the various child-centered method of teaching. They are constructive instructional models that make the learners to produce and use knowledge. The role of the teacher has shifted from that of imparting knowledge to facilitating. Therefore, the teachers need to update their knowledge in teaching methodology.

However, in a survey conducted by World Bank (2005) in sub-Saharan Africa, the respondents agreed that teachers did not always feel that the learner-centered methods were appropriate or feasible. A few teachers reported that student centered methods were too difficult in large classes and they

to

official curriculum. One would think that experienced teachers would have no problems in this direction.

Gbadamosi, Ajasa and Fawole (2010) asserted that teachers achieved significantly higher after a re-training programme and therefore it is quite evident that retraining programme is a sine qua-non for enhancing quality in teacher preparation.

Mike (1977) views training and re-training as a process not only aimed at efficiency or profit maximizing of industrial set up, but as including " a pleasant and congenial pastime for the proprietor and long-serving employees during their declining years". He views training and re-training not only being important to the employees (teachers) and employer, with an intention to promote productivity, but also as an important motivator to an old employee who may have a very short period to spend in service as a worker. In this wise, the employer, thus sees the employee as not forgotten because he is growing old. The employer, thus, sees the employee not as just something to be discarded after the usefulness in him has been siphoned, but a fellow human being who should be given hope.

As corollary to the above, training for new teachers and re-training of the already trained ones have positive effect upon the attitude formation in a way that the teachers attitude is sharpened with a view to obtain their support and partnership in the teaching industry, and through this, trained teachers come to the awareness that the school appreciates their contributions to the sustenance of the teaching industry.

The teacher therefore feels proud and is committed to the goal of the education sector. As the attitude of the teacher has once been positively conditioned, he becomes cooperative and

guard against those actions that could make the management regret investing on training him. He thus becomes part of the organization and he is always aware of the confidence reposed in him. Thus, training and re-training have an important advantage of serving as a means of raising the morals of the teachers.

Besides boosting the ego and commitment of the teachers in the education sector, training and re-training also has the advantage of helping to find solutions to certain peculiar operational problems. Such may be instances of indiscipline, loose end in areas of specialization, tardiness and so on. Adequate training may reduce these negative eye sore in a setting, and may solve certain problems, which some employers of labour have not been able to identify.

Also, conventional wisdom proves that training for new teachers and the re-training of already trained ones bring about an improvement in teachers' skills, which will consequently increase the quality and quantity of output, as well as the opportunity for the advancement of the teachers.

Omole (1986) raises an important advantage, which many enterprises tend to overlook. He noted that training and re-training is a process, which helps in no small way to solve manpower needs. Omole, quoting Ghosh (1979) noted that in "Most developing countries most of the employers want to hire already trained personnel and few are interested in developing people through investing on them". Such employers, he viewed, forget that it is not always easy to get experienced workers. If one can attract experienced workers from another organization with money, one should realize that more organizations that are affluent can attract that worker the next

situation, training of one's own workers to the standard and level required by the organization is of advantage, particularly when we remember that it is only through training and re-training that today's inexperienced employee becomes experienced.

Conclusion

The necessities of training and re-training in teachers' development have been examined and mention had been made of the contextual values such training should accommodate. The rationale for training of new teachers and re-training of already trained ones are thus seen as a shield against obsolescence, meeting the needs of ever changing technological and informational age, help in solving manpower need of the hour and for raising the morals of the teachers.

Training and re-training of teachers makes them to feel proud and committed to the goal of the education sector. Training and re-training of teachers serves as a good motivator to an old employee who may have a very short period to spend in service. However, it will still be necessary to emphasize here that the quality of student learning, without doubt, is directly related to the classroom instruction they get from the teachers.

Recommendations

Based on this conclusion, it is recommended that there is need to develop the capacity of teachers through training and re-training. Thus, there is need to provide the necessary climate to promote

this means.

To accomplish this, stakeholders in education must be able to plan and deliver effective teacher preparation. The leadership need to ensure that such teacher development efforts, through training and re-training, have the appropriate financial resources, adequate time set aside to plan, conduct and implement the programmes, and time for staff to practice new skills.

Teachers should also be involved in the identification of their own development needs. Senior teachers should be involved in the planning and delivery of staff preparation activities to gain the greatest acceptance. This kind of collaboration with teachers and management will enhance teacher preparation programme and lead to improved student learning.

Teacher preparations programmes, in training and re-training need to be comprehensive, continuous and carefully designed for personal and organizational growth. The activities should be established upon strong theoretical, conceptual or research bases. The information and ideas imparted must be related to practice with ample opportunities provided for modeling.

Above all, the advantages of training and re-training can best be utilized as a continuous process rather than one that respond only to personnel problems.

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IMPACT OF SCHOOL FACILITIES ON AGRICULTURAL SCIENCE SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OYO METROPOLIS

By

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Abstract

The study investigated impact of school facilities availability, use and quality on the academic achievement of agricultural science students in secondary schools of Oyo metropolis, Oyo State. A Descriptive type of survey design was adopted for the study. One hundred senior secondary three students and twenty agricultural science teachers were randomly selected from ten senior secondary school in Oyo metropolis of Oyo State. A 21- item questionnaire validated and subjected to Cronbaches Alpha reliability [r = 0.82] was used for data collection on the variable of study. A secondary data source on student achievement from WAEC results was also used for the study. Descriptive statistics of mean, standard deviation and inferential statistics of t-test were used in data analysis. The result showed that facility availability [t-cal = 32.52; df = 118; t-tab = 1.96; Sig. <0.05] use and quality have significant impact on the academic achievement of agricultural science students in secondary schools in Oyo metropolis, Oyo State. It was therefore recommended that the school facilities should be refurbished and maintenance culture sustained to enhance students performance in agricultural science in the state.

Introduction

Teaching and learning process do not occur in isolation, there are several factors that contribute to its success. One of such factors is the school facilities, for centuries the subject of school facility has received considerable attention from the public as well as educators. School facilities determine to a very large extent, the smooth functioning of any social organization or system, including education. School facilities are all equipment, materials, structures, and environmental conditions which aid and improve the academic achievement of students in their courses. While factors such as teachers and parental involvement have an indisputable impact on student achievement, well-designed school facilities can significantly bolster whatever human inputs students receive on the other hand, poorly- designed or poorly maintained facilities threaten to undermine every other effort put into educational system. According to Schneider (2002), educators and students ideally benefit from an educational design that is functional and serves the goals and desires of educational outcomes.

Earthman (2002), reported that, improving environmental conditions may gain students achievement by reducing distractions and missed school days. The school facility is much more than a passive container of the educational process: it is rather an integral component of learning. It consists of not only the physical structure and the variety of building systems; it also includes materials, equipments, furnishings as well

as building grounds such as athletic fields, outdoor playgrounds for learning. The main focus of the study is the school facilities that include library, laboratory, classrooms, accommodation, school farm, transportation and other instructional facilities. The decay of teaching and learning facilities and resources has rendered Nigeria educational system inactive. The absence of teaching facilities has made the teachers to take to oral expositions, which have forced the students to adopt memorizations as their method of learning at the expense of understanding and possessing required competencies. Each school facility has its own impact on student academic achievement. The school building or the classroom for example, consists of several factors which affect learning situations.

According to Buckley (2004), most, if not all, teaching takes place in a specific physical location usually a school building and the quality of that location can affect the ability of students to learn. The school building should be well ventilated, have indoor air quality, natural or day lightening and moderate temperature. Buildings and classrooms where teachers cannot use appropriate equipment and where students are not comfortable and safe are not conducive to increasing students' achievement. Egun (2007) reported that there is need to acquire and train the youths in agriculture that will ensure steady and increase supply of food and some needed raw materials for industries. The above statement calls for the need of standard school facilities that will ensure the realization of objectives of agricultural education in secondary schools. The school facilities such as school buildings, laboratories, libraries, school gardens, and other instructional facilities should be properly harnessed to realize the goals of agriculture in the nation. Studies have shown that graduates of vocational agriculture in senior secondary schools in Nigeria have often not been able to take up paid jobs at the completion of their secondary education, thus defeating the goals of vocationalisation of secondary school agriculture.

The curriculum should be that which will enhance the adoption of agriculture as a rewarding occupation by the youths and enable them adjust to rural living.

Library Facility in Nigerian Schools

The school library is a learning laboratory, where users interact directly with resources and develop research skills for lifelong learning. The library environment facilitates teamwork and cooperation, its role in voluntary reading and personal development through well-known literature. A school library is part of a school. It should have space for the collection, and should not share with other things. The environment is very important, light, ventilation, and humidity control and relatives quiet essential. Otong (2002) reveals that only a few schools effectively introduce their pupils to school library. Oloruntoba and Bolanriwa (2000) observed that for proper functioning of a school library every state ministry of education should provide funds for the establishment of libraries in all our schools. Even where school libraries exist, they are not well founded and therefore cannot extend the scope of library services to the larger segment of the student that really need the services. State of libraries in Nigeria, do exist in secondary schools, but many almost in name, because the entire element required for them to operate are not put in place.

School Building and Academic Achievement

The overall impact a school building has on students can be either

positive or negative, depending upon the condition of the building. Among the influential features and components of school building are; age, temperature, lighting and acoustics. Researchers have found a negative impact upon student achievement in buildings where deficiencies in any of these features exist.

Research in the past had shown that increase in temperature in the workplace tended to decrease workers efficiency and increased the risk of work related accidents. Proper and accurate hearing is essential to student's ability to learn in the classroom. Earthman (2002), the ability to clearly hear and understand what is being spoken is a prerequisite for effective learning. When this ability is impaired through unwanted noise, students do not perform well. In general, it is established that the school building and its components contribute to the academic achievement of the students.

Laboratory in Teaching Agricultural Science

The laboratory has been conceptualized as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms. The use of laboratory is very important in teaching science because, it is highly complex, students need to participate in enquiry to appreciate the spirit and methods of science and above all practical work is intrinsically interesting to students. Laboratory work is the hub of science throughout the modern world. Most secondary schools in Nigeria, sparsely conduct experiments warranting only demonstrations and tutorials. In some cases during examinations, alternative to practicals are adopted to fill the gap. This is unwholesome for the development of critical thinking and cognitive orientation of students in secondary schools. Yadar (2007) opines that no course in science

and mathematics can be considered as complete without including some practical work.

Textbooks as a Source of Agricultural Information

Textbooks serves as source of information, not only to students but also to teachers, it allows the teacher to plan the teaching objectives into the lesson plan as it guides the students to source for more information on what was taught in the classroom by teachers, textbook can provide an excellent and useful resource without usurping the position of the teachers. The textbook, is in fact, the heart of the school and without the ubiquitous text, there would be no schools. Despite the place of textbooks in developing the teaching and learning practices, there is lack of relevant textbooks in our schools. Though, the Nigerian Government provides textbooks for students but limited number of books were provided, where in students share the textbooks amongst themselves, this does not enhance learning process. Yadar (2007).

School Garden and Practical Agricultural Science

The school garden is also referred to as the school farm; it is an essential school facility towards academic improvement of students in Agricultural Science. School farms help students learn focus and patience, cooperation, teamwork and social skill. Achievement scores improve when using school garden for teaching and learning process, because learning is more relevant and hands-on. The use of school gardens, students are more enthusiastic about attending school, make better grades and become more knowledge able about natural processes due to their exposure to ecology in a real-world context. Yadar (2007).

The integration of school garden into the agricultural science curriculum helps the students learn about photosynthesis by observing plant leaves in the garden as well as by studying chemical formulas in their textbooks.

Statement of the Problem

There have been several complaints and concerns about the dearth and/or poor state of facilities in secondary schools, which has contributed in no small measure to the general collapse of education in Nigeria. The problem was that school facilities were negatively impacting students' learning and faculty, and administrators were not properly supporting stronger facility management. The question was that, as the schools are increasing, are the facilities also commensurately increasing? Research studies had been consistent in describing poor conditions of secondary schools and raising concerns about the effects of school facilities on teaching as well as learning. The poor condition of some schools raised serious concerns about students' achievement, when providing quality equitable and efficient education for students, lawmakers and educators must take in consideration of the role school facilities had played in the educational and learning environment. Educators must understand and find ways to help increase students' performance. Therefore, educators must understand the relationship that existed between learning and school facilities.

Objectives of the Study

Generally, the objective of the study was to examine the effect school facilities on the academic achievement of secondary school students in Agricultural science.

Specifically, the objectives were:

i.   To examine the availability of school facilities in secondary schools for teaching and learning of Agricultural science.

ii. To identify the condition and quality of school facilities for learning by agricultural science students.

iii. To examine the pattern and frequency of use of school facilities by Agricultural science teachers in secondary schools.

Hypotheses

H_O i.   There is no significant impact of school facilities availability on secondary school students' achievement in agricultural science;

H_O ii. There is no significant impact of school facilities condition/quality in secondary school students' achievement in agricultural science;

H_O iii. There is no significant impact of school facilities utilization on secondary school students' achievement in agricultural science;

Methodology

Research Design

The research design for the study was Descriptive research survey design.

Population and Sampling Procedure

The population of the study are secondary school students comprising of the Junior Secondary School Three (J.SS 3) and the Senior Secondary School Three (SS 3) along with agricultural science teachers, selected from the study area. For the study, ten (10) secondary schools were selected from all the secondary schools in oyo town. In each of the schools, ten (10) students were selected and two (2) teachers to represent the whole schools, where generalizations were made.

Instrument

The primary instrument used was the questionnaire, the questionnaire was

further divided into two; Students' Questionnaire on School Facilities (SQSF) and Teacher Questionnaire on School Facilities (TQSF). Both questionnaires have section A and section B, the section A comprises of socio-demographic variables of the respondents and section B comprises of the research questions.

The secondary data were collected from the school principals, which is the student's performance in Junior Secondary School Certificate Examination and West African Certificate Examination for the junior and senior secondary students respectively and the results were collected from the past three (3) years, viz: 2010, 2011, and 2012.

Results

The results of the findings are as presented below

Analysis of Students' performance

The results for the Junior Secondary School Certificate Examination and West African School Certificate Examination (WASCE) were collected and analyzed. The results collected were for years 2010 to 2012.

Table 1: Junior School Certificate Examination Result

	Credit		Pass		Fail	
Year(s)	A – C	(%)	P	(%)	F	(%)
2010	810	92.8%	31	4%	31	3.5%
2011	927	92.3%	70	6.9%	7	1%
2012	790	69.0%	277	24%	85	7%
TOTAL	2,527	83%	378	12.5%	123	4.1%

Source: Field Survey, 2013.

Table 1, showed that the J.S.S3 / Basic 9 students performed averagely in their junior certificate examination, with 83 percent representing (2,527) of the candidates scored between A to C(credit) 12.5 percent representing (378) candidates scored P(pass) and 4.1 percent representing (123) of the candidates had F(fail), over the last three years.

Table 2: West African Certificate Examination (WAEC)

	Credit		Pass		Fail	
Year(s)	$A_1 - C_6$	(%)	$D_7 - E_8$	(%)	F_9	(%)
2010	389	47.3%	224	27.4%	208	25.3%
2011	490	48%	226	23%	290	29%
2012	480	51%	367	39%	95	10%
TOTAL	1,359	49%	817	29.5%	593	21.5%

Source: Field Survey, 2013.

Table 2, revealed that, 1,359 (49 percent) of the candidates who sat for WAEC for the last three years had $A_1 - C_6$ (credit) while 817 (29.5 percent) had $D_7 - E_8$ (pass) and 593 (21.5 percent) had F_9 (fail). This shows an average performance of the candidates for the last three (3) years.

Inferential Analysis of Hypotheses.

Hypothesis I (H_O i). There is no significant impact of school facilities availability on secondary school students' achievement in agricultural science;

Table 3: T-test Analysis os impact of school facilities availability on achievement in agricultural science.

School Facility Availability	N	$\overline{X}$	SD	Df	t-cal	t-tab <0.05)	Sig.	Remarks
Has Impact	109	68.13	13.46	118	21.90	1.96	0.001	*s
No Impact	11	41.92	19.07					

From table 3, it was revealed that the calculated t-value of 21.90 was greater than the tabulated t-value of 1.96 at 0.05 level of significance. Therefore the null hypothesis that says there is no significant impact of school facilities availability on agricultural science was not accepted. This means that the availability of school facilities have significant impact on students' achievement in agricultural science.

Hypotheses II: (H_O II). There is no significant impact of school facilities utilization on secondary school students' achievement in agricultural science;

Table 4: T-test Analysis of the impact of school facilities utilization on secondary school students' achievement in agricultural science.

School Facility Utilization	N	$\overline{X}$	SD	df	t-cal	t-tab <0.05)	Sig.	Remarks
Has Impact	112	73.16	6.27	118	32.52	1.96	0.000	*s
No Impact	8	47.66	15.16					

Table 4 shows t-test analysis of the impact of school facilities utilization on secondary school students' achievement in agricultural science. the calculated t-value of 32.52 was greater than the tabulated t-value of 1.96 at 0.05 level of significance. Therefore the null hypothesis that says there is no significant impact school facilities utilization on secondary school students' achievement in agricultural science was not held. This means that the utilization of school facilities have significant impact on students' achievement in agricultural science.

Hypotheses III (H_O III). There is no significant impact of school facilities condition/quality in secondary school students' achievement in agricultural science;

Table 5: T-test Analysis of the school facilities condition/quality on students' achievement in agricultural science.

School Facility Condition/ Quality	N	X̄	SD	df	t-cal	t-tab <0.05)	Sig.	Remarks
Has Impact	96	68.93	11.74	118	16.93	1.96	0.002	*s
No Impact	24	52.18	16.09					

4.4 Discussion of Findings

Study reveals that, a summary of the facilities that were available and adequate in all schools include seats and desks, laboratories, and libraries, which could be explained in relation to the study of Okolo and Sarki (2005), that the physical classroom environment affects learning outcome. The lifespan of the furniture must be considered and some of the furniture was in a disreputable condition which is affected by the maintenance culture. There were generally few classrooms and were not adequate in most cases and some of the rooms were too small for the number of students utilizing the facility.

Facilities that were generally in short supply were school gardens and agricultural laboratories. The implication of problems with facilities is that it will have an impact on the student' morale. When any or all of these facilities are either not available, adequate or in good condition, they have been seen to divert the attention of the students from their primary goal of learning. It was also noted that students seem to be resigned to some of these discomforts and learnt either to pass or live with them, but there is no doubt that it affects their morale one way or another. Therefore if we truly want students to undergo their education in relative peace and in a conducive atmosphere, it is necessary to pay due attention to the provision of facilities in these higher institutions of learning so that students can put in their best efforts and get quality returns in education. The levels of availability and adequacy were comparatively lower. Condition of the facilities were rated the lowest who suggests that facilities may not always be in very good condition and this alludes to the maintenance culture generally. All of these were seen to have a high positive correlation with the students' morale. This means that the state of facilities contribute to the students' morale and may affect their learning achievement. The facilities were however not adequate in some cases and the quality of available facilities were also not up to standard in other cases.

The hypotheses tested showed that, there is significant impact of the availability use and quality of school facilities on students' academic achievement. This is evident in the result which showed that calculated t-values greater than the tabulated value at 0.05 level of significance. The availability of school library, the school building, the textbook and the school garden had a high impact on the performance of the students in Agricultural science. According to Oni (1992), availability of facilities has been found to influence both efficiency and productivity. The findings also agreed with the findings of Ahmed (1999) that linked the decline in students' academic achievement with non-availability of teaching materials, non-availability of class rooms, libraries and laboratories, among others.

Conclusion and Recommendations

The study has proved that school facilities are the most potent determinant of academic achievement. Facilities in terms of laboratory, library, school buildings, chairs and tables, school garden and classrooms are very crucial to high academic attainment. The study indicates that achievement is a function of availability of facilities to students in agricultural science. This paper contributes to the expanding knowledge in the field of education for the improvement of students' academic achievement. Most scholars agree that high students' academic achievement leads to high transition rate to middle level colleges and universities, thus avoiding education wastage. As such, effective curriculum implementation factors, such as adequate teachers and physical facilities, aid in achieving better learning outcomes.

In the light of the findings from the study, the following recommendations were made, in order to improve students' academic achievement in agricultural science; Educators must have adequate facilities that provide an atmosphere and amenities for student success. There is need for effective preparation of teachers of agriculture since they lie between curriculum and learners. It is imperative that the textbook writers have an additional responsibility to ensure that the textbook reflects the aims and objectives of the national curriculum. Maintenance of school facilities is also an important consideration; the available facilities should be put into proper use.

Also, students should be exposed to the real practice of Agricultural Science in order to boost their academic achievement in Junior Certificate Examination and West African Examination Certificate. Field trips should be encouraged in schools as this will expose learners to Agricultural science practical in different places bearing in mind the international character of knowledge more-so when the developments in science and technology have reduced the world to a global village. School curriculum in Agriculture science should be that of affect, affective curriculum of education is a programme of activities that will be utilized to influence the learners' values, attitudes, emotions, interests and dispositions in desired directions been.

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NIGERIAN FEDERALISM AND THE CHALLENGES OF NATIONAL INTEGRATION

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Abstract

The focus of this paper is the examination of the nature of Nigerian federalism and the challenges of national integration. The paper observed that the operation of federalism in Nigeria by successive administrations has not allowed for effective national integration. The historical origin of the country was discussed as well as past attempts at national integration. The paper posits that the country would witness national integration when the full federalism (in which all its tenets are implemented) is allowed to take root in Nigeria. Being a theoretical work, secondary data were made use of as relevant texts and publications were consulted to enrich the work. A number of suggestions were made towards the realization of this lofty objectives, these include the need for total decentralization of the polity, upholding of the principle of federal character, promotion of economic complementality and bridging of educational and economic development gap between the northern and southern of the country.

Introduction

Nigeria as political entity officially came in to being on January 1, 1914 as a result of the amalgamation initiated and executed by Lord Lugard. The various parts of the country had been living separately prior to this date. Moreso, they were not occupied at the same time by the colonial masters and each of these communities/ nations had been on different levels of development and civilization. Thus, the British occupation was a piecemeal process from 1852-when the Bight of Benin was established and the 1914 amalgamation (Adebimpe, 2012).

As stated elsewhere (Adebimpe, 2010) with a population of above 140 million, Nigeria, like India, which has been rightly described as the land of a "million mutinies" (Roy, 2002) is a divided and plural society. This was collaborated by Suberu (1998) who stated that Nigeria is one of the most ethnically diverse countries in all regions and climes of the world.

The need to manage and administer the diversity made the colonial masters with the tacit approval of notable Nigerians to adopt federalism as the suitable form of government for the country (Adebimpe, 2012). The objective of this paper is therefore to examine the way and manner the Nigerian federalism has been coping with the diversities of the country and the need for integration of the diverse groups to foster national unity.

The Concept of Federalism

Federalism, according to Kincaid (1995), is essentially the approach to governance that seeks to combine unity or shared rule with diversity or self rule; and its operational feature is the guaranteed territorial division of political powers between the common or central and the components or constituent governments in such a way that each kind of government has some activities on which it makes final decision. In a related manner, Omotoso (2010) opines that federalism presupposes that national and state or regional governments should stand to each other in a relation of

meaningful autonomy resting upon a balanced division of powers and resources. The doyen of contemporary federal theorists, K.C Wheare (1940), in his famous book federal government, conceptualized federalism or federal government as

> *...... the method of dividing power so that general and regional governments are each within a sphere coordinate and independent (p25)*

While tracing the origin of federalism, Akinyemi (2012) observes that the concept as a prescriptive ideology has an ancient pedigree. As for back as the 1500s federalist thought had crept into the literature of a political thought. He identities the contributions of scholars and philosophers such as Johannes, Althosius, Ludolph Hugo, David Hume, Baro-de Montesquieu, Abbe Charles do Saint Pierre, J .J Rousseaus, Immanuel Kant, James Madison, J.S. Mill, Alexander Hamilton and Obafemi Awolowo.

Furthermore, he points out that, although the concept derives from the latin word "foedus" meaning "covenant" yet the contributions of ancient Chinese empire and the Roman empire to the idea of federalism cannot be overlooked. He was even able to identify the pre-colonial Yoruba and Hausa/Fulani empires as indigenous federalist structures.

The above position is however contested by Onwudiwe and Suberu (2005) who argued that federalism has no root in political theory. They opined that federalism is simply of feature of government invented in the United States of America for reasons of expediency. It was one of the foundations of the system of checks and balances established by the American constitution.

Omotoso (2010) asserted that the attraction for federalism borders on its perceived integrative tendency, which makes it capable of serving heterogeneous societies well in situations of crisis. This was corroborated by Odukoya and Ashiru (2007) who argued further that for federalism to perform this integrative task, the socio-economic and political specificities of different societies has to be taken into consideration, coupled with constant and continuous engineering, re-engineering and adjustment of the constituent units.

In his contribution, Nwolise (2005) stated that federalism implies and involves:

- the existence of more than one level of government;
- the powers and functions of each level of government are derived not from the central government but directly from the constitution;
- these powers are usually explicitly embedded in the legislative lists;
- the existence of written and rigid constitution;
- separation of powers among the various organs of government;
- balanced sizes of federation components;
- adequate founds to enable each component unit and federal government operate;
- resources in regions/ states are controlled by the state and agreed quantity paid into the central pool; and,
- The various levels of government operate as coordinate and equals, instead of subordinates or super-ordinates.

Nigerian Federalism

As observed by Ojo (2005), federalism is the bedrock of democratic stability for a country of Nigeria's size and diversities. The official adoption of federalism by the colonial government in

Nigeria followed the promulgation of the 1954 constitution which was preceded by two constitutional conferences held in London (1953) and Lagos (1954). Federalism was adopted as an integrative measure to promote higher level of natural trust, national identify and consciousness. (Osadolor, 1998). Nigeria as a country that is made up of more than 350 ethnic groups at different levels of socio-political and economic development, the adoption of federalism is regarded as a foregone conclusion in order to take care of the exigencies and peculiarities of the component groups in Nigeria. In fact, besides the British colonial masters' idea of making Nigeria a federation, it is also on record that leading political elites across the three regions were also advocates of federalism. According to Ajimobi (2012), "the cream of Nigerian nationalists as represented by late Chief Obafemi Awolowo, Sir Ahmad Bello and Dr. Nnamdi Azikiwe all advocated the federal system for Nigeria. "This was corroborated by Akinyemi (2012) when he wrote that:

> *apart from the fact that the British colonial*

administration had run the territory of Nigeria as a federation and was determined to handover an independent Nigeria as a federation, the Nigeria leaders themselves were determined to inherit an independent Nigeria as a federation. (pg16)

The nature of federalism that was adopted gave more powers to the regions terms of resources and functions. This was the situation until the military incursion into Nigeria politics in 1966 and the subsequent militarizing of the polity. The military by its nature is a centralized institution. As observed by Omotoso (2010) "the incursion of the military into the country's political arena through the 1966 coup d'etat dramatically altered the nature and face of federalism. The military, on assuming powers abolished the federal system, replacing it with a unitary system which allowed ruling from one single capital"

Despite the return to civilian rule, the situation has not been significantly different. The taste below shows the phases of federalism in Nigeria.

Phases of Nigerian Federalism.

Period	Regions/States	Centre
1954-66	Very strong	Dependent on regions
1966- 79	Subservient to the centre	Very strong as a result of unitary system
1979-83	Strong opposition; states were able to challenge the centre	Unable to dictate to states. A sort of coordinate federation
1983- 79	Weak - Dependent on federal dictation	Very strong
1999- till date	Cannot assert their constitutional authority. Dependent on the centre	Domineering as a result of too much power.

Integration and National Integration Explained

According to the Hugo English Dictionary, integration is the abolition of

segregation and forming into a whole. This is supports by the Collins Gem English Dictionary (1970) that defines integration as combining different parts into a whole. Jacob and Tenue (1964) defined integration as the unification or bringing together of diversified components either at international, regiona,l sub-regional, national or state/ local community level. To Duverger (1976) integration is the process of uniting a society which tender to make of harmonious, based upon an order its members regard as equitably harmonious. It is the establishment of a closer interdependence between the parts of a living organizism or between the members of a society. The definition of integration given by Deutsch et al (1962) seems to be more appropriate for this study. According to the authors, integration is the:

> *attainment within a territory of a sense of community and of institutions and practices strong enough and widespread enough to issue for a long time dependable expectations, of peaceful change among its population*

Peaceful change here refers to the ability to resolve social problems without resort to large-scale physical force. On its part, National integration does not lend itself to nay universally accepted definition; and this is the reason why Nenman (1976) described it as academic jargon. According to Coleman and Roserburg (1964), national integration is a broad subsuming process whose two dimensions are "political integration and territorial integra... integration has to do with "progressive bridging of the elite-mass gap on the vertical plane….." territorial integration on the other hand refers to the progressive reduction of cultural and regional tension

in the process of creating a homogenous territorial, political community.

While making case for national integration, Osaghae (2006) opined that the mere fact that a country is diverse does not necessarily make it divided, troublesome or difficult to manage. Rather, a lot depends on the configuration of power, number and extent of equality or inequality among constituent groups, and why and how differences are mobilized and politicized to articulate grievances, seek redness and make contesting nationalist claims and demands, including recognition and protection of identity (cultural, language, religion) self– determination and political autonomy of the state and other groups within it.

For Ogunjenite (1987), national integration refers to the building of nation-state out of disparate socio-economic, religious, ethnic and geographical elements. This entails the translation of diffuse and unorganized sentiments of nationalism into the spirit of citizenship through the creation of state institutions that can translate into policy and programe in line with the aspirations of the carpentry. To him, national integration is the conscious efforts to weld together a plural society to enhance development but without necessarily jeopardizing ethnic identify.

Challenges to National Integration

A number of factors and circumstances has been identified as posing serious challenges to the country's national integration. According to Adebimpe (2011) the underlisted factors

Nigeria's national integration.

To start with, the problem of dual loyalty on the part of the citizens who continue to give primacy to their ethnic and or religious groups at the expense of

the country poses a serious threat to the unification of the country. Ethnic and religious jingoists and zealots has continued to exploit this situation to unleash untold hardship on the country.

There is also the problem of over centralization which is a by – product of long time of military rule. The military incursion as from 1966 led to the bastardization of the country's federalism. The unification policy of the Aguiyi Ironsi regime and unification decrees by successive military administrations jettisoned the federal, structure and upheld the military centralized command policy. This diverse interest were not allowed to be expressed and as such local and individual groups interests were killed.

The military incursion also led to the disbandment of the constitution and in its place we had decrees. Constitutional provisions for national integration as envisioned by the political elites of the pre-independence and first republic in alliance with the colonial masters were thrown away. Little or no regard was given to people's initiatives and everything rests with the military high command.

In addition, the issue of inequity in the sharing or distribution of the nation's wealth, that is, power and resources in the land, has continued to fan the embers of disunity in the name of the cry of marginalization by virtually every segment of the country. Every part of the country is claiming to be marginalized in one way or another and this has continued to pose a serious threat to the unity of the country.

The twin problems of educational imbalance and uneven development most especially between the more developed south and the less developed northern parts of the country is also a serious challenge to national integration. The educational and advanced southern part with its economic viability is not at the same level of development with its northern counterpart who continues to regard the south as domineering and expresses fear and suspicion toward the southern part. The structural imbalance of the country in terms of the size of the north in comparison to the rest of the country is also a challenge to national integration.

The failure on the part of the politicians to uphold the tenets of the constitution is another threat to national integration. More often than not, the country's politicians are in the habit of breaching rather than upholding the dictates of the constitution. The politicians are not loyal to the constitution and their failure to fulfill their electoral promises often led to loss of faith on the part of the followers who continue to see the politicians as untrustworthy.

Finally, policy inconsistencies on the part of successive governments in Nigeria did not help in the project of national integration. Policy summersaults and unguided utterances by political office holders have continued to constitute serious threat to the country's integration.

Previous Attempts at National Integrations in Nigeria

A number of mechanisms had been adopted by successive administrations in Nigeria to foster national integration. According to Adebimpe (2011), the first integrative measure in Nigerian history was the 1914 amalgamation that brought the northern and southern parts of the country together under one administration, as prior to this time, the two of them were separately administered as different entities. The intention of the British towards this was not unity but effective administration, hence the defective structures

The federal character principle by virtue of which all political and governmental appointments as well as recruitment into public institutions are expected to take into cognizance the country's diversity and reflect such in its entire ramification is also an integrative measure. A statutory body known as Federal Character Commission was established to ensure total compliance to this principle.

Further more, the shift of the seat of power from Lagos to Abuja initiated by the Murtala Mohamed regime was also designed as an integrative measure since Abuja was considered to be more centrally located in the country and designated "a no man's land", unlike Lagos believed to be a Yoruba land.

The creation of the NYSC by the Gowon's regime after the civil war is also an integrative measure. The object of the scheme is to expose Nigerian Youths (graduates of tertiary institutions) to different parts of the country outside their place of birth or ethnic background. It aims at encouraging social relationship between and among various elements in the country. In addition, unity schools were also established in different parts of the country as melting pots for children across the country to school together and interact with children from diverse backgrounds.

There are also national symbols such as the country's currency, coat of arms, national flag and the national anthem as well as common language (English) bequeathed to us by the colonial masters which all constitute elements of unity and integration.

The constitutional provision/pre-requisite that political organization seeking to transform into political parties should have geographical spread in at least two-third area of the country was also designed to encourage national integration and reduce, if not eliminate sectional interest in the country. Political parties are expected to reflect the country's diversity in their composition and activities.

Recommendations

Federalism by its tenets is a system of government that seeks to promote unity in diversity. By its nature and principles, federalism, when properly implemented will promote national integration when the following suggestions are implemented.

First, there is need for full or total decentralization of the polity. Federalism calls for proper division of powers and functions between the central government and the component units. This will allow the component units to perform their allotted functions without let or hindrance from the central government. The central government should be concerned with only common affairs while local or peculiar issues are to left with the component units.

Secondly, for federalism to promote national integration, the country should enforce in its totality the principles of federal character in such a manner that the cry of marginalization will become a thing of the past. All the segments of the country should be given adequate representation and everybody should have sense of belonging.

Development of local initiatives is also a means of promoting national integration. The diversity of the country means that different socio-cultural and economic situations will arise in different parts of the country. The central government should make necessary provisions for the expression of these diverse views in such a manner that will not rock the boat of progress of the common good.

Fostering of national understanding between and among the component units especially in the aspects of ethnicity and religion should be encouraged. Peaceful co-existence and national integration can only be guaranteed when there is mutual understanding. The role of political elites, religious and sectional leaders in terms of their utterances and provocative actions is very germane in this regard.

There is also the need to promote economic complementality among the various constituent groups that made up the country. One of the tenets of federalism is to promote economic interdependence between and among its component parts. The various natural and human endowments in the country should be harnessed positively for the overall development of the country.

It is also recommended that government at all levels should make conscious efforts at bridging the educational and economic development gap between the northern and southern parts of the country. By promoting educational advancement and provide conducive environment for economic development across the country, the various parts of the country will be properly integrated as the fear of domination and oppression will become a thing of the past.

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NATIONAL TRANSFORMATION THROUGH COUNSELLING INTERVENTION: CHALLENGES FOR EDUCATION CURRICULUM

BY

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Abstract

To build a healthy society, we need social transformation at the personal and societal levels. Without personal growth, we would not have enough number of citizens who have the consciousness required to create a healthy society and which can only be achieved through school curriculum. Education is one of the key sectors that is expected to serve as spring board for executing the national transformation agenda. A look at the expected outcomes of the transformation agenda revealed the critical role of human capital as man is the indisputable root of all the problems facing Nigeria and this is why school curriculum should be adjusted to include guidance and counselling. Counselling is useful as a preventive or curative measure for personal development. It is important for counsellors to recognize the need to assist people to live by values that promote a healthy society. With counselling intervention, counsellors contribute to the social transformation by encouraging people to change the way they live to be more in line with what is required for a healthy society.

Introduction

The push for national transformation has brought to the fore certain issue of social concern, such as corruption which has been and still a burning issue in our society since independence. The military rode on the horse back of anti corruption crusaders to truncate the First and Second Republics (Ajala, 2007). Apart from corruption, other issues of concern include the problem of leadership, human rights violations, incessant strike actions, poverty, terrorism, injustice and violence, drug pushing, youth unemployment and many more vices

Nigeria today is in the midst of social crisis. Life generally is stressed, chaotic and rigidly locked in a pattern that leaves little room for reflection and exploration. This makes life less fulfilling than it could be. Hence, the need to find ways to inculcate a positive value orientation that can make life more meaningful. Everette (2005) suggested that this may mean getting out of toxic situations cutting down on unnecessary spending, living more simply, changing our priority, improving our health, or changing some of our relationships. It is in everyone's interests to transform Nigeria by addressing these issues. Failure to do this will have dire consequences for the society. (Ajala, 2007).

Role of Education in Social Transformation

Ajala (2004) noted that education is crucial and very vital for development, starting from pre-primary (Nursery) should tilt more to the development of technical education. Our country must move on to the league of the big powers. The governments, leaderships and followers should head in that direction by building structures and institutions that would encourage private initiatives and enthrone transparency and accountability in governance. We must continue to

sound education for national prosperity.

Socially, we need transparency and accountability. Nigeria do not have adequate numbers of leaders who embrace and exhibit these values. There is so much scramble for what you can get out of the system. If things work well, the system has enough for everyone. There is need to reflect seriously on how to reform or restructure our system so that it takes care of all our people, particularly the common citizens, the youths, the elderly, the women and people with disability.   One should avoid being arrogant, selfish and intolerant to other people. The tool for accomplishing all these is progressive educational programmes that can stimulate social transformation.

Curriculum Designs for Social Transformation

Education in Nigeria should be socially determined; the social determination of educational provisions can be traced to the pressures manifested by various social categories and groups contending among themselves for power, prestige and wealth. Also there are numerous ways in which many forms of schooling might be classified. Each social science perspective would suggest a different set of variables and categorization. Perhaps the most useful among the existing classification available today is the one developed by Lucas, (2000). In this classification, school forms are separated by function. Three major types of school design and their concepts are presented.

1)   Social Reconstruction Design

The conception of the school as a vehicle for social improvement is not new. Arguments for this type of school were made by Rugy (1927) for example, the changes portending in the society and social changes.

Social reconstruction design seeks to equip students with tools to deal with the forces about them and to manage conditions as they meet them. They seek to alert students to social issues and choices and to equip them with attitudes and habits of action. However, the focus of study is on problems such as change in society.

The major assumption of social reconstruction design is that the future is not fixed, but rather it is open to modification and improvement. The school as an institution, cannot remain neutral in a changing world and can influence and direct social change.

Applications of the social reconstruction design use futurism to justify the necessity of social intervention. Since the future will not be like the present, it is necessary to be flexible and develop the ability to make value decisions. Unless one believes that the future is inevitable – that we have absolutely no control over our private and public destines – the study of the future must include not merely possible and probable futures but preferable futures. This is why we should aim at shifting education into the future tense order to bring with a heightened concern with values.

Social reconstructionism is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy. Reconstrutionists educators focus on a curriculum that highlights social reform as the aim of education, (LeoNora, 1999). Social reconstruction designs generally combine classroom learning with application in the outer world. Teachers and students are partners in inquiry, and instruction is

usually carried on in a problem-solving or

systems" technology in the form of

2) Educational Technology Designs

A second major curriculum design found in this century is one which is technological in nature. It focuses on processes and techniques without equal regard for the goals or ends. Behaviouristic in nature, this design has been used to promote various school programmes.

An early example of technological education is found in the much publicized Winnelka plan of the 1930s. In this programme, students interacted with mimeographed assignment booklets to master essential skills and knowledge. Self instructive practice exercises were monitored through a diagnostic-practice remediation format that was the fore runner of much today's programme instruction. According to Glatthorn (1975), tests indicated whether the goal had been attained or practice. Technological designs stress objectivity, precision and efficiency. As a modern proponent, Skinner (1971) states that: the traditional distinction comes down to this: when we know what we are doing, we are training any behaviour which can be specified and can be programme. Usually, the goals and objectives of this design are described in term of overt learner behaviours which may or may not last beyond the immediate treatment.

Modern applications of the technological approach have come in the form of electronic hardware and communication mediums: first generation television, programmed instruction, air-beamed programming, microwave relays and satellite transmissions. Modern applications of this technological design have also employed "system" technology in the form of concepts, such as "delivery

3) Humanistic Designs

Ajala (2007), in education for social transformation notes that a third curriculum design in the twentieth century had its main theme on "humanizing" of learning. Such designs generally feature student centered curriculums and instructional patterns and a decentralization of authority and organization.

Humane curriculum designs have deep roots in American education and have taken numerous forms. In such programmes there is a shift in atmosphere toward understanding, compassion, encouragement and trust. Physical settings usually encourage freedom in the form of student mobility, increased choice of curricular activities and learning-by-doing format.

Furthermore, the programme is characterized by freedom of movement and choice of materials by students, cooperation and interaction of student group life through a "house plan" and subject matter laboratories in the classroom. Also, the programme holds that the children are led "naturally" into more traditional area of schooling only after experiencing a curriculum of physical exercise, nature study, music, field geography, story telling, fundamental conception of numbers, drama and games. General development rather than the amount of information controlled the classification of students. Contemporary versions of the humanistic design are to be found in open primary schools and student-centered programmes such as outward bound. In such programmes, the instruction is humane, personalized and individualized. Curricula are tailored to the

levels of maturity of students, and teachers serves as guides to learning rather than authority figures or purveyors

process of the instructional format borrows heavily from another humanistic design referred to the core curriculum.

The core curriculum attempts to present learning from a humane and holistic perspective. Generally and specifically the core curriculum objectives represent an attack upon those problems which are relatively common to the young people in school or society. The programme carries the chief role of guidance for general testing and record keeping. It is this part of the total school programme that is planned for the development in boys and girls of the ability to solve common problems and of the power to think together and to carry on the democratic process of discussion and group decisions.

Relevance of Counselling to Social Transformation

Oniyama (2003), in Daramola and Tayo (2007) defines counselling as an intimate helping process in which a counsellor judged to be more matured, experienced, and emotionally stable by virtue of his training, helps an individual, judged to be inexperienced and less emotionally stable (by virtue of the problem he is experiencing) resolve the problem, or concern confronting him. The foregoing implies that counselling is useful as a preventive or curative measure for personal development. Counselling for social transformation aimed at assisting the clients to explore difficult areas in their lives, to work thorough troublesome limitation and to achieve a more fulfilled quality of live (Rosedale, 2003).

Counselling as a Means of Achieving Social Transformation

Daramola and Olajubutu (2007) affirmed that counselling provides tools for people to learn how to help satisfying lives. People may be motivated to use counselling in different ways such as emotional first aid in crisis; problem solving in difficult areas of their lives; to change personalities; and to be empowered to change the world. The question is; if social change is needed, how can counselling services become more proactive and give adequate support for this transformation.

It is in everyone's interest to ensure that the Nigerian society is transformed from a crisis-ridden society to a healthy one. To build a healthy society, Nigeria needs changes at both personal and societal levels. Change is most likely to start with a small group of people (like the family unit), doing something in a new and better way, and then gradually spreading to other groups, and then hopefully to the whole society (Macy, 2005).

To foster a new social orientation in Nigeria, the following counselling interventions may be considered by the counsellors.

Social Transformation: Counselling Intervention Strategies Counselling

The Encyclopedia of Mental Disorders (2012) defines an intervention as an influencing force or act that occurs in order to modify a given state of affairs. It is any outside process that has the effect of modifying an individual's behaviour, cognition or emotional state. Counselling intervention is defined as a unique interrelationship and a growth in three main areas: personal development, social adjustment and professional development.

This method involves making use of counsellors from public orientation

body such as National Orientation Agency
~~(NOA), people at all level are to be re-~~

~~citizens through the use of print and~~
electronic media, workshop and
seminars.

Rewards and Punishment

Both reward and punishment are
good tools for promoting desired
behaviours among the people as
recommended by Omotoso (1983) even
in cases of serious juvenile delinquency.
In the case of youngsters who commit
criminal acts they may be considered for
referral to juvenile homes, juvenile
detention for necessary corrective
measures. While people in positions of
trust, if found wanting, should face heavy
sanctions to serve as deterrent to others,
good and exemplary behaviours are to be
adequately rewarded to motivate others.

Modelling

Kolo (1997) noted that people
learn to behave in new ways by imitating
the behavior, values and attitudes of
significant others in their lives. Omenyi
(2000) in a supporting view, added among
other things, that a good leader should
also be sensitive to the needs of his
follower, ready to admit errors, welcome
dialogue and enforce rules and
regulations without fear or favour.

Cognitive Behaviour Therapy (CBT)

Cognitive Behaviour Theory (CBT)
combines cognitive and behavioural
therapies and involves changing the way
an individual thinks (cognitive) and how
one responds to those thoughts
(behaviour). The approach focuses on
thoughts, emotion, physical feelings and
actions and teaches clients how each one
can have an effect on each other. CBT is
based on the principle that individuals
learn unhelpful ways of thinking and
behaving over a long period of time.
However, identifying these thoughts and

~~how they can or have been problematic to
feelings and behavioural changes~~

~~observed that words spoken inform the~~
mind and generate thought that in turn
inform the behaviours of individuals.
Hence, if the "misguided ideology" sold to
the young people involved in anti-social
behaviour is corrected, in turn will help
restoring peace and social balance in the
nation.

Conclusion and Recommendations

In all these, it is clear that our
social problems are on the increase and
deserve urgent intervention, especially
through educational programmes. Current
divergent opinions about education will
lead to efforts to reform the public school.
Curriculum leaders should be aware of
the multiple curriculum designs in
existence. Educational managers should
be open to new thinking about the way
schools and educational programmes are
organised.

It is important for counsellors to
recognize the need to assist people to live
by values that promote a healthy society.
Counsellors may therefore want to
contribute to social transformation by
encouraging people to change the way
they live to be more in line with what is
required for a healthy society. This could
be done through assisting people to
develop and manifest good personal
qualities and make personal choices that
reflect wholesome social values. This
would be in line with the goals of
counselling in terms of commitment to
harmonious personal social
transformation aimed at creating a
conducive environment of mutual respect,
individuality, belonging, self-discovery and
positive self-regard.

Values education curriculum should be introduced in schools as it has been shown to be fundamental to nation building and the desire for national greatness. Great nations of the world today, United States, Germany, Britain, China, Japan, Span etc are societies with high and consistent moral values which manifest in a harmonized national value orientation. In these societies, merit and excellence are highly treasured and a very high sense of discipline is demonstrated by a great majority of their citizenry, especially their leaders. There is hope for Nigeria, but we must be prepared to courageously confront our problems with every sincerity and collective commitment.

The home and the school, which are the primary socializing agents for the young children, are to work together for the benefit of the child. Their attention should be focused on assisting the child to develop the ability to make wise decisions, plan their lives and solve their problems rationally.

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TECHNICAL AND ENGINEERING DRAWING:
AN EFFECTIVE MEANS OF COMMUNICATION IN TECHNICAL EDUCATION

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Abstract

Communication, being the major form of transmitting information, idea or message from person to person, place to place or group to group, is found in every activity, event or circumstance. There is no profession that an aspect of communication is not found. This paper therefore reveals that communication in technical field is usually in three forms i.e. oral instructions, written instructional and drawings. The paper also shows that in mechanical, building, metal, electrical and wood work processes, drawing forms the major form of communication. For this reason, every engineering student must be introduced to various form of technical drawing. This paper emphasizes the relevance of technical and engineering drawing as an effective medium of communication in technical education. An attempt was made at defining technical drawing as a means of communication between engineers, technicians and craftsmen. The paper discusses technical and engineering drawing as tools for communicating technical information, leading to quality production of article and boosting the economic status of any industrial nation. The paper recommended among others that teachers should be encouraged to attend workshops and seminar to update their knowledge with new trends of technological advancement in drawing, especially in AUTO-CAD.

Introduction

In Technical Vocational Education and Training (TVET), effectiv1e communication is very important since most of the products are carried out using detailed drawings and notes. This is the reason why technical drawing being the basis for understanding the language of engineering is taught in secondary school. Bamiro, Nurudeen, and Akuru (2004) described Technical Drawing (TD) as a shorthand language which describes by means of diagram and as precisely as possible, whatever has been manufactured or is to be manufactured. Unlike other forms of drawings, technical drawing uses only straight lines and smooth curves to provide all details needed to describe completely an artificial object. According to Bamiro, Nurudeen, and Akuru (2004), a basic knowledge of Technical Drawing (TD) is described for every student who has passed through a secondary school.

"Technical drawing to every student in the first two years of senior secondary school would serve the dual purposes of giving a general technical education to all and encouraging as many as possible to take up a technical profession as engineers, architects, surveyor, technicians and craftsmen. Review of Technical Education Manipulative skill : the general aspects of technical or Technology is about the manipulation of skills for benefits of al".

Danko (2006) viewed vocational education as an educational programme that prepares students mainly for occupations requiring manipulative skills in such field as agriculture, home economics, painting, woodwork and

and experience by the individual student. According to him, it is designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by a worker to enter and make progress in employment or a useful and productive basis.

Technical education is designed to prepare the learner to enter an understanding of the law of science and technology as applied to modern design and production. technical education stresses the engineering as aspect of it, such as mechanical, electrical and in all of their various related fields. It stresses more of the practical aspects of it which must be translated from drawing. It is on this that every student of technical education must undertake training on TD as a step towards greater knowledge on mechanical or other engineering drawings.

Concept of Technical Communication

Technical communication according to Society for Technical Communication (STC) (2014), is a board field and includes any form of communication that exhibits one or more of the following characteristics:

• Communicating about technical or specialized topics such as computer applications, medical procedures, environmental regulations.

• Communicating by using technology such as web pages, help files or social media sites.

• Providing instructions about how to do something, regardless of how technical the task is or even if technology is used to create or distribute that communication.

Graphic communication involves using visual materials to relate ideas.

transparencies, and sketches are all forms of graphic communication. Most children are able to draw before they are able to write. This is graphic communication. When one person sketches a rough map in giving other directions, this is graphic communication. Any medium that uses a graphic image to aid in conveying a message, instructions, or an idea is involved in graphic communication. One of the most widely used forms of graphic communication is the drawing. (Geostch 2010).

Aduwa-Ogiegbaen and Imogie (2005), described communication process as the source or the originator of the message. This may be one person, a group of people or an institution such as the university, the local government council or the police. The source variable is almost always present in most communication models. The message is the stimulus transmitted by the source to receiver. The message can be verbal or non-verbal. In classroom communication both verbal and non-verbal messages are always present. The non-verbal aspects of communication may include such things as the tone of the voice and physical actions of the source. Even when teachers and students write, the handwriting, the type of stationery used and the colour of the ink or chalk provide some message. The channel is the means of conveying a given message from a source to a receiver. In classroom communication, channels will include airwaves, light waves and so on. The receiver is the destination of the message. It is the person or a group of persons who receive the stimuli which the source transmits. These are the true stages of communication in engineering education.

Communication model can be gratifyingly described as source, to

SOURCE	→	MESSAGE	→	CHANNEL	→	RECEIVER
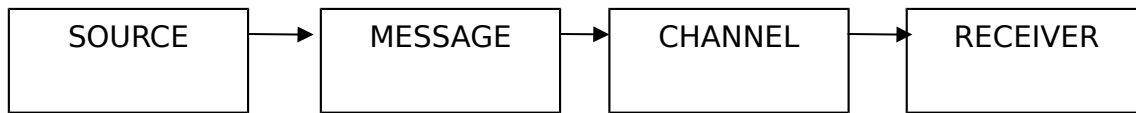
Source: Aduwa-Ogiegbaen and Imogie (2005)

Aduwa – Ogiegbaen and Imogie (2005) stated that communication in technical and engineering drawing generally takes one of these three forms; oral instruction, written instruction, drawing details. They explained further that whichever method adopted, certain considerations are related to all. They should be;

i. Precise: clear, simple and straight forward
ii. Definite: so that doubt is left as what the message is all about
iii. Situation: should suit both the situation and the person receiving it.

These are the reflection of all technical and engineering industries.

Oral Instruction

This involves the use of verbal messages with some non-verbal messages transmitted through the sound wave. It should be given in a manner that reflects efficiency and enthusiasm. The verbal instruction should be given directly to the person concerned, so as not to be disturbed. This form of instruction may have a far more success than the written words. Telephone is one medium for oral instruction

Written Instruction

This is a method by which verbal messages are recorded on paper or other semi- permanent medium for transmission to the reading public. It is basically a vocal symbol. Written instructions come in many forms, they include: memo, letter, report. Memo has

been the most favoured form of conveying internal information to staff. Notice board is also favoured writing an organisation for immediate information.

Drawing

This is a graphic representation of an object; an artefact or a system. This is an important feature in technical education. Drawn item enables project to be embarked upon with less supervision. It is therefore necessary so that this form of communication is given great attention in technical education to enable graduates be well fitted. Drawing should be in such a fashion that it cannot mislead or be misinterpreted by the receiver. Drawing also include sketches, technical education curriculum should emphasize these because there may be no other opportunity to practice them before entering into the industry (Aduwa – Ogiegbaen and Imogie,2005).

Technical Drawing

Technical drawing and engineering communication is a comprehensive teaching and learning tool that contain several features to promote the students development and to make learning easier. Be it mechanical and other engineering drawings. In technical drawing, the following are learnt ; general notes, types of line, the use of scales, geometric, pictorial, orthographic projection in first, third and combined first and third angles, auxiliary projections and sections, isometrics projection and isometric scales, auxiliary projection, oblique and axonometric projection (Green, 2010). He also maintained that it is necessary to be able to put ideas on paper in such a way

that other people can read and board pin, tapes or clips, set square, pair important in the drawing test which form curves, eraser, blade or sharpener. part of an examination in any practical subject in technical education.

As a start, TD as mode of communication exposes every student to drawing techniques, including cleanliness, lettering and layout (Aduwa-Ogiegbaen and Imogie, 2005). Manipulations of the drawing instruments show perfection. People who communicate with technical drawings may use technical standard that define practical symbols, units of measurement, notation system, perspective, layout conventions etc. these are some of the common terms. It is a living language concerned with accurate technical description and instructions.

Engineering drawing or technical drawing as it is called by the engineers, is a graphic language. It is the means of communication used by draughtsmen, designers, engineers etc to convey their ideas in the production personnel (Goestch, Chalk & Nelson 2010).

Technical Drawing Instruments

Drawing instrument play a major role in its accuracy, neatness and precision in the drawing of any object or model. Every student is expected to acquire the manipulative skills in technical drawing as a basic for accurate design and construction. To this end, students are expected to have their own instrument, in addition to those provided by the school Bamiro, Nurudeen, and Akuru (2004) opined that to be able to manufacture an article to its actual size, manufacturers need to prepare accurate drawings, given precise detail of all the dimensions of the different part of the articles. Accurate drawings can be prepared only with the aid of specially made drawing instruments. These instruments include drawing papers, drawing boards, tee-square, drawing

Drawing on the Board

One of the major tasks for beginners is drawing on the board. He finds it very difficult to keep the Tee-square and the other instruments firm while putting up drawings. At this point the technical drawing teachers should know that it requires patience to guide the students through. The teacher can adopt Goestch, Chalk and Nelson (2010) of communication for effective teaching and learning process. Accurate drawing can be prepared only with the aid of specially made drawing instruments (Bamiro, Nurudeen, & Akuru, 2004). Correct posture is also important when drawing. The teacher at this point needs to put in skills, in addition to being patient with students as this stage is spring board for all other manipulation at different stages.

Sketching

Sketching is one of the components of drawing. In order to develop confidence, ability and architecture or engineering style in the drawing, the first part of the training should start with sketching which will help to understand the construction methods, details and various technical terms (Green, 2010).

Freehand sketches are the ability to make sketches quickly and simple, and should be practiced by every student who wants to make design part of their professional capabilities. Duff and Maxson (2004) stated that the word sketch has many meanings. It is often used to mean rather smudgy, woody drawings of an impressionistic nature. These have their proper place, but what it means here is the clear, diagrammatic drawings made with the fewest possible lines and will not attempt to give a photographic effect. It is a living language

concerned with accurate technical design go hand in hand.

The acquisition of technical drawing design and translate it to a neat drawing.

Relationship between Drawing and Design

Student studying technical drawing are exposed to design practice. Design may be simple in nature such as plan, sections, elevations and projections. In designing an article, the student considers some factors, such as how it will look, fit-in, work, represent etc. There are several techniques or skills in doing this. The role of designing is better given to students who have to be drilled through several stages in drawings. That is why Yarwood (2003) maintained that, if craftsmen are going to design, they must first learn to draw free-hand, for design do not begin with Tee-square and drawing instruments, they begins with ideas nurtured on experience and on observation. Jack, (2001) presented the following basic principles of design.

a.   Function or fitness of purpose
b.   Form and proportion in satisfying harmony
c.   Sound construction
d.   Material and embellishment

Dimensioning

The figure dimensions on drawing are best made using one unit throughout and for most purposes the millimetres is convenient. Dimensions show exact length and breath or size of the drawn articles. Dimensioning architectural drawing is different from that of mechanical, rules for dimension should be followed. The arrow at the end of each dimensioning lines indicate the starting point and the ending point. It shows the area covered by the line and the magnitude of the object (Green, 2010).

Details Dimensions

Lines indicating extremes of dimension are drawn where required and the dimension lines drawn between them perfecting placed outside the object either to the right side or below it. For small dimensions, the arrow heads are drawn to point inwards and the figure is printed between the arrow heads. All arrow heads should be small. Hidden details are indicated with dotted lines. Leader lines for notes should be straight lines leading from a dimension value to the features on the drawing to which the note applies
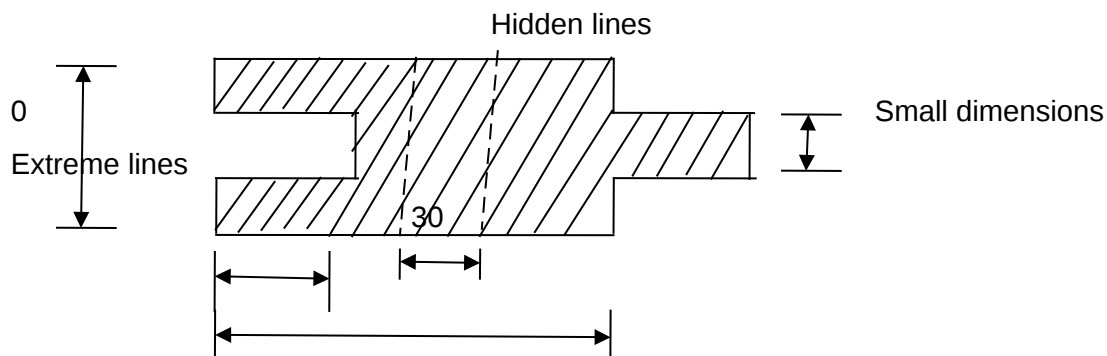

Fig 2 Source: Bamiro, Nurudeen and Akuru (2004)

These describe the relative position of features on the component. A dimensioned drawing has the following features' extension lines, dimension lines, arrow heads, leaders, figures notes and symbols.

Technical Drawing Studio Layout

Technical drawing studio should be designed with conducive environment enough to allow for free movement of students, lectures and easy manipulation of drawing instrument. Adequate lighting is one of the most needed requirements. The provision of adequate light, absence of shadow and elimination of glare should be paramount during the design and construction. For the day time natural lighting is preferable which may be through window or vent wall. For artificial lighting, there are recommend illumination for studios, workshops etc by electricity regulatory bodies which must be adhered to. Every studio requires a well ventilated internal environment and a non-step floor. A good air environment increases the volume of teaching and learning activities (Jubril, 2011). Air conditioner can also be provided where possible.
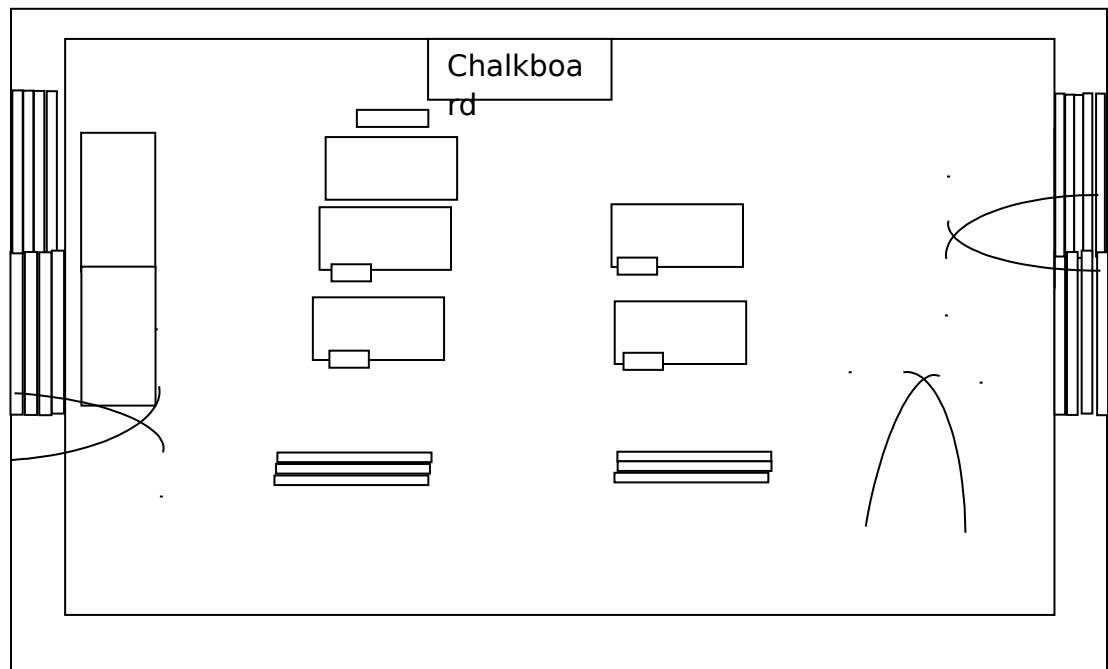

Fig 3: Exploded View of Technical Studio

Source: Jubril (2011)

This is valuable when drawing article containing internal fittings needs to be enlarged in a distinct live manner when a working drawing is being prepared. An exploded view drawing captures the un-connectedness of components and exact way in which the component fits together to form a complete article. The advantage is that it cut short of elaborates.
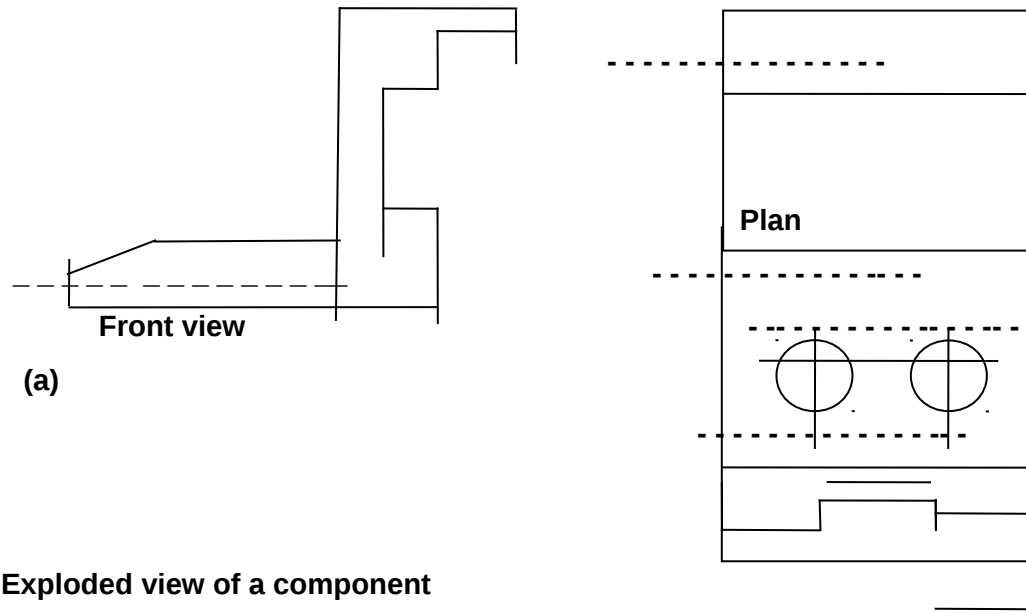
Front view

(a)

(b)

Plan

Fig. 4: Exploded view of a component

Source: Jubril (2011)

Symbols in Technical Drawings or Engineering Drawing

Symbols play important role in drafting and interpretation of drawings. Symbols are found in every aspects of life, be it words, figures or articles. Technical Education cherishes the symbol so much that is more reason emphasise are laid on symbols. They are signs, letter, numbers, etc. They have fixed meaning. In technical education symbols are used to represent fittings, components and materials.

Goestch, Chalk, Nelson and Richman (2010) identified four guides for students in drawing symbols as follows:

1. Always use drawing instruments
2. The location of the symbols on the working drawing is closely approximated.
3. Materials symbols need not cover the full surface.
4. Have reference for the types of symbols available.

Conclusion

Technical and engineering drawing had been in use for years ago. It is used in communicating technical information, leading to quality production of articles and boosting the economic statutes of any industrial nations. The study of technical drawing in engineering class be it at ordinary or advance level prepares individuals towards greater responsibility in the area of design and production. For this to be achieved, the teachers should use the enabling opportunity to see the learners through series of steps in technical drawing using the needed learning environment.

For most students to become experts in design and construction there is a dare need to invest on technical drawing for all technical education students. The students should procure technical or engineering drawing equipment and materials and both print and wood print engineering text.

Recommendations

Based on the study, these recommendations are made

➢ Secondary schools offering technical subjects must be provided with comprehensive studios to practice engineering into details.

➢ Technical drawing teachers should be employed in these schools and be provided with the necessary tools, equipment and materials to perform.
➢ Technical drawing should be made one of the compulsory subjects for those seeking admission to study engineering courses.
➢ Parent teacher association (P.T.A) should be encouraged to build studios, workshop etc and hand it over to the schools authority.

➢ Counsellors should guide the students on the importance of technical drawing in engineering.
➢ Teachers should be encouraged to attend conference, workshop and seminar to update their knowledge with the new trend of challenges in engineering drawing, particularly drawing with software like Computer Aided Drawing (CAD)

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VOCATIONAL AND TECHNICAL EDUCATION: A RECIPE FOR ACTUALIZATION OF NATIONAL TRANSFORMATION AND RECONSTRUCTION

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Abstract

This paper seeks to examine the impact of Vocational and Technical Education in National Transformation and Reconstruction. It examined the concept of Vocational and Technical Education as well as problems militating against the fortunes of Vocational and Technical Education in the country. Such problems include, lack of awareness of the economic and social value of Vocational Education, inadequate funding and lack of technical teachers to teach vocational subjects etc. The paper revealed that lack of implementation of Vocational and Technical Education policy hinders the growth and development of economy in the country. Among the recommendations given is that government should give specific attention to matters affecting Technical Education as the basis for realizing the objectives of Vocational and Technical Education.

Introduction

The transformation agenda of the Federal Government of Nigeria 2011-2015 draws its inspiration from the Nigerian vision 20-20-20 and the 1st National Implementation Plan (NIP) which aimed at deepening the effects and provide a sense of direction for the administration within the four years. It is based on a set of priority policies and programmes which upon implementation will transform the Nigerian economy to meet the future needs of Nigerians. The thematic areas that encompass it include real sector, infrastructure, human capital, education, monitoring and evaluation etc.

Meanwhile, the system that needs reconstruction as well as transformation is the one that was previously constructed and now requires maintenance or change after a long period of time. It is pertinent to bring into lime-light that the objectives of early missionary schools in Nigeria was not primarily to help Nigerians realize their potentials and contribute meaningfully to the development of their society. In other word, Nigerians were not educated for self-fulfillment and self-dependence. The educational foundation laid down by the colonial masters was based on the liberal and cultural education system. The consequence of this system is perpetual dependence of the nation on other countries for basic goods and services (Osuala 2004). However, due to various revolutions that are taking place in all sectors, Nigerian as a nation needs total transformation and reconstruction because all aspects of the national foundations are in state of dilapidation following several years of neglect and exploitation. Ononamadu (2003) states that the aspects of national

existence that need reconstruction include national unity, political maturity, agricultural, industrial and technological development, national values, functional education and all that have contributed in making the nation under developed.

It is necessary to point out that proper planning and implementation of Vocational and Technical Education programme in the country will go a long way at improving some of the national foundation such as agriculture, industry, technology and education. Our government must be aware of the fact that foundational changes in the social and economic outlook of Nigerian can only be brought into focus by Vocational and Technical Education revolution, if she truly wants to accelerate her development as well as for effective national transformation and re-orientation. In addition, Folorunso (2013) made a cause for vocationalisation of the entire secondary and tertiary school curricula in order to serve as an instrument for national development.

National transformation Agenda and Vocational Technical Education

The National Transformation Agenda was set up to improve the living condition of Nigeria. The Federal government has designed the economic transformation agenda for the purpose of creating a minimum of 3.5 million new jobs in the economy; develop the nation to the position of being at least the 20th economy in the world by the year 2020 (Odiaka, 2012). This will entail implementation of mandatory skills transfer to the Nigeria by foreign construction companies, (Okpor and Hassan 2011). The importance of Vocational and Technical Education (VTE) to the realization of the national transformation agenda cannot be over emphasized. Vocational and technical education ensures acquisition of life skills,

the emphasis here is making people capable of functioning independently in an increasing technological world. The Millennium Development Goals (No.3) also stressed the need for importance of life skills as the gate to national and individual independence. VTE enables development of generic skills like working in teams, problem solving ability and entrepreneurship which are more important for today's industries and workplaces.

Equipping young people with skills linked with entrepreneurship training as envisaged in the agenda is a promising path to empowering them to escape unemployment and the trap of poverty. As traditional job for life career paths become scarce, VTE provides an additional way of integrating youths into today's changing labour markets and improving their economic independence. As Olu (2011) observed that, in the absence of wage employment, young people with vocational skills are able to set up their own small businesses that provide services which their communities need. This is also expected to have the beneficial effects of cranking up the local economy from within, instead of creating a culture of dependence on external assistance. This agrees with Aturu (2011) who noted that Vocational Education graduates obtain employment quicker and experience fewer and shorter periods of unemployment than other graduates. VTE thus keeps recipients out of mischief because they are always busy with brain and hands.

VTE centered on the transmission of restoring and repairing skills which brings about longer lifespan of equipment/materials and thus reduce waste as Vocational Technical Education graduates have the ability to add value to rural products, arts and crafts (Oladeji and Adeleye 2010). In this way, they can

contribute to the development of the communities to reduce migration to urban centers. Fatuyi (2002) explained that through Vocational Technical Education, the nation can develop the manpower resources for adoption, design and development of technology.

Agboola and Ademiluyi (2009) reported that VTE, with its relevant practical training component holds the key to Nigeria becoming technological relevant and internationally competitive in the world market. In order words, VTE is the most effective means of empowering the citizenry to stimulate sustainable national development, enhance employment, improve quality of life, reduce poverty, limit the incidence of social vices due to joblessness and promote a culture of peace, freedom and democracy. This agrees with Adebile, (2011) who observed that if education is the key to prosperity, Nigeria has been charged to transform young people into individuals with knowledge, skills and attitudes to be adaptable, flexible and competitive. VTE programmes are expected to impart not only the traditional skills but also the skills that underline technological innovations in line with global realities and for sustainable national development.

Vocational and Technical Education

Vocational and Technical Education means training and retraining which is given in schools or classes for those who are interested in occupational clusters to prepare them for gainful employment (Oladeji and Adeleye, 2010). As nation develops, trained workers became important to the realization of national goals and this Vocational Education receives public endorsement throughout the world. VTE is basically occupational education which makes individuals self-sufficient and self reliant (Adegbenjo, 2013). She explained further

that VTE provides both practical and theoretical instructions, which are usually given to those who need employment in commerce and industry or in any type of enterprises which involves the use of tools and machinery,

Oladeji and Adeleye (2010) defined vocational education as the training or retaining designed to prepare individuals to enter into a paid employment in any recognized occupation, while Technical Education deals with the training of technical personnel for the purpose of initiating, facilitating and implementing the technological development of a nation and create the basic awareness of technological literacy to shake holders. However, Osuala (2004) saw Vocational Education as an education designed to prepare skilled personnel at a lower level of qualification for one or a group of occupation, trades or jobs. He further stressed that Vocational Education usually provided at upper secondary level includes General Education and Practical training for development of skills required in the chosen occupations and related theory Osuala (2004) stressed further that technical education includes general education, theoretical, scientific and technical studies and related skills training. The components may vary considerably but the emphasis is usually on practical training. Ekpeyong (2005) observed that there is always confusion surrounding the meaning of the terms "technical" and "vocational" education due to different interpretations attached to them. He explained further that some individuals (including intellectuals) interpret "vocational" to mean business subject or studies, and "technical " to mean technical subjects or studies, or that which has to do with engine or metals. Also, when used in relation to school, "vocational school" is taken to mean where only business subjects are

taught, while, "technical school" is taken to mean where only technical subjects are taught.

Meanwhile, Federal Republic of Nigeria (2013) defined VTE as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. According to Okpor and Hassan, (2012) VTE is rooted on preparation of students for acquisition of necessary skills, knowledge and attitude to earn employment as expert assistants to professional in any field of technology and engineering. It could be discovered from the above definitions that, 'vocational' or 'Technical' has broad goals and application, it is different from vocational training which is aimed at developing in the individual specific competencies for specific jobs or occupations; and that 'VTE' involves the study of 'technologies', 'theories' and 'related sciences', as well as the acquisition of practical skills related to various aspects of the economy.

Vocational and Technical Education: A Recipe for National Reconstruction and effective actualization of Transformation Agenda

Vocational Technical Education, the world over has been identified as great contributor to national development in the following ways:

Vocational and Technical Education at any level is designed to help the learners acquire and develop skills, knowledge and attributes necessary for effective employment or progression in specific occupation and technical education sub-field of total education which contributes to national development (Oladeji and Adeleye 2010).

Osuala (2004) observed that Vocational and Technical Education accounts for over 60% of total education contributing to the nation's economic growth and that Vocational and Technical Education plays a critical role in training of unskilled youth for national development. The purpose of Vocational and Technical Education includes the provision of Vocational and Technical knowledge and skills necessary for agricultural, commercial and economic development; the provision of training to impact the necessary skills, leading to production of craftsmen technicians, technologies, engineers and other skilled personnel who will be enterprising and self reliant. With Vocational and Technical Education, advancement is quick and faster and results with greater productivity is achieved. With this education, the entire country will ultimately be having a benefit for better position to manage and sustain our environment. The overall benefit of VTE is that life of a greater number of people especially in the less developed countries would be enhanced.

Vocational and Technical Education for economic stability in Nigeria

Vocational and Technical Education has played important role in economic stability, Okoro (1993) stated that there is a need to take VTE more serious in Nigeria for the nation to move forward economically adding that the economic backwardness and poverty of the country is due to the neglect of VTE. In today's world, the development of Vocational Technical Education has helped in economic stability of many countries and its importance makes people to acquire it. He further pointed out that if we are able to manufacture our own vehicles, it will help us to be more self-reliant and conserve foreign exchange for other uses. Most of the products of technology are imported into

the country. This makes them so expensive for the average person to buy. If we can produce such things in Nigeria using locally sourced raw material, the cost will be reduced and many people will be able to afford them.

A rich society enjoys economic and political stability if it is individually buoyant, agriculturally sufficient and technologically up-to-date, but unfortunately, Nigeria has not made significant progress in terms of technological advancement because the technologies utilized in the country are mostly imported.

Vocational and Technical Education for Skill Development

Vocational Education has a definite role in preparing and equipping students with skills that increase their chances of finding a job after schooling. It also equips students with knowledge and skills they need to create their own employment. It is on this precept that the National Policy on Education predicted upon life education in which educational activities would be centered on the learner for maximum self development and fulfillment (FRN 2013). In order to ensure true transformation the type of education to be given to the young stars should be the type that would solidly prepared them for the challenges ahead. To achieve greater height in skill development, there is need to develop our own technology. Vocational technical skills enable an individual to engage in productive work for himself or for his employer, therefore, promotion of Vocational Technical Education improves the ability of individual to qualify for and hold productive employment as a citizen of the nation. Olu (2011) believes that Vocational Education "is reputed for being the best form of education that prepares an individual for a specified work and not world of work assumption. Ekpeyong

(2005) noted that Vocational and Technical Education, apart from enabling the individual to hold productive employment, it also increases the productivity and earning capacity of the recipients or students. A well trained worker is more productive than a poorly trained one. The development of vocational skills enables a person to earn more remuneration or income or self employed reliance.

VTE for promotion of Business Entrepreneurship

Nigerian businesses are characterized by small scale, buying and selling of goods. There was no formal skill training except serving under a master's strict tutelage. New businesses have increased tremendously in number and more sophisticated in practice, both nationally and internationally. To cope with the ever increasing areas of business and technologies involved, good numbers of entrepreneurs, endowed with related skills, are needed to keep the nation in line with development. Entrepreneurship is more or less the same as self-reliance (Fatuyi, 2002). Amongst the small scale industries/business through which Vocational and Technical education aids in promoting national transformation includes, agricultural mechanic/horticultural practices; Food Processing/Feed or Flour Mills; Agricultural Equipment, Fertilizer and Agrochemical Business, Textile Mills, Synthetic Industries, Ceramic Industries, Printing and Publishing Technology, Paper Converted/Mills Secretarial Studies/Accounting and Related Business, Tailoring/Fashion Designing, Cafeteria/Catering, Nutrition, Woodwork/Carpentry/Cabinet making and Brick-laying/Building construction.

Challenges of VTE in National Transformation:

Despite the significant role played by Vocational and Technical Education as an instrument for enhancing national development there are certain problems that hinder the effective growth and development of Vocational and Technical Education in the country. Among these problems are:

Lack of awareness of the economic and social value of VTE: According to Urevbu (1988) vocationalization of the secondary school curriculum would increase social economic and occupational mobility by providing access to education and training that would provide gainful and immediate employment to its recipients. In spite of these values attached to Vocational Education, the Nigeria public has always seen vocational subjects as subjects meant for the never-do-wells, physically maladjusted and mentally retarded (Osuala 2004). The Federal Republic of Nigeria (FRN, 2013) observes that government deplores the general public attitude which regards Technical Education as somewhat inferior to other types of education. It is sad to note that government has never done anything to improve the status of technical education in Nigeria beyond the acknowledgement of this problem. This has greatly affected the interest of students in Vocational and Technical Education.

Inadequate Funding: Government funding of education has been inadequate for the past decades. The funding of education is shared among different levels of government and supplemented by funds from other sources like organization or companies and levies charged to parents. Inadequate funding of education has been one of the most significant causes of the low quality of education offered at all levels (Moja, 2000). Fund allocations have been in flux during the last decades. There have been a drop in the funding level of education in Nigeria, for instance, percentage of Education to total recurrent expenditure has a share of the Federal budget reduced from 10.13% in 2012, increased to 8.7% in 2013 (CBN Statistical Bulletin, 2013). UNESCO recommends that at least 26% of national budgets should be spent on education (CBN, 2013). In 2013 for example, the Federal government of Nigeria spent only N249.08 billion on education generally out of a budget of about N4.07 trillion which translate roughly to 6% of the total budget. (CBN, 2013) asserted that sometimes wide gaps exist between the amount budgeted for and amount released, in the budgetary provision for education from 2006 to 2013, all appropriated for recurrent expenditure were fully released but this was not the case for capital expenditure. In 2013 out of the appropriate amount of N94,683,347,212 only N40,351,721,312 was actually released (National Bureau of Statistics, 2014). Meanwhile, funding has always been the major obstacle to the development of effective VTE in Nigeria (Atsumbe, Emmanuel, Igwe and Atsumbe, 2012). Nuru and Mumah (2009) observed that investment in VTE in the first, second and third development plans were 0.10% 0.36% and 0.84% respectively. At every level of VTE in this country, enough funds are never allocated to VTE to achieve its aims and objectives despite the fact that VTE requires infrastructure, human resources and facilities needed for the development of skills/competencies in students (Adegbenjo 2013). It is quite unfortunate that VTE has always not been favoured when it comes to statutory allocation of finances to agents of the government.

Lack of Technical Teachers to Teach Vocational Subjects: Lack of technical teachers has seriously affected the

teaching of vocational subject (Folorunso 2013). In spite of the addition to the existing Colleges of Education (Technical) which produce technical teachers, there seems not to be improvement in the inadequate number of technical teachers to teach VTE subjects. Shortage of VTE teachers is highly due, to the attractive conditions of service offered by industries (Osuala 2004).

Lack of Adequate Workshop/ Laboratories: Workshops which house the tools and equipment for the training of students in VTE subjects are hardly available. Teachers, therefore, resort to theoretical teaching instead of practical oriented teaching. This is a serious deviation from the principles of Vocational and Technical Education that recognizes the importance of workshops/laboratories to the teaching of Vocational and Technical subjects. Vocational and Technical subjects are practical oriented and require that students be given conducive environment to learn, and to practice the skills taught. The workshop/laboratory is the only environment for such learning and practice. At the JSS level, some schools received tools and machineries. It is sad to note that most of the schools did not install their equipment and they have been vandalized or stolelen, due to lack of workshops. Okpor and Hassan (2011) reported that "tools and machinery received by schools for the teaching of introductory technology are still lying in corridors of some schools with no workshop erected". It was hoped that JSS workshop would serve both levels of secondary schools.

Low Interest in VTE by Students: Other than the Federal Government unity secondary schools, most public schools in Nigeria have not fully implemented the technical education policy in the secondary education level Ekpenyong (2005) reported very low enrolment (less than .002%) in most vocational and technical based in Senior Secondary School Certificate Examinations despite the fact that the West African Examinations Council has widened its syllabus to include some vocational skills, yet these students were not properly taken care of at the classroom/school level for proper development of their interest in vocational and technical subjects listed in the syllabus.

Overloaded content in vocational subjects' curricula: It has been asserted that most of the subject areas in VTE have been overloaded in their syllabus. Okpor and Hassan (2011) reported that the syllabus for introductory technology was overloaded to the extent that the content may not be covered within the stipulated time of coverage. He then calls for a review of the various syllabi after a decade of operation to meet the current situational changes.

Lack of Essential Utilities militating against VTE: Problems militating against Vocational and Technical Education includes lack of essential utilities such as power and water supplies, inadequate exposure of students to practical, non-utilization of some supplied equipment due to lack of accommodation and security as well as technical efficiency. Others problems highlighted by Fatuyi (2002) include inadequate quality coordination, evaluation, monitoring and supervision. Deficiency in the curriculum content of education, leading to a miss match between national aspirations and the quality of products of the educational system, especially in the area of life skills and moral education for her citizens, low funding of the education sector and mismanagement, and poor governance and policy implementation gaps.

Conclusion

It is the responsibility of the government to ensure that every child has access to a functional education because education is the source of empowerment that every individual needs to contribute to national and economic growth of a nation. Vocational and Technical Education as a skilled based programme can be the backbone to national transformation, reconstruction and development. This will be realized only when Vocational and Technical Education and Entrepreneurship Education programme are seriously pursued and people with Vocational Technical and Entrepreneurial training, rather than politicians, are allowed to work and direct in the specific occupation where they are trained. On the other hand, VTE seeks to expose students to the culture or the world of work that is practical oriented. Through Vocational and Technical Education, the world of work culture ensures that students acquire skills towards job orientation rather than paper qualification and skill acquisition needed for the emancipation of Nigerians from technological underdevelopment if Nigeria is to provide the required training and competencies to her citizens that will proffer adequate solution to industrial apathy and technological backwardness in the country.

Recommendations

Considering the critical issues raised in this paper,, the following recommendations are made:

- Government should give technical education high priority because of its importance to economic development of the nation. Therefore, matters affecting Vocational Technical Education should be given specific attention. To this extent, government efforts should be directed towards changing the bias of the pubic towards Vocational Technical Education. Public enlightenment campaign should be encouraged.

- VTE is geared towards job creation and self reliance. It is appropriate therefore to give orientation to students on the functions and operations of business. This will help to develop a level of familiarization and comfort with the business environment as against the fear of owing a business. Therefore course in entrepreneurship should be more practical oriented in order to increase the interest of students towards vocational subjects.

- Because VTE is cost intensive, the Federal Government should endeavour to abide with the recommendation made by UNESCO that 26% out of the yearly budget should be allocated to education. On the other hand the 26% should not only be on the paper but must be released to education sector.

- Industries should not wait until they are compelled to finance VTE, they should endeavour to render assistance voluntarily in order to enhance national growth.

- Government should endeavor to establish quality workshops/laboratories in all public schools. Since the provision of these workshop/laboratory facilities will enhance the effective teaching and learning of vocational and technical subjects.

- The students of VTE programme should take their studies serious in order to acquire the required skills needed for self employment instead of adding to the increased number of unemployment graduates in the country.

- Government should reorganize its curriculum in secondary schools to incorporate the new vocational technical subjects currently included in the WAEC syllabus and as well provide necessary human and material resources for effective teaching of these subjects.

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