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THE PACESETTER:

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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.

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3. Articles should not exceed twelve (12) pages (including figures, tables and references) and should be typed on A4 sized paper double spacing.
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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.

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4. Adedigba, T. A. & 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.
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2. Abiola, D. O. (2011). *Relevance of educational psychology to teachers education.* In D. O. Abiola & N. A. Oyewo (Eds.), Psychology of Child Development. (pp. 9-18). Oyo, Nigeria: Odumatt Press and Publishers.

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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.*

2. Raimi, S. M., Adeagbo, A. I. & Adeoye, I. F. (2006). *Certificate chemistry practicals.* A new approach. Ibadan, Nigeria: Akin Johnson Publishers.

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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 2 included thought provoking articles which bother on economic and curriculum issues, teacher education and national transformation among others.

Members of the editorial team are appreciated 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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THE BIBLICAL VIEWS ON DIVORCE AND ITS RELEVANCE TO NIGERIAN CHURCHES

BY

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Abstract

Divorce in traditional African societies must be understood in the context of the purposes of marriage. In Africa, the most important reason for getting married is procreation. If there are no children, it often leads to crisis such as divorce. In I Corinthians 7:39 Jesus demonstrates His agreement with Malachi 2:16 in which Yahweh says ,"I hate divorce". In the Church of God today, there are cases of divorce between husband and wife and these people are members of the church and listening to the words of God. It is on this note this paper examined the Biblical view on divorce and its relevance in the contemporary churches. The study adopted historical method with a means of collecting information from textbooks, journals, newspaper and internet. It is argued that divorce was not approved in the bible as marriage is viewed as a long-life relationship. It was also found from the bible that Moses permitted certificate of divorce due to the hardness of heart of the people. Besides, Jesus disallowed divorce but gave a concession on the issue that it could only be allowed on the ground of fornication. The paper also shows that there are divorces in the contemporary churches. It therefore recommends that Christians should follow the teaching of Christ on divorce. Husband and wife should adjust, and tolerate each other in the family. The church should continue to encourage members that divorce is not allowed for any cause, and that the church should balance its pre-marital counseling programmes to the would-be couples with emphasis on dangers in divorce in order to hold firmly to their marriage vows.

Introduction

Marriage is the oldest institution which was instituted by God. The issue of marriage came out of God's special love for man to solve his problem of loneliness. As good as home is and despite its being the smallest social unit, it has a great influence on the larger society. In the society, the institution of marriage should be held in high esteem by all, but this is not so in every community where the understanding of home by some people is poor. This to some extent leads to divorce of many families in the society. (Olalere, 2009).

As good as marriage is, it is often observed that divorce is one of the controversial issues to many families in the contemporary societies. It has in no small way created problems on the part of the children of divorced parents and has predisposed them to delinquency and emotional maladjustment. In Africa context, the most important reason for getting married is procreation, and if there are no children, it often leads to crisis (Mbiti, 1980). In Christianity, the view is that marriage is for life and God intended it to be enjoyable, fruitful and permanent (Genesis 1:24, Matthew 19:5-

6 Romans 7:2-3) As good as marriage is many families do face problem which often resulted to divorce between the husband and wife.

Kunhiyop (2004) is of the view that divorce is undesirable, psychologically traumatic and socially disruptive to a family. Hence, it can lead to disunity and separation of two parties who were formerly united. In addition, the damage of divorce is irreparable and shatters the hopes and aspirations of many families. Stott (1999) observes that marital breakdown is always a tragedy. He acknowledged that it contradicts God's will and frustrates his purpose for man. In the Church of God today, there are cases of divorce between husband and wife. However, if either of the partner divorces could the action be regarded as sin or not inconformity with the scripture? because, Malachi 2:16 stated that God hate divorce but there are divorce cases in the contemporary churches. It is on this note this study examines the concepts of marriage and divorce, the biblical view of the concept of divorce and its relevance in the contemporary Churches.

The Concept of Marriage

A family finds its origin in marriage which is the approved union of a man and a woman by the society. Marriage permits the living together or recognition of the husband and wife and the children born within or outside the wedlock as a family. Marriage can be described as a more or less durable union, sanctioned by the society between husband and wife. To obtain the sanction of the society, it is necessary that the relationship be formed and conducted in accordance with unwritten customs and taboos in primitive societies, or in accordance with established law as in the modern societies. (Dicanio, 2003).

Norman (2004) states that marriage is not a specifical Christian institution. He opines that it is God's gift to mankind and for the Christians, God ordained it that a man a woman should come together and become one flesh. The implication of this is that, throughout the world, marriages unite men and women and bring about the creation of new family units. In his own opinion, Kunhiyop (2004) defines marriage as a union of a man and a woman. He stresses further that it is a unity that exist between a man and a woman, and a relationship that integrates with other people and relationships in the society. Mbiti (1980) however submits that marriage is a complex affair with economic, social and religious aspects which often overlap so firmly that they cannot be separated from one another. He acknowledges that marriage is a duty, a requirement from the corporate society and rhythm of life in which everyone must participate. For the purpose of this work, marriage is viewed as the legal relationship between a husband and wife, and can only be brought to an end through a legal means which is contrary to biblical view.

The Need for Marriage in Christianity

Marriage is essential in Christian home for the following reasons, for unity, companionship, sexual pleasure and for procreation. It must also be noted that personal commitment, cohabitation and consummation, caring love and spiritual harmony should guide the relationship of husband and wife in the Christian home for a peaceful and harmonious relationship in the family.

Companionship: From the creation story and creation of Eve, Genesis 2:18-25 states that loneliness was not good for the man, Adam. God saw his need of a companion, who would share life with him and who would be an appropriate

helper for him. God provided this companion in the person of Eve and through the institution of marriage. Christians in the contemporary society married on the basis of this fact. Matthew 19:3-6 added that when the Pharisees came up to Jesus and asked if it is lawful to divorce one's wife for any cause, Christ answered that God made male and female and they shall leave their parents and be joined together to become husband and wife. Thus, what God has joined together, let not man put asunder. To fulfil the law of God and the custom of the society Christian married in the society.

Sexual pleasure: To keep the body as the temple of God, and to run away from fornication, Christians marry in order to satisfy each other in the area of sexual relation. Norman (2004) states that sexual relationship is an important part of marriage. It is not to be denied to either spouse, except perhaps, for a short period for some over-riding spiritual reason like setting time aside for prayer or for special demands of Christian service (I Corinthians 7:5). In addition, I Corinthians 7:1-2 states that; it is well for a man not to touch a woman, but because of the temptation of immorality, Paul admonished each man to have his own wife and each woman her own husband. Paul in his teaching stressed that the husband should give to his wife her conjugal rights and likewise the wife to her husband.

Unity: Genesis 2:24 explains that a man shall leave his father and his mother and cleaves to his wife, and they become one flesh. Ecclesiastes 9:9 added that man should enjoy life with the wife whom he loves, all the days of his vain life which he has given under the sun. The wife God gives man is his reward for all his earthly toil. The fact here is that, before marriage takes place between a man and woman there will be agreement between the two parties because it is not a thing to play with.

Procreation: In Genesis 1:28; 9:7, God told Adam and Eve to be fruitful and multiply, that is, to procreate. To procreate, the husband and the wife need to come together. However in Africa society, significance is given to child bearing. To this end, Christian married in order to have children as God has commanded. In Christianity, unity, companionship, sexual relationship and procreation are presented as purposes of marriage in the society but companionship seems to have priority because it precedes others.

We need to reiterate in this work that the emphasis placed on various aspects of marriage is dependent on the culture's understanding of marriage. Kunhiyop (2004) explains that Africans see marriage as the unity of man and woman which is the basic requirement of each person. He acknowledged that a man without a wife is considered as an incomplete, and a woman without a husband is not respected in society. Marriage is an imperative for every man and woman and is necessary to provide the person with companionship, love, respect and dignity.

Concept of Divorce

Marriage is the most basic and influential societal unit. But in our society, there are cases of divorce in marriages which is a concern to children and the community as a whole. Divorce is the legal ending of a marriage or the ending of a relationship between a man and a woman as husband and wife. Norman (2004) submits that divorce is the dissolution of a marriage. This implies that divorce brings a marriage to an end and it means that people who were previously husband and wife are no longer so.

Irrespective of what the law of any community says in respect of divorce, Christians hold the view that divorce is contrary to the will of God because Christianity teaches that:

(1) Divorce is not God's ideal. It is believed that God did not design divorce, Malachi 2:16 states that "I hate divorce". Matthew 19:8 says God permitted but never intended divorce. God created a man for a woman and desired that they both keep their vows until deaths. In Matthew 19:6 Christ opines that what God has joined together, let man not separate.

(2) Divorce is not permissible for any cause. Christians agreed that divorce is not permissible for any cause. Even, when Jesus was asked in Matthew 19:3 if it is good to divorce one's wife for a reason, the answer is 'No'. He added that Moses permitted divorce only as a concession to hard hearts of people.

(3) Divorce creates problems. If a man violates God's design, it is natural that problems will emerge. Divorce did not solve the problem man is facing in the family the most essential thing is tolerance and whenever it occurs there is always a price to pay by the parents and the children because the dissolution will affect the family as a whole and it should be noted that when divorce takes place in a family it often leaves scars that can not be easily healed.

Causes of Divorce in Christian Home

In the contemporary society, there are many problems that can lead to divorce in Christian homes such as communication gap between husband and wife, intervention of the in-laws, extra marital affair, and influence of friends and issue of childlessness.

Financial responsibility: In view of Olalere (2009), the making of a home is not as simple as many think. To have a peaceful family, it needs careful planning and execution. Some wives caused crisis in the home due to inability of the husband to take proper responsibilities in the family. It is expected of a good husband to care for his family. If the wife sees that the husband is not responsible, she may decide to involve in extra marital affair which is dangerous for the harmonious relationship in the family.

Extra-marital affair: This is a state where the action of people and their behaviour are not considered to be good by most people. Due to the act of coverteousness, many couples have destroyed their families by involving in the act of fornication. Meanwhile, if either of the couple is practicing the act and eventually caught by either of the party it may lead to crisis; if not divorce, because they are not honest to each other. To this end, extra marital relationship should be strictly avoided by husband and wife in the family.

Inability to endure: For an harmonious family, couple should be able to adjust and endure in accordance with the demands of the prevailing circumstance(s). Many families face crisis because they cannot adjust or tolerate the prevailing circumstance. If the traits of endurance, adjustment and tolerance are lacking in a given family, such family is liable to face crisis which may affect the peaceful co-existence of such family.

Intervention of the In-laws: The intervention of in-laws is one of the areas of conflict in marriage in Christian home. In Africa society, it is culturally approved for the in-laws to live with a couple. But how either of the couple deals with

issues from his or her in-laws determines the conflict between each other. To avoid crisis, couple should strike a balance by accepting regulated number of their in-laws to be housed (Adesupo, 2000). Besides in-laws intervention, when couple allows friends, associates, colleagues at work to take control of tier affairs there may be problem in such home.

Childlessness: One of the factors that can lead to divorce in the family is inability for a woman to give birth to children. In Africa, the expectation of the family is that a woman should be able to produce, but if otherwise crises begin. Mbiti (1980) states that, everybody must get married and bear children; that is the greatest hope and expectation of the individual for himself and of the community for the individual".

This implies that inability to bear a child in Africa family can lead to polygamous family or divorce. However, in Christianity marriage is not purposely meant for children. Kunhiyop (2004) corroborates this with the view that people go into marriage to demonstrate what marriage is for them and some of the motivations are unity, companionship, sexual pleasure and procreation. The fact here is that procreation is not the major reason why Christians go into marriage and such should not be allowed to cause divorce in the family.

To sustain a family, it is advisable for the husband and wife to hold firmly to each other in all their undertaking and rely on God. Christians should note that issue of childlessness should not lead to divorce, we should hope that with God everything is possible. Though in African context, great importance is attached to child bearing in family. Attesting to this, Danfulani (1989) advanced that no matter how good a wife she may be, a husband will not be satisfied with her if she cannot bear children. He acknowledged that a wife can be divorced in some cultures if she fails to give birth to at least one male child. The above scenario implies that having children is of higher importance than even the marriage union itself. In his own opinion on Christian's marriage and divorce, Adrian (1973) asserted that the church needs to insist very strongly that a childless marriage should not be regarded as an invalid marriage, and those within such a union should be given every help to persevere. The argument here is that Christians should not divorce because there is delay in child bearing.

When there is divorce in a given family, it is believed that children do face problems created by their parents. At times, the children of separated home are like cracked seeds blown to an unknown destination, some may excel in life while others may not. Whenever there is divorce, insecurity of life and retardation of progress may set in. Besides, such children may form gang and constitute nuisance in the society. They may even form bad behaviours that may be detrimental to the society such as prostitution, alcoholism, drug addiction and smoking. Besides, it may bring to husband and wife and acute pains of alienation, disillusion, recrimination and guilt.

Divorce in the Old Testament

God, the creator of humanity laid out his plan for marriage as a lifelong union. In the Bible, marriage is the first institution created by God. God made the first man, Adam; he later declared that it was not good for Adam to be living alone. This made God to create all the animals and gave the opportunity to Adam to name them. With the creation of the animals, Adam still remained an incomplete nature until when God

created a woman, Eve. This made God to bless the two (Adam and Eve) and gave them the authority to rule over the world. It is worthy to note that the creation of marriage occurred prior to sin's entrance into the world and it is regarded as perfect design for mankind. (Amy, 2012).

Ravi (2012) is of the opinion that divorce is synonymous to separation. He acknowledges that divorce was not as easy in the period of Moses, the most important thing that time is to protect oneself with the Deuteronomy legislation. This implies that the husband needs to give his wife a bill of dismissal for divorce to take effect. He further notes that, under the legislation, the woman was further protected in that, if her husband had committed an offence against her before he married her, or if he had brought a false accusation of adultery against her after he has married her, he could not divorce her. This means that such marriage is indissoluble. Norman (2004) corroborates this view with the idea that a husband needs to declare that he had found something indecent about the wife he wishes to divorce. Under Moses, a man can not just leave a woman. If the need arises to be separated from such woman, he is required to spend time and money on securing for the wife a certificate of divorce that will serve as legal document, which an ex-wife could use to assume a new husband that her former husband had renounced his marriage to her.

In the history of the Israelites, Norman (2004) opines that there was no record of Israel's prominent leaders divorcing their wives, but he acknowledges that David's first wife, Michal was taken from him by her father, Saul and was given to another man, Phalteil. This was due to the crisis between Saul and David. Though, David did not divorce Michal at the initial stage but by getting her back by force seems that he had broken the law of Deuteronomy 24:1-4. Meanwhile, towards the end of Old Testament period, divorce seems to have become prominent among the people, and this made the people to be married to foreigners who are not in the way of God. The book of Malachi 2:3-16 says that the Lord was displeased because of the unfaithfulness of the man concerned. The book emphasized that marriage is sacred and that God hates divorce and marriage is designed to produce children of good character. In Ezra 9 and 10, marriages to foreign women are viewed as diluting the purity of Jewish blood and Jewish faith. Under the influence of the Ezra, the men of the day agreed to divorce their foreign wives in accordance with the law of Moses.

Divorce in the New Testament

In Matthew 5:31-32, divorce is granted on the ground of unchastity, but in the Greco-Roman world of the first century marriages were just as easily dissolved as they were made. Duke (1998) posits that the dominant cultural perspective of the Greco-Roman world regarded male power over women as unrestricted, and divorce as legitimate for most reasons, such as stealing money, arguments with one's mother-in-law, unpleasant treatment, sickness, and unpleasing behaviour. He further acknowledges that in Roman law, either husband or wife could initiate divorce. Within Judaism however, Ravi (2012) states that the situation is different; he holds the view that only the husband can initiate divorce. He further acknowledges that Hillel and Shammai schools have different opinion about divorce. Hillel's school allowed divorce for any reason and Shammai held more restrictive view on divorce. The union of male and

female was regarded as an essential ordinance of God and integral part of God's creation.

In respect of Jesus teaching on divorce (Matthew 19:3-12), the passage examined the questions about marriage. Divorce and remarriage as raised by the Pharisees the religious opponent of Christ, the opening phrase is that "is it lawful for a man to divorce his wife"? Jesus replied them that, it was because of their hard-hearted mind that Moses permitted divorce among them which is a sign that Jesus was against divorce but gave a concession like Moses that divorce can be allowed if they commit adultery, otherwise it is not possible and it is not the will of God that man and woman should separate.

Relevance of Biblical Views on Divorce to Contemporary Churches

Christians' views on divorce find their basis both in biblical sources dating to the giving of the law to Moses (Deuteronomy 24:1-4) and political developments in the Christian world long after standardization of the Bible. In the view of the synoptic Gospels, Jesus emphasized the permanence of marriage and also stressed its integrity. Jesus acknowledged that Moses allowed divorce of wives because of hardness of heart, for it was not so in the beginning; for whoever divorces his wife and marries anyone else commits adultery, unless his wife has been unfaithful to him.

In the contemporary churches, different denominations believe different things about divorce. Like homosexuality, it is an issue on which those who sincerely seek to follow the way of Jesus have not yet come to one mind. Christian Enquiry Agency (2014) states that some Christians believe that marriage vows are unbreakable. These are Christians with a more conservative view of life such as Roman Catholics. Goodman (1992) adds that the Catholic Church prohibits divorce. Besides, most Protestant Churches discourage divorce except as a last resort, but do not actually prohibit it through church doctrine. The conclusion here is that, even in the distressing circumstances in which a couple separates, they are still married from God's point of view.

Apart from above mentioned point in the contemporary churches there are people of liberal mind who accept that divorce is the best thing in some circumstances. Many at times they don't want to follow what the scripture says some do operate on their wisdom rather than the wisdom of God. For example they hold the view that divorce is important in order to relieve one's partner of intolerable oppression, unfaithfulness or desertion. They come to the conclusion that God would prefer that men and women separate formally, because his heart is set on people coming to a point at which life is fulfilling and good. This opinion is attached with people of more liberal understanding of the Christian faith (Christian Enquiry Agency, 2014). In both cases, this work reiterates that marriage is viewed as an important institution which begins with vows that will last for an entire lifetime. In the contemporary churches, divorce is never taken lightly, and it is not regarded as a way of moving into a new life.

In some churches today, the church leaders do not encourage their members especially those who have previously been married to remarry if the former partners are still alive. Before divorce can take place, the church leaders and the victim concern would want to talk about why the previous marriage would come to an end and assist those involved to come to a point of forgiving each other. However, no excuse is

tenable in the Christendom in respect of divorce, unless a woman is found guilty of an adulterous act as stated by Jesus Christ. Before the process of re-marriage can take place, the church will want to be sure that a new marriage is not going to cause grief to former husband or wife.

Okas (2007) states that Christians in the contemporary churches hold that the sacrament of marriage produces one person from two, and are seen as inseparable from each other. In marriage, the husband and wife are one person in-law. This implies that the very being of legal existence of the women is suspended during the marriage but incorporated and consolidated into that of the husband, under whose wing, protection and cover, she performs everything. Since husband and wife becomes one person upon marriage, that oneness should not be broken.

Just as Canon law, Christians in the contemporary churches make no provision for divorce. In addition, many Protestant churches such as Baptist, Anglican, and Methodist among others strongly oppose divorce, viewing it as a sin. Reference is made to Malachi 2:16, which states that “for I hate divorce” says Yahweh, the God of Israel. Most of the churches hold that there is rarely divorce without pain. Even when divorce comes as a relief, it follows the pain of broken relationships and it may likely lead to a great anxiety on the children.

Besides, Christians seek to help in creating a stable society in which everyone has the best chance of a good life. To this end, Norman (2004) states that Christians in the contemporary churches agreed on the following on divorce:

- Divorce is not God’s ideal (Malachi 2:16)
- Divorce is not permissible for any cause (Matthew 19:9)
- Divorce creates problems
- Divorce violates God’s design for marriage
- It breaks a vow made before God
- Jesus condemned divorce
- Apostle Paul condemned divorce
- Divorce violates a sacred typology.

In summary, there is no ground for divorce in the scripture and for this reason divorce is seen as sin and remarriage after divorce is not divinely acceptable.

Conclusion

Marriage, like every other relationship is work, give and take which comprises tolerance, test of patience, adjustment and endurance. Unlike mere friendships, marriage is supposed to last for ever, until death does the parties in the marriage contract part. Unfortunately, parting comes before death in some families which is a source of problem in their life. In the contemporary society, the legal systems do not take divorce lightly, and therefore discourages it with statutory provisions. If divorce is to take place, the court will grant a petition to dissolve a marriage contracted under the Marriage Act, if certain conditions are in place.

In the Bible, issue of divorce is not allowed, Moses only responded to the question from the Pharisees because of the hardness of their heart on whether or not it is lawful for a man to divorce a wife for any reason. Jesus Christ, in the book of Matthew 19:3-12 acknowledges that; Moses permitted divorce because of the hardness of heart of the Pharisees, for it was not so from the beginning. Christ adds further that divorce can only be permitted on the ground of fornication. In the scripture, God emphasized that marriage is designed to produce children of good

character (Malachi 2: 13-16). Apostle Paul corroborates this statement in Ephesians 5:21-33 when he taught that marital relationship is to be an ongoing demonstration of the sacrificial love which Christ has for the church. Unfortunately today in the contemporary churches, divorce rate is comparable to that of the culture at large. Many Christians see nothing wrong in divorcing their partners putting aside the way Bible addresses the concept. For the fact that marriage is an institution ordained by God, it needs to be seen as a long life relationship that bond man together in a perfect covenant with Christ.

For a harmonious home, there should be a balance between leadership and servanthood. The Lord is a pattern for such leadership. Christ servant hood did not cancel His leadership. Infact his servant hood defined leadership. The headship of the family should look for a way of moving the goals of family forward; he should encourage his wife and children on the way forward for harmonious relationship. Meanwhile, the findings of this work show that:

- God instituted marriage
- Marriage is the source of procreation in the society
- Marital breakdown is always a tragedy that can shatter the hopes and aspirations of family
- Divorce has led to dissolution of many families in the society
- Many Christians in the contemporary churches are not ready to take the biblical view on divorce
- Lot of Christians has divorced their partners and even remarriage.

Recommendations

Based on the submission of this work, the following suggestions are considered useful;

- The church should balance its counseling programmes to the couples with emphasis on dangers in divorce. This will assist them to hold firmly to their commitment in the area of their marriage vows.
- Christians should follow the teaching of Christ on divorce and divorce should not be allowed for just any reason.
- Husband and wife should be ready to adjust, tolerate and endure for smooth running of the family.
- If divorce is to take place, couple should take the right position or channel to issue certificate of divorce to either part by going to the court of law.
- All major and minor problems that cut the link in communication in marriage must be eliminated by both spouses. Among them are prolonged conflicts, unforgiving spirit, and intruder of either in-laws or friends, among others.
- Husband and wife should love and be faithful to each other to have harmonious relationship and total well being of the family.
- Churches should admonish childless couples that childless marriage should not be regarded as an invalid marriage.
- Christians should note that there is nothing impossible for God to do. Hence, we should trust and have faith in Him.

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EDUCATION, NATIONAL SECURITY AND PEACE: THE NECESSARY TRIPOD FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

The place of education in ensuring the promotion of national security and development cannot be over-emphasized. Education is a powerful tool for national development and instrumental for the pursuit of the security of life, property, national interests and the actualisation of national transformation. The paper thus explores the concepts of peace, national security and national development. It addresses the causes of insecurity in Nigeria, the role of education in promoting peace culture, problems of Nigerian educational system in resolving national insecurity, the need to reform the educational system, and the intertwining relationship among education, security, and peace towards sustainable national development. It concludes that though education has been identified as an appropriate tool for fostering national unity, its potentials have not been fully tapped in Nigeria. It thus recommends that those in positions of authorities should learn and be ready to lead by example, by providing moral leadership that eschews evil, corruption, vices, inequality, injustice and wickedness, as this would compel citizens to model the characters of their leaders.

Introduction

The notion that peace is a panacea for national development is not an understatement and it is incontrovertible. But the workings of this very important concept are not unconnected with other two concepts of education and national security. The tripod of education, national security and peace interwove to influence the bedrock of any development in any nation. These concepts had been the main problem facing Nigeria as a nation since independence. Since this period, the country had been battling with one problem of crisis or the other arising from ethnic conflicts, political conflicts, territorial conflicts, economic conflicts and most importantly and of recent religious conflicts as witnessed by *Boko Haram* bombings and killings (Ayeni, 2013).

The number of violent crimes such as kidnappings, ritual killings, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others has increasingly become the regular signature that characterizes life in Nigeria since 2009 (Imhonopi & Urim, 2012). Government has tried everything from “force-for-force” to “carrot-and-stick” approach to diplomacy but the problem seems to rise with greater monstrosity. There has also been strong advocacy for a multi-stakeholders’ intervention to the insecurity question rather than lean on military options alone, but the problem has defied the present medication it is getting. This may not be

unconnected with the increasing ethnic hatred, religious bigotry, political rivalry and a growing population of disgruntled citizens in the country who feel that they have been short-changed and given very limited or no access to the common patrimony (Onifade, Imhonopi & Urim, 2013).

Education is regarded as the foundation for national social, economic, political and human development. It is an effective instrument of positive change in the society and a fundamental social institution for transmitting basic knowledge including values, norms, skills and culture to the younger ones in the society (Ololube & Egbezor, 2012). Education is concerned with the process of building, training and developing the inborn potentials and capabilities of the individual learner so as to make him or her useful member of society. It is a systematic process that influences people's knowledge, skills and attitudes and transmits and develops the cherished cultures, values, skills and attitudes of the community. This development enables learners to become functional adults who will take care of themselves and their families and contribute to sustainable national development. Thus, effective educational system is required to bring about peace and security needed to sustain national development.

Concept of Peace

Basically, the word 'Peace' connotes a situation in which there is no war or fighting. And as a matter of fact, the mere absence of war does not suggest absolute peace in a country. War is only one form of violence that can immediately be perceived and its impact felt by man. However, there is other structural violence that disturbs peace; this type of violence has to do with social conditions such as oppression, fear, anxiety, intimidation, crises in all ramifications, and so on. Thus, it will be erroneous to conclude or assert that a country experiencing crises but no war is peaceful (Ayeni, 2013). Ibeanu (2007) concludes that although war may not be going on in a country, where there is pervasive poverty, oppression of the poor by the rich, police brutality, intimidation of ordinary people by those in power, oppression of women or monopolization of resources and power by some sections of the society, it will still be wrong to say that there is peace in such a country.

A society fragmented and polarized by perpetual war and armed conflict may interpret peace as the absence of war. In the same vein, a political community that is driven by unjust structures and policies will equate peace with justice and freedom. Equally people suffering material deprivation and poverty will inevitably perceive peace in terms of equity, development and access to existential necessities of life. From this position, one can see that peace is more than absence of physical conflict. It may thus be wrong to classify a country like Nigeria as peaceful with the incessant and sporadic occurrences of religious conflicts, oil bunkering, militant operations, political victimization, as a result of ideological differences.

Concept of National Security

Ambi (2005) defines security as the quality or condition of being free from exposure to danger, protection, feeling or assurance of safety, freedom from anxiety or doubt. Security is invulnerability and defensive capacity. The issue of security could result from injustice, where people result to violence because they feel they do not get justice. The issue of national security is a very important one to any nation. This is because a nation's state in terms of her people's well-being; economically, socially, politically, internationally and so on is greatly

influenced by her status on national security

National security, in the words of Onifade, Imhonopi and Urim (2013), is the sum of the efforts, energy, intelligence, commitment and the use of institutions (and their products) to enforce and ensure adequate protection of interests, people and properties of a nation. It also involves the overall protection of a nation's integrity and sovereignty. It also involves the physical protection of a nation's subjects, landscape and independence. Considering the meaning of, and implications associated with national security, it is important to state that it is a matter that bothers on the posture, well-being, stability and development of a nation. It defines the whole picture of a nation's efforts in socio-political, cultural, economic and international perspectives.

National security of a nation when ensured, protected or properly safeguarded, is a veritable advantage to the ability of that nation to move forward in terms of development and progress. Provision of adequate security for citizens and properties, sovereignty helps to ensure a peaceful atmosphere, viable environment and encourages foreign interest that can enhance national development. People are free, happy and willing to go about their businesses without fear of attack, intimidation, danger or loss of property etc. It creates room for investors to come to do business in that country. The nation itself will enjoy harmony and tranquility among its citizens, institutions and organizations etc. The nation's development plans, structures and people will practically be the beneficiaries.

Causes of Insecurity in Nigeria

Insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others (Achumba, Ighomereho & Akpor-Robaro, 2013).

The remote factors of insecurity in Nigeria, according to Onifade, Imhonopi, and Urim (2013) are:

- ✓ **Absence of Institutional Capacity Resulting in Government Failure:** The foundations of institutional framework in Nigeria are very shaky and have provoked a deterioration of state governance and democratic accountability, thus, paralysing the existing formal and legitimate rules nested in the hierarchy of social order. This view is collaborated by Igbuzor (2011), who sees the state of insecurity in Nigeria as a function of government failure. This manifests in the incapacity of government to deliver public goods to its citizens. This lack of basic necessities by the Nigerian people has created a growing army of frustrated people who resort to violence at the slightest provocation or opportunity.
- ✓ **The Gaping Chasm of Inequality and absence of Fairness and Justice:** The perception of marginalization by many Nigerians is informed by the ostentation showed by the political class and elite vis-à-vis the grinding poverty to which citizens are subjected. As Egwu (2000) contends, the security of the Nigerian nation-state has been reduced to that of the ruler and his immediate supporters, thus, the security calculus of the Nigerian state has failed because it does not include vital aspects of social and national development supported by the provision of basic social and

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economic conditions necessary for effective national security.

- ✓ **Ethno-Religious Conflicts:** Ethno-religious conflicts have been identified as a major source of insecurity in Nigeria . Ethno-religious conflicts exist when the social relations between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontations to settle grievances. These conflicts have also revolved around who gets what and how in the state especially as it concerns the distribution of scarce resources, (Adagba, Ugwu & Eme, (2012).
- ✓ **Weak and Poorly Funded Security Establishments:** In spite of the huge security vote that state governments receive on a monthly basis, there is greater insecurity in many states, leaving the hapless citizens to the mercy of criminals and sociopaths. Also, the armed forces, paramilitary establishments and the police under federal control are weak institutionally, heavily politicized and poorly funded.

The Role of Education in Promoting Peace Culture in Nigeria

The overall philosophy of Nigeria education, as stated in the National Policy on Education (2004), shows that Nigerian Government is fully aware of the need to foster unity and peaceful co-existence among the multi-ethnic and multi-religious groups bound together as a country. Towards these ends, the Federal Government had since introduced some educational policies which are specially aimed at forging unity among Nigerians. The prominent ones include:

- ➢ the establishment of unity secondary schools in each State; to ensure that children from all States of the Federation live and study together in order to promote friendship and understanding;
- ➢ quota admission system; to ensure that admission is spread through all States of the Federation;
- ➢ educationally disadvantaged states policy; it aims at equalizing educational opportunities and fairness among all segments of the society;
- ➢ language policy in schools which lays emphasis on local languages and encourages each child to learn a second one among the three major languages;
- ➢ introduction of citizenship education at all levels of the education system; and,
- ➢ the establishment of agencies like Centre for Peace and Religious Studies in Nigerian Universities.

The Federal Government also introduced Universal Free Primary Education (UPE) in 1976 and Universal Basic Education (UBE) in 1999 to equalize access to education. However, Nigeria has failed to tap the full potentials of education to achieve peace. Education should produce a humane person not a terror. With education, man can acquire the capability to access information directly, process it independently and use it for his own betterment and that of his society without being a nuisance. But the beauty of education is when everybody in a society acquires it instead of a few.

Problems of Nigeria Educational System in Resolving National Insecurity

The nation's educational system is beset with myriads of problems preventing it from effectively addressing the lingering crises in the nation. Among

(2012), are:

Underfunding of Educational Institutions: Due to the problem of underfunding, educational institutions cannot expand to accommodate candidates seeking admissions on yearly basis (Nairaland Forum, 2012) In virtually all tertiary institutions of learning in Nigeria, teacher to students' ratio is very high. Facilities for teaching and learning are grossly inadequate. The implication of this is usually overcrowded campuses that often times had culminated in cult activities and other social crimes such as prostitution and examination malpractice. The school community is a microcosm of the larger society, expectedly therefore, this ugly behaviour of youths are carried along with them to the larger society.

Unemployment: Many graduates are roaming the streets of this country without finding jobs to do because their certificates are not sellable. The curriculum of tertiary education is full of courses that produce and reproduce products that are job seekers rather than job creators. With many of these graduates roaming the streets, Nigeria as a nation will not experience peace especially with the arrant display of wealth by the few privileged Nigerians.

Proliferation of Private Higher Institutions of Learning: Some of these private higher institutions operate without legal authorisation. They lack staff in gross, field largely unqualified personnel as teachers, lack monitoring, control and discipline. Graduates of these institutions are occupationally irrelevant because their certificates are not recognized by employers of labour and they lack skills to be self-reliant. Products of these institutions are likely to embark on vendetta and become nuisance to the society.

is a strong one as it leads to poor graduate output. Among factors largely responsible for this are incessant and prolonged strikes, inadequate teaching and learning materials, inadequate qualified personnel, and poor remunerations leading to brain drain of qualified staff especially at the tertiary levels, examination malpractice as well as lack of monitoring, supervision, control and discipline. The results of all these are poor technological development, bad leadership, underutilization and exploitation of natural resources as well as the inability of the graduates to be globally competitive. One can then be sure that a society with this kind of educational characteristics can never be free of violence and insecurity.

The Need to Reform the Educational System

The basic need to reform the Nigeria educational system at all levels is that they are not problem-solving oriented and therefore, not very functional. They are not sufficient in moral and value education or training and are too bookish. According to Achor (2010), the best in higher education cannot come out of the present crop of tertiary institutions in Nigeria because the necessary tools that will facilitate teaching and learning that could make Nigerians brace up with global challenges are not there. Eke (2010), speaking in a similar direction opines that education system has failed if the major task of higher institutions is to produce manpower for development and products are deemed unsuitable by employers of labour.

The high rate of graduate unemployment in Nigeria shows very largely that the certificates they have are not in areas of needs and so are irrelevant. Eriba (2008) notes that the Nigeria educational curricula do not

adequately prepare the learners for the today. It is this lack of relevance of the curricula in meeting societal expectations in terms of national economic growth and development that has led to suggestions from many educationists to review the curricular of schools. This is necessary because society is dynamic and learning is supposed to be continuous.

The present state of the nation, ridden with terrorism, arson, child and drug trafficking, pipe line vandalism, armed robbery and various other forms of political violence that are master minded by youths of this country suggest that educational system would need a redesigning for it to help us overcome these rapid spade of violence and insecurity. What are evident in current educational system are insufficient moral and value education as well as an educational system that is not problem-solving oriented. What Nigeria therefore needs is social transformation through education in a way that will alter the way the majority perceive themselves in relation to other ethnic groups, the nation, local and national issues, and other challenges.

Education, Security, Peace and Sustainable National Development

No society can effectively transmit its values and aspirations without institutions of education, and as such, one of the cardinal philosophies of education in Nigeria is the development of 'a just and egalitarian society' (NPE, 2004). This philosophy becomes a vital instrument for the emergence of peace. Amaele (2008) observes that education, if adequately handled is the greatest legacy society leaves for the benefit of mankind. Education as an instrument for sustainable national development is no longer a contestable fact. What should rather capture attention now is the type, methods, dynamics of education as well instrumental to the changing context of national development (Ololube et al., 2012).

The major aim of education is human capital development which, when systematically applied, translates into functional resources in the national development equations of a country. Education is an investment that equips individuals for proper understanding of important phenomena and fuller exploitation of human past experiences. It is in recognition of this fact that individuals who are properly educated are expected to function to address the security challenges of the society.

As a process of learning, UNESCO (2012) asserts that, education helps in the provision of skills preparatory for youth economic, social and political empowerment. In this regard, education ensures the development of social stability and the production of new knowledge, and serves the complex interests of society. Accordingly, nations can progress in a sustainable direction if they embrace these values of education overtime. Since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed. It is therefore an instrument for peace building, equity, progress and growth. Education opens up the minds of men towards the knowledge and appreciation of societal values and aspirations.

Education is central to solving the problem of poverty. It is an axiom that the provision of education and training in any nation is a tool for escaping from poverty to prosperity. Poverty in this paradigm includes the lack of income and productive resources sufficient to ensure sustainable livelihood. Education and lifelong learning are prescriptions for solving the problem of poverty across the

world and thus reduce crime rate and tendency of inducing crisis.

Ololube et al. (2012) also argue that educational development can go a long way towards reducing poverty and sustaining national and regional progress. They described education as a catalyst for national unity; human capital development; cultural diversity and human rights; and empowering individuals to participate in global knowledge chains by expanding and improving access, capacity building and information sharing. Across the world, education helps in the building of universal principles based on shared values, especially in multi-cultural and multi-religious societies. Culture, science and technology, values and norms, are all about knowledge which are shared and communicated through education.

Education also exercises modernizing influences on the values, believes and cultural patterns of those who are still held back by their primitive values. In order for a society to become modern, it must be composed of a modern population, in values, beliefs and behaviour patterns. Education helps to clarify the concept of literate and illiterate societies. It also helps to clarify the status and position of both individuals and nations in terms of social, political and economic development based on educational attainment.

The economic development of a society is ultimately dependent on the productive capabilities and capacities of its citizens. This in turn depends largely on the quantity and quality of relevant education provided. More practically, education generates the human resources required for both development and sustainability. The economy influences education's character. Education systems are thus usually adapted to the demands of the society individuals with the requisite skills, values and competencies who will then work to advance their society(Oboada and Jerome, 2012).

The term development is a dynamic concept that has continued to receive diverse interpretations and explanations among scholars and researchers particularly in the less developed countries, whose development plans are largely under crisis situation. Development in human society is a many sided process. At the level of the individual, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. At the level of social groups, development implies an increasing capacity to regulate both internal and external relationships (Igbuzor, 2011). In a nutshell, national development is a holistic form of development that encompasses all dimensions of the social life of the people and the capacity to harness their human and environmental potentials towards better living standard for themselves. For significant socio-economic development to occur in Nigeria, it will require among other things, that education becomes more effective in the promotion of national security in Nigeria.

Development, according to Akinpelu (2002) is a process of changing the personality, equipping it with the necessary skills, knowledge and attitudes to conceive, design and carry out his/her self development, using the tools and facilities at his/her disposal. The overall result of this will naturally lead to national development. But to realize this, education becomes the only morally acceptable way and the only way that ensures durability and sustainability of the expected changes that bring about sustainable development. Thus, national

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security and peace work in tandem using educational system if the much talked development. It is when there is fair dispensation of justice, equal treatment of people according to their needs and traits that peaceful coexistence could be guaranteed and thus bring development in all ramifications.

Conclusion

Education is necessary for the sustenance of security and peace in any society. It helps to equip individuals with capability to embrace justice, to know the importance of equality and enhancement of peaceful coexistence, especially in a tribalised society like Nigeria. Many Nigerians are apprehensive about the future of the country especially the youth who are now reacting violently to the oppressive environment. Though many factors are responsible, ignorance due to a large population of illiterates is a major one. It makes it possible for the minority elite to use and dump the majority illiterates for personal, political and economic gains and for the leaders to concentrate on the spoils of office rather than provide credible leadership.

Though education has been identified as an appropriate tool of fostering national unity, its potentials have not been fully tapped due to mismanagement and low morality. The society needs to be transformed in order to develop peace culture and proper education can play a key role as in developed countries. The present system of education however needs total over-hauling and transformation in order to promote contentment and peace culture in the country. National development does not occur through good policies on paper alone, but also requires the proper implementation of well-articulated educational goals. Further, it is imperative that Nigeria and its regional states continue to commit to a secular to be achieved.

Recommendations

In the light of the above discourse, the following recommendations are hereby proffered to promote peace, security and sustainable development through education:

No nation can rise above the level of the practice of its education. As is the nation's education, so is its level of growth and development. For Nigeria to overcome the current challenges of national insecurity there is the urgent need to reformat the current education system by re-invigorating the teaching and learning of moral and value education and provide linkages between industries and schools to serve as workshop centers for practical courses. This will produce graduates that will be equipped with both the knowledge and the skills required to be self-reliant. This would hopefully reduce very drastically the high unemployment rates and cases of youth restiveness in the country.

Proper religious education and orientation should be given at various religious, social and educational gathering, so that ignorance can be wiped out. At home, parents and siblings should encourage folk stories that stress tolerance, endurance, justice and peaceful co-existence among mankind. At school, comparative religion should be taught to enable students to compare and contrast with emphasis laid on areas of agreement, tolerance and security of lives and properties. This will help to eradicate ignorance and engender mutual understanding.

Religious institutions are to be encouraged against the use of arms in resolving conflicts and disputes arising from the question of inter-religious

relations. Equal rights and freedom of all citizen of the Nigeria pluralistic society to express themselves, ask questions and demonstrate their potentialities. It would also help to preserve and maintain peace, security and sustainable development in the larger society.

Those in government and position of authorities should learn and be ready to lead by example, by providing moral leadership that eschews evil, corruption, vices, inequity, injustice and wickedness will compel the people to model the character of their leaders and vice versa. In addition, the democratic system in place must begin to deliver the needed social goods so as to improve the standard of living of Nigerians and deliver many citizens from the shackle of absolute poverty to which they have been subjected for a long while.

Government should ensure that means through which the available scarce resources are being siphoned should be blocked so as to make these resources available for national development dialogue where Nigerians can release their pent-up anger and frustrations against the state and fashion out the blueprint for the engagement of all the component units that make up Nigeria. Paying lip-service to the matter of insecurity in Nigeria by government and its representatives is tantamount to sitting on a time-bomb that may soon explode.

If education is to help nations solve their problems, such education must be indigenised. Emphasis should be laid on disciplines such as security education, peace education, conflict resolution and management, community policing and communalism to enhance societal values. The Federal Government of Nigeria owes it as a duty to re-introduce the teaching and learning of religious education in Nigerian educational institutions and make it compulsory for all students.

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TRANSFORMING TEACHING PRACTICE EXERCISE THROUGH ETHICS

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Abstract

This paper examines how Teaching Practice Exercise can be transformed with the use of a set of rules and regulations called ethics. Since the transformation or change expected involves both the supervisors and the student teachers, they are expected to abide by certain ethics to facilitate quality training of teachers. It is noted in the paper that the various lapses and short comings that go with teaching practice exercise such as absence and lateness to the school of teaching practice by both the student teachers and the supervisors could be better minimized with the use of a set of rules. From this paper, therefore, recommendations are given to include the need to give appropriate sanctions to both the student teachers and supervisors who violate any of the ethics highlighted, the need to establish an effective communication network for all the actors in the teaching practice exercise and the need for the appropriate authority to put in place an effective monitoring system to ensure an effective teaching practice exercise.

Introduction

Education has globally remained an instrument of social, economic, political, scientific, technological and cultural change in the society. Teaching, therefore, is an aspect of education which involves impartation of knowledge from one person to another person. Teaching is the profession of those who impart knowledge, ideas and experience. Onwuka (1996) is of the opinion that teaching is a polymorphous concept that is having several forms, which covers many and different forms of activities. In the opinion of Emunemu (2010), teaching is the profession of those who give instruction, especially in an elementary or secondary school or a University. Oluokun and Olayanju (2001) are of the opinion that teaching is a complex process whereby learner is made to pay attention, make observation, associate ideas, remember previous experiences and reason.

Teaching is the process of impartation of knowledge, skills, experiences and ideas unto a learner or a group of learners. It is equally seen as the profession of one who imparts knowledge, skills and attitude unto the learners. Obanya (1980) considers teaching as a series of interrelated activities engaged in by teachers to bring about change in learners' behaviour. However, Akinpelu (1981) explains teaching to mean an occupation or an enterprise. Tella, Ajayi and Olawoye (1990) regard teaching as a means of livelihood which should be guarded by those who belong to it. Teaching is the process of carrying out activities that provide students with experiences that

can induce learning (National Research Council, 1997; Smith, 2007). Emunemu (2010) says teaching is the profession of those who give instruction especially in an elementary or secondary school or a university. Thus, teaching is seen as a process involving or encompassing passage of learnable materials or experiences.

A teacher is somebody who imparts ideas and morals unto learners. A teacher is also a trained person who disseminates information by way of teaching. Adewuyi and Ogunwuyi (2013) opine that a teacher is a person who assume the responsibility of transmitting to the present generation the accumulated knowledge and values of the past and thus interprete these information with reference to the present with a view to modifying and improving the future. A teacher is therefore a resource person who teaches by way of impartation of learnable experiences.

What is Teaching Practice?

Teaching Practice is a practical experience which a teacher trainee undergoes to be qualified to teach. Adepoju, Okemakinde and Ojo (2008) are of the opinion that Teaching Practice is an exercise designed for teacher trainees in designated institutions such as National Teachers Institute (NTI), Colleges of Education, Faculties of Education and Institutes of Education in Universities. Salami (2014) says Teaching Practice is an important aspect of teacher Education in the Colleges of Education and Faculties of Education in the Universities for both pre-service and in-service teachers. Teaching Practice therefore has become a compulsory exercise to be experienced by all undergraduates of the aforementioned institutions. It is similar to the experience in the Law Schools, internship by medical students as well as all other industrial experiences available in other disciplines. Teaching Practice exercise has therefore acquired such a status in which student teachers are sent out to acquire professional experience by translating all the educational theories they have acquired during training into practice. It is also a pre-service professional preparation for interested persons aspiring to become professional teachers with a credible vision for sustainable human development.

The importance attached to Teaching Practice exercise in teacher education programme cannot be over emphasized. According to Emeke (2010):

> *Since teacher education represents a set of events and activities which are deliberately intended to help candidates acquire skills, dispositions, knowledge, habit, attitude, values and norms which will enable the prospective teachers enter into the occupation of teaching, the adequate preparation of the teachers through the platform of practice teaching should be taken with all the seriousness that it deserves. No effort should be spared at ensuring that the would-be teachers is taken through all the rigors of what it takes to be a professional teacher (P.I)*

For the training of teachers in the country to be made effective and useful, much premium is being placed on training of teachers to pave way for effective teaching and learning. Morris (1976) buttressed this idea by noting that Colleges of Education and others institutions which have existed for the training of teachers have always recognized, of course, that they were attempting to pass on skills suitable to play a part in the teaching profession. Fafunwa (2004) expresses similar opinion

by noting that practical training of teachers has been of paramount importance and an important aspect in teacher training right from the establishment of the first teachers' college in Nigeria. Therefore, teaching practice is an important aspect of teacher preparation which must be transformed and guided jealously through ethics to get the desired results.

'Transformation' according to the Oxford Advanced Learner's Dictionary (2013) means a major change. Adelabu (2014) says 'transformation' often comes out of energetic states. It needs not just a one-of experience and it may happen more or less continuously along the course of life. Transformation in Teaching Practice exercise is therefore an attempt at effecting a major change. The justification for transformation through ethics in teaching practice exercise has aroused out of the need to effect a desirable change in teaching practices exercise. Several factors or problems have been observed and noted by scholars to justify the need for transformation through ethics in teaching practice exercises; which ranges from various acts of indiscipline or unethical behavior on the part of the students teachers and teaching practice supervisors, such as lateness to school, absenteeism, extortion of money from students teachers by supervisors and fighting among students teachers etc. Transformation through ethics can assist a lot in removing or minimizing these vices.

Orebanjo (1982) and Salami (2014) observed the following behaviour exhibited by students teachers and supervisors in the teaching practice exercise.

i. Student teachers do not always report to their places of primary assignment on time.

ii. Lateness to the school and classroom.

iii. Absence from schools of practice without permission from the school authority.

iv. Disobedience to the school authority.

v. Male student teachers having canal knowledge of teenage female students.

vi. Bad dressing.

vii. Not following the lesson note format or template approved by the college authority.

viii. Not duplicating their lesson notes.

ix. Students not submitting lesson notes for vetting by the co-operating teachers or heads of departments.

x. Not sourcing and using relevant and good quality instructional materials.

xi. Student teachers not teaching meaningfully the topics indicated in the lesson notes.

xii. Writing undated lesson notes.

xiii. Extortion from innocent students.

xiv. Use of bad tenses e.g 'is for was' and vise-versa.

xv. Writing of wrong spellings.

xvi. Impersonation of student teachers by mercenaries.

xvii. Some supervisors are in the habit of supervising student teachers in designated locations other than the schools of practice.

xviii. Some supervisors supervise beyond the school hours.

xix. Some supervisors supervise outside the list given to them

xx. Award of biased grades to the supervisees.

xxi. Supervisors not reading well the lesson plan before awarding grades.

xxii. Rebuking supervisees in the presence of the learners.

xxiii. Collection of gratifications from the student teachers.

xxiv. Not submitting students' grades to the appropriate authority on time

xxv. Supervisors are not well remunerated by the school management for effective teaching practice exercise.

xxvi. No thorough monitoring of supervisors by the management.

For effective transformation to take place therefore there is the need to put in place the 'dos' and 'donts' of teaching practice in accordance with ethics. Ethics are defined as the rules and regulations governing a programme or an activity to succeed. Bulus and Damien (2001) justify the need for ethics in any organization as they are of the opinion that "for an endeavour to excel, there must be ethics to guide the operation, for where there are no ethics, everybody is free to do what he likes and the end result is anarchy and doom". Therefore, ethics guide a programme to succeed. In order to address some of the grey aspects of Teaching Practice exercise for effective transformation, the following ethics are recommended for student teachers by Salami (2014):

i. Adhere strictly to the scheme of work collected from the subject teacher.

ii. Follow religiously the lesson note format or template approved by the college.

iii. Prepare meaningful and standard lesson notes in duplicate for the class and period he/she has per week except public holidays.

iv. Submit lesson note(s) for vetting to the cooperating teacher or head of department .

v. Source and use relevant and good quality instructional materials which may be improvised or the real objects, diagrams or pictures of real object, charts maps, graphs, figures, etc to facilitate teaching and learning.

vi. Student teachers are to teach meaningfully the topic indicated in the lesson note.

vii. Avoid writing undated lesson notes.

viii. Do not dress shabbily to the school, dress moderately and officially.

ix. Do not extort money from learners.

x. Do not leave school without permission from the school authority

xi. Avoid lateness and abscondance from school.

xii. Male student teachers should not have amorous relationship with the female students.

xiii. Student teachers are to be submissive to the school authority and carry out all activities assigned to him or her in the school.

xiv. Avoid fighting or quarrelling that

of the school of teaching practice.

In the same vein, Salami (2014) again puts up the following ethics for teaching practice supervisors:

i. Supervise students teachers in their chosen schools of practice within the school hours.

ii. Supervise only the student teachers allocated to you, officially allowed.

iii. Watch the trainees teaching and read through the notes carefully.

iv. Do not be biased in your assessment .

v. Supervisors are not to make damaging or derogatory comments on the supervisees most especially in the presence of the learners.

vi. Supervisors should avoid amorous relationship with the trainees.

vii. Supervisors are to avoid gratifications in any form from the students teachers

Conclusion/Recommendations

The training of teachers in Nigeria is an important aspect of Teacher Education programme in Nigeria, without which knowledge of students become incomplete. All efforts must therefore be geared at the training of quality teachers to enhance effective teaching and learning. Ethics therefore would ensure that both the student teachers and the supervisors carry out their duties dutifully well. In line with all said and done with Teaching Practice exercise, the following recommendations are given:

Student teachers who fail to abide by the ethics stated should be sanctioned by way of extension of tenure of the practice depending on the allegation or offence committed.

It is also recommended that erring supervisors should equally be punished accordingly. This could be in form of suspension from participating in subsequent teaching practice exercises, depending on the offence(s) committed.

Also, the Teaching Practice Committee should create an atmosphere for effective communication between the committee and the student teachers on one hand, and the committee and the supervisors on the other hand so that problems discussed can become problems solved.

Furthermore, it is recommended that attendance at Teaching Practice seminars be made compulsory for both the student teachers and the supervisors so as to get them acquainted with the practice of the exercise. Appropriate sanctions should be meted out to any of the participants who absent himself or herself from the exercise.

In addition, since every qualified lecturer participate in Teaching practice supervision, they must also participate in handling Micro Teaching classes so as to be familiar with Teaching Practice.

The college or school management is advised to adequately remunerate teaching practice supervisors so as to give them adequate motivation to deliver.

Lastly, there is the need to put in place an effective monitoring system on the part of the school management so as to ensure that the objectives of Teaching Practice is realized.

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ASSESSMENT OF LEVEL OF INTERNET USAGE AMONG STUDENTS OF EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO, OYO STATE

BY

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Abstract

This paper investigated the level of Internet usage by the students of Emmanuel Alayande College of Education, Oyo. A review of literature was done on Information and Communication Technologies (ICTs) and its importance in education, description of Internet and its actual use to students were also reviewed. A sample of one hundred and fifty respondents was drawn from the population using simple random sampling techniques for the study. A self designed and validated questionnaire was used for data collection. Data obtained were analyzed using the simple percentage. Findings showed that majority of the respondents accessed the Internet from the College e-Library, and other arrangements. It also indicated that majority of the respondents were Internet literate with 48.50% of the respondents browsing the Internet daily; 25.75% weekly 11% fortnightly and 14.75% monthly. It further showed that the most used Internet facilities are for communication with friends, families, colleagues, academic activities, sourcing of information and knowledge. The benefits of Internet use and the various problems encountered from its use were also indicated. Finally, it was recommended that updating of latest skills and knowledge in the world of technological advancement should be taken as imperative by the students.

Introduction

Information and Communication Technology (ICT) is an umbrella term that includes any communication devices or application, encompassing: radio, television, cellular phones, computer and networks hardware and software, satellite systems and so on, as well as the various applications associated with them, such as videoconferencing and distance learning (Rouse 2005). Of these, there are the traditional and modern technologies of disseminating information. The traditional ICT products include the printed page, radio, television, films while the modern technologies include the internet, e-mail, voicemail, facsimile, electronic bulletin board, cellular telephones, CD-ROMS among others. These different tools are now able to form the networked world. Of all these, the Internet is going to be discussed fully. Internet is an international network of networks, that consists millions of private, public, academic, business and government packet switched networks, linked by a broad array of electronics, wireless and optical networking technologies.

The Internet is a globally interconnected set of computers through which information could be quickly accessed. Internet has become an invaluable tool for learning, teaching and research. Internet could be regarded as technology evolved in furtherance of the concept of paperless society. It is a super high wave invention, which is already advancing the cause of humanity at the greatest height especially in this millennium (Onatola, 2004). The Internet provides such facilities as electronic mail, telnet, on-line searching,

electronic publishing, user group/listen, Usenet, archie, gopher, file transfer protocol, mosaic and world wide web (www).

The Internet sometimes simply called "the net" is a worldwide system of computer networks in which, users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). It was conceived by the Advanced Research Projects Agency (ARPA) of the United State of America government in 1969 was first known as the ARPANET. The original aim was to create a network that would allow users of a research computer at one university to be able to "talk to" research computers at other universities. Today, the Internet is a public, cooperative, and self-sustaining facility accessible to hundreds of millions of people worldwide.

The Internet has broken down barriers of communication and information access anywhere in the world. It is often information to anybody anywhere in the world. It is fast, reliable and does not have much restriction on content, format or geographical location. It also has a wide range of facilities which assist users to access the almost infinite information on the net. It thus offers the opportunity for access to up to date research reports and knowledge globally. It has thus became an important component of electronic services in companies, organizations, government, individual set-up as well as institutions especially libraries (Srinivasaragavan, Mohan & Kumar, 2014).

Internet is a sine-qua-non for an effective ICT driven library services. One major challenge libraries of the developing world face, is how to gain access in a sustained manner to the rich resources of data on the internet. This is because of the high cost of bandwidth and the low budgetary power of the libraries. Bandwidth has been defined as measuring "how much information can be carried in a given time over a wired or wireless communication link." It is often expressed as a bit per second, which is a common measure of data speed for computer moderns and transmission carriers (Ladan, 2013).

Many studies have examined the information searching behaviour of internet users. Singh (1998) presented the results of a study on the use of internet by the librarians in Malaysia. The findings showed that 90% of respondents used internet for work-related purposes of which, most of the respondents were recent users. In a related study, Naushad (2012), indicated that more than 50% of the study population was satisfied regarding the timings of the internet services but, were not satisfied with staff's cooperation, and reservation facility. Chandran (2012) conducted a study on use of internet resources and services showed that more than 56% of respondents used internet for accessing information.

It was found that web and e-mail services of internet were used by a majority of the respondents. More than 60% of the respondents used internet for primary information, 38% for secondary, and only 15% used it for consulting On-line Public Access Catalogues (OPAC).

Statement of the Problem

The internet facility provides students and other professionals to have access to modern day information in a global world. However, most students pride themselves as computer literates and yet they find themselves not able to explore the internet correctly or maximally. On this note this study intends to establish the purpose students use the internet, the extent of use of internet and its resources, the level of the students' internet search literacy and the challenges faced by the

internet users. This study sought to find plausible answers to these questions.

Purpose of the Study

This study aims to determine the level of Internet usage by the students of Emmanuel Alayande College of Education, Oyo. Specifically, the study intends to:

(a) determine the adequacy of provision and access to Internet by the students;
(b) find out the extent of use of the internet and its resources;
(c) determine which of the Internet facilities are mostly being used;
(d) examine the benefits of Internet use to these students;
(e) access the research tools of the Institution; and,
(f) identify the problems faced by the internet users (students).

Research Questions

Based on the objectives of the study, the following research questions would be addressed:

(1) How adequate are the provision and access to internet given to students of EACOED Oyo?
(2) What is the extent of internet usage and its resources?
(3) What is the frequency of internet usage of the students?
(4) What purpose do students used the internet and its facilities for?
(5) What is the level of internet search literacy of the students?
(6) What are the challenges being faced by the internet users?

Methodology

The descriptive survey types was

The population of the study consists of all students in Emmanuel Alayande College of Education, Oyo. A stratified random sampling technique was used to select one hundred and fifty students from the population. One hundred and fifty students were randomly selected from the four schools out of the five schools. School of Vocational and Technical Education were left out of the sample, because presently there is no internet facility at Isokun Campus of the institution. Forty-five (45) respondents were selected from the schools of Science and Arts and Social Sciences, because these two schools have the largest population and thirty respondents each were selected from schools of Education and Languages.

A self designed questionnaire tagged "Internet Usage Questionnaire IUQ" was used for data collection. The questionnaire was made up of eight (8) sections.

Section A focused on demographic data, section B focused on adequate and access to internet facilities, the section contains two (2) items and the response modes are "YES" and "NO". Section C contains five (5) items on the extent of using the different internet resources and the response modes are e-mail, web pages, search engines, news group, discussing group. Section D contains four (4) items on frequency of internet usage and the response modes are daily, weekly, fortnightly and monthly. Section E contains three (3) items on purpose(s) of using internet facilities and the response modes are academic activities, sending messages, and entertainment/leisure. Section F contains three (3) items on levels of the student internet search literacy and the response modes are Yes, No and No response. Section G contains four (4) items on problems facing the

frequent black out, high cost of browsing, slow internet access speed, and inadequate browsing skills.

The face and contents validity of the questionnaire was ascertained by experts

in Test and Measurement. A sample of twenty (20) respondents was selected apart from the selected sample and the questionnaire was administered on them to carry out test retest analysis. The reliability co-efficient was 0.78 using the Kurder-Richard formular 21 on the data collected. The instrument was administered personally by the researcher on the selected sample. Data collected was analyzed using simple percentage, frequency count and T-test analysis at 0.05 level of significance.

Results

Table 1

Frequency distribution of Respondents

School	Frequency	Percentage
Science	45	30
Arts and Social Sciences	45	30
Education	30	20
Languages	30	20
Total	**150**	**100**

Table 1 shows that 30% (45) of the respondents were from the School of Science, 30% (45) were from the School of Arts and Social Sciences, 20% (30) School of Education and Languages respectively. This is an indication that four schools within the College were well represented in the survey.

Research Question 1: How adequate are the provision and access to internet given to the students?

Table 2: Adequacy and Access to Internet Facilities

Adequacy/Access	Frequency	Percentage
Yes	134	89.33
No	16	10.67
Total	**150**	**100.00**

Table 2 indicates the level of adequacy and access to internet facilities 89.33% (134) of the respondents had access to internet facilities 10.67% (16) do not have access to internet. It can be inferred that many of the students have access to internet facilities.

Research Question 2: What is the extent of use the internet and its resources?

Table 3: Extent of using the different internet resources

Internet facilities	Frequency	Percentage
E-mail	50	31.71
Web pages	61	41.32
Search engines	22	14.33
News group	10	7.32
Discussing group	07	5.32
Total	**150**	**100.00**

Responses as shown in table 3 indicates that 31.71% (50) made good use of e-mail, 41.32% (61) made use of web pages like those of academic materials and other sites, 14.33% (22) made use of search engines, 7.32% (10) used news groups and only 5.32% (07) used the discussion group.

Research Question 3: What is the frequency of internet usage of the students?

Table 4: Frequency of Internet usage

Frequency of Use	Frequency	Percentage
Daily	66	44.00
Weekly	46	31.32
Fortnightly	21	13.35
Monthly	17	11.33
Total	**150**	**100.00**

Table 4 shows that the respondents frequency of use of the internet 44.00% (66) of the respondent browsed the net daily, 31.32% (46) surfed the net weekly, 13.35% (21), browsed fortnightly and 11.33% (17) browsed monthly. This result indicated that, above 80 percentages of the respondents browsed the internet regularly for sending e-mails, academic purposes and getting information.

Research Question 4: What purpose do students used the internet and its facilities for?

Table 5: Purpose(s) of using Internet facilities

Purpose(s)	Frequency	Percentage
Academic activities	105	69.34
Sending messages (e.g. E-mail)	10	7.33
Entertainment/Leisure	35	23.33

Table 5 indicates respondents' purpose of browsing the internet. Findings shows that 105 out of the 150 respondents signified that they used the internet for academic activities, 10 of them used it for sending messages, 35 of them used internet for Entertainment/Leisure. It can be seen from the data that majority of the respondents browsed for academic activities.

Research Question 5: What is the level of internet search literacy of the students?

Table 6: Level of the students Internet-Search Literacy

Internet Search Literacy	Frequency	Percentage
Yes	125	83.30
No	10	8.00
No response	15	8.70
Total	**150**	**100.00**

Table 6 shows that 83.30% (125) of the respondents were internet literate while only 8.00% (10) were not internet literate but 8.70% (15) did not respond. This showed that majority of the NCE students of the College were internet-search literates able to browse the net, send e-mail to friends, download material and research works, etc.

from the internet and communicate with their lecturers and friends.

Research Question 6: What are the challenges being faced by the internet users?

Table 7: Problems faced by the Internet Users

Problem	Frequency	Percentage
Frequent black out/power outage	32	21.33
High cost of browsing	47	31.33
Slow internet access speed	32	21.99
Inadequate browsing skill	39	25.35
Total	**150**	**100.00**

Table 7 examines the problem respondents usually faced in the use of internet. The data ranked in decreasing order showed that frequent black out/power outage carries 21.33% (32); high cost of browsing carries 31.33%(47); slow internet access speed affects 21.99% (32); and 25.35% of respondents have (39) inadequate browsing skill. Inadequate browsing skill and the high cost of browsing were the major factors that limiting the students' effective use of internet.

Discussion of Findings

The study revealed that majority of the students of Emmanuel Alayande College of Education were internet literate, most of the respondents had access to internet and its resources. The study also revealed that majority of the respondents use internet daily for academic purpose. This finding supported the study of Ojedokun (2002) which found that 23% of the students of the University of Bostwana were not using the internet. Ajuwon (2003). Study revealed that 60%

of the respondents for the study used internet. Odusanya and Bamgbala (2002), found that 58% of the Medical and Dental students in their final year at the University of Lagos, Nigeria whom they studied had used internet for academic purpose.

Conclusion

The internet access provision at Emmanuel Alayande College of Education, Oyo is still grossly inadequate; some of the students lack browsing skills in which they need to improve upon. The major source of internet usage comes through the e-library unit of the college library. Majority of the respondents are internet literate who browse through the internet daily for academic purpose. This makes the cost of access very high and unaffordable to the students who usually pay through their meager pocket money.

Recommendations

Based on the findings and discussions above, it is therefore recommended that:

- Students who are deficient in using the new media in this millennium should recognize that they do not have any alternative than to keep pace with dictates of technological advancement by imbibing the internet culture.
- More computers with the latest specifications and multimedia kit should be installed in the e-library of the College so that users can use internet telephony, video-conferencing, chatting and other useful services of the internet.
- Problem of slow connectivity should be addressed by using or subscribing to higher bandwidth connectivity.
- Sites providing only entertaining or pornographic should be blocked so that students who want to use internet for academic purpose would not be disturbed and at the same time exposing computer system to risk, such as computer virus and worms
- Stand-by computer engineer should be employed to troubleshoot and fix the problem developed by computer system.
- The school should include internet fee in the students' fee at the beginning of semester so that they will not be using their pocket money for browsing.

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TRANSFORMING UNIVERSITY TEACHER EDUCATION CURRICULUM FOR NATIONAL DEVELOPMENT BEYOND 21ST CENTURY IN NIGERIA

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Abstract

Nations that are undergoing educational reforms make the restructuring of the prescribed school curriculum an integral part of the process. Nigeria is not left out of this process. In the light of this, the paper examines the transformation of Nigerian university teacher education curriculum and national development. The paper discusses the meaning and structure of curriculum, the purpose of tertiary education (university) and the objectives of teacher education as contained in the National Policy of Education were stated. The content of teacher education Curriculum in Nigerian Universities was highlighted. Equally examined in this paper was a pertinent area of the University curriculum to be transformed. Recent development in Nigerian Universities are appraised with references to some aspects of teacher education programme in the area of content, with emphasis on theory at the expense of practical, inadequate methodology courses and resources materials. The paper proposed the strategies required to make teacher education curriculum in Nigerian universities to be relevant to the current labour market. It was recommended that the introduction of entrepreneurship education, courses in peace and conflict resolution and modern teaching pedagogy. Information Communication Technology (ICT) into the curriculum of Nigerian tertiary teacher education will go a long way in transforming the Nigerian University teacher education curriculum to meet the challenges of the 21st century and beyond.

Introduction

For Nigerian universities to contribute optimally to national development through high-level relevant manpower training, the relevant components of university curriculum of which teacher education is one must be constantly updated by injecting new ideas, knowledge and modern issues in line with recent scientific developments so that the Nigerian university teacher education curriculum be transformed to meet the challenges of the 21st century.

Ukeje (1999), Ajiboye, (2002), Ajayi (2004), Lawal and Ojebiyi (2010) noted with dismay that Nigerian Universities are not properly equipped and programmed to produce effective degree holders in education. This is because emphasis was placed on theory at the expense of practical. To this end, the production of teachers up to the first-degree level should be left in the hands of Colleges of Education while Faculties of Education could be left to handle the Post graduate programmes in Nigerian Universities.

Apart from the problem of too much emphasis on theory at the expense of practical is the question of relevance. A critical review of the current content been taught in our teacher preparation programmes in Nigerian Universities has called to question, the relevance of our

information technology.

The nations which are undergoing educational reforms make the restructuring of the prescribed school curriculum an integral part of the process. Nigeria is not left out of this process. The goals of such nations are premised on the fact that they are driven by the need to make the curriculum relevant, comprehensive and to provide quality education; so they are compelled to be in consonant with developments in other nations of the world. Since the world is consciously fast becoming a global village, not to conform with current developments elsewhere and be left behind does no country any good (Okwilagwe, 2012).

One of the major challenges facing the graduate of Nigerian schools today is the lack of employment (Akande, 2005). This is due to that fact that the school curriculum emphasises more on the cognitive/intellectual domain and pay little or no attention to the psychomotor and the affective domains. This results to graduates having wonderful results and certificates without the ability to practice the ideas and theories that have been imparted on them. There is therefore a need to balance the curriculum such that the learners are more prepared to face the realities of life so that they can stand out and fend for themselves. It is on this note that the author deemed it fit to examine the ways by which university teacher education curriculum could be transformed for national development beyond 21st century in Nigeria.

Objectives of University Education in Nigeria

The Objectives of University Education in Nigeria going by the National Policy on Education (FGN, 2004) the goals of higher education include:

through high-level relevant man – power training

2. Develop and inculcate proper values for the survival of the individual and society.
3. Develop the intellectual capability of individual to understand and appreciate their local and external environments.
4. Acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of society.
5. Promote and encourage scholarship and community service.
6. Forge and cement national unity.
7. Promote national and international understanding and interaction.

By the common concept of establishing a university it has the primary responsibility of teaching and research. Third is community service by way of consultancy, workshop, seminars, informing the public about its findings and so on (Okebukola, 2005).

UNESCO (1998) affirms that the core missions and values of higher education, in particular, are to contribute to the sustainable development and improvement of society as a whole should be preserved, reinforced and further explained thus:

To educate highly qualified graduates and responsible citizens to be able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training which combines high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society.

Higher education institutions must work in active partnership with parents,

and communities.

The objectives of Teacher Education according to the revised National Policy on Education (FGN, 2004) are:

(a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;

(b) To encourage further the spirit of enquiry, creativity in teachers;

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

(d) To provide teachers with the intellectual and professional background adequate for their assignments; and make them adaptable to every situation.

(e) To enhance teachers' commitments to the teaching profession.

Tertiary Teacher Education and National Development in Nigeria

Tertiary education has given ample proof of being a veritable tool for transforming higher learning and research which are essential components of cultural, socio-economic and environmental, sustainable development of individuals, communities and nations. Higher education itself is confronted, therefore, with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic consideration and incorporate modern and positive values.

It is therefore imperative to correct and consider some salient issues in the administration of higher education in

he stakeholders particularly policy makers and practitioners of teacher education sub-sector at the university level need to give credence or attention to transform teacher education at higher level to provide the knowledge that will make the nation industrially developed.

The aims of development in Nigeria according to the Second National Development Plan (1975) are stated below:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self reliant nation;
4. a great and dynamic economy and
5. a land of bright and full opportunity for citizens (NPE, 2004 p.1).

Assessing the objectives of teacher education and national development stated above, are these objectives presently relevant to the economic, political and socio- cultural needs of a Nigerian nation in the 21st century and beyond. To answer this question, it is necessary to address the national objectives of the nation stated above and relate it to the content of the National Policy on Education that is relevant to teacher education.

In the first place, education development is very much related to modern society development. Secondly, the National Policy on Education (FGN, 2004) clearly stipulates that "no education system can rise above the quality of its teachers". To this end, the training of teachers should be conducted to ensure professional standards and quality assurance mechanisms be put in place so as to place teacher education in the correct perspectives.

Need for University Teacher Education Curriculum for National Development

Prior to the Universal Basic Education (UBE) reform and not until both at the primary and secondary levels had assumed a static state. The last time, many of the senior secondary school subjects curricula like, Biology, Geography and Chemistry to mention but a few, were reviewed, as evident in the front covers of these curriculum, was in the eighties (e.g. Chemistry Curriculum 1985). With the introduction of education reforms in 1999, the primary and junior secondary school curriculum unlike their senior secondary school counterparts have undergone several stages of review and updating especially as witnessed between 2002 and 2003, and during the tenure of the former Minister of Education, Dr. (Mrs.) Oby Ezekwesili. Between this period and now, the UBE core subject's curricula were restructured in 2002, 2003, 2005, 2007 and recently in 2011.

It is lamentable that since independence, we have had four of what have been tagged "National Development Plans". Umar (2008) stressed further that there is hardly any noticeable significant contribution in our economy, infrastructure, administration and politics that has attained a state of satisfaction by meeting the yearnings of the people.

Incidentally, the vestiges of underdevelopment as reported by Ivowi (1989) are so glaring in both our urban and rural lives in spite of the huge investment in education. Indeed, it is noted with dismay that our educational system is defective or dysfunctional, considering the theoretical aims of the 9-3- 4 system of education and that there is a mismatch between education and national development.

If the laudable objectives of teacher education stated earlier on are to be achieved, our undergraduate in the institute of education and faculties of be sound both professionally and academically.

Umar (2008) confirmed that teacher education programme in faculties of education and other higher institutions tends to emphasize the subject academic skills areas along with the professional training required of trainee teacher on an uneven basis. In most cases, it is professional enrichment skills required of teachers that are usually stunted while in some others, it is overemphasis on that teacher education programmes. Nigerian institutions of higher learning are not uniform and thereby creating a loophole for a unified approach for a strategy for checking its utility for national development.

Even though the aims of teacher education as stated in the National Policy on Education still appear to stand the test of time in the present circumstance. The fact is that such objectives are too broad to be able to produce the ideal teacher who in Adesina's (1986) paradigm must be a blend of scholarship, professional training and knowledge of pupils.

Other attendant pitfalls in Nigeria teacher education programmes and as evident from literature (Adesina, 1986; Ivowi, 1989; and Umar, 2008) include inadequacy or lack of qualified teachers and facilities, inadequate number of appropriate courses (especially the real in – service programmes). Above all, is the dwindling attention from government in funding teacher education programmes. Yet, the product of such a system turns out formidable teaching personnel in Nigerian schools. This is not only inimical to expected progress in Nigerian teacher education programmes, but

smacks of any envisaged attempt at the development

Pattern and Structure of Curriculum Content of Teacher Education Programme in Nigeria Universities

The school or formal curriculum is seen differently in terms of its scope of coverage by educationists, though in its wider meaning, it is agreed that a curriculum is a planned action of activities or experiences, that students are to be exposed to under the guidance of the school, or that it encompasses the entire programme of activities teachers and students engage in (Tyler, 1976; Talukder, Hossain, Hanif, Akther & Perveen 2011). In the view of Clinical Educational Services Analysis (CESA, 2011), curriculum is used to refer to what students should know and be able to do in each content area; and it encompasses the district or school adopted progress and written area; and it encompasses the district or school adopted progress and written plans for students should know and be able to do in each content area; and it encompasses the district or school adopted progress and written plans for providing students with learning experiences that lead to expected knowledge and skills. These various views of curriculum show that it is knowledge and skills. These various views of curriculum show that it is an organized framework for learning that requires proper implementation.

Methods of Curriculum Restructuring

Curriculum review and curriculum updating are two methods frequently used to restructure the prescribed curriculum. Curriculum review is a process that involves a complete overhaul of an existing curriculum or curricula, and it is a more rigorous process that is informed by exhaustive empirical evidence necessitating the change. The review must align with the philosophy of the education. It must, also, align with the objectives of the school subject(s) that is/are being reviewed.

Curriculum updating is a systematic process of introducing new information, ideas, content and materials into an existing curriculum(s) for currency. The update may, however, involve only a small aspect of the curriculum or to some moderate extent.

Structure of the University Teacher Education Curriculum

The curriculum layout is structured into four main elements: the objectives, the content/learning experience, the methods and evaluation. The objectives give direction to what is taught and how it is to be assessed. The learning experiences according to Tyler (1976) cover development of skills in thinking, such as critical, logical and inductive thinking that can lead to problem-solving. Also, learning experiences should involve things that develop information acquisition, in terms of principles, laws, theories, ideas, facts, and so on. These are to help develop students' social attitudes and interest in the subject(s). The methods should be varied, relevant and pragmatic in achieving content delivery, methods usually include the materials to be used to present the contents, meaningfully and learnable. Evaluation should be relevant to the objectives set-out and should be achievable. Curricula are restructured in the process of modifying existing ones with new ideas, knowledge and modern issues that are borne out of daily living, research and scientific developments. As such, curricula need to be restarted only when the need arises.

With respect to curriculum updating, the rationale for change includes:

1. Changes in education objectives.
2. Changes in methods of teaching and thinking.
3. Changes in attitudes and ways of doing things e.g. strategies and methods of teaching,
4. Societal relevance or inability of curriculum to meet the social needs of the people by solving their problems

Pattern of Curriculum Content of Teacher Education in Nigerian Universities

Balogun (2005) stated that generally, Teacher Education Curricula in Nigeria Universities can be split into the following divisions:

- *Basic sciences and Mathematics:* Integrated science, biology, chemistry, earth sciences, physics; and mathematics;
- *Applied sciences/technology:* Introductory technology, agricultural science, automobile technology, building technology, electrical/ electronic technology, food technology, home economics/science; plumbing, weaving, shoe-making, printing, glasses and plastic, photography, cinematography;
- *Physical and health education:* Hygiene, Physiology, sanitation;
- *Social sciences:* Social studies, history, economics, government, sociology, religion, geography etc.
- *Modern languages:* French, Hausa, Igbo, Yoruba
- *Cultural and Aesthetic Studies:* Art, Music, drama; Teacher Education.
- *Curriculum Studies:* Administration, planning and organization; teaching aids and educational technology; developmental psychology, guidance, and counseling; testing and measurements; history of education; comparative education; sociology of education; philosophy of education; economics of education; and *Professional Practice:* Practical teaching/ training and internship.

The content of teacher education programme in Nigeria Tertiary institutions is illustrated by Ayodele (2002) in fig. 1 below.

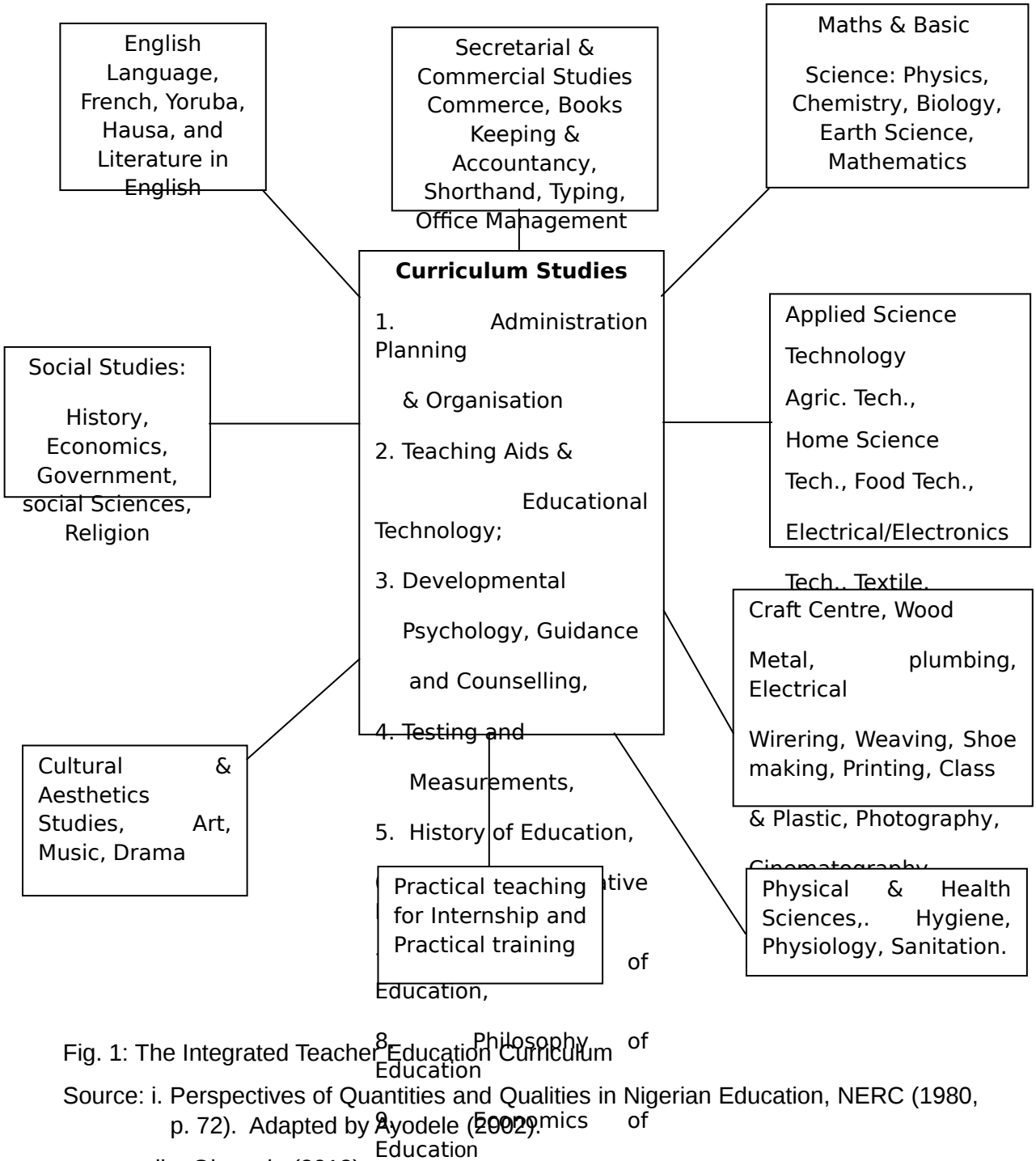

Fig. 1: The Integrated Teacher Education Curriculum

Source: i. Perspectives of Quantities and Qualities in Nigerian Education, NERC (1980, p. 72). Adapted by Ayodele (2002).

ii. Olayanju (2013).

Table 1: List of Currently Introduced General Studies Courses in Nigeria University

S/N	Course Code	Course Title	Credit (Units)	Status
1.	GST 116	Introduction to Entrepreneurial Skills I	2	Compulsory
2.	GST 212	Peace Studies and Conflict Resolution I	2	Compulsory
3.	GST 213	Peace Studies and Conflict Resolution II	2	Compulsory
4.	GST 214	Introduction to Entrepreneurial Skills II	2	Compulsory

Source: Affiliate Colleges Handbook, (2014) : Ekiti State University, Ado-Ekiti.

Table 2: List of Subject Methods Courses offered in a Nigeria University

200 Level (Second Year)

S/N	Course Code	Course Title	Credit (Units)	Status
1.	CUS 212	Science Methods I	2	Compulsory
2.	CUS 214	Language Methods I	2	Compulsory
3.	CUS 216	Social Science Methods I	2	Compulsory
4.	CUS 218	Mathematics Methods I	2	Compulsory
5.	CUS 220	History and Bible Knowledge Methods I	2	Compulsory
6.	CUS 222	Vocational Education Methods I	2	Compulsory
7.	CUS 224	Computer Methods I	2	Compulsory

300 Level (Third Year)

S/N	Course Code	Course Title	Credit (Units)	Status
1.	CUS 312	Science Methods II	2	Compulsory
2.	CUS 314	Language Methods II	2	Compulsory
3.	CUS 316	Social Science Methods II	2	Compulsory
4.	CUS 318	Mathematics Methods II	2	Compulsory
5.	CUS 320	History and Bible Knowledge Methods II	2	Compulsory
6.	CUS 322	Vocational Education Methods II	2	Compulsory
7.	CUS 324	Computer Methods II	2	Compulsory

Apart from General Education courses, the General Studies Education (GST) and Subject Methods courses, the pre-service teachers are expected to offer and pass those tagged compulsory

(C) to be qualified for the award of a first degree in Education.

It could be observed that too much emphasis was placed on theory to the detriment of practice. The main issue is what amount of content being learnt by the pre-service teachers are being imparted when they get to the field. Another important aspect of this programme is the relevance. It is pertinent to note that some content being taught in our teacher preparation programme necessitates transformation; this is because we are now in the age of information technology and computer education. Urgent review would have to be made to the curriculum in order to make our products relevant in the competitive labour market. To this end, recent reviews of the tertiary teacher education curriculum have brought in new courses such as Entrepreneurship Education, Environmental Education, HIV/AIDs and Family Life Education and Concept of Early Child Care and Education, Peace and Conflict Resolution, Cultural and Creative Studies and Nigerian Constitution. The aim of these courses is to strengthen the capacity of the Nigerian graduates for functional education.

Furthermore, some indices of transformation in tertiary teacher education curriculum for national development beyond the 21st century in Nigeria are noticeable in the area of Information and Communication Technology (ICT) where manual equipment have been replaced with electronic gadgets such as computers; old laboratories [illegible] computer laborat[illegible] taken place in library education where e-library have been created in nearly all tertiary institutions in the country. Indeed, introduction of entrepreneurial skills courses and peace and conflict resolution courses is relevant to the Nigeria current labour market. Therefore, its inclusion in the Nigerian Universities Teacher Education Curriculum is justified. (As reflected in table 1).

It is obvious that there are some other aspects of the teacher education programme that were practical in nature such as Vocational courses like Fine and Applied Arts, Home Economics and Agricultural Science Education where practical knowledge are required in Teaching Practice and Students' Industrial Work Experience (SIWES) before they could qualify as university undergraduates.

Methods to be adopted to transform the University Teacher Education Curriculum in Nigerian Universities to be Relevant to the Current Labour Market

The methods or strategies required to make Nigerian university teacher education curriculum relevant to the current labour market are discussed below.

Obanya (2010) submitted that radical changes would have to be made to the curricula of Nigerian tertiary institutions to ensure that the products of these institutions become more competitive in the labour market. In this regard, he suggested the introduction of such courses as computer education, entrepreneurial skills and classroom interaction skills etc, as compulsory courses for pre-service teachers. With this background, it is imperative to discuss the structure of the teacher education programme in Nigerian

areas where there are lapses so as to meet the requirements of the current labour market in this age of globalization.

Ayodele (2002) contended that when we go further to consider what

intellectual skills the teacher must possess, we might think of the various subjects on the curriculum and expect the teacher to specialize in at least one or two of them. It is in this respect that the following concept of the teacher education curriculum areas as illustrated in Fig. 1 by the NERC (1980) should be pertinent. Akinpelu (2003) also elaborate the contents of teacher education by listing the following:

i. Subject matter or content knowledge

ii. General pedagogical knowledge (e.g broad principles of and strategies of classroom management and organization to facilitate and enhance students' learning)

iii. Curriculum knowledge (conspectus of types of knowledge needed by the society)

iv. Pedagogical content knowledge (the content and the special pedagogical techniques of delivery) as in table 2.

v. Knowledge of learners and their characteristics.

vi. Knowledge of educational contexts (ranging from the working of groups or classroom, the government, and the funding of schools and the education system, the character of communities and cultures and so on) and

vii. Knowledge of education values, ends, and purposes (especially in relation to individuals and the society).

(2008) proposed that there is need to integrate Entrepreneurship Education into the teacher education curriculum in Nigerian Universities (Table1 presents the entrepreneurial courses).

The components of Vocational Education include Agricultural Education, Business Education, Industrial Technical Education, Home Economics Education, and Computer Education. The beneficiaries of these forms of education are expected to awaken the latent resources in them to promote personal and national economic growth. To this end, Bulus (2010) underscored the importance of Entrepreneurship Education by acting as catalyst for solving unemployment problems and changing employment needs of different nations. It also fosters self-reliance, employment and even livelihood diversification in the case of one who is already employed.

Entrepreneurship Education had assisted a lot in providing adequate skills, knowledge and practical work experience.

1. It gives training and imparts the necessary skills leading to production of Entrepreneurship and skilled personnel who will be enterprising and self reliant;

2. It gives technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development; and

3. Through this form of education, an introduction to professional studies is enhanced and individual can apply scientific knowledge to the immediate environmental problems.

Entrepreneurshi|

Entrepreneurship is the knowledge and skills needed to create jobs by conceiving and starting up new business. It is the willingness and ability of an individual to seek investment opportunities, establish and run an enterprise successfully. Innocent-Ene

The recognition of the vital role of entrepreneurship training made Vocational Education an indispensable component of Nigerian educational system and the Federal Government recognizes this, hence the introduction of

6-3-3-4 system of education. Without entrepreneurship, training even graduate of vocational and technical education will be part of the team of job seekers in the country.

Conclusion

If the laudable objectives of Nigerian university teacher education are to be achieved and be at par among comity of nations, the products of faculties of education in Nigeria universities must be sound both professionally and academically. To achieve this, the Nigerian university teacher education curriculum must be transformed by updating the existing one with new ideas, knowledge and modern issues in line with recent scientific developments so as to meet the challenges of the 21st century.

Recommendations

Based on the discussions in this paper, the following recommendations are made to transform University teacher education curriculum in Nigerian Universities to meet the challenges of the 21st Century and beyond.

- University lecturers should be pragmatic by imbibing the innovations in university curriculum by attending conferences, workshops and seminars in the latest development on teacher education globally especially in Entrepreneurship Education and Information Communication and Technology (ICT).
- Efforts should be made by the Federal Government of Nigeria to encourage the training of specialist teachers in Entrepreneurship Education and Information Communication and Technology (ICT) by giving them incentives such as special welfare package/scholarships.
- The Federal Government of Nigeria should endeavour not to let the current fluctuation and devaluation of Naira to affect the funding of schemes like Teaching Practice, Industrial Training Fund, Students Industrial Work Experience (SIWES) and Small Medium Enterprises (SME) in relevant disciplines that were practical oriented.
- The Federal Government of Nigeria should put all machinery in motion by organising another National Curriculum Conference in Nigeria where all issues relevant to curriculum restructuring and updating will be discussed like that of 1969. This is long overdue.

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IMPLICATIONS OF LANGUAGE EDUCATION POLICY ON FRENCH LANGUAGE LEARNING IN EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO.

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Abstract

Teaching and learning French as a second foreign language at the primary, secondary and tertiary levels of Nigerian educational system with particular reference to the tertiary level is faced with challenges. This study was carried out in Emmanuel Alayande College of Education (EACOED) Oyo and Lanlate campuses where French language is taught as a course. The study investigated the language policy and its implications on teaching and learning French language in the College. Questionnaire was designed and administered on both students and lecturers in the College. Items were generated to obtain information on the problems, availability and utilization of resources and attitude of students and lecturers to French language teaching and learning. For this study, because of the low enrolment in French Department, forty students were randomly selected from both campuses; five each, from preliminary class to Part three. The data collected were analyzed using simple percentages. Findings of the study revealed that majority of the lecturers were competent, experienced and qualified for the job but language interference and students' background coupled with the policy makers' attitudes toward the language caused a lot of problems to the learning of the language thereby making them to perform below expectation. Recommendations were suggested to the governments, regional authorities and institutions to strictly implement the prescriptions and expectations envisaged in NPE (2004 and 2013), allocate more resources to French language teaching and increase motivation for effective learning of French language.

Introduction

The 2011/2012 and 2012/2013 academic sessions results in French language obtained from the Head of the Department of French reflected that students of Emmanuel Alayande College of Education were performing below standard or expectation despite efforts (such as organizing tutorials, having practical sessions and even using different teaching approaches) by the instructors to improve students' performance in the subject.

Meanwhile, in recent times, there had been wide margin between student's enrolment and their achievement in the Nigeria Certificate in Education results in French language due to the weakness of language educational policy and implementation. Emenanjo (1998) corroborated it when he explained that teachers are "uninspired by Government attitude to the teaching of languages" and for this reason, he further explains:

> *A good number of teachers chose to remain within the straitjacket; recycling the same old information gleaned from outmoded poorly researched and generally poorly produced texts to the utter neglected*

language.

The effects of insincerity of the government in implementing the curriculum contents to the letter are numerous on students. One thing is that students are not motivated right from their pre-tertiary schools to take the study of the core language with serious concern not to talk of now embracing a foreign one (French); whereas, researchers (Gardner, & Lambert, 1972) stressed the need for language teachers and researchers to recognize the important role the motivation plays in language learning and properly use it in enhancing learners' interest. On a general sense, the importance of language in the educational process is to make Nigerians capable of acquiring knowledge, skills and attitudes that will make Nigeria a highly developed nation. Whereas the policy recommends French as the second official language and as a core subject where the language will be taught right from Basic 4 to the higher level, little is done to date to prove that assumption right. If the government is serious about implementing the policy, there should be a definite chronogram for all schools to follow in the implementation of the programme. Another point is that students enter into institutions of higher learning half-baked linguistically. This at times scares some students to learning another language different from English or their mother tongue because of the unmotivated method of language teaching. There is no other solution to the problem of poor method of teaching other than retraining teachers through improving the language curriculum, developing better pedagogical method(s) with high quality text books. It is undeniable fact that teachers cannot give what they do not have and yet teaching takes the centre stage in education as it is intended not only to transmit information but to create new knowledge and to Where would Nigeria with a weak currency find an adequate number of highly proficient teachers and excellent authors to do the work of retraining and rewriting?

The future of any nation depends on its education and this development is expressed in various forms of socio-political and economic performances which are manifested in our daily use of language that also percolates all spheres of life. Hence education policy is described as courses of action proposed by the government in power and adopted as very important to the uses and means of solving problems of education of the nation.

It is the basis of day to day administration in deciding along which educational system should be practiced. Though, decision at times can be made without any policy backing it especially in cases of expediency but this could cause a confusion and indecision because policies guide administration.

Policies procedures and practices are often confused but they are all different from each other. The old National Policies on Education before the 1990s remained static. No new commissions were set up to study educational system especially the policy that guides and emphasizes the relevance and/ or the importance of language (second and foreign) study in the curriculum.

In October 1991, a new National Policy on Education was formulated at the National Conferences on Curriculum Development held in Lagos under the sponsorship of the Nigeria Education Research Council (NERC). In this conference nothing new was discussed as regard the status of language study in our society. Here, it has only dealt with the objective of the contents of the curriculum, the methods, the materials, the equipment, the teaching and aids

curriculum so as to achieve the desired goals and as well review old ones, then verify the new national goals for education in Nigeria at all levels, beginning from primary to tertiary institution (Emenanjo, 1998).

The conference also provided guidelines on what the nation's education system should be and what is set to accomplish:

1. The needs of youths and adults in our society.
2. The socio-economic needs values, aspiration and development of our society
3. The curriculum substance, the subject content of the system is means to the goals

Although, successive governments in Nigeria have failed to live up to the bidding and stipulation of the United Nations, the National Policy on Education is also unequivocal in its affirmation of the role language (most especially foreign language such as French in Nigeria) plays in education as an instrument of excellence for bringing about rapid "integration for national development" (Effiong, 2012, Emenanjo, 2000, Essien, 2003). Likewise the Federal Ministry of Education has also zeroed squarely on education as the panacea for the current inter-twined crisis facing the social system in Nigeria.

Statement of the Problem

Apart from English that serves as the official language of the nation and of course that of the world, French language also has a prominent role to play in our educational system. French, next to English is the most used language officially in international (UNO, OAU, ECOWAS…) organizations' meetings/ transactions. Students,' even the nations' future prospects i.e education, science, technology and employment, depend largely on the successful acquisition of the language. However, it has been study of French language is not well motivated. This problem especially emanated from the government cold attitude and/or poor education policy by the planners who have failed to exercise authority over implementation bodies to successfully control and carry out its set objectives.

Language education in general is of immense significance to human survival as it is a means for communication, expression of feelings, establishing good and bilateral relations between countries. It is also an indispensable tool for scientific and technological growth. Where this tool proves to be dreary, desolate, stark or uncultivated, we can hardly expect any refined or good output of qualitative skills. Considering these facts, the researchers wonder why students run away from and/or perform below expectation in this subject (French); what factors militate against the students' good performance and what solution should be proffered in order to revert this situation. An attempt to find answers to these questions motivates the researchers to carry out this study. The study also surveyed the opinions of students and teachers as well in order to find the root cause of this problem and try to suggest some ways out.

Purpose of the study

The purpose of the study is to examine the implications of language educational policy on French language learning in Emmanuel Alayande College of Education, Erelu, Oyo and Lanlate Campuses. The study finds answers to the following questions:

1. How effective is the implementation of educational policies in learning French in Emmanuel Alayande College of Education, Oyo?
2. What is the negative implication of the policies on the language as a

College of Education?

3. What are the reasons for the inconsistence of government policy as regards to French language learning in in Emmanuel Alayande College of Education?

Research Questions

In this study, a number of questions were investigated to ascertain the language policy and its implementation on French language learning in Oyo and Lanlate Campuses of Emmanuel Alayande College of Education. The questions were as follow:

Is French language laboratory in EACOED well equipped?

Are students in EACOED well motivated to embrace the study of French language?

Do students' backgrounds affect effective teaching and learning of French language in EACOED?

Are the recommended texts easily accessible to students and lecturers in EACOED?

Methodology

Descriptive survey research method was employed to find out the language education policy and its implications on learning French language in Emmanuel Alayande College of Education (EACOED).

Sampling Techniques

The population of the study consisted of all lecturers and French students in the Departments of French in Erelu campus and Lanlate campus.

The study sample was randomly selected; four French lecturers i.e. two lecturer from Erelu campus and two from Lanlate campus. Then 40 students in all were selected (5 students per level) in each of the campuses.

Instrumentation

A self designed questionnaire of two sections; A and B drawn for both students and lecturers were used to answer the questions that were raised respectively. Section A dealt with the personal data of the respondents while section B consisted of questions consisted of statements identified by the investigators to be expected consequence on French language learning. This questionnaire was validated by experts in measurement.

Procedure

The study lasted for three weeks. During the first week, it was administered to students as pre-test while the second and third weeks were used for the experimentation and post-test using frequency counts of the respondents and simple percentage respectively.

Data Analysis

The pre-test results showed that the government policy has not been well implemented in any way in the process of learning French with inadequacy in the supply of necessary materials in learning the subject in the two campuses.

Table 1: Lecturers' response to the contribution of government on the supply of necessary materials to enhance learning.

	Frequency	Percentage %
YES	1	25%
NO	3	75%
Total	4	100%

From table 1, the result shows that 25% of the necessary materials were supplied while 75% were not. So, learning the language cannot be effective without the use of relevant material expected from the government.

Table 2: Educational Qualifications and Competence of the Lecturers.

Highest Qualifications	Frequency	Percentage %
1st Degree only	00	0%
Masters Degree & above	04	100%

Teaching Experience	Frequency	Percentage %
5 - 10 years	02	50%
10 – 15 years	01	25%
16 years and above	01	25%
Total	04	100%

Table 2 shows that all the lecturers have their Master degrees, implying that French is taught by competent hands and the length of working experience had exposed them to seminars and workshops which exposed and equipped them to varied methods of handling the subject effectively, however, they are not encouraged and motivated in their areas of specialization in French Language.

Table 3: Summary of Teachers and Students in each campus

Campus	**Frequency**		**Frequency**	
Erelu Oyo	**Lecturers**	**Percentage**	**Students**	**Percentage**
Pre-NCE			05	12.5%
NCE 1	02	50%	05	12.5%
NCE 2			05	12.5%
NCE 3			05	12.5%
Lanlate				
Pre-NCE			05	12.5%
NCE 1	02	50%	05	12.5%
NCE 2			05	12.5%
NCE 3			05	12.5%
Total	04	100%	40	100%

Table 3 shows that equal number of students and lecturers has been selected from

Table 4: Lecturers' and students' sex

	Frequency		Frequency	
Sex	Lecturers	Percentage	Students	Percentage

Male	02	50%	05	12.5%
Female	02	50%	35	87.5%
Total	04	100%	40	100%

Table 4 shows that there are more female students than male students on the campuses. This research reveals 87.5% female students and only 12.5% male Students while the lecturers are 50% each as they are of equal proportion in each of the campuses.

Table 5; Distribution of students by age.

Age	Frequency	Percentage %
16yrs - 19yrs	24	60%
20yrs -21yrs	12	30%
22yrs - 24yrs	04	10%
Total	40	100%

Table 5; shows that 90 % of the students fall within the range of 16-21yrs while 10% are above this range. According to the National Policy on Education, secondary Education is for teenagers of between 10 and16years. But the result shows that quite a number of students in French Language class are in this range i.e 75% are within 16 and 18yrs and this can affect the learning of these students as some may be slow learners while some others are fast learners.

Table 6: Lecturers and students responses to availability of recommended textbooks in the schools

Responses	Lecturers		Students	
	Frequency	Percentage %	Frequency	Percentage %
Yes	01	25%	05	12.5%
No	03	75%	35	87.5%
Total	04	100%	40	100%

Table 6 shows that majority of the students had no recommended textbooks on French language, only a few had prescribed textbooks. This situation affected learning of French language because of the social cultural milieu of learning.

Table 7: Lecturers and students responses to the availability of instructional materials.

	Lecturers		Students	
Responses	Frequency	Percentage %	Frequency	Percentage %
Yes	01	25%	04	10%
No	03	75%	36	90%
Total	04	100%	40	100%

Table 7 shows that there was no sufficient instructional materials in the Department in each of the Campuses and this affected learning of French language because instructional materials play great role in learning a language or in any learning situation. This study agrees with Bates and Poole (2003) that most schools lacked teaching aids and facilities like language laboratory, Information and Communication Technology (ICT) tools such as projectors, computers with accessories etc.

Table 8; Lecturers and students peculiar problem on learning French language.

	Yes		No	
	Frequencies	%	Frequencies	%
The role of mother tongue	36	90%	4	10%
The use of instructional materials	35	87.5%	5	12.5%
Corrections	36	90%	4	10%
Lack of motivation	36	90%	4	10%
Teaching methods	30	75%	10	25%
Lack of infrastructure	36	90%	4	10%
Government policies	38	95%	2	05%
Period allocation	38	95%	2	05%
Background of learners	38	95%	2	05%
Parental factors	30	75%	10	25%
Learning environment	35	87.5%	5	12.5%

Table 8 shows that there were a lot of problems militating against the learning of French language. These range from the effects of mother tongue on learners that is the mother tongue interferes negatively on learners' acquisition of French language; its use as medium of communication by both students and lecturers in their different houses; lack of instructional materials and correction to mistakes; lack of motivation from teachers, parents and government; poor teaching methods of some lecturers and the non-challant attitude of students themselves towards the language and then governmental attitudes and policies just to mention but a few. All the above listed problems affect the learning of French language negatively.

Table 9: Language background of students.

Language	Frequency	Percentage
French	01	2.5%
Yoruba	36	90%
Igbo	02	5%
Hausa	01	2.5%
Total	40	100%

Table 9 shows that the percentage of students that could speak French to some degree was below average. Only one candidate, representing 2.5% has a pre-knowledge of French before being admitted to offer the course. This is because of their different linguistic background. Therefore lecturers are tasked to do extra work on the skills of the learners so as to improve their language competence. However, the results also showed that the students speak different languages in their respective homes. For instance 90 % speak Yoruba, 5% speak Igbo, 2.5% Hausa and just 2.5% can speak French. This shows that the language background of most of these students is Yoruba. This is not farfetched to understand that Yoruba is the language of their immediate environment.

Discussion of Findings

Findings revealed that there was a low enrolment of students studying French in the college. For instance, in both Oyo and Lanlate Campuses of Emmanuel Alayande College of Education, we recorded less than fifty candidates from the two Departments. In addition to this, the findings also revealed that there was lack of instructional materials, well-equipped laboratory and library in the college for students to engage in learning French language effectively.

More so, students on their own part had poor linguistic background in French language. Collier (1992) corroborates this fact that “students’ background variables are very likely to have an influence on students’ achievement” in French language. Most of them did not come in contact with the study of the language even in their secondary schools, which is the reason why most of them speak in their mother tongue most of the time within and outside their homes and of course the mother tongue strongly interferes in their French language learning.

In the same vein, the modern materials for French learning as a foreign language are precarious likewise is the environment of learning not conductive enough. This language is a foreign language and it needs that modern equipment to be used in its teaching for better understanding/ acquisition.

Then, the parents’ and students’ attitudes towards learning the language were nothing to write home about. Parents should encourage their wards to develop a positive attitude to the study of French language because it is beneficial to them as individuals and to the country at large in many ways.

Conclusion

The result of this study indicates that students performed poorly in French language because of poor implementation of language policy in the country. Of course, Nigeria has a goodwill in planning and making excellent policy most especially language policy as observed in Sections 1(10b), 2(19) and 5(24) of the

National Policy on Education (2004) but pays a lip service to its implementation. For instance, for more than a decade and a half, Nigeria has declared in the NPE (1998) that French shall be made compulsory in our Primary and post-Primary schools especially in JSS classes even the 2004 and 2013 editions of the NPE declared French as the second official language of the country but up till this moment the situation remains stagnant without any serious commitment. Indeed this situation remains unredeemable because the policy makers, the stakeholders and the government themselves procrastinate or rather are not sincere enough to implement what they themselves propound on this matter to be of great gain to the nation.

In fact, this decision on the other hand, if rightly implemented could boost the status of Nigeria among the committee of Nations but unfortunately that beautiful idea/policy rested peacefully where it was laid. If French is to be the second official language of the nation in reality and not mere proclamation alone, It is now high time that Government woke up to reconsider the full implementation of the policy and should also rise up to her responsibility in the areas of provision of necessary materials, facilities and motivations etc.

Recommendations

If the nation is to achieve those desired goals earlier mentioned about in the National Policy on Education, the followings as our recommendations have to be adhered to.

- Government should be very active in her responsibilities in the areas of recruitment and retraining of quality teachers of French in all our citadels of learning starting from primary to tertiary levels
- Provision of adequate instructional materials and facilities for French learning should be given a priority attention.
- There should also be a strict and total adherence to the language of instruction as stipulated in the National Policy on Education (2004 & 2013 p. 24) to ensure effective learning of the subject.
- In addition, seminars workshops and conferences should be organized for teachers to update their knowledge and sharpen their skills and tasks.
- The governments (including regional authorities and institutions) should also allocate more resources to French language teaching or partially rehabilitate French to increase motivation for learning the language.
- Governments (Federal, State and Local) should motivate teachers and students of French language in the college by encouraging them through subsidy to complete their fees for the acculturation programme.
- Governments (Federal, State and Local) should also give to the brilliant students some kind of scholarships to serve as motivation for them and encourage others to do better.
- Finally, all stake-holders in education should be encouraged to double their efforts in giving French language a new looks so as to meet international status.

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EFFECTS OF ENGLISH LANGUAGE ON TEACHING AND LEARNING OF WORD PROBLEMS IN MATHEMATICS IN JUNIOR SECONDARY SCHOOLS IN ISEYIN LGA, OYO STATE

BY

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Abstract

Mathematics, the language of development of any nation, has a strong link with English Language. The link between Mathematics and English Language in schools can not be overemphasized, hence there is need for Junior Secondary School students to learn Mathematics registers for better performance in Mathematics examinations. This study therefore investigated the effects of English Language on teaching and learning of word problems in Mathematics in junior Secondary Schools. The questionnaire, which was validated by experts in Mathematics education as well as Test and Measurement department at Emmanuel Alayande College of Education, Oyo, was designed to collect data from the respondents. Two hypotheses were generated for the study and analyzed using chi-square (χ^2) statistics. Findings revealed that effective understanding of English Language played a vital role in solving mathematical word problems. Teachers are therefore advised to introduce contextual word problems in their lessons to enable students develop good understanding skills and fundamental mathematical ideas that could help them overcome the phobia for Mathematics learning. Also, since Mathematics has its own registers, teachers should notify students about those words to cater for their deficiency in English Language. By this, language problem will become a thing of the past and students would be able to comprehend and solve word problems in Mathematics with ease.

Introduction

Nigeria adopted English Language as her official language from Great Britain who gave the country independence in 1960 and since then the official language in education sector is English Language. For this reason, all subjects in schools are taught using this official language except the local language subjects. The limited knowledge of this official language by students has a lot of effects on subjects taught in schools, especially Mathematics.

Mathematics-the fundamental science that is necessary for the understanding of most fields is the study of quantity, structure, space, change and other properties. One can say that no other subject forms a strong binding force among the various branches of science - physical, biological and social as Mathematics had been because it is needed for all scientific and technological research and technical training (Fehrs, 1996). Therefore, its learning at Junior Secondary School should be examined especially aspect of word problem in Mathematics.

In Mathematics education, the term word problem is used to refer to any Mathematical exercises where significant background information on the problem is presented as text rather than in mathematical notations. Word problem is

an integral part of Mathematics learning. Difficulties in solving word problem stemmed from several areas like language barrier, slow learning space, attention deficit, retention difficulty and abstract reasoning (Gbolagade, Waheed & Sangoniyi 2013). For many students, transforming word problems into mathematical notations causes a great difficulty and a number of recent studies have addressed the linguistic and Mathematical sources of that difficulty from a psychological point of view (Burton, 1991).

Language exists in all societies and communities for the purpose of communication. In many school subjects, including Mathematics, a specific type of language is used for teaching and learning. Mathematics is commonly classed as a language despite not being used as a natural language in a particular society (Adams, 2007.

Mathematics is regarded as a foreign language (Usiskin, 1996). This holds for Nigerian students who are learning Mathematics in English. Underpinning this is the fact that mathematical language is only learnt in schools, during Mathematics lessons. It is not a language learnt and spoken at home. At the same time, the words that are used to explain the concepts are foreign to students. Mathematical English is foreign as it is made up of a large portion of language of English and other foreign languages like Greek and Latin. When students learn Mathematics, they are effectively learning a second foreign language.

In Nigeria, the type of Mathematics taught is viewed as western Mathematics because it uses a Mathematics curriculum that was introduced by Great Britain. This contributes to the challenges surrounding the learning of Mathematics. Even when students learn to read in ordinary English, there are new hurdles for them to master in mathematical English. Hence, students must be proficient in English Language in order to be successful and well versed in the use of mathematical registers.

The role of language is prominent in teaching and learning of Mathematics (Huang & Normandia, 2007). It plays an important role in facilitating the learning and understanding of mathematical concepts. Language is used to express mathematical ideas and link mathematical relationships and patterns.

An area in which language and Mathematics intersect is in carrying out computation, word problem solving and reading textbooks. For example, if one wants to describe the shape of the earth, one uses the language of shapes which is the language of Mathematics. It is used to describe our understanding of the physical universe, to facilitate business transactions, and to analyse and understand the complexities of the modern society.

The size of a word problem can range from one sentence to several sentences. A phrase that sometimes appears in mathematical word problems is twice as long as when used to show a relationship between two quantities. This can be used to describe the comparison between two different lengths, sizes, ages and heights. Hence, in mathematical word problems, syntax is very important as the underlying concept embedded in it.

One of the common difficulties in mathematical word problems is found to be linked to mathematical vocabulary (Martiniello, 2008). The difficulty lies in the understanding of the technical vocabulary in Mathematics. The foreign nature of technical vocabulary sets a difficult platform for students' understanding. For example, Garegae (2007) found that poor understanding and incompetence emerged from a misunderstanding of mathematical terms.

Most mathematical terms are difficult to understand because of the specialized mathematical meanings they carry which are unfamiliar to the students.

In Mathematics, high proficiency in English language is essential in relation to Mathematics and word problem solving (Neville-Barton & Barton, 2005). Neville-Barton and Barton(2005), Huang and Normandia (2007) showed that there is positive correlation between the level of English proficiency and understanding of word problem in Mathematics.

For example, evidence from a study by Clarkson (1991) on secondary students in Papua New Guinea showed that the errors made by students in a Mathematics test were related to misunderstanding of the English language. These were due to poor reading and comprehension of text and were evident in English language learners who have a low proficiency level. The findings suggested that the difficulties students had in relation to word problems in Mathematics is as a result of emphasis on their second language. Similar findings were reported from a study by Abedi and Lord (2001) on year eight students from non-English speaking backgrounds in Los Angeles, in the United State. Evidence from the study showed that linguistically complex word problems were difficult for students to solve.

A study by Bernardo (2002) in the Philippines showed that English language learners understand word problems better when written in their first language. In the research, two groups participated, those that speak English as their first language, and non-English speakers. The second language speakers could not understand the word problems written in English language. The study supports the notion that proficiency in English language is related to the understanding of the language appearing in the word problems and reveals an interesting correlation between proficiency and understanding in Mathematics. Different types of words appear in mathematical textbooks with the intention of provoking students to think and apply their mathematical knowledge to find solutions.

Nevertheless, there are reasons why Mathematics teachers should teach word problems. Word problems give students a glimpse into how Mathematics is used in the real world. Greer and De Corte (2000) similarly argued that word problems provide opportunities for students to use mathematical tools to create the link between Mathematics and real-life contexts and to encourage thinking.

Learning Mathematics is like learning a new and foreign language for English language learners. Mathematics language is constructed from both everyday language and language of a highly specific and technical form. It has a register that contains a large range of terms collected and borrowed from the natural language and from other languages. Additionally, it is constructed from symbols and other non-verbal images. Language plays an important role in learning and understanding of mathematical concepts. These characteristics of Mathematics language present a challenge for students. The challenge is for students to understand the mathematical meaning behind the concepts.

Statement of the Problem

Evidence abound that students at Junior Secondary Schools do perform poorly in word problems in Mathematics which is the direct outcome of its teaching and learning as evident in both the results of internal and external examinations in Nigeria. This study therefore investigates the effects of English Language on teaching and learning of word problems in Mathematics in Junior Secondary Schools

in Iseyin Local Government Area, Oyo State.

Research Questions

The following research questions were answered in the study:

i. What is the influence of English language proficiency in solving word problems in Junior Secondary School Mathematics in Iseyin Local Government Area of Oyo State?

ii. How does difficulty in English language cause difficulties in comprehension and solving of Mathematics word problems in Junior Secondary School in Iseyin Local Government Area of Oyo State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho_1 There is no significant effect of English language proficiency on solving word problems in Junior Secondary school Mathematics in Iseyin Local Government Area of Oyo State?

Ho_2 There is no significant effect of difficulty in learning English language on comprehension and solving of mathematical word problems in Iseyin Local Government Area of Oyo State?

Population, Sample and Sampling Procedure

The population for the study comprised all students in private and public junior secondary schools in Iseyin local government area of Oyo State. Twenty junior secondary schools were randomly selected from sixteen public and twenty one registered private junior secondary schools in Iseyin township. Twelve private and eight public junior secondary schools were selected for participation in the was used to select 400 respondents from the twenty schools. Twenty respondents were also randomly selected from each school. Junior Secondary School students were used for the study because many of them had not mastered a lot of mathematical register words in solving Mathematics problems.

Research Instrument and Administration

The questionnaire, which was validated by experts in Mathematics education as well as Test and Measurement department at Emmanuel Alayande College of Education, Oyo, was designed to collect data for the study. The researcher went to each of the participating schools to solicit for the cooperation of the Mathematics teachers who served as research assistants. Permission was sought and granted from the principals of the participating schools. In each school, the researcher with the research assistants gathered the participants in a separate class where all the explanations as regard the questionnaire were explained by the researcher. After this, questionnaire items were distributed and the respondents were allowed to ask questions on the items that were not clear to them. The items in the questionnaire were arranged in a four likert scale of: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to which respondents are required to tick whichever option was applicable to them and also supply necessary information where needed. The study took the researcher two weeks for the administration and collection of the data.

Data Analysis

Upon collection of the questionnaire from the respondents, data were analyzed and

Table 1a: Result of respondents for hypothesis one (Ho_1)

S/N	ITEMS	SA	A	SD	SD	TOTAL
1.	Students understand word problems in Mathematics better if they are taught in their native language.	152	170	61	17	400
2.	Students who learn Mathematics in English language do perform well in Mathematics word problems.	181	142	30	47	400
3.	Using student first language to teach Mathematics enables them to relate Mathematics to their immediate environment.	112	158	46	84	400
4.	The use of students' mother tongue in teaching Mathematics helps in understanding and assimilation of the concept word problems better.	56	65	87	192	400
5.	Improper reading of word problem in Mathematics causes difficulties in solving the problem.	169	152	31	48	400
6.	Students develop confidence in solving Mathematics word problems if they are taught well by the teacher.	263	101	19	17	400

Table 1b: Result of the chi-square (χ^2) statistics for hypothesis one (Ho_1)

No of rows (r)	No of columns (c)	Degree of freedom (r-1)(c-1)	χ^2 Cal.	χ^2 Critical	Decision
6	4	15	14.35	3.57	Ho_1 is not accepted

Table 1b reveals that the calculated value of chi square (14.35) is greater than the critical value (3.57), hence the null hypothesis is not accepted. Therefore, there was significant effect of English language proficiency on solving word problems in Junior secondary school Mathematics in Iseyin Local Government Area of Oyo State

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Table 2a: Result of respondents for hypothesis two (Ho_2)

S/N	ITEMS	SA	A	D	SD	TOTAL
1.	Understanding Mathematics becomes difficult when problems are presented in text.	221	97	65	17	400
2.	Interpreting mathematical word problems into mathematical notations is difficult for Junior secondary schools students.	276	88	24	12	400
3.	The arrangement of words and phrases in word problem creates great difficulty for students.	224	120	40	16	400
4.	Mathematics vocabulary and symbols used in word problems create challenges to students in Mathematics class.	202	148	28	22	400
5.	The difficulty in learning Mathematics word problems will be minimized if the students are taught in English language and their native language together.	61	23	152	164	400
6.	Students with sound knowledge of English language do perform better in word problems in Mathematics.	122	97	14	167	400

Table 2b: Result of the chi-square (χ^2) statistics for hypothesis two (Ho_2)

No of rows (r)	No of columns (c)	Degree of freedom (r-1)(c-1)	χ^2 Cal.	χ^2 Critical	Decision
6	4	15	10.74	3.57	Ho_2 is not accepted

Table 2b showed that the calculated value of chi-square is (10.74) and is greater that the critical value of (3.57), hence the null hypothesis is also not accepted. We conclude that there was significant effect of difficulty in learning English language on comprehension and solving of mathematical word problems in Junior Secondary School in Iseyin Local Government Area

Discussion of Results

Assessing the results of the chi-square of the two tables, the role of language proficiency and difficulty in learning English language in the comprehension and solving of mathematical word problems has a significant impact on the way in which students comprehend and solve word problems in Mathematics. By this work, students would comprehend and assimilate Mathematics concepts better if it could be taught in their native language.

Conclusion

The research work has established that there were difficulties in vocabulary, collocation of words and syntactical features of mathematical word problems. In conclusion, the difficulty in vocabularies of Mathematics register words would cause phobia for students learning Mathematics in Junior Secondary Schools especially for second speakers of English language. Hence, the result of this work corroborates Neville-Barton & Barton (2005) that said second speakers of English language do perform low in Mathematics word problems in Wellington, New Zealand and phobia for Mathematics word problems was as a result of difficulty in some Mathematics registers as it was being established by Gbolagade, Waheed and Sangoniyi (2013).

Recommendations

- The study showed that the interaction between English language and Mathematics is real, hence Mathematics teachers should help students know the correlation that exists between English language and Mathematics.
- Mathematics teachers need to acquaint themselves with mathematical methodology and the necessary skills require in solving mathematical word problems through workshops and seminars.
- Curriculum designers should establish a framework which encourage teachers to introduce mathematical word problems at the primary schools to build pupils for Junior secondary Mathematics problems.
- Teachers of English language are advised to include mathematical vocabulary as part of the exercises given to their students in the class.
- Students are encouraged to use mathematical vocabulary to write simple sentences that carry mathematical meanings to enhance and prove their sentence construction, skills as well as reinforcing their knowledge of mathematical English.
- The government and school authorities in public and private schools should organize on-the-job-training, workshops, seminars and conferences for the teachers of Mathematics in Junior secondary schools to update their knowledge on the method of problem solving in Mathematics.
- Teachers of Mathematics are encouraged to solve several examples of word problems rather than to push it aside or use it as an assignment that would not be marked.
- Journals of Mathematics should be provided in the library and students should be encouraged to read journals of Mathematics.
- Mathematics teachers should adopt an inclusive method of how to use and explain register Mathematics words to the students in a simple and clear language for students to comprehend and solve word problems in Mathematics class with ease.

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ENTREPRENEURSHIP EDUCATION: AN ANTIDOTE TO YOUTH UNEMPLOYMENT IN NIGERIA

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Abstract

This paper discusses the need for entrepreneurship education in order to solve the problem of unemployment and the need for government to introduce entrepreneurship education into the school curriculum at all levels of education in Nigeria. This paper therefore, argues that entrepreneurship education will equip the youths with necessary skills to be a job providers. The objectives and strategies for re-shaping entrepreneurship education are to offer functional education for the youths that will enable them to be self – employed and self – reliant and develop entrepreneurship programmes matching students with locally successful entrepreneurs with clearly established education programmes among others are also discussed. It is recommended among others that entrepreneurship education should be made a compulsory course or subject in all educational sectors and the society should be ready to complement the efforts of the government in its policy implementation.

Introduction

Unemployment was minimal to the country before the 1980's. It was therefore not a problem to the nation as to how to solve these problems. But after the 1980's, the need for entrepreneurship education started to rear its head because of inconsistencies in the social-economic policies of successive governments which in part led to unabating unemployment situation in the country today. In the mid 1980's the Nigerian economy collapsed while youths and graduates unemployment in Nigeria hit the roof. Nwagwu,(2007) cited in Ojeifo,(2013) Workers were laid off and early retirement was the in-thing as a result of Structural Adjustment Programme and bad economic trends in the country. It was then observed that the philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self discipline was lacking in tertiary institutions. Nwagwu (2007), cited in Ojeifo (2013), opined that the failure of tertiary education to inculcate the above philosophy in students has led to wastage in both human and natural resources. This is because the youths and graduates from tertiary institutions are not well equipped with the skills to make use of the natural resources that abound in Nigeria.

The importance of entrepreneurship development to the economy has been the

subject of increased attention in Nigeria and the World – over in recent time. Gibson, (2001) defines entrepreneurship as the process of using private initiative to transform a business concept into a new venture and diversity an existing enterprise with high great potential. Henry (2003), views entrepreneurship as the engine driving the economy of nations, creating new industries, young entrepreneurs' employments and wealth. Abosede, Anthony and Jimoh (2012) in Agbionnu (2006), opined that entrepreneurship involves a process aimed at creating wealth for the purpose of growth, development of the environment and eradication of unemployment for national sustainability. However, entrepreneurship involves employment generation and wealth creation for human sustainability. Unemployment is a very serious problem facing the nation as a whole. Olusakin (2010) found out that though up-to-date statistical data are lacking, local media reports indicate that half of the Nigerian population of 80million as at 2010 are youths, 95% of whom are unemployed. Decades of economic stagnation and poverty have driven a large percentage of this figure to crime and violence in their early years. The young graduates, when they are not gainfully employed either in the private or public sectors of the economy, become vulnerable to criminality such as rape, armed robbery, kidnapping and many other social vices which are now a menace to the society (Nwachukwu & Nwamuo, 2010).

Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies courses for students in higher institutions across the country should be seen as a positive step in the right direction as it will curb unemployment .This is to inculcate in the youths the spirit of self- reliance. This development will not only address the problem of unemployment and underemployment, but will also ensure an entrepreneurial human capacity for national development. It is hoped that with the introduction of entrepreneurial education in our tertiary institutions, the higher institutions will be better repositioned to become centre of excellence with the equipping of technical workshops both at the secondary and tertiary levels. This will put the country on the path to join committee of nations that have fought poverty and unemployment through strengthening of small scale business. (Nwachukwu & Nwamuo, 2010).

Conceptual Clarification

The Communication Commission (2006) defined entrepreneurship education as the individual ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This support what is taken place in everyone day to day life activities at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provide a foundation for entrepreneurs and enabling a social and commercial activity.

UNESCO (2008) states that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation, it is about increasing students' ability to anticipate and respond to societal changes. It is also seen as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks.

Entrepreneurship is the capacity to harness the right quantity, quality and consistent with profit making under risks and uncertainty. Essien 2006 defined entrepreneurship as the totality of self-

asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. An entrepreneur is somebody who carries out the function of entrepreneurship.

Kimberly, (nd) stated that entrepreneurship is the ability to set up a business-enterprise as different from being employed. It involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. Entrepreneurship in any country is very important for the following reasons; reducing unemployment, reducing high rate of poverty, reducing rural – urban migration , not just for the entrepreneurs, but also for others. This will to a large extent reduce government expenditure in a way and thus contributing to a balanced budget for the economy. Going beyond employability, entrepreneurship capacities enable graduates, to be self-determined, to create their own future, exploit the opportunities that emerge in the complex unpredictable worlds and contribute better to economic development and social well-being.

The above views show that Entrepreneurship Education by its scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system. It is aimed at equipping the students with requisite skills and capacities needed in the world of work. Enu (2012).

Unemployment is an important measure used by the government to regulate the economy. If unemployment gets too high (around 6% or more,) the government will try to stimulate the economy and create jobs. The Federal Reserve will first step in with expansionary monetary policy, and lower the Federal Funds rate. If this doesn't work, then the Federal Government will use Fiscal Policy to regulate the economy of the country.

Objectives of Entrepreneurship Education

Entrepreneurship Education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its forms on realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies, (Ojeifo, 2013).

Entrepreneurship Education, according to Paul (2005) is structured to achieve the following objectives:

- To offer functional education for the youths that will enable them to be self-employed and self-reliant.
- To provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- To serve as a catalyst for economic growth and development
- To offer tertiary institution graduates with adequate training in risk management in order to make certain bearing feasible.
- To reduce high rate of poverty.
- To create employment generation.
- To reduce rural-urban migration.
- To provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

- To create smooth transition from traditional to a modern industrial economy

It is for the above objectives, that politicians and education policy makers are now looking carefully at entrepreneurship education as a way of harnessing young people as assets, and making students more realistic or ambitious about the world of work and the community in which the youths will reside.

Youth Unemployment: The Nigerian Situation

In Nigeria, accurate unemployment rates are difficult to access. However, Nigeria's unemployment situation can be grouped into two categories, First the older unemployed who lost their jobs through retrenchment, redundancy or bankruptcy and second the younger unemployed, most of whom have never been employed.

According to Awogbenle & Iwuamade, (2010). The statistics from the Manpower Board and the Federal Bureau of Statistics (2010) showes that Nigeria has youths population of 80 million, representing 60% of the total population of the country. However, 64 million of them are unemployed while 1.6 million are under-employed The 1990 – 2010 data on youths unemployment showed that the largest group of the unemployed is the secondary school graduates. Also, 40% of the unemployment rate is among urban youths aged 20 – 24 and 31% of the rate is among aged 15 – 19. Also, two-thirds of the urban unen
15 – 24 years old admitted that there is no consistent trend of unemployment rates in Nigeria. An increase in one or two years is sometimes followed by a decline in the subsequent years. But the fact remains that the tree of unemployment is growing progressively in our contemporary Nigeria, except government adopt a measure to retard its growth by the deliberate actions and reaction of genuine leaders.

Causes of Youths Unemployment in Nigeria

In the study of unemployment in Nigeria, Adebayo, (1999), Alanana, (2003)), Ayinde, (2003) and Awogbenle and Iwuamadi, (2010), have identified the main causes of youths unemployment in Nigeria.

The first is the rapidly growing urban labour force arising from rural-urban migration which is usually explained in terms of push-pull factors including the pressure resulting from man-land ratio in the rural areas and the existence of serious underemployment arising from the seasonal cycle of climate and lack of infrastructural facilities which makes the rural life unattractive.

The second is rapid population growth. Nwokwu (2012) asserts that going by 2006 Census figure in Nigeria, the Nation's population was put at 140,431,790 and recently 140 million projection for the future indicate that the population could be over 180 million by the year 2020 given annual growth rate of 3.2 per cent. With this population, Nigeria is the most populous nation in Africa. It is argued that high population growth rate has resulted in the rapid growth of the labour force, which is far outstripping the supply of jobs. The accelerated growth of population on Nigeria's unemployment problem is multifaceted. It also affects the supply side through a high and rapid absorptive capacity of the economy.

The third is the outdated school curricula and lack of employable skills. Some scholars and commentators have

argued that as far as the formal sector is concerned, the average Nigerian graduate is not employable and therefore does not possess the skills needed by the employers of labour for a formal employment. Often, this is attributed to the Nigerian education system with its liberal bias. The course contents of most tertiary education in Nigeria lack entrepreneurial contents that would have enabled graduates to become job creators rather than job seekers.

The fourth is the rapid expansion of the education system which directly leads to increase in the supply of educated manpower above the corresponding demand for them which contributes to the problem of the youths unemployment in Nigeria. For instance, the total number of graduates turned out by the higher institutions in Nigeria were 103,249 in 1986/2013. presently with over 125 Universities in Nigeria both Federal, State and Private and the increasing demand for higher education has been the problem of suitable employment for the varieties of graduates that are turned out by these higher institutions every year. Ordinarily, this should not have been a problem, but the reality is that Nigerian economy is too weak to absorb this large number of graduates. (Nwokwu, 2012).

Furthermore, there is no vibrant manufacturing sector which has the capacity to absorb unemployed youths in Nigeria. There are over 800 collapsed industries in Nigeria and over 37 factories have closed shops in 2009. About half of the remaining operating firms have been classified as 'ailing' a situation that poses a great threat to the survival of manufacturing in the next few years. (Awogbenle & Iwuamade, 2010).

Discourse on the causes of youths unemployment in Nigeria will be incomplete without discussing the issue of the massive corruption that is perpetuated and still being perpetuated on daily basis by military and civilian administration. 'Corruption, which has permeated the entire social structure of Nigeria has robbed the Country of developing a vibrant economic base. Corruption harms the citizens of all Nations in varying degrees. All governments and their citizens therefore must remain vigilant to root out, punish and deter corruption in Nigeria.

Importance of Entrepreneurship Education to National Development in Nigeria

Entrepreneurship is a key driver of our economy, wealth and a high majority of jobs are created by small business started by entrepreneurially-minded individuals, many of whom go on to create big business. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of control over their own lives. It is the belief of many experienced business people, political leaders, economists and educators that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale. It is with this mind that National Standards for Entrepreneurship Education (1999) were developed to prepare youths and adults to succeed in an entrepreneurial economy.

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individual will have a different mix of capabilities for demonstrating and acquiring

entrepreneurial behaviours, skills and attributes. These behaviors can be practiced, developed and learned. Hence, it is important to expose all students to entrepreneurship education. (Henry 2003). Entrepreneurial skills and attributes provide benefits to society, even beyond their application to business activity. Obviously, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibilities and in their day-to-day existence. Also, relevant technical and business skills needed to be provided to those who choose to be self-employed and or to start their own venture or might do so in the future. (Agbionu, 2008).

Entrepreneurship education is an attribute that enables a person to identify latent business opportunities, together with capacity to organize needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. (Ayinde, 2008)

From the above importance, Entrepreneurship Education should be taught to students in all disciplines in institutions of higher learning. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated in the knowledge and skills required.

Challenges of Entrepreneurship Education in Nigeria

Different meanings are ascribed to entrepreneurship [illegible] tertiary institutions of these programmes commonly present entrepreneurship education programmes in the context of vocational and technical education rather than developing the spirit of entrepreneurship, which is the stimulation of entrepreneurship activated and performance in various disciplines.

The following are the most important obstacles facing rapid entrepreneurial development as identified by Ojeifo (2013);

- Rampat political and bureaucratic corruption together with the absence of social consensus on important macro-economic policy issues.
- Poor access to vocational and skills-development training for rural and urban youths involved in the informal economy.
- Absence of regulatory mechanisms for effective oversight of enterprise development initiatives.
- The presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support.
- Significant infrastructural deficits (especially with regards to roads and electricity) and systematic irregularities inimical to small business.
- Absence of pro-active regulatory that encouraged innovative enterprise development at the grassroots level.
- No doubt, one of the biggest challenges of any entrepreneur is inadequate capital, because to get capital to start business is not easy.

Strategies for Effective Entrepreneurship Education in Nigeria

In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria, the following strategies were identified by Ayodele [2006] that will help to alleviate the problems of

country;

* There should be some form of general school work- based- learning incorporated in some studies as part of the national economic development strategies. The development of apprentice scheme

would give new graduates some work skills and experience.

* Pool local public and private funds to create a small venture capital fund.
* School based enterprises where students identify potentials business, plan, create and operate small business using the school as mini incubators.
* Provide small business school where interested students and community members can participate.
* Develop entrepreneurship intership programmes matching students with locally successful entrepreneurs with clearly established education programmes.
* Establishing an enterprise college aimed at fostering the specific skills sets required for entrepreneurship to serve as skill acquisition centres for the youths.
* Creating an economic friendly political environment.
* Improving on the government taxation on small scale business.

Conclusion

From all indications, youth unemployment is a menace in Nigeria and constitutes a real threat to nation's development. This is because the unemployed youths could be manipulated to undermine the stability of Nigeria's development at any point in time. There is no contention that investment in our youths is investment in our future. Against this background there is the need by government at all levels to embark on massive job creation to take these youths off the streets. Early identification of essential for the proper planning of programmes for the manpower needs of the country. Guiding unemployed youth to pursue the right type of entrepreneurship education through counselling in which the problem of unemployment will be solved with the introduction of entrepreneurship education in all our educational sectors.

Recommendations

* All stakeholders in education should support introduction of Entrepreneurship Education as a compulsory course for all programmes of study in all higher institutions of learning.
* Entrepreneurship skills should be reactivated among students at all levels of education through intensive and articulated guidance and counselling services, thereby preparing them for the challenges of labour market.
* Excursion programmes should be introduced from primary schools where students are taken round the society to observe and interact with successful entrepreneurs. Handicraft should be re-introduced in both primary and secondary schools.
* The society should be ready to assist government in entrepreneurial policy implementation. Community leaders should be counselled to be involved in spreading the goodnews of entrepreneurship education. Skills acquisition programmes should be organized in form of out-programme

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ARABIC AND HAUSA LANGUAGE CURRICULUM: MOTIVATION AS A MISSING GAP

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Abstract

This study assesses curriculum with a view to determining the impact of motivation in teaching and learning of Arabic and Hausa languages. The research underpine the importance of motivation as well as teacher's efforts so as to make the goals and objectives of the curriculum realizable. It is a fact that teaching of any language, among others, should be motivation driven. No matter the suitability of any curriculum, its objectives and the adherence to the designers' requirements, if motivation is not given proper attention the goals of language learning will not be achieved. A lot has to be done on the side of governments, teachers and all stakeholders in education. All that will motivate students towards the realization of the objective should be given due attention. This paper believes that if motivation reigns in language learning it will make the target language acquisition a reality. It is observed that the kind of motivation given to the teaching and learning of English is not extended to Nigerian indigenous languages knowing fully well that Hausa and Arabic for instance are indigenous languages with majority speakers. The difference between curriculum package and curriculum implementation with motivation as their driving force which the research wants to unravel gives the need for this research.

Introduction

Curriculum could be seen as what are taught as subjects by institutions of learning or what are contained in subjects by institutions of learning. These subjects taught need to be in line with the aspiration of the learners and their immediate environment in particular and the global need in general. Whatever that inhibits the realization of such objectives calls for curriculum development. The nation has experienced what could be called inappropriate curriculum or what is unsuitable to our local needs. This is because many institutions that were established during colonial days subjected the nation's learners to the pattern and models of the colonizers' countries. This undermines the aspirations of the nation, hence, the need for the development or revision of our curriculum (Nucvihep, 2003). This in fact went a long way to improve the system of education of our dear country. We want to believe, therefore, that our curriculum should include current and relevant materials so as to place our education in its local milieu in order to serve our aspiration. We should inculcate in the implementation of our curriculum motivations that will bring language learning especially Arabic and Hausa languages to their learning goals. Without mincing words we have observed that curriculum implementation and the results on the targeted students are not in consonance with the objectives of the curriculum. Consequently the society is missing the gap. The gap which has been

observedly traced to the door steps of the teachers who deal only with the theoretical aspect of curriculum. At this juncture, we want to applaud the effort of the current curriculum designers for their articulation bearing in mind the nation's aspiration of language learning. The motivation of the students on the part of the teachers and the stakeholders in education to supplement the efforts of the designers should be encouraged.

Definition of Curriculum

The term curriculum and its definition has taxed many educators. According to Nucvihep, which shares Obanya's (1996) opinion who ascribed ambiguity and lack of precision to the term curriculum, Okula and Ali (1977) opines that curriculum field is by no means clear as a discipline of study and as a field of practice. It added that curriculum lacks clear boundaries. However, Nucvihep sees curriculum as the set of activities that are geared towards the achievement of the institution's educational objectives. It goes further to tell us that it includes all the efforts or inputs made by the institution to support the implementation of the curriculum. It sees the outcomes of the curriculum implementation process as talent development, acquisition of knowledge and skills as well as the improvement of intellectual ability. We believe that the curriculum of an institution should deal with all the scheduled activities undertaken in that institution and the moment any of those aspects is deficient, the curriculum become inadequate and this necessitates an improvement or revision. Therefore, curriculum developers should see motivation as an ingredient in language learning. Teaching process as a veritable tool to proper curriculum implementation should see motivation as an important aspect. The need for teachers motivation also should be emphasized because it plays a key role in language learning as Olagunju (2009) asserts that motivation is one of the strategies teaching of language can use to attract the attention and interests of their students. It can be inferred from the above that motivation serves as an important aspect of curriculum implementation.

Curriculum development implies not only the activities of curriculum specialists in designing the curriculum document, but also the activities of the classroom teachers and learners in planning, organizing, implementing and assessing learners in the schools with the aim of achieving the educational goals of the society. Curriculum specialists such as Nicholls and Nicholls (1978), Onyike (1984), Oriaifor (2005) and Obinefuna (2009) present curriculum development as the process of planning and assessing instruction. Curriculum development is a continuous process aimed at ensuring the continued relevance and responsiveness of the curriculum to societal needs.

Curriculum Development in the Pre-colonial Era

Before the advent of colonial education in Nigeria, people acquired indigenous education in the families, age groups and other institutions. The major aim of the indigenous education was to produce an individual who is honest, respectful, skilled, cooperative and confirming to the social order of the day (Fafunwa, 1990). The curriculum development process, involved listening, observation, imitation and participation in life activities. The vocational training was given through apprenticeship system. The arrival of Islam and Islamic education altered the curriculum development of process in the sense that Islam brought

writing. Just as is the case with the Christianity which came with book and teach people how to read and write.

Curriculum Development in the Post Colonial Period

After the independence in 1960, the agitation of Nigerians regarding the inadequacy of the colonial curriculum to prepare learners for effective life in Nigerian society and for contribution to the development of the new nation was intensified. This culminated in the first national curriculum conference in 1969 which was aimed at taking a sector-wide review of the education system identifying new national goals of education and proposing strategies to make the curriculum at all levels of the education system relevant to the Nigerian society. A review of the recommendations of the conference at the 1973 national seminar resulted in the publication of the National Policy on Education (NPE) in 1977, 1981, 1998 and 2004. The NPE specifies the type of quality of instruction that should be provided so as to help learner at all levels of education to achieve the aims of permanent literacy, numeracy and effective citizenship.

The Stages of Curriculum Development

The stages that are involved in curriculum development according to Nucvihep (2003) are situational analysis which is explained as situational review. The curriculum development could be dealt with using different models. The model which is employed for this study i.e. situational analysis is one model that puts curriculum development firmly within a contextual framework. Teachers are seen as the facilitators in language acquisition which to be impacted on the learners. This is the means by which with knowledge of each specific situation but also to motivate them so as to fill the gap. The gap which has made Arabic and Hausa languages a theoretical study.

The situational model as Nucvihep (2003) puts it focuses on the assumption that curriculum development should be on the context where learning takes place. We, therefore, see the situation as the institution and what goes on especially in the classroom which involve teachers and the learners as well as the environment where learning takes place. One of the stages of this model; situational analysis is the analysis of the interacting elements. The external factors that concern this study is the parental and community expectations, while internal factors that have bearing to our study are learners and their attributes, teachers and knowledge cum motivation.

In language acquisition which is much wider than having the language theory, motivation is highly important. This will help teachers to focus on the community goals of language learning. Teachers should as well be ready to provide on the spot assessment and motivation with a view to making genuine

innovation regarding language acquisition.

Arabic and Hausa Language in NCCE Minimum Standard

Efforts of the designers of NCCE minimum standard should be applauded especially the latest edition for languages. According to NCCE minimum standard (2012:1) philosophy of Arabic language in the teaching and learning process is stipulated. It sees Arabic and Hausa languages as languages that could bring about growth and development of man in terms of cultural, intellectual and political life. It emphasizes the articulation and well-spoken teachers. The teachers should therefore improve on their competence in communication which in

enable students results which is the language acquisition and its application attainable.

The standard in fact, prepares student-teachers for the task of acquiring the languages. Teachers innovation still need to be improved upon. The area that touches much on language acquisition is Arabic fieldwork and acculturation with code ARB 211 and *Samun damar cudanya da Hausawa don lakanlar harshen* Hausa with code HAUL_2 124 as one of the mandatory and compulsory requirement for each of the two languages. Despite the beauty of these two programmes, the students face a myriad of problems. The twelve weeks slated for the programmes is not enough to really give the students the opportunity to acquire the languages. Others include financial problem, harsh weather condition and insecurity of the places. According to Musa and Olaiya (2006) the impact of the programme is not really felt on the students. The time spent by the students and academic works in those places need to be revisited. The issue of financial handicap is also noted in their opinion. The Boko Haram insurgence which is making the Arabic village a total insecure environment further adds to the problem. Many institutions have started to think of other alternatives rather than the war ravaged Bornu state where the institution is cited.

Although NCCE courses that are of language acquisition are included in the curriculum oriented such as ARB 112 which involves oral Arabic reading, speaking and the writing skills and ARB 222 which has to do with reading, conversation and translation. These courses are not enough to really impact on students the goal of language acquisition unless teachers endeavour to innovate and motivate the students. The

hanyar saurare da magana a harsen Hausa, HAU L_2 121 *Ci gaba da koyon sadarwa ta hanyar sauraro da magana*, HAU L_2 211 *Sadarwa a cikin harshen Hausa* and HAU L_2 321 *Zuzzurfar sadarwa a harshen Hausa*. Students are given the opportunity for language acquisition but the type of attitude shown by the students, slower this opportunity.

The above courses should help students to acquire the language but the discouragement suffered in their environment serves as a setback in their language study. This is not unconnected with what we observe as a large percentage of them after spending three years could neither speak nor write good Hausa sentences. The result of this is that, according to our observation, they usually opt for other subject in their combination during teaching practice exercise. They are not proud of what they read nor do they have confidence as well. They also face a lot of discouragement by their friends. This gives adverse effect on the programme as a whole. The lack of motivation has subjected the students to

undue intimidation from their fellow students and this has gone a long way to discourage them in learning of these two languages.

The language education policy which is backed with well designed programmes is failing due to lack of adequate political will on the part of government. The motivation given to learning of English, if it is extended to the learning of Hausa language, the programme would have been very successful, the students and the society would have benefited from the wealth of the languages. The indigenous language policy in Nigeria suffer a setback due to lack of proper implementation. Dada 1999 in Olabode (2011) believe that for any

monitored and continuously evaluated in order to ensure its relevance. Also in a reappraisal of secondary education by the National Curriculum Review Conference organized by the implementation committee of the National Policy on Education in 1991, experts agreed that, education in Nigeria was not achieving its aims and objectives because of poor implementation of the nation's policies on education (Olabode, 2011). And to corroborate this assertion, Obanya (1992) concluded after analyzing education in Africa that,

> All over Africa (and in Nigeria of course) education is not yielding the desired dividends. The individual beneficiary of education has not acquired the right knowledge, skill, values and attributes and has not had the desirable impact.

In this regard education as a whole language inclusive has been appraised, and from general observations it could rightly be said that the Hausa L_2 programme and Arabic language are not yielding the desired results. The objectives as stated in national commission for colleges of education minimum standard has not been achieved. The programmes which are meant for the non native speakers, the interest shown by the students is not encouraging at all.

Motivation and its Roles in Arabic and Hausa Teaching and Learning Process

Motivation as it is related to this paper is seen as eagerness and willingness to learn languages without being forced or told to learn them especially Arabic and Hausa languages. It is, therefore, very important to examine the roles of motivation in the process of teaching and learning Arabic and Hausa to

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learning cannot be overemphasized. It is an important influential factor in language teaching and learning process. It is not exaggerated to say that the success of language teaching and learning process relies heavily on motivation and the success of language teaching and learning process is congruent to the level of motivation. We can therefore, say that the success of learning Arabic and Hausa languages depends on high or low level of students' motivation and the key of success in learning and teaching language process. According to Aji (2008) without motivation, it will be difficult if not impossible to reach the goal of learning. Endowing students with motivation will make students enthusiastic about the teaching learning process of Arabic and Hausa languages and this will further increase their interest in the learning of the two languages.

Motivation influences students positively and it goes a long way to determine the realization of goal of teaching and learning process. Aji (2008) discusses the internal and external factors that influence students motivation.

According to him external factors include social life, the teacher, the methods and learning environment while internal factors have to do with students' needs, interest and enjoyment.

The social life of Arabic and Hausa students is not encouraging. This is so because the society in which they live see the languages as that of religion in case of Arabic while Hausa is viewed by the society as a language of another tribe. Teachers' efforts to encourage the students are not strong enough to lead to needed motivation for the students. The methods used by Hausa and Arabic teachers need to be overhauled so that necessary improvement is put in place to motivate them.

by. Many primary and secondary schools in the southern part of the country cannot boast of a single Arabic or Hausa teacher. After completing their education, there is not job prospect and government at different levels have not been offering jobs to graduates of Hausa and Arabic languages.

The driving forces that make the learner to work hard could be seen as extrinsic factors that lead to motivation. According to Aji A. (quoted by Alarmer 1988) extrinsic motivation is

> caused by any member of outside factor that might include the hope of financial reward, need to pass an examination, or the possibility of future

another external factor which influences students' motivation. The present environment is not all that conducive for Arabic and Hausa language learning and this kills the morale of the students with consequent low enrolment in the departments. The two languages are not pre-requisites for entering higher institutions nor are they needed in the world of work as is the case with English language which is also needed to communicate in their social life.

Another intrinsic factor is interest. A student that is interested in studying Arabic and Hausa languages will easily reach the learning goal. In a situation where students are forced to read whatever is not in his/her interest brings about low motivation or none at all. Enjoyment is another intrinsic factor which its non-availability brings about low motivation on the part of the learners.

Arabic and Hausa students' anticipation which is not always met reduces their level of motivation. The purpose of our education in Nigeria context is to get reward and this is the job opportunity which is not easy to come

The above has put it straight the reasons for low motivation for Arabic and Hausa students in the learning of Arabic and Hausa languages.

Teachers and Motivation

Motivation as discussed above is a key factor to language learning. As a teacher one should employ all strategies to motivate students. According to Aji (2008) the strategies which can improve students' motivation include giving interesting materials, setting good goal and creating conducive learning situation. The materials to be given should be firmly context embedded such as familiar situations, language and character and real life conversations that are meaningful, realistic and achievable by students. Aji also makes mention of conducive classroom environment such as the presence of all kinds of visual materials to make it more comfortable.

The teachers' roles in motivating students are not enough. Other extrinsic factors such as social life of the students, the needs of the students which we believe and commands the interest of the

students is beyond the responsibilities of teachers. The people concerned need to gear up efforts so that the languages despite its social needs do not go into extinction. There is need for proper counselling of students by their teachers, so that the prospects of learning the languages are explained to them.

Conclusion

The curriculum of Arabic and Hausa L_2 programme for N.C.E students as well as its implementation has not yielded the desired result because of the missing gap. The gap which all stakeholder need to join hand with the teachers to fill. The gap is the motivation of students from every angle in order to

study of these languages, thereby making them to put in their best. We want teachers and everyone involved in the language education process to know that the time, energy, enthusiasm and planning that you have invested in the design of the curriculum, and the provision and arrangement of resources could all be wasted if you fail to sell the idea effectively to the students by giving them strong motivation for learning the languages.

Recommendations

For the objectives of these language programmes to be achieved, the role of motivation cannot be ignored. Teachers have to acknowledge the fact that if those students of language 2 programmes are strongly motivated they will exhibit their competence as well as performance.

The following are some useful steps to be taken:

- Government should show genuine interest in the language policy especially indigenous languages by making it compulsory to SS 3 level especially the Hausa language.
- Backup the policy with all the necessary infrastructure including
- Give students of these languages the incentives to support them.
- Government should take the financial responsibilities involved in the issue of acculturation.
- Employment opportunity should be given to those students who study Hausa or any of the major Nigerian languages as L_2 both at Federal and state levels.
- Arabic language should be taught right from primary school level of Nigerian education system.

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EVALUATING THE IMPACT OF ICT IN N.C.E CURRICULUM: ISSUES FOR NATIONAL DEVELOPMENT

BY

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Abstract

The importance of Information and Communication Technology in teaching-learning process, and indeed national development cannot be over-emphasised. The study investigated the state of the availability and level of ICT usage in impacting knowledge in Colleges of Education to the learners. Two hundred students were randomly selected from Emmanuel Alayande College of Education, Oyo. The subjects responded to a twenty one (21) item questionnaire on their level of awareness, availability and utilization of ICT instructional materials. The instruments were validated using Spearman-Brown formula and 0.86 correlation coefficient was obtained. Simple percentage was used to analyse the data collected. The study revealed that ICT facilities such as, video projector, slide projector, overhead projector, computer software were lacking, and that the ICT resources available were used for administrative purposes and not for teaching. It was therefore recommended that there should be active popularization of the available new ICT resources for teaching, stakeholders in education should organize seminars and workshops for lecturers on the use of ICT resources and government needs to fund ICT programmes by making available all resources needed for teaching available for both teachers and students.

Introduction

Information and Communication Technology (ICT) is an umbrella term that covers all advanced technologies in manipulating and communicating information. The terminologies, Information Technology (IT) and Information and Communication Technology (ICT) are used interchangeably (Duguryil, Duguryil & Katnyon, 2006); Ayelaagbe, 2012; and Aderele, 2012). The principles of ICT in education promotes the development of IT in the context of using ICT as learning tools.In the information age, educators are more interested in maximizing the benefits of ICT to enrich classroom instruction and learning processes. Effective and meaningful learning can only be made possible with the material and human resources such as ICT. On the other hand, ICT refers to a whole range of technologies involved in information – processing and electronic comunications. It includes the radio, television, videos, computers, sensors, interface boxes, email, satelite connections, internets and all the software and materials which are employed by teachers for teaching and learning processes (Akindolu,2002; John, 2003).

According to Adelere (2012), the intervention of ICT makes it possible for teachers to share knowledge through the internet from one person to the other. Ogunmola (2014) quoted Nwachuckwu (2010) stated that computers connected to communication networks now provides access to vast amount of data such as international news, business, science and education. Now that the information is at the tips of our fingers, we need to utilize the opportunity by using ICT to transform

our educational system and enrich our curriculum.

Computer in the educational system has been found to increase the time learners devote to learning, enhance the speed of availabilty of data and information, provide immediate feedback, assit less qualified teachers and increases their efficiency and effectiveness (Chukwu, Ajere & Afolabi, 2003; Okuneye & Tony, 2006). Researhes have shown that most teachers in Nigeria do not have ICT support from their employer, and majority rarely apply ICT in instructional delivery (Busan, 2003; Cirfact, Zumyil & Ezema, 2003; Duguril, Duguryil & Kantyon, 2006). Adelere (2012) corroborated this and submitted that most lecturers could not teach with ICT resource and the materials were not accessible to students and lecturers. For the impact of ICT to be felt on the teacher in training and for the nation to develop technologically, the objectives of Nigeria's ICT policy must be embraced in our country, as stated by Salawu (2014), which are to ensure that ICT resources are readily available to promote efficient national development, empower Nigerians participate in software and ICT development, establish and develop ICT infrastructure and maximize its use nationwide and to create ICT awareness and ensure universal access in promoting ICT diffusion in all sectors of national life.

Okuneye (2006) citing Landu (2003) and Enwereonye (2002) stated that computer is an object of instruction and vehicle for instruction, object of instruction when learning about computer itself, and vehicle for instruction when it is used to deliver instruction in classroom either partially or totally. Delievery of instruction via computer, however, is in two categories;

- Computer Assisted Instruction (CAI) where the teacher is substituted with the computer and learners interact directly with the system; and
- Computer-Managed Instruction (CMI) where the computer keeps records of the child's learning experiences and needs (Salawu, 2014).

Olagunju (2003) opined that computer can be used to enrich existing curriculum through the adoption of various instructional programme. He stressed further that internet contains a variety of educational resources that can be accessed for used by both teachers and students. The World Wide Web (www) can be used in locating appropriate education concepts, Ideas and activities for solving variety of assignments.

Duguryil, Duguril and Katnyon (2006) stated that there is need to inculcate computer into education in our school. The Federal Government of Nigeria approved the National Information Technology policy in March 2001 in recognising of the role of ICT IN education. The Vision statement of the policy is to make Nigeria an ICT capable country in Africa and a key player in the information society by 2005. One of the vision statement was to use ICT as a means for sustainable development in the area of educational institution, and this can be done if the teachers in training were exposed to the use of ICT right from schools. (Ayelaagbe & Loto, 2012).

Obiyemi (2012) stated that ICT should be used to enhance classroom teaching-learning through the flexible classroom pedagogical interaction with the use of communication technologies to enhance learning classroom assignment and submission of such can be given through internet. Nonetheless, most of the

lecturers cannot teach with ICT resources and the materials are not accessible to students and lecturers (Aderele, 2012).

Statement of the problem

In this millennium age when ICT is well recognised and appreciated all over the world, Nigeria is yet to be widely involved in the Technology Development. This is because, Nigeria still lacks conceptional clarity on the role of ICT in national development and the need for its integration into the educational institution curricula. Therefore, the study is necessary to find out the impact of ICT on N.C.E. programmes in Emmanuel Alayande College of Education, Oyo.

Research Questions

Based on the problems identified in the statement of problem above, the following research questions were highlighted to serve as a guide:

- Are ICT resources available for teaching and learning in Emmanuel Alayande College of Education Oyo?
- Do lecturers and students have access to internet facilities in Emmanuel Alayande College of Education, Oyo?
- Are lecturers making use of computer and ICT facilities in teaching- learning process in Emmanuel Alayande College of Education, Oyo?

Methodology

Research Design

The design of the study was descriptive survey research as it helps researcher to gather information on the problems affecting the impact of ICT in the teaching and learning process in Emmanuel Alayande College of Education. This is used because it is the most appropriate and accurate for this study.

Population of the Study

The population of this study comprises of all 200 level students of the five schools in Emmanuel Alayande College of Education, Oyo.

Sample and Sampling Procedure

The researcher used systemic random sampling method to select forty (40) students from each school to have a total of 200 subjects altogether as it shown below. Since all students were expected to know how to make use of ICT in the teaching learning processes.

SELECTED SCHOOLS	RESPONDENTS
Art and Social sciences	40
Education	40
Languages	40
Sciences	40
Vocational and Technical Education	40
Total	200

Instrumentation

The main instrument used for data collection was a self-constructed questionnaire titled; Availability and Usability of ICT in Classrom Teaching Questionnaire (AUICTQ). The instrument is made of two sections (A and B). Section A deals with respondents' bio-data while section B contains items that deals with availability and utilization of ICT resources.

Validity of Instrument

The drafts instrument (questionnaire) were given to two lecturers in the field of educationed evaluation, one lecturer in educational technology and computer science for face and content validity. The amendment and suggestions made by them were used to correct necessary errors which made the instrument good for the study.

Reliability of Instrument

The instrument was tested with test-retest reliability method and reliability coefficient of 0.86 was obtained. It means the instrument is reliable to collect the necessary data it was designed to test.

Administration of Instrument

The researcher met with the course representatives of the selected schools in different days. He created a good rapport with them. He sought for permission and their co-operation. It was easy to collect questionnaire and respondents found it easy to fill because of its simple nature.

Method of Data Analysis

The procedure for data analysis was based on simple frequency count for the respondents' data and simple percentage were used to analyse the data collected.

All the 200 students responded to all the items in the questionnaire. Table 1 and 2 show students' responses.

Results

Analysis of ICT Resources Availability in the College for Teaching and Learning

Table 1: ICT resources available in the college for teaching

	Items	YES	%	NO	(%)
1	Video projector	0	0.0	200	100
2	Audio tape player	10	5.0	190	95.0
3	Slide projector	0	0.0	200	100
4	Video Cassette	5	4.5	190	95.5
5	Television	20	10.0	180	90.0
6	Over Head Projector	9	4.5	191	95.5
7	Internet	70	35.0	130	65.0
8	Computer Software	20	10.0	180	90.0
9	Computer Set	140	70.0	60	30.0
10	Public Address System	160	80.0	40	20.0

Analysis of the Accessibility to ICT Resources for Teaching and Learning

Table 2: Accessibility to ICT resources for Teaching

S/N	Items	YES		NO	
		No.	%	No.	%
1	Lecturer teaches with ICT resources	24	12	176	88
2	School connected to internet	120	60	80	40
3	Administrative work are done with computer.	140	70	60	30
4	All lecturers have access to internet in their offices	24	12	176	88
5	Lecturers use different CAI programme for their lecturers.	00	0	200	100
6	Assignment were sent to students through internet by lecturers	00	0	200	100
7	All payments were done through internet	140	70	60	30
8	Admission of student was done through internet.	160	80	40	20
9	Authority always send information through internet	20	10	180	90
10	ICT is included in N.C.E curriculum for all discipline.	00	0	200	100
11	All your lecture rooms have Public Address system	60	30	140	70

Research Question 1: Are ICT resources available for teaching and learning in EACOED ?

Table 3: ICT Resources availability in the College for Teaching and Learning

S/N	**ITEMS**	**YES (%)**		**NO.**	**(%)**
1	Video projectors	0	0.0	200	100
2	Audio tape player	10	5.0	190	95.0
3	Slide Projector	0	0.0	200	100
4	Video Cassette	09	4.5	191	95.5
5	Television	20	10	180	90
6	Overhead projector	09	4.5	191	95.5
7	Internet	70	35	130	65
8	Computer software	20	10	180	90
9	Computer set	140	70	60	30

Table 3 revealed that 70% respondents said computer sets were available and 80% said public addresses system was available, also 35% said there was internet facility in the school. More than 80% said the rest of ICT resources like video projector, slide projector, computer software and television were not available and this is in agreement with the finding of Duguryil, Duguryil and Katnyon (2006) which stated that in Nigeria today textbook, chalkboard and traditional laboratory/workshop facilities are no longer adequate to cope with the amount and type of information, skills and competences expected of students in the teaching learning process, he stressed further by citing Okwo (1994) that ICT or computer assisted instruction has proven capacity to proovide concrete and realistic experiences that it makes information processing easier, faster and efficient. This is because it brings outside experiences to the classrroom thereby providing the learners the opportunity to go beyong the capability of their teachers.

Research Question 2: Do lecturers and students have access to internet facilities in EACOED?

Table 4: Accessibility to internet facility

S/N	ITEMS	YES		N0.	
		No.	%	No.	%
4	Lecturers have acess to internet in their offices.	24	12	176	88
9	Authority sending information through internet.	20	10	180	90
11	Lecture rooms having public address system	60	30	140	70

Table 4 indicated that only 12% of the respondants agreed that lecturers have access to internet facilities in their offices and 30% agreed that there are public address system in their classroom of which 70% disagreed which implies that both students and lecturers do not have access to public address system that supposed to be permanently installed in all classrooms, 10% of the respondents agreed that authority is sending information through internet and the rest 90% disagreed which was against the Nigerian's ICT policy as stated by Salawu (2014), that the country should create ICT awareness and ensure Universal access in promoting ICT diffusions in all sectors of natural life particularly in education sector.

Research question 3: Are lecturers making use of computer and ICT facilities in teaching-learning process in EACOED?

Table 5: Utilization of ICT in the teaching learning process

S/N	ITEMS	YES	%	NO.	%
1	Lecturers teach with ICT resources.	24	12	176	88
2	School connected to internet.	120	60	80	40
3	Administrative work are done with computer	140	70	60	30
4	All lecturers have access to internet in there office	24	12	176	88
5	Lecturers use different CAI programme for their lecture	0	0	200	100

Table 5 showed that only 12% agreed that teaching is done with ICT facilities while 88% disagreed, 70% agreed that administrative works are done with

computer that were available while 30% disagreed. 100% of the students agreed that computer aided instruction are not used in teaching not to talk of sending assignment through the internet. Olagunju (2003); and Okuneye (2006) stated that ICT should be used to enrich existing curriculum through the adoption of various instructional programme.

Conclusion

ICT has come into education to improve the teaching and learning processes. Every person involves in the preparation of our youth for the 21st century work environment has unreserved obligation to learn how to apply appropriate ICT for the teaching of skills which mordern day employers require of their entry level employees.We need to update ourselves in respect of knowledge and ability to utilize ICTs in our day to day activities.

Recommendations

Based on the outcome of the study, the following recommendations were suggested:

- There should be mass and active popularization of the available ICT resources that could be used for teaching and learning processes.
- The ICT curriculum in N.C.E programme should be more of practical than theories
- Government should fund ICT programmes and make all the resources available for teachers and students for education and national development.
- There is need for the government and school authority to employ programmers and computer experts that will always be available in the five schools to assist lecturers.
- There is need for seminars and workshops to be organized by the school authority for the lecturers on the use of ICT resources from time to time
- The internet facility should be made available in the offices of the lecturers for better performance and accessibility.

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CHALLENGES IN THE ACHIEVEMENT OF CURRICULUM GOALS: THE CASE OF ARABIC SCHOOLS IN NIGERIA.

BY

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Abstract

Curriculum connotes all desirable learning experiences planned and implemented to achieve overall educational goals of a nation. This implies that such goals can not be deemed to have been realized if a section of the nation's system of education is marginalized. This paper therefore examines the challenges facing Arabic schools and their effects on the achievement of curriculum goals in Nigeria. The paper further lays bare the curricular contents of Arabic schools in Nigeria in order to showcase their strength and challenges in the context of Nigerian educational system. The paper recommends among others that government constitute a board to reshape, monitor and supervise all activities of Arabic schools and ensure a proper implementation of their curriculum.

Challenges in the Achievement of Curriculum Goals: - The Case of Arabic Schools in Nigeria.

Odubunmi (1994), citing Kerr (1968), defines curriculum as all the learning planned and guided by the school. In the words of Onwuka (1981), curriculum consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behavior of pupils as a means of developing the personality of the individuals. Curriculum is usually designed to prepare young people to participate as productive members of our culture.

In the light of all the above, Odubunmi explained that curriculum implies all the desirable learning experiences – cognitive, psychomotor and effective, planned for the learners under the direction of the school to achieve educational goals and the procedures strategies and materials employed for effective reconstruction of such experiences.

The aspects of the above definition which include: The desirable learning experiences and activities; the desiring of the experiences and activities to achieve educational goals and the use of the appropriate materials, procedures and strategies for curriculum implementation; are what gives credence to the importance of this study. The goals of education most especially dictate the curriculum contents as well as materials and strategies for its implementation. The Nigerian educational goals could therefore be fully realized if the curriculum content is suitable and properly implemented.

The Goals of Educational in Nigeria

The Nigeria National Policy on education is explicit on the national objectives of Education in Nigeria. They include:

i. A free and democratic society.

ii. A just and egalitarian society

iii. A united, strong and self – reliant nation;

iv. A great and dynamic economy.

v. A land of bright and full opportunities for all citizens

In order to achieve these goals through the use of appropriate curriculum, the following are the educational aims as embedded in the national policy on education.

i. The inculcation of national consciousness and national unity

ii. The inculcation of the right type of values and attitudes for the survival of the mind in the understanding of the world around and

iii. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The above objectives and educational aims are expressed in simple language and unambiguous words for stakeholders to understand and imbibe. But since the time of its formulation and reviews the Nigerian Nation is still very far from realizing them. The Nigerian Education Sector is already bored down by various forms of challenges. Such challenges need to be examined in order to properly address issues connected with this study.

Challenges in the achievement of Curriculum Goals in Nigeria

The nature of the learner, the subject matter and the society are key factors worthy of consideration while designing a curriculum: Since the child uses a knowledge acquired in a particular discipline to function in the society, he should be conversant with the happenings within the society so as to enable him function in such society. (Odubunmi and Salawu1994)

Therefore, the happenings or changes, or current new trend or development in the society poses serious challenges or renewal. The new trend and development are particularly worthy of attention when they vehemently contradict the objectives and aims of education in the country.

According to Odubunmi and salawu (1994), from the fact that each country of the world has her own problems that could be solved by modifying a particular curriculum, there are some happenings in the world which call for curriculum change. Such problems according to the writers include problem of knowledge explosion, challenges of automation, challenges of leisure, threat to world peace, famine and problem of population explosions.

Even though, curriculum content of Nigeria educational systems has failed abysmally to prepare citizens for economic development, it has not equally fulfilled another important role of ensuring national unity. We are yet to evolve a system of education that integrates and binds us together as one nation and emphasize interdependence of all ethnic groups. Nigeria stands in deer need of a curriculum that stimulates patriotism and at the same time lay the foundations for international understanding and co-operation.

In this era of moral degeneration, and widespread corruption; our society is equally bedeviled with social and political conflicts. Over the past few years, thousands of people have been killed in many ethnic and religious clashes and Behind these conflicts lie the interest of the elites in Nigeria (Oyewole 2006) and most recently, the spate of barbaric destruction of innocent lives by the Boko – Haram sect raises a big puzzle. Could a better system of education have prevented this menace? Could the

formulation and implementation of appropriate curriculum remove this crisis from our state and promote true citizenship? A citizenship which implies love of one's country, selfless service, and the placing of national well being before personal gains

Another impediment to attainment of curriculum goals is the failure of Nigerian state to provide a truly universal basic education for its citizenry. The stipulation in the UBE law that urchins and street children be given free and compulsory basic education is still in theory. The law which particularly uphold the right of government to arrest such children, settle them in schools, and reprimand their parents have not been or are quite difficult to implement. For how could a government who is conscious of and even responsible for economic hardship being faced by the citizenry ban child labour? In order to ensure the universality of education in Nigeria, the universal basic education law further extends its dragnet to the students of Arabic schools. But beside few Almajiri schools established in isolated locations in the state, the government has continued to neglect the Arabic schools, thereby sectionalizing opportunities to universal basic education in Nigerian.

The main objective of the Paper therefore is to show-case the state of Arabic schools in achieving the goals of Nigeria curriculum vis-à-vis educational system. The negligence of this teeming young scholars will in no small measure constitutes a set- back in the attainment of universal basic education goals and the making of perfect citizens and patriotic Nigerians

Arabic schools and the challenges in the achievement of curriculum goals

The history of Arabic studies in Nigeria is traceable to the period of advent of Islam. Its studies started during the reign of Kanem-Bornu kingdom around 7th century C.E. During the reign of Sultan Yakub in the15th century when in Kano, the Fulani teachers from Mali infiltrated the Hausa land for settlement. Many people were taught Arabic to boost their understanding of Islam, and during the reign of Muhammad Rumfa (1463-1490) the study of Arabic language together with Islamic studies were further promoted. The sultan especially built mosques for the observance of prayer. Arabic studies in Nigeria however received a boost during the Sokoto caliphate established by Uthman by Fudi (1790-1893). This was the period when Islam penetrated into Yoruba land alongside the teaching of Arabic. In essence Arabic language served as the first non native language in Nigeria (Lawal 2000). Meanwhile, the teaching of Arabic throughout the world had been a history of the spread of Islam. This is one of the reason why elementary Arabic schools in Nigeria were called Quranic schools, and both Arabic and Islamic studies were taught simultaneously (Lawal) the aim of the Quranic schools among others is to provide religious and moral training (Aleem 2006). With the evolution of modernized Arabic schools, the aims were further expanded to include the promotion of scholarship in Arabic and Islamic studies; bringing of modernity into the teaching of Arabic and Islamic studies; to develop in students the skills of listening, speaking reading and writing in Arabic language; to make students good Muslims and to facilitate the propagation of Islam and Islamic values (Opeloye 1998).

As mentioned earlier on, Islamic learning started in Borno and Hausa land and later spread to Yoruba land. In Hausa Land two stages of Quranic schools were developed; they were Makaranta Alo (tablet schools) and Makaranta Ilimi (the higher school). The first teachers in the

schools were either the Hausa scholars themselves or those who had undergone training under them.

The Quranic schools system which is known as Ile – Kewu in Yoruba land also represent a foundation of Islamic learning in Yoruba land. The stages of learning in Ile-kewu or the traditional Arabic school could be categorized into three; the elementary or primary; the Ilmi school (secondary school) and post Ilmi school (post-secondary school).

Meanwhile, the Arabic schools in Nigeria have not fully contributed in the achievement of curriculum goals. Aside from the obvious fact that they do not operate uniform and organized curriculum, those in place are never subjected to constant review and adequate monitoring by any agent of government. Uniform and standard textbooks and other teaching materials are not in place and most of the schools even adopt imported books from countries in the Arab worlds

Other problems that continue to hamper their progress include lack of adequate infrastructure in the schools, poor remuneration of teachers and failure of the proprietors to re-train teachers in seminars and workshops, and above all, governments at all levels have remained insensitive to their needs. This has been the case despite their positive contributions in the achievement of curriculum goals in Nigeria.

The features of traditional Arabic schools in Nigeria

The learning environments are usually mosques, teachers' houses or surroundings and even under the trees. Rote learning method is employed in teaching and students are made to celebrate Walimah (graduation ceremony) as a mark of completion of a stage of Arabic and Quranic education (Opeloye 1996). According to him a Mallam could gather his own children and those of his Muslim neighbours in his sitting room or in the verandah of his house and start a Quranic school. Mosques were also used as venue for Quranic classes with pupils sitting together on mats spread on the floor. There is no age limit in this type of school and so pupils of different ages could be on the same level of studies. The duration of the course is not specified, one could therefore spend between four and ten years before one graduated. Official uniform was unknown in this level of Quranic schools as pupils wear different kinds of dress. No tuition or other fees were paid by the pupils to the Mallam he is only rewarded with gifts of money and food during Wallimah (graduation) ceremony.

Evolution of Modern Arabic Schools in Nigeria

The traditional set- up of Arabic/Quranic schools still abound in large numbers in Nigeria and this is true in spite of the evolvement of modernized Arabic schools in the country. Many of these modern Arabic schools have shown their marks in both northern and southern Nigeria. Some of them include School of Arabic studies, Kano; Al- Adabiyyah Institute of Arabic studies, Ilorin, Institute of Arabic studies, EleKuro Ibadan; Kharazi Memorial Arabic school, Ibadan; Amin Arabic School, Iwo and Arabic Training Centre (markas) Agege Lagos, just to mention but a few.

In these schools, pupils are in most cases organized in Mosques or classrooms where benches are provided for them to sit on. They revised their lessons in such a solemn manner that no pupil disturbs the other, this was unlike the traditional Quranic schools where pupils chanted their different lessons in a loud voice. The use of relevant texts by

the individual pupils and the use of chalkboard by the teacher (Muallim) give the school some semblance of modernization. The curriculum content is also fairly organized when compared with that of traditional Arabic schools. For more vivid presentation it suffices that one gives an highlight of curriculum content of the two types of schools.

Curriculum Content of Arabic Schools in Nigeria

There are two fairly distinct curricular in Arabics schools. The Modernized Arabic schools having developed a more comprehensive and organized curricular. In the traditional Arabic schools the primary level is devoted to the reading and writing of Quranic verses and completion of the reading of the Quran, the pupil celebrate his Wallimah and transit to the Ilmi (secondary) class.

At the Ilim class, the student is made to learn the meaning of the Quranic verses he had read and memorized at the previous stage. In addition to this , the pupil is also taught some Ahadith (saying of the prophet) with their meanings. This was to motivate him to love the acquisition of knowledge and live by it.

Other subjects in Ilmi class include fiqh (Islamic Junsprudence), Tawhid (basic knowledge of the unity of Allah), Tajwid (science of recitation of Quran), Nahw (Arabic Grammar), Sarf (morphology) Adab al – 'Arabi (Arabic literature), al Balaghah (Phetorics) Arud (prosody) and Sirah (biography of the prophet.(Lawal 2000). The post ilmi class or post secondary class is designed to make a student choose a specialization. In most cases, it was the knowledge of Tafsir (exegesis of the Quran that was choosen as an area of specialization, and Tafsir al-jalalayn (one of the most popular works on tafsir) is invariably used as the textbook. After the completion of this stage, the student have become a scholar who is able to read translate and interprete the Quran and other Islamic theological and philosophical works. (Lawal 2000)

The stages of learning in modernized Arabic schools are four. They include pre - primary stage, the Ibtidai (Pimary stage) Idadi (Junior secondary) and Thanawi (Senior Secondary).

The pre- primary stage is devoted to writing and reading of Arabic words and sentences. The pupils are also taught to memorize some short chapters of the Quran.

At other levels of study many subjects were introduced to the student based on their ability. For example, ahadith (Biography of Prophet Mohammed) is taught at all classes, but the most advanced studies of ahadith is taught only at Thanawi (Senior Secondary) class.

These subjects as enumerated by Aleem (2006) include Al – Insha (Essay or Composition , Al – Qiraah (Reading) , Al – Imla' (Dictation), An – Nawwu (grammar), As – Sarf (etymology), Al – Adab (Literature), Al – Fiqh (Jurisprudence) Al – Tarikh (History), As – Shariah (Islamic Law), al Qur'an and Hadith studies. Others which are exclusively taken in upper secondary class include: Jagrafiyyah al'alamil Islam, (Geography of Islamic World); Ulumus – Sihhah (Health Sciences); and Hisab (Mathematics).

These highlights can be presented in a table.

Curricular contents of Traditional Arabic Schools

Level	***Subjects***	***Contents***
Primary Stage	Arabic	Reading and writing of Arabic words
Primary Stage	Islamic Studies	Reading of the Quran
Ilmi Class	Arabic	Tajwid (Science of recitation of Quran Nahew (Arabic Grammar) Sarf (Morphology) Al – Balagah (Rhetorics) Arud (Prosody) Adab (Literature)
Ilmi Class	Islamic	Translation of the Quran Text meaning of Hadith (saying of the Prophet, Fiqh (Junsprudence) Tawhid
		(Basic Knowledge of the Unity of Allah). Sirah (Biography of the Prophet)
Post Ilmi Class	Islamic Study	Tafsir (Exegesis of the Quran)

Curricular Contents of Modernized Arabic Schools

Level	***Subject***	***Contents***
Pre – Primary Stage	Arabic	Reading and writing of Arabic letters and words
Pre – primary Stage	Islamic	Memorization of short chapters of the Quran, /Reading of the Quran
Ibtidai – Primary Stage)/ Idadi (Junior Secondary)	Arabic	- Qiraah (Reading) - Al- insha(Essay or Composition) - Al – Imla'u (Dictation) - An – Nahw (grammar) - As – sarf (Etymology) - Al – Adab (Literature)
	Islamic	- Al – Fiqh (Junsprudence) - As – Shariah (Islamic Law) - Al – Quran and/ Hadith (Biography of the Prophet)

Thanawi	Other Sciences	Al – Tarikh (History) Jagrafiyyah Al ‘ Alamil Islam (Geography of Islamic World) Ulumus – Sihhah (Health Sciences) Hisab (Mathematics)
	Arabic	Qiraa, (Reading) Al – Insha (Essay in composition) Al – Imla’u (Dictation) An – Nahw (Grammar) As – Sarf (Etymology) Al – Adab (Literature)
	Islamic	Al – Fiqh (Junsprudence) As – Shariah (Islamic Law) Al – Quran Hadith (Biography of the Prophet)

Many scholars have expressed views on the circular contents of Arabic Schools. For example, Lawal (2000) observed that the curriculum is inadequate and that the teaching of other sciences apart from Arabic and Islamic Studies should be introduced to the students right from the lower secondary stage. He also criticized the use of outdated foreign books by the Arabic Schools. He canvassed for the adoption of modern text books written by indigenous scholars of Arabic and Islamic Studies. Aside this view, Aleem (2006) opines that competent teachers should be appointed by Arabic Schools to handle the subjects in the curriculum, and that the current trend in education calls for constant organization of seminars and workshops for the teachers.

It is however note – worthy that many modern Arabic schools in Nigeria have in recent times succeeded in establishing and registering Joint Examination Bodies. Some of them include JEBAIS (Joint Examination Board for Arabic and Islamic Schools) and NBAIS (National Board for Arabic and Islamic Schools). The examination bodies having been duly accredited by the Education Ministry have been recognized to conduct ordinary level examinations and award certificate for students of Thauawi (The Upper Secondary) Stage in Arabic Schools. The inclusion of Subjects like English Language, Mathematics, Biology, History and Government into the syllabus of JEBAIS and NBAIS have also forced many proprietors of Arabic Schools to seek for services of teachers or handlers of these subjects. (Aleem 2006).

It is not a gain – saying that many students have successfully passed these examinations, gained admission into tertiary institutions and finished with above average performance in Arabic and Islamic Studies as well as history. This is a very positive development which must attract the attention of stake holders in curriculum development.

Conclusion and Recommendation

From the fore – going, it could be inferred that the plans towards the attainment of goals of education in Nigeria is in conclusive without attending to the needs of these Arabic Schools with a teaming population of Nigeria. The slogan of Universality of Education especially calls for the integration of all sectors of formal education in the plan of action.

The aims of Arabic schools in Nigeria truly corroborate the National educational goals. These schools have over many centuries imparted moral and religious education in their students. Many of such students have been trained to be mentally alert through training in memorization of Quranic Verses and ahadith. These schools also produced Arabic Linguists and Scholars who can and have always proven their metle whenever they seek further education even abroad. Examples abound in late sheikh Adam al-Ilory who after having studied under local Muslim scholars in Nigeria sat for secondary school examination in Cairo and passed with distinctions.

The exposure of students of modernized Arabic schools to other sciences and secular subjects also lend credence to their relevance in Nigeria educational system. One is therefore obliged to recommend as follows.

The committee of proprietors of Arabic schools should endeavour to operate uniform curriculum that will be acceptable to all and sundry in the system. In addition to this, they should employ good teachers particularly experts in English language to ensure that the language is understood and spoken correctly by students of these schools.

Government should immediately constitute a board comprising seasoned scholars of Arabic and Islamic studies to monitor, supervise and re-shape the curriculum of Arabic schools in Nigeria and ensure its implementation

The modernized Arabic schools should be given adequate grants and incentives to uplift infrastructures. They should however be allowed to operate as private schools Traditional Arabic schools on the other hand need to be reformed and integrated into Universal Basic Education Programme as specified in the U.B.E. Law The essence of all this is to make them to conform with steps towards the attainment of national aspirations and goals.

Generally, all schools and institutions (including Arabic Schools) must be guided towards designing and implementing curriculum that will adopt modern trend in I.C.T and skill acquisition training backed up with moral and religious education. This is meant to prevent the use of such knowledge for fraudulent activities.

Government at all levels also need to re – examine and reform the citizenship education courses in order to teach true patriotism, and this should also be extended to Arabic schools.

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ENTREPRENEURSHIP EDUCATION AS A VERITABLE TOOL OF ECONOMIC TRANSFORMATION OF OYO STATE BEYOND THE 21ST CENTURY

BY

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Abstract

The country's rising unemployment level has resulted in wastage of her abundant potential human resources that could have put in their intellect to propel the wheel of the nation's developmental agenda. In order to salvage this situation and transform the economy of Oyo State beyond 21st century. This paper examines the introduction of Entrepreneurship Education into National Education Curriculum as an impetus towards this. The study employed the use of a self-designed questionnaire validated by experts to collect required data. The data so collected were analyzed using chi-square method of data analysis .Findings revealed that unemployment abound in Nigeria economy, as a result of graduates preference for white collar jobs, which has taken its toll on economic developmental process and that Entrepreneurship Education has not been properly implemented. Based on the above, various recommendations are made among which are: the inclusion of Entrepreneurship training in the school curriculum both at the Senior Secondary School level and tertiary institutions, introduction of craft courses as compulsory electives in tertiary institutions, making loans available for entrepreneurs, reviewing of technical and vocational education curriculum in the country, among others.

Introduction

Unemployment has become a major problem in most developing nations(including Nigeria)especially among young graduates or the so called youth and this has been observed by economists as one of the factors affecting the nation's transformation from underdeveloped nation to a developed one. A country's full employment situation is observed when such a country is operating on the production possibility frontier. This is a situation where all those workers who are willing, able, capable and available for work are fully engaged. However, when a country is operating under the production possibility frontier, this means that a certain percentage of the labour force that is willing, able, capable and available for work is unemployed (Jhinghan, 2012; Ahuja, 2012).

It has been observed that the country's unemployment situation is an offshoot of her educational system. The type of education we inherited from our colonial masters has failed to solve the problem of unemployment thereby leaving our teeming youths idle and making them a readymade tool for political thuggery because despite the clarmour for university education and the yearly influx of candidates into the nation's 117 institutions of higher learning, the rate of unemployment continues to be on the increase (Kelechi, 2011).

It is pertinent to note that many candidates who seek higher education prefer university education to polytechnics, colleges of education or

colleges of technology. This observation is also confirmed in the analysis of cut off mark for students that will sit for the University post Unified Tertiary Matriculation Examination (Post-UTME) and those that will sit for that of polytechnics, colleges of education and colleges of technology. This even makes many seeking admission to see other institutions as inferior to Universities. However, University education focuses mainly on theory while other institutions deal more with acquisition of practical knowledge. A number of University graduates come out without the requisite practical experience to face the demand of the labour market and this makes them to be seen as badly educated, hence, the need for entrepreneurial skills (Adeagbo, 2010).

Kelechi (2011) submits that the unemployed youths have decided to find succor in criminality to survive even the educated ones which is as a result of the inability of the government to provide jobs coupled with absence of justice and lack of accountability. As a result of this a lot of valuable human resources that are useful for national transformation are rotting away since the education acquired by an average Nigerian makes him/ her a seeker of jobs which are not forthcoming. Hence we need a change of orientation in our educational system and in this regard, entrepreneurship education in developing economies becomes an important antidote.

In developed and some developing nations, the importance of entrepreneurship development has been well recognized as it forms the bedrock of industrialization process. Although experience has shown that some are being pushed into becoming emergency entrepreneurs due to unemployment, the desire for power and independence. Among other reasons, self actualization and self expression have been identified as the major reasons for the growing interest in entrepreneurship. Whatever the reason, it is worth noting that the developing economies are on the threshold of the entrepreneurship and this has contributed immensely to their economic development and growth (Osisioma, 2012).

As earlier pointed out, unemployment has been an economic quagmire and a social ill that has eaten deep into the economy of the nation. Graduates are turned out of the Universities every year without job opportunities or adequate entrepreneurial skills which has in turn affected the national economy negatively. Entrepreneurship education is therefore a pragmatic and viable approach which can be used to stimulate national development and foster rapid transformation of the nation's economy. It is a programme that inculcates creative, innovative, productive and managerial skills needed in business enterprises for self reliance and national development.

Entrepreneurship education occupies a prime of place in virtually every country or state. It has been seen as "the engine of growth" and "catalyst for sound economic transformation of any country." Schemes such as the Industrial Training Fund (ITF) introduced in 1971 and the Student Industrial Works Experience Scheme (SIWES) introduced in 1976, give students the much desired opportunity to work in companies while still in school, allowing a blend of what was learnt in school and what obtains in the work or business environment.

The introduction of entrepreneurship education into Nigeria's education curriculum has become a welcome idea, this is evident in the introduction of junior secondary school certificate examination which aims that those who fail will cross

over to the workshop and learn other job, also the establishment of technical colleges across the State is another rider to this but it has performed rather below expectation in Oyo State and Nigeria as a whole making it to have little or no impact on the economic transformation of Oyo state. The recent pronouncement of the establishment of technical university by the State government also supports the introduction of entrepreneurship education (although it is yet to commence operation to know the effect). It is against this background that this paper seeks to critically examine entrepreneurship education in Nigeria as practiced so far, its challenges and the possible ways of achieving economic transformation through it in Oyo state

Entrepreneurship revolution has taken place across the globe in the present day business world. It is more than mere creation of business. Entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. It is a dynamic process of creating incremental wealth (Kuratko, 2005; Olapade & Okemakinde, 2011).

Essential ingredients of entrepreneurship include willingness to take calculated risk, ability to distinguish between risks and evaluate opportunities [chandler, 1990; Okpara, 2000; Kuratko and Hodgetts, 2004.]. Entrepreneurship education has been viewed as the engine of economic growth upon which the success of an individual in today's business world depend upon for it develop in an individual the requisite skill to be self reliance rather than depending on government [Holcombe, 1998; Adediran and Olugbuyi, 2010;Emaraton, 2008; Oduwaiye, 2005; and Agu,2006)

Empirical findings have shown that educational reforms in line with the country's need have been seen as transforming the economies of many nations. Finland, Denmark and Singapore are living examples [Osisioma, 2012 cited in Adeagbo, 2013).

In Nigeria, the number of jobs that require Science, Technology, Engineering and Mathematics skills today has been observed to be on the increase, to this effect there is the recognition of education in this 21st century as the bedrock of economic development and the 'oil' that can help actualize the country's hope of accomplishing its vision 2020. The quality and type of education are major determinants of economic growth. Osisioma (2012) cited in Adeagbo, (2013) submits that the challenges of the schools should be the production of students who are knowledge producers, problem solvers and creative thinkers. He is of the opinion that students who are able to use higher level thinking skills will be essential for generating knowledge that enriches people's lives.

Statement of the Problem

The root cause of the increasing employability and employment problems among Nigeria University graduates can be traced to the ever widening gap between theory and practice. This is largely because most Nigerian educational institutions offer courses and programmes without provision for practical application. The absence of practical knowledge/ entrepreneurship skills on the part of various school leavers has not justified the huge amount the government expended on education for many graduates are still unemployed and unemployable.

Objectives of the Study

Despite the fact that education has been seen as a tool for human resources development, it has not been well established by previous researcher whether it aids economic transformation

or not (Wordhall, 2009; Uwani, 2010.). In the light of the above and particularly the unemployment situation which causes a lot of wastage of human resources useful for economic transformation in Oyo state, this paper therefore aimed at determining the impact of entrepreneurship education on the economic transformation of Oyo state.

The specific objectives of the study are:

1. To examine the relationship between unemployment and economic development in Oyo State.
2. To examine if entrepreneurship education has a role to play in redeeming the unemployment situation in Oyo State.
3. To examine if entrepreneurship education has any role to play in ensuring the economic transformation of Oyo State.

From the foregoing, it is hereby hypothesized that:

$H0_1$: Unemployment has no significant effect on the economic development of Oyo State.

$H0_2$: The introduction of entrepreneurship education into educational curriculum has no significant effect in Oyo State's unemployment situation.

$H0_3$: The introduction of entrepreneurship education into educational curriculum has no significant effect on the economic transformation of Oyo State.

Methodology

The study employed the use of descriptive survey research design and correlation analysis with the inhabitants of Oyo State as the population for the study. A total of 300 male and female made up of youths and adults were randomly selected from three locations of the three Geo – political division of Oyo State which include Oyo South Senatorial district; Ibarapa; Oyo North Senatorial district; Oke-ogun environs and Oyo Central Senatorial District.80 respondents were randomly sampled at Eruwa, Lanlate and Ido local government (Oyo South Senatorial district), this includes those who are unemployed and those having job. For Oyo North Senatorial district 70 respondents were randomly selected at Iseyin Township comprising Corpers, unemployed graduates as well as the working class. As for Oyo Central Senatorial district 150 respondent were randomly selected at various location of Oyo Township, Ogbomoso, AFIJIO local government and Akinyele local government which cuts across those having job as well as those who are unemployed

A – 15 item interview guide (self designed questionnaire) titled "Role of Entrepreneurship Education towards Economic Transformation" (REEDECOT) was used as the major instrument of the study. This is used because of the density of the state and it is believed the questionnaire will have a far reaching effect since most will be distributed through colleagues from those areas. The REEDECOT was based on 4 –point Likert scale of Strongly Agree, Agree, Strongly Disagree, and Disagree.

The draft instrument was given to senior experienced academic staff to validate before it was administered. For analytical simplicity, Strongly Agree and Agree are taken as Agree while strongly disagree and disagree taken as Disagree.

Result and Discussion of Findings

Collected data were analyzed based on the hypotheses raised for the study. Chi-square statistical analysis was used to analyze the result using a significance level of 5% (0.05).The decision rule of rejecting the null hypothesis if the computed value is greater than the table value was stuck to in this study.

Table 1: Effects of unemployment on Economic Development

$H0_1$: Unemployment has no significant effect on economic development in Oyo State.

ITEM NO	ITEM	Agree	Disagree	X^2_{cal}	X^2_{tab}
1	Education has less role to play in Human Resource development	45	255	659	9.4
2	Abundance of adequate Human Resources is a pre-requisite for economic development	290	10		
3	The country's unemployment situation leads to brain drain for greener pasture	206	94		
4	Wastage of the country's Human Resources in form of skill flight due to unemployment is one of the factors affecting the State's economic development	231	69		
5	The State's/Country's unemployment situation has more effect on economic development	292	08		
TOTAL		**1064**	**436**		

In the above table, responses elicited by various respondents were calculated using chi square statistical method, the result shows that X^2_{cal} (659) is greater than X^2_{tab} (9.4) at 5% significance level. From this result and based on the decision rule, it is deduced that employment had a significant effect on the economic development of Oyo State. The null hypothesis which states that there is no significant relationship between unemployment and economic development is not accepted. It is therefore concluded that unemployment situation had a significant effect on the level of the state's economic development.

Table 2: Effects of Entrepreneurship Education Contents of Education Curriculum on Unemployment Situation in Oyo State.

$H0_2$: The introduction of Entrepreneurship Education into Educational Curriculum has no significant effect in Oyo State unemployment situation.

ITEM NO	ITEMS	AGREE	DISAGREE	X^2_{cal}	X^2_{tab}
6	Unemployment abounds in Oyo State and Nigeria at large	262	38		
7	Nigeria's educational system makes the citizens job seekers and not job creators	272	28		
8	The introduction of entrepreneurship education has significant role to play in redeeming the unemployment situation in Oyo State and Nigeria at large	218	82	58.48	9.4
9	Entrepreneurship education should span beyond School system in Oyo State to have more effect on the State's unemployment situation	212	88		
10	Most citizens with entrepreneurial ability are constrained by takeoff capital to operate	241	59		
TOTAL		**1205**	**295**		

Degree of freedom = 4, X^2_{cal} = 58.48

The analysis of the respondents' response shows that the calculated value i.e. X^2_{cal} (58.48) is greater than the table value at 5% significance level. Since X^2_{cal} (58.48) > X^2_{tab} (9.4) at 5% level of significance, the null hypothesis is hereby rejected and the alternative hypothesis which established that the introduction of entrepreneurship educational into educational curriculum has a significant effects on the state's unemployment situation is upheld. - This agree with Anyadike, Emeh and Ukah (2012) that education should be revamped toward entrepreneurship education for employment generation in Nigeria. Keynesian theory of employment also operates in line with this that policies must be initiated, manipulated and implemented to have full employment. The result also conform with Olaleye(2009) that entrepreneurship education to all students in higher education is the panacea to hasten the process of reducing poverty and reducing unemployment among youths.

Table 3: Effects of Entrepreneurship Education into Educational Curriculum on Economic Transformation in Oyo State.

$H0_3$: The Introduction of Entrepreneurship Education into Educational Curriculum has no significant effect on economic transformation of Oyo State.

ITEM NO	ITEM	AGREE	DISAGREE	X^2_{cal}	X^2_{tab}
11	The rising crime rate is a result of youth's jobless situation	206	34	113.1	9.4
12	Proper utilization of abundant Human Resources available in the country will aid economic transformation	282	18		
13	The country's unemployment situation is an offshoot of her unpurposive educational curriculum	342	18		
14	Educational reform in line with the country's need will help to transform the nation's economy	210	90		
15	Entrepreneurship Education can serve as a catalyst for sound economic transformation of Oyo State.	225	75		
TOTAL		**1265**	**235**		

Degree of freedom = 4, X^2_{cal} = 113.1

The analysis of the responses from the respondents shows that X^2_{cal} (113.1) > X^2_{tab} (9.4) at 5% level of significance, the null hypothesis is thereby rejected and the alternative hypothesis was stuck to. This implies that the introduction of Entrepreneurship Education into Educational Curriculum had significant effect on economic transformation in Oyo State of Nigeria. The result conforms with Okebukola(2014) that there is direct proportionality between level of education and quality of entrepreneurship vis-à-vis economic development and also as a tool of opening the heart of people to discern between good and bad at the practical and intellectual level rather than the religions plane thereby helping in transforming the economic. Ekemezie and Agama,(2014) also confirms that entrepreneurship education is a veritable tool for human empowerment towards national development.

Conclusion

Current conditions in the developing nations reveal individuals and families facing unprecedented challenges, created through economic, social and political crises. In Nigeria and many other developing nations where a large number of youths who are the future of the nations, are unemployed turning them to be ready-made tools in the hands of law breakers, entrepreneurship education is expected to serve as a veritable antidote.

It is expected to contribute meaningfully and immensely to the state's development and national development at large by helping to engage the idle minds, expand the economies, create meaningful activities for abundant human resources who waste around as a result of unemployment, enhance the living standards of the nations and propel the economies towards national development beyond the 21st Century.

Recommendations

Based on the findings in this study, the following are hereby recommended:

- Inclusion of Entrepreneurship training in the school curriculum both at the senior secondary and tertiary education levels. This will enable graduates who seek white collar job but could not get any to engage him/herself in a meaningful venture and can even end up in becoming employer of labour thereby transforming the economy from her unemployable capacity.
- Establishment of a more functioning workshop with needed equipment in each of our Secondary Schools to accommodate students who fail Junior Secondary III certificate examination as planned in their curriculum.
- Introduction of craft courses as compulsory vocational elective courses in our tertiary institutions which must be given serious attention.
- Review of the country's technical and vocational education curriculum to accommodate both theory and enriched practical components of entrepreneurship training. This will help to reposition our educational system to properly address the problem of graduate and youth unemployment plaguing our country which brings about wastage of human resources and lubricate the wheel of the state's developmental process and the nation at large.
- Entrepreneurship programmes on self employment through seminars and other enlightenment campaigns should be intensified to promote entrepreneurship education.
- Technical schools and colleges of technology should be made more attractive to produce more technically minded graduates, who will, through their skills, turn around the economy towards sustainable development.
- Financial assistance in form of soft loans should be made available to assist and encourage youths into self – employment.
- Graduates who have undergone entrepreneurship education should be encouraged to own the basic equipment needed at government subsidized rates.
- Entrepreneurial training institutes should articulate ways of integrating entrepreneurial training into the National Youth Service Corps (NYSC) scheme and National Directorate of Employment (NDE) programmes.
- Successful entrepreneurs should be encourage to participate in assisting the youth in tertiary institutions
- Infrastructural facilities that accommodate entrepreneurship should be provided by government at all levels and all educational stakeholders.

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RELEVANCE OF GEOGRAPHY CURRICULUM FOR NATIONAL TRANSFORMATION IN NIGERIA

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Abstract

The position of the paper is that education remains a vehicle for national transformation and Geography curriculum is a contributor. It has been established that Geography teaches where, what is where and why of phemomena. This can enable Nigeria transform through better understanding of the citizens of their environment, its usefulness, and population distribution and composition which can be harmoniously integrated for national transformation and development. Among the import of Geography to learners are to instill in them skills to research, interpret, analyse and make judgements, explain processes and spatial patterns, for efficient use of resources and their management. It is also found that Geography has contributed in many ways in policy formulation and planning in various spheres of the country's affairs. It is thus recommended that Geography should be a significant part of curriculum at every level for efficient use of the environment and high level of integration in Nigeria.

Introduction

Education is defined as all effort, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individuals own needs as well as the needs of the society where that education is based (Fafunwa, 1991). It is also described as the aggregate of all the processes through which a child develops abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives. Succinctly, education is a vehicle to all round development which its overall goal is to make the individual a useful member of his or her society, so as to be able to contribute something meaningful to enhance the society's development (Jimoh, 2013). Whatever the form of education, whether formal or informal, its end product is of great importance, because it usually brings about permanent change in behaviour which affects attitudes and skills of the recipients. In brief, Professor A. Babs Fafunwa, a renowned educationist and a one-time minister of education in Nigeria, defined education as the "institutions and people involved with teaching and learning"(Awoji, 2010).

A very significant aspect of education of interest in this paper is that which teaches the scientific study of earth's surface, comprises both natural and cultural features known as Geography. The paper considers the significance of Geography curriculum in national transformation. It is a discipline that can be regarded as a viable tool for all round development of man and environment, and their positive interaction for national transformation. Geography education can be described as quality education when it comes to matter of

education has been simply described as 'fitness for the purpose' (Anikwe, 2011). Geography is classified among the Humanities in the new curriculum for secondary schools introduced by the Federal Ministry of Education in Nigeria starting with 2011/2012 SSI students; and is quite suitable for and in line with the national transformation agenda of the country. Furthermore, education is the most important tool for development and a fundamental agent of change that transforms people to become refined and civilized. It is through education that the nation develops its human resources potentials (manpower development) (Oluwagbohunmi, 2013).

Objectives of the Study

The paper aims at discussing the significance of Geography curriculum in national transformation under the following objectives, to

i. conceptualize the concepts of curriculum, transformation and geography,
ii. examine the role of geography in the national transformation agenda,
iii. highlight geography curriculum, its teaching and significance to learners, and
iv. describe the contributions of geography to national transformation.

Conceptualization

Just as it is common with other disciplines, curriculum as a field of study has no singular definition generally acceptable to all scholars. Neagley and Evans (1967), cited by Ogunwuyi (2003), define curriculum as all of the planned experiences provided by the school to assist pupils in attaining the designated learning outcomes to the best of their abilities. An opposing view to this due to the fact that, total experiences will be too Tanner and Tanner (1975) cited by Ogunwuyi (2003) which describes curriculum as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal social competent.

Furthermore, a school curriculum is intended to provide children and young people with the knowledge and skills required to lead successful lives. Williamson and Payton (2009) describe curriculum as comprises a challenging selection of subject that help children and young people understand the world. They also see it as highlighting skills necessary for learning throughout life, as well as for work, and one's personal development and well-being. They also see it as political because the decision about 'what's in' and 'what's out' change from time to time depending on political needs and aspiration: thus, it is dynamic and fundamentally establishes a vision of kind of people we want in it: it decides what the 'good life' is for individuals and for society as a whole. As such, it is not always possible for everyone to agree on what a curriculum should be (Williamson and Payton, 2009).

Transformation refers to the state of a complete change in individual, system or phenomenon. It is all about change, transfiguration, improvement. And when we talk about national transformation, the interest then is in positive and revolutionary change connected with and shared by a whole nation or country in its economic, political and social life.

Geography studies the processes by which forms and phenomena interact through their spatial arrangement on or near the earth's surface (Van Riper 1971,

cited in Jimoh 2003). Also, Geography can be seen as discipline concerned with description and explanation of areal differentiation of the earth's surface. This has two distinct aspects: The first aspect is concerned about how we go about studying spatial phenomena (description and explanation). The second aspect addresses what we study (domain of objects and events), such as the study of essential nature of a region or country (regional characterization), interplay of man and his physical environment (ecology), understand the role which location and distance play in the operation of the social, economic and political processes that bring about patterns of man-made phenomena and changes in such patterns (spatial analysis) (Jimoh, 2003). In a simple way, geography is concerned with the structures and processes of the earth's physical and human environments and the interaction between the two, particularly in their spatial context (Jimoh, 2006).

Geography and National Transformation Agenda

This section examines the national transformation agenda of President Jonathan which focuses attention on major areas of Nigerian economy for rapid development of the country as highlighted by Obeche (2014). It also critically looks at how Geography fitted into the national transformation agenda.

First of all is the emphasizes to have a sound economic management so as to revive the country's infrastructure, diversify the economy from oil and create a vibrant economy based on the 2012 -2015 Medium Term Fiscal Framework (MTFF) and Medium Term Expenditure Framework (MTEF) as the linchpin of the transformation. The economic blueprint recommends prudent management of the nation's wealth to free up more funds for infrastructure projects and other developmental purposes with the economic objectives of spending on key sectors which include security, infrastructure (including power), agriculture, manufacturing, housing and construction, entertainment, education, health and ICT. The contribution of trained geographer cannot be overemphasized in this respect, as a trained social scientist or scientist as the case may be can play a vital role at achieving this agenda of the government as an administrator and manager of resources.

Also included is the need to seal leakages in the economy so as to increase its non-oil revenues, including partial removal of subsidy on imported petroleum products. The saving accruing from the petroleum import funds is to be managed by the committee on Subsidy Reinvestment and Empowerment (SURE) Programme launched by the government for monitoring, measuring and evaluating each project executed based on the Poverty and Social Impact Analyses model. The implementation of the SURE programme is targeted at the poor and most vulnerable on a continuous basis; which involves provision of public mass transit service, construction and maintenance of roads, provision of maternal and child health care service especially in rural areas and vocational training centres. The knowledge of geography of the country will be of immense value to guide on where to plough for reinvestment of saving accruing from leakage prevention, what category of the population and necessary sectors can benefit could be identified through proper spatial analysis.

Of paramount importance is to achieve stable power sector, in order to solve the decades-long power sector crisis and increased the electricity generation above 4,000 megawatts and

to meet 15,000mw target by 2014 and 42,000mw for stable electricity in 2020. The goal is to make Nigerians have power continuously for 24 hours. The spatial analyst and geographer can play vital role in efficient distribution and transmission of power to the nation without leaving any space out of the coverage.

Another one is the agriculture revolution so as to stop the importation of rice, guarantee food security and reduce decreasing the country's embarrassing food imports. The agenda also involves making agriculture, together with manufacturing, the lynchpin of the Nigerian economy. Its objectives include focusing on the agriculture value chain where Nigeria has comparative advantage and 11 commodity value chains: sorghum, cocoa, maize, soybean, oil palm, cotton, cassava, livestock, fisheries and horticulture are identified. This involves a move from rustic farming to mechanized agriculture which requires empowering local farmers to adopt modern and cost-effective technologies; and also to generate millions of jobs. This is quite a familiar area where geographer will be of immense contributor to the realization of transformation agenda, with efficient knowledge of vegetation, soil and climate distribution in the country where each identified commodity for agriculture revolution will give the best comparative advantage can easily be known. This will spur the production and food security can be assured and feasibility of export in food production can be ascertained.

Moreover, the agenda to revive transport sector through speedy completion of critical road projects as a matter of national priority and introduction of a new mass transit bus scheme with the proceeds accruable from the partial deregulation of the oil sector through the SURE Programme; fixing of the railways and commencement of Mass Train Transit Service (MTTS) on several routes; resumption of haulage activity focusing on cement haulage, movement of petroleum products and agricultural produce among others. The railway revitalization and modernization is designed to enhance economic growth of the country This is another domain of geography because no efficient transportation can be done without expertise from spatial analyst and geographer, because the networking of the routes to be efficient must be channeled in such a way that they will serve majority of the population. Also of importance is good terrain over which such will be planned can be identified by geographers.

In addition is the quest for an investment-driven economy which has led to the creation of a Ministry of Trade and Investment. The focus is to attract worthwhile investment commitments in the power, manufacturing, agriculture, petroleum and mining sectors, among other. Identifying potential investors that will benefit the country by gaining what we have less and given what we have in excess to can be efficiently handled by geographers; given their pedigree in climate, geomorphological, vegetation, hydrological as well as in spatial variation in cultural, social and political situations among places and people all over the world.

Social development is another focus of government transformation agenda. This aims at providing basic amenities for its teeming population; massive housing and road construction projects, which will serve as a great potential for job creation. On top of the priority list is education, it plans holistic measures to improve quality of learning at all levels, increase secondary enrolment and completion rates by 10%, with special focus on women. The focus is on two primary

issues: access and equity, as well as standards and quality assurance. Another area that government is desperately trying to improve is the health sector. The expertise of geographer will be required to achieve this component of the transformation because it involves spatial equity and justice which is better handled by such professionals. Significantly, medical geographers' prowess knowledge will be of immense value at tackling health challenges such as ebola virus, HIVs from permeating into our system.

All the transformation efforts incline to actualize Vision 20: 2020: the goal of the Vision 20:2020 policy. That is to restructure the economy by diversifying its productivity base for greater domestic content and value. This way, the economy will be on track towards making Nigeria one of the world's top 20 economies by 2020. Without mincing words, no matter how, the geographers have a lot to contribute to the transformation agenda and this has been further explained under the sub-section on contributions of geography to national transformation.

Geography Curriculum and Teaching

This section provides highlight on some essential teaching curriculum in geography. The key question in Geography is "where", and ever-newer research methods and technologies allow us to address and solve problems that were intractable just a generation ago. It has enabled medical geographers helping to mitigate the threat of epidemics, of political geographers solving boundary problems on land and sea, of urban geographers modeling the recent dispersal and future restructuring of the cities. Geography's penetrating insight is unmatched (De Blij, 1999). In the last century, the discipline has been revolutionized with robust theories to support it. Geography knowledge makes one to have the world in his fingertip, and with advancement and spread of internet technology many are becoming literate and informed about their environment.

Any nation that excluded Geography in its transformation agenda is putting such geographical space and the people in it in great danger. De Blij (1999) describes lack of high school education 'in geography' as incurring inestimable social cost of an education because it deprives young students of an early awareness of spatial relationships; it denies them an early exposure to maps and their uses; it engenders a geographic illiteracy that lasts into adulthood; it delays, perhaps permanently, their appreciation of global natural environments and their impacts on human societies; it defers their comprehension of the planet's natural resources and the need for their judicious use and conservation.

Geography teaches environment as the totality of things that surround an organism on the earth's surface, which also affects it in anyway, it consists of network of numerous dynamic processes, which in a natural state, are maintained, in equilibrium. It identifies its four major components as which comprise the atmosphere, a light blanket of air (gaseous) enveloping the earth; the hydrosphere (mostly liquid), the surface and sub-surface water in oceans, rivers, lakes, glaciers, and groundwater; lithosphere (solid), the upper reaches of the earth's crust containing the soil that support vegetation, minerals, that sustain living things; and biosphere (man, plants and animals and other living things in habiting other spheres), the living component of the environment (Fellman and Getis, 1990 and Jimoh, 2006).

The school geography teaching focuses on major subdivisions: physical (mainly all realms of the environment, simply the natural features such as

landforms, vegetation, ocean and water system, solar system, climate and weather, resources and their distribution), human (addresses man, his interaction and activities in the environment such include population distribution and composition, settlement, transportation and other uses of the environment by man), regional (descriptions of parts of the world; in regional geography the knowledge gained in physical and human are annexed and put into use to study a geographic area, small or large such as Nigeria, West Africa, Africa), and map reading (teaches the making and utilization of map).

With a good knowledge of all the above in Nigeria, the understanding of the country by the citizen will be easy and Nigeria can be seen by Nigerians as ecologically diverse state that is currently made up of six zones: northwest, north central, northeast, southwest, south-south, and southeast. The resource potential can be identified and their distribution seen as one that can promote the development when it is well harnessed and understood as meant for all. The vegetal cover in which Northern environment was abounded with Sudan and Sahel savannas, the middle belt covered by guinea savanna and the southern zone made of tropical rainforest ecological conditions. The plurality in the population composition and distribution in the country can be appreciated and sense of togetherness promotes necessary unity and integration. This natural variation in the physical features and multicultural nature of the people can be harnessed for national transformation and development with good knowledge of geography.

The Import and Gains of Geography Curriculum to Learners

It is a well-known fact that a geographically informed polity is crucial to inhibiting government misadventures and without any doubt, geographic knowledge translates into the effective use of the power the nation wields (De Blij, 1999). The rest of this sub-section highlight the significance of Geography curriculum as a positive contributor to national transformation and development.

Geography develops in learners tools and skills to research, interpret, analyses and make judgments based on the information gathered, thereby contributing to geographical literacy. Informed decisions important to the well-being of society and the environment, are based on a range of geographical skills. All these decisions involve the ability to acquire, arrange and use geographical information and to think systematically and critically about social and environmental issues and challenges.

Geography enables learners to explain processes and spatial patterns, to make well-informed judgments about changing environments and contexts, to think more critically and creatively about what it means to live sustainably, to recognize how values and attitudes influence and affect the environment, and to apply a range of geographical skills and techniques to issues and challenges in a rapidly-changing world. It is a vehicle that can be boarded to achieve social transformation; articulation and portability; human rights, inclusivity, environmental and social justice; valuing indigenous knowledge systems; and credibility, quality and efficiency.

It develops knowledge and critical understanding of the changing nature and interrelatedness of human existence and the environment over space and time. This creates a frame of reference for asking and answering geographical questions, identifying and solving problems, and evaluating the consequences of alternative solutions and possible actions. Geography is in the

unique position of drawing together aspects of natural sciences, humanities and indigenous knowledge systems in order to contribute to the understanding of spatial distribution, human environment interactions, and sustainable development.

Geography provides a number of opportunities for additional education and training. Career links include amongst others, the following: aviation, cartography, earth sciences, ecotourism, education and teaching, environmental management, geographical information systems, geology, land surveying, meteorology, nature conservation, remote sensing, rural and regional planning, urban planning, and water and land affairs. These careers span the administration, planning and development, transport, commerce, industrial, mining and tourism sectors.

In general, Geographers seek to understand and explain the interactions between humans, and between humans and the environment in space and time. This involves the ability and willingness to ask, speculate on, and answer questions related to Geography. To answer questions, learners should start by gathering information from a range of sources in a variety of ways. The skills and methods involved in this process include locating and collecting information, observing and systematically recording information, reading and interpreting maps and other graphical representations, interviewing and executing general field work skills. Information is organized and displayed in ways that help with analysis and interpretation. Different types of information should be separated systematically and classified in visual or graphical forms (e.g. photographs, aerial photographs, graphs, cross-sections, climographs, diagrams, tables and maps). Information from documents or interview transcript should be organized into pertinent quotes or statements, in a tabular or thematic form. Analysis involves establishing patterns, relationships and connections. It entails noting associations, similarities or differences between areas and/or phenomena, recognizing patterns and drawing inferences from maps, graphs, diagrams, tables and other sources. Geographers also use statistical methods to identify trends, relationships and sequences. Observations can be synthesized into a meaningful interpretation by using important tools available in geographical analysis such as electronic (digital) databases and Geographical information Systems (GIS).

Contributions of Geography to National Transformation

Geography is such a vital discipline in peace and conflict studies, which is a social science field that identifies and analyses violent and non-violent behaviour as well as the structural mechanisms attending conflicts with a view towards understanding those processes which lead to a more desirable human condition (Dugan, 1989). The concept of peace is defined as political condition that ensures justice and social stability through formal and informal institutions, practices, and norms. The discipline involved may include political science, geography, economics, psychology, sociology, international relations, history, anthropology, religious studies and gender studies, as well as a variety of others. There is no sensible war that would be planned without good knowledge of the geography of the area; and in keeping peace and maintaining orderliness in any society geography tool cannot be overlooked; essentially the map showing the terrain features and

important human occupations in the area concerned.

Geographers have provided inputs of immense value to policy formulation, implementation and evaluation in Nigeria. A number of them have been involved in the formulation of key policy documents such as national planning and national orientation, and in various environmental policies. They have played crucial role in the planning and implementation of population census, delimitation of enumeration areas, crucial planning for election units; planning and implementation of state and local government creation exercise, which has immensely helped in addressing the issue of marginalization in Nigeria; planning and drawing of master plan and eventual creation of Abuja as the Federal Capital in Nigeria and drawing of political boundaries and its related conflict resolution, planning and implementation of population policy and various spatial engineering to mention just a few. They serve as expert resource persons who are referred to whenever situations arise.

Through the joint efforts of geographers with other professionals, they have made possible geo-political restructuring of the country to address the problem of marginalization and to accommodate every ethnic group. The obvious advantage of state and state capitals' creation is that they acquire new political salience which gives new orientation to transportation, communication, economic and population flows in the country.

They have also helped in managing the rapid population growth and urbanization witnessed by the country since independence which is really telling on the quality of environment and its resource. They have continued to provide education that consequence of not managing the environment well is lot of environment problems. The result will be growing deterioration of air and water quality, generation of wastes, the proliferation of slums, unsanitary and unsafe housing, congestion of traffic and undesirable land use changes, all of which contribute to urban poverty (Jimoh, 2012). And that population pressure and urbanization will lead to massive exploitation of fuel-wood and charcoal to provide wood fuel for use in both the rural and urban areas. This results in vegetation degradation or deforestation, loss of bio-diversity and destruction of habitats for billions of organisms.

They have helped to identify that a common feature in the cities is the poor planning culture that has exposed the urban environment to serious flood disasters at any a time in post-independent Nigeria. The urban expansion and growth is left uncontrolled and this has taken over the rural agricultural fertile land, creating land shortage in the rural environment thus generating mass migration from rural areas. As a result of planning problem in the cities, many preventable disasters, have wreaked havoc on lives and property of the inhabitants in form of arson, flood, vehicular accident which exacerbate the environmental condition of the cities. They have brought to light that urban areas are faced with solid and liquid wastes disposal challenges and they have played significant role in managing the waste through research and strategic technique development.

Also they have put to use their knowledge to rescue humanity out of many disasters such as saving areas of epidemic diseases through its aspect referred to as medical geography. Medical geography (health geographics) is a branch of human geography that deals with the geographic aspect of health (status) and health care (system). It seeks

to improve our understanding of the various factors which affect the health of population and hence individuals. The geographic tool involved is the spatial question of what is where; why is it there, and why do I care. In addition, the concept that place and location can influence health is a very old and familiar idea in medicine, and physicians have observed that certain diseases seem to occur in some places and not in others. In short, health geography is the implication of geographic information, perspectives, and methods to the study of health, disease, and health care. It provides a spatial understanding of a population's health, the distribution of disease in an area, and the environment's effect on health and disease.

They have channeled the way forward in the management of environment through conscious planning, monitoring and efficient use of space. They have brought into use such important tools and techniques such as Environmental Impact Assessment (EIA) and Geographic Information Systems (GIS) for better planning to attain sustainability in the urban system and for effective planning of both rural and urban space respectively. GIS has been adopted in the management of Federal Capital Abuja, and the oil industry. Another is the use of satellite to monitor the environment and to manage all forms of environmental emergencies.

Conclusion

It is very essential that every citizen of Nigeria should understand where of every other individual and group in the country, this will improve the level of integration, peace and harmony and eventual security germane to national transformation. Light on where of the resources will enhance their exploitation for national development. It is then not an overemphasis to say that Geography is made a compulsory subject at all levels in the curriculum for the knowledge gained in it will guide the future leaders to always understand the terrain of the country to drive it well for sustainable development for the benefit of all citizens. It is quite glaring that geography has a lot to contribute to the transformation of the country and also a vital tool in achieving the current transformation agenda of the country.

Recommendations

From the foregoing, it is pertinent to suggest the following for the integration of Geography education into Nigeria curriculum at all levels of education system for national transformation. It is suggested that a full curriculum in Geography should be taught at all public and private schools, colleges, and universities. Given the load down of the vital importance and relevance of Geography curriculum for national transformation, there is need to reposition and promote it as an important subject, whose knowledge and good understanding enhances knowledge of the country's terrain. This can thus aid to combat security challenges strangulating the transformation strategies and various policies of the government.

Also, good knowledge of Geography can help us to attract investors to our vast natural resources. This could be facilitated by embracing Geography education in our national planning; with good Geography knowledge of other lands (climate, geomorphology and cultural disposition of the people of other countries particularly, their technology) can redirect our effort to where we need to attract viable investors. That is, the investors that will not only come to milk our nation but those that will also contribute meaningfully to her development.

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Besides, looking at the role of Geography education in foreign policy, where nearest neighbours deserve more attention and better treatment than distant counterparts. Putting Geography knowledge as an ingredient for foreign relation where location and where of every other country is considered important, can guarantee the security of life and property through cordial relation with neighbours. It is good knowledge of geography that can actually make this possible.

Finally, governance will be well guided with good geographical knowledge of the country and the citizen will appreciate the knowledge of the where of everywhere if possessed by their leaders. Also, many concepts in Geography such as spatial equity, areal differentiation, and political economy, can be brought to bear in the allocation of resources that will bring about the positive transformation being yearning for.

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CURRICULUM REFORM AND TEACHING PROFESSION IN SECONDARY SCHOOLS: A PANACEA FOR SELF RELIANT

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Abstract

The Nigeria secondary education curriculum in the present period is still bedeviled with challenges in the preparation. The paper focuses on the curriculum reforms and teaching profession as antidote for promotion of knowledge and skills acquisition. The teaching of knowledge skill serves as avenue towards promotion of self independence among secondary school leavers. The status of current curriculum trends are discussed, conclusion and recommendations are suggested on the study.

Introduction

Teaching as art cannot be acquired overnight except by conscious and deliberate programme, teachers are then made to undergo a form of training that will enhance his performance and elevate them above level of mediocrity, that is why the National Policy on Education (2004) emphasizes that no education can rise above the quality of its teacher.

Frankens (1965) opines that teaching cannot be done by just anybody because it involves a body of knowledge to be imparted to less experience or immature people through conscious and deliberate activities. Akanbi, Owoade and Alabi (2001) define teaching as the sum total of cluster or activities that are noted among teachers such as explaining, discussing, questioning, taking attendance, keeping of records etc.

From the above one can deduce who performe such functions noted as a teacher. Teacher is well trained with adequate skills to perform the task effectively.

With diversity in the nations of the world, education is the only tool that plays role of bridging gap in promoting technological advancement; change in the nature of society calls for changes in the nation's educational curriculum, the quest to meet the challenges of educational output of various level of our nation educational system necessitate a reform in the curriculum.

Curriculum reform is necessary in the nation educational system because of the obvious deficiencies at all levels of education, the practical implementation of various educational policies is different from its development. Alba (2012) defines curriculum as encompassing the knowledge, skills and attributes that learners will develop to allow them to demonstrate four key capacity that is to be successful learner, confidence individual, responsible and effective contributors.

Concept of Curriculum Reform

Reform means change that is necessary in a social system, an organization etc in order to improve or correct the system. Okoh (2007) states

that reform means to better or improve on something especially by removing faults or abuses. It could also suggest to form again or take a new shape or bring about a new state of affairs. Babarinde (2007) states reform as a change for the better, an improvement, correction of evils, abuses or errors and actions to improve social or economic condition without radical or revolutionary change. The essence of any reform is not only to bring about improvement but at the same time bring benefits to the community and all the stakeholders.

Curriculum reforms is essentials in the face of drastic changes in the cultural economic, social and educational values which all the educator careers should move toward it implementation. Orenugu (2009) emphasizes curriculum innovations and reforms in the educational sector are inevitable more importantly when society is not stastic.

Robert Okah (2009) reform are changes made to a system or organization in order to improve it.

Yoloye (1993) observes that curriculum reform may features as transformational of the entire social system, so as to ensure a genuine overall social development.

Curriculum reform according to Ovbiagele (2006) takes place when a that curriculum cycle is complete and feedback shows modification or a review of an existing curriculum either as a result of development in technology or other situation observed in the educational system. Ugbamadu (1998) argued that curriculum reform involves the introduction of good ideas or practices in anyone section of the curriculum.

Curriculum Reform and Teaching Profession

Curricular in the teaching process is faced with a lot of challenges ranging from teachers, administrators, parents, pupils/students, professionals, cultural beliefs etc.

Most curriculum planners hardly incorporate teachers in the preparations. New experience in learning are prepared by non-subject teacher specialist i.e. those that have nothing to do with classroom teaching and students instructional interaction, Instructional materials are not adequately integrated or expunged, this act of the planners breed mistrust and disapproval.

The need for curriculum in secondary school is to give students basic tools that they need to participate as effective citizen of the society and in cooperation with career aspiration, Nigeria like any other nation of the world should not be static. The contemporary world is rapidly changing with new discovery dreams and aspiration.

There are quite a number of factors that warrant curriculum reforms in our educational system. The present economic meltdown, student unrest, student leaves school without acquisition of the pre-requisite of life and work that leads to generate unemployment and feeling of helplessness in the youth.

The Nigeria secondary education curriculum emphasis on curriculum which focus on a basic skills and academic subject in contrast to higher thinking skills that emphasis problem solving and exposure to the entire world beyond the teaching in the classroom.

The need for curriculum reforms are considered on the need to address the problems at educational system at that level which are discussed everyday in homes, schools, institutions, religious houses, ministries etc these issues are invariably in people discussion because they affect human lives and their existence. The issues include cultism in school poor academic standard, violent

activities, sexual harassment, examination malpractice proliferation of private school, drug abuse among students, rape in school, large class size, inadequate learning facilities, use of information technology (ICT) among others.

The need for knowledge explosion or new discovery in technological development, has implication on curriculum change so as to expose the learners to the new idea and knowledge for relevant knowledge and skills. The geometrical increase in Nigeria population make the country to find it difficult to attend to her citizen in the area of food, quality education, health, appropriate infrastructure, the overstressed of the available facilities in school is highly recognize, against this backdrop of over population, there is need for reform in the curriculum to incorporate new subject such as population education and other relevant subjects.

The issue of appropriate teaching profession is determined by their ability to meet current educational development in all ramifications, the curricular developer is faced by the task of ensuring provision of worthwhile training programme such as special women and environmental education programme, and other programme that are embedded in rich and current content as well as in delivery, the teacher as fulcrum of implementation of the curriculum therefore need the use of adaptable and sophisticated instructional methods, strategies aids and resources that will meet the challenges of the teaching responsibilities.

With the growth in abundance of life over the years, there has been laxity in the moral values, Nigeria in particular, youths are morally bankrupt while they require moral training and discipline in all ramification. In a way to bring this act into bearest minimum, the reform or change in the curriculum in this present dispensation becomes paramount, some forms of moral education, religious and sex education, civic education citizenship education etc are needed to incorporate into educational content in curtail unacceptable and unethical practices such as robbery, sexual harassment, rape political thurgery, youthful exuberance etc.

The National Policy on Education (2004) emphasizes the need for secondary education for preparing student for useful living from the first three years of junior school and other three years of senior secondary school. The dynamic nature of the curriculum would enable school leavers at the end of every stage of secondary school to be adequately fit into labour market as middle level manpower.

The above discussion ensure that efficient school curriculum is in no small measure a factor for educational growth and development, the curriculum reform are faced by lots of human resistant to change the success of it lies on collaborative effort of stakeholders in the education industry.

The essence of curriculum reform in education is to emphasis the knowledge and skill students must acquire, some of the salient change for curriculum reform focus on the students performance/students, higher order thinking, knowledge depth and not breath, learning beyond the classroom but the world at large.

Challenges of Curriculum Reforms

Educational system is not an exception to human problems as teachers are some how neglected when major decision on education and matter that concern welfare are taken, the ugly situation has tragic and negative consequence on curriculum process. This problem need to be looked into. Funding is a challenge that confronts

curriculum reform, every process of curriculum requires money for its effective implementation. Jane and Onyeachu (2009) noted that, no organization functions effectively without fund. Experience revealed fund allotted for education is not only grossly inadequate but also mismanaged, this affects implementation of a curriculum.

Involvement of teachers in curricula reform is very important but most planners of curricular hardly incorporate teachers in the preparation, new experience in learning are prepared by non subject teacher specialists, the inclusion and removal of instructional materials are not adequately integrated or expunged, this act of the planners breed mistrust and disapproval,

Maduewesi (2000) pointed that curricular content is continuously expanding and becoming overloaded as a result of additions/integration of new material on global issue and concerns, the result of the reform is the congestion of timetable and teachers become overstretched. In the other form, the textual materials and guides on the curriculum are lacking, even many schools have no library.

Conclusion

This paper has established the essence of reform in the secondary school curriculum. The issue concerning curriculum reform, challenges and solution were discussed, teaching profession as the avenue for the discharge of curriculum content.

Recommendations

Based on the study of effective reform in curricular in secondary schools, the following recommendation are made:

- Curriculum planners and government should ensure that teachers are incorporated at any curriculum reform programme.
- Research grants should be adequately made available to further knowledge in the field of curriculum planning and implementation
- Conference, workshops, refreshers courses and seminar should be sponsored to update and upgrade teachers.
- Secondary curriculum need to be reformed to make its recipient acquire knowledge skills for self dependence

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EFFECTS OF COMPUTER ASSISTED INSTRUCTION ON STUDENTS' ACHIEVEMENT IN SENIOR SECONDARY SCHOOL CHEMISTRY

By

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Abstract

This research work investigated the effects of Computer Assisted Instruction on male and female students' achievement in Chemistry. A pretest posttest control group experimental design involving one experimental and control group was employed. A total of 90 SS I students who were randomly selected from private schools in Osogbo, Osun state, Nigeria, constituted the sample. The experimental and the control groups consisted of 45 students each. The experimental group was taught with Computer Assisted Instruction while the control group was taught with Lecture method of teaching. The instrument used was a Chemistry Achievement Test (CAT) with a reliability coefficient of 0.63. Student t-test was used to analyze the data collected. The result showed that students in the experimental group outperformed their counterparts in the control group ($t = 14.29$; $p < 0.05$). Result also showed that male students performed significantly better than female students in the control group ($t = 4.95$; $P<0.05$). Also it was found that there was no significant difference in the Chemistry achievement of male and female students in the experimental group ($t = 1.71$; $p > 0.05$). Based on these results appropriate recommendations were given.

Introduction

It is possible to acquire information through the use of computer and the internet in science, especially by students of Chemistry class of secondary and higher education. The teaching tools prepared by institutions specializing in such application could be used in virtual media. By using such teaching tools, students could learn the subject matter in a better way as they are provided with variety of knowledge and a medium where they can observe the virtual experiment and repeat the same experiments many times if necessary. As a result, it is expected that Computer Assisted Applications affect students' achievement. One of the common teaching methods that chemistry teachers prefer today is the lecture method(Ayo, 1994). In this, the teacher transmits knowledge to students who sit passively in the classroom and listen. Another common method is the question and answer approach, which was developed in order to avoid the boredom caused by lecturers and to provide a more efficient learning environment. On the other hand, case studies allow students to face the problem that occur in real life. They help to fill the gap between theory and practice through putting the previously learnt concepts and principles into use. The best part of this method is that it enables students to apply what they have learnt to what they are living through (Selwyn, 1997).

Bayramil, (2000) explained that a useful part of instruction in science is performing an experiment. This can be done by demonstration, when the teacher actually carries out experiment in front of the class, then the demonstration can also be done by students who learn about

a subject by carrying out experiments in the laboratory or classroom, in which case, the role of a teacher is to guide and help where necessary.The Computer Assisted Instruction (CAI) involves the teacher using computer at different times and places according to the characteristics of the subject matter, using the available software and hardware. Dand(2011) opined that computer programs can be used for practices, revision, one to one instruction, problem solving or simulations during the application.In many studies(Akinyokun, 1999;Oladoye, 2010), CAI has been shown to have some benefits, although there are also cases where none were observed with CAI.There is a form of one to one instruction, (or two students to one computer) plus the opportunity for the students to proceed at their own pace, repeating parts of the exercise as they wish. None of these features are easily available in a didactic classroom situation;in addition, with CAI, there is the potential to use vivid and animated graphics enabling three dimensional aspects and other features for understanding to occur.Students need to have the time to be able to handle new information, to think through ideas and to revisit difficult areas, all of this may reflect features of many computer programs. However, computer lacks the human dimension and the ability to provoke thought by spontaneous questions and answers.

A good teacher can respond to the way a class is reacting to a lesson by the skillful use of such spontaneous questions and answers. This flexibility is not available in computer. In a study that was conducted to find out the effects of computer on attitudes, motivation or learning using computer assisted test program (Jackson, 1988), secondary school students were distributed into control and experimental groups. The assessment of the experimental group was done using computers, whereas that of the control group was done through a written test. The statistical evaluations displayed a higher achievement rate for the experimental group that received computer-assisted test. Levine and Dotnitsa-Schmidt(1996) compared the traditional learning strategies with computer based activities. Application and assessment were administered after the students were distributed into control and experimental groups. The results showed that the experimental group was more successful at answering the questions of the Chemistry achievement test than the control group.

The effects of CAI were assessed by Babatunde(2007). He compared the effectiveness of learning using technology assisted and the traditional method. Results showed that students were more successful in the technology assisted applications. In another study, the achievement rate increased when the general chemistry application were made through CAI. A similar study was conducted by Redish, Saul and Steinberg (1997). Students were divided into two groups. The students were taught by comparing the laboratory class method; based on microcomputer and the traditional problem solving method. Multiple choice and open ended examination questions were used for the assessment of both groups. The group that received computer-assisted teaching was found to be more successful than the other group. Durbin (2002) used computers and the internet as teaching tools in a Geography class. An increase in the student achievement rates and knowledge acquisition was observed.

Purpose of the Study

The purpose of this study is to find out the effect of computer assisted instruction and lecture-based method on male and female students' achievement in

Chemistry. It is aimed at ascertaining whether or not the achievement of both male and female students in Chemistry can be improved through the use of Computer Assisted Instruction.

Delimitation

Chemistry being a wide subject, consisted of many topics of which Acids and Bases form the basic topics. Therefore, the respondents were exposed to teachings in Acids and Bases only for effective coverage and monitoring. SS I students were also used because it is at this level of the senoir secondary education that Chemistry is first introduced to them.

Hypotheses

The following three hypotheses were raised for the study.

$H0_1$: There is no significant difference between the achievement mean scores of the students in Acid and Bases when taught using Computer Assisted Instruction and Lecture method.

$H0_2$: There is no significant difference between the achievement of male and female in Acid and Bases when taught using Lecture method

$H0_3$: There is no significant difference between achievement of male and female students in Acid and Bases when taught using Computer Assisted Instruction.

Research Design

A pre-test and post-test control group experimental design was employed in this study. Two groups were involved (experimental and control groups). Group A was taught with Computer Assisted Instruction while group B was taught using Lecture method. The two groups were taught the same topic (acids and bases) for two weeks which is represented diagrammatically below;

Q_1 X_1 Q_2 ----------Experimental group

Q_3 X_2 Q_4 ---------- Control Group

where Q_1 and Q_3 represent pre tests, Q_2 and Q_4 represent post tests, X_1 represents Computer Assisted Instruction (CAI) method and X_2 represents Lecture Method (LM)

Population and Sampling Procedure

The population for this study comprised all SSI students in Osogbo township in Osun State. A sample of ninety (90) SSI Chemistry students were randomly selected from a privately owned secondary school in Osogbo. The sample was randomly divided into experimental and control groups. The experimental group consisted of 45 students (20 males and 25 females) while the control group also comprised 45 students (19 males and 26 females)

Instrumentation

The instrument used for this study was a Chemistry Achievement Test (CAT). CAT was a test of students' cognitive achievement in Chemistry with test measuring knowledge, comprehension and application of the topic of discussion. It consisted of 50 multiple choice questions. Each item was given to specialist in Chemistry and Science education for face and content validity. Adjustments were made based on their suggestions. CAT had a test- retest reliabilities of 0.63 (Babatunde, 2007).

Research Procedure

CAT was administered to all the subjects as pretest on the first day of the study. Subsequently, students in the experimental and control groups were taught the concepts. The experimental group took their lesson with the use of a CAI; the teacher directed the learning and discussion. The control group was taught by the use of lecture based method. Lessons were delivered for a period of two weeks after which the post test was given using the CAT with the items rearranged.

FINDINGS

The achievement scores of the experimental and control group were subjected to t-test analysis.

Table 1. ***t-test analysis of pre-test scores of the experimental and control group***

Source of Variation	**N**	**$\bar{X}$**	**SD**	**t_{cal}**	**p**	**Remark**
Experimental	45	36.3	8.5	0.96	0.000	Not significant
Control	45	32.1	7.0			

Table 1 shows that the students' knowledge of acids and bases was very low before the treatment. Table 2 shows the t-test comparison of the post-test mean scores of the experimental and control groups.

Table 2: ***t-test analysis of the post-test mean scores of students in experimental and control groups***

Source of Variation	**N**	**$\bar{X}$**	**SD**	**t_{cal}**	**p**	**Remark**
Experimental	45	80.2	11.7	14.29	0.000	Significantat p<0.05
Control	45	68.0	9.75			

Table 2 shows that the experimental group performed significantly better than the control group; hence $H0_1$ was rejected.

To Test for $H0_2$

The post-test mean scores of male and female students in control group was subjected to t-test analysis as shown in Table 3.

Table 3: ***t-test analysis of male and female students in control group***

Source of Variation	**N**	**$\bar{X}$**	**SD**	**t_{cal}**	**p**	**Remark**
Male	19	21.93	4.33	4.95	0.000	Significant at p<0.05
Female	26	15.35	4.57			

Table 3 shows that the male students performed significantly better than their female counterparts in the control group. Hence $H0_2$ was rejected

To test for $H0_3$

The post test mean scores of the male and female students in the experimental group was subjected to t-test analysis as shown below

Table 4. ***t-test analysis of male and female students in the experimental group***

Sex	N	$\bar{X}$	SD	t_{cal}	p	Remark
Male	20	32.0	4.22	1.71	0.105	Not Significant
Female	25	29.9	5.04			

Table 4 showed that there was no significance difference in the post-test mean scores of male and female students in the experimental group. Hence $H0_3$ was not rejected

Discussion of Findings

The results obtained in this study revealed that students taught with Computer Assisted Instruction achieved significantly better than their counterparts taught with Lecture method (t =14.29; p < 0.05). This showed that CAI is an effective strategy for enhancing students achievement in Acid and Bases in Chemistry. This could be due to the fact that the use of CAI fosters positive interaction and participation.

Result in Table 3 showed that the male students performed significantly better than female students in the control group (t = 4.95; p < 0.05). This reveals that the Lecture method of teaching is gender biased and is therefore not suitable for teaching chemical concepts and principles.

A further comparison showed that there was no significant difference in the post test mean scores of male and female students in the experimental group (t = 1.71; p < 0.05). This implies that the use of CAI is effective in bridging the gender gulf in Chemistry achievement. The result obtained from this study is in harmony with the findings of Morgil, Yavuz, Oskay and Arda (2005) and Babatunde (2012).

Conclusions

This paper has presented and discussed the result of a study carried out to find out the effects of computer-assisted instruction on the achievement of male and female students in Chemistry. The results showed that CAI was very effective for the teaching of chemical concepts and principles. CAI was also found to be very effective for bridging the gender gulf in Chemistry achievement. The use of lecture method of teaching was however found to be very ineffective and unstable for the teaching of Chemistry. The lecture method of teaching was also found to be gender biased.

Recommendations

As a result of the findings of this research work, the following recommendations were made. Conferences and workshops should be organized by the Ministry of Education and STAN for all science teachers to enhance their efficiency in the use of Computer Assisted Instruction. Computer should be made available in schools particularly in science laboratories where science teaching takes place. Computer based programmes (software for science subject) should be made available to facilitate the use of CAI in schools.

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INTRODUCING SEXUALLY TRANSMITTED INFECTIONS INTO SENIOR SECONDARY SCHOOL BIOLOGY CURRICULUM: A STEP TOWARDS NATIONAL TRANSFORMATION

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Abstract

Success or failure of any educational system depends on the successful planning and execution of the instrument called curriculum. Therefore Biology curriculum must be transformed and reformed to address contemporary problems and issues. The world is changing rapidly and all nations of the world today are striving to achieve health for all. The problems of Sexually Transmitted Infections(STIs) and HIV/AIDS are rampart in our society and the problems can easily be solved in nearest future if Biology curriculum can be transformed though the inclusion of the causes, effects, prevention and control of these diseases .This is necessary because estimation of 34 million of people are living with HIV virus in the word. STIs and HIV affect many parts of society and everyone needs to be aware of them. We must be aware that young people are at a high risk of becoming infected with HIV or STIs, it is vital that they are educated about HIV transmissions before they are exposed to situations that put them at risk of infection. In Nigeria today Biology is one of the best subjects where we can teach the students to escape from that danger. The method, prevention and information need to be included in secondary schools Biology curriculum.

Introduction

To a very great extent the success or failure of any educational system depends on the successful planning and execution of the instrument called the curriculum. Some educationists have even claimed that the wealth or poverty of a nation depends squarely on the content of the curriculum. This is because it is primarily through the school curriculum that the values, the dreams, and the desires of a nation are better interpreted. The curriculum, therefore, consists of a carefully mapped out programme consisting of what to teach and how to teach it. Curriculum planning and development is, thus, concerned with the subject-matter content, the child, the teacher, the physical and psychological environment of the learner, all of which are required for the achievement of the goals of education.

Seen from this perspective, the curriculum is defined in various ways due to its changing nature. The changes in the concept of the curriculum emerge from changes in the conceptions of knowledge, the learner, and the role of the learner. In other words, the concept of the curriculum changes to cope with the knowledge explosion in society. Thus the curriculum has variously been conceived of as a cumulative tradition of organised knowledge to be learnt; as all experiences of the learner in the school; as learning outcomes, and as a written plan for

action. But because of the limitations in these conceptions and their apparent definitions, we shall consider two major types of curricula which in the words of Gbamanja (1997) are:

(i) The traditionalist concept of the curriculum: The traditional concept of the curriculum of the curriculum lays more emphasis on the learning of some specific stereotyped school subjects or 'the subject matter', as the essence of the educational process. This system of curriculum is based on 4Rs i.e. reading, writing, arithmetic and religion. (Kosemani & Okorosaye-Orubite, 1995).

(ii) The progressive concept of the curriculum: The progressive view of the curriuclum is based on the pragmatist premise that 'change', not fixity or permanence, is the essence of reality. Change is the only ultimate that leads to progress. This means that the curriculum is a continuous process of learning activities (Gbamanja, 1997). He observed that education is a continuous process of development. This continuous process of development in the learner occurs by means of the curriculum which, therefore is flexible and is liable to change to suit new need problems, values, or aspirations of the society. The curriculum must be modified or changed in the light of knowledge explosion in the society. Since the content of the curriculum changes periodically to suit contemporary trends, the progressive view of curriculum development becomes a problem- solving process. Thus, learning through problem solving, as advocated by the progressives and pragmatists, takes precedence over the inculcation of subject matter. The progressive view presents the curriculum as process of gaining experience, experimental and problem solving through appropriate activities. Most modern curriculum workers, thus, accept the progressive concept of the curriculum because they all agree that the description of curriculum includes

a. A programme;
b. Planned and directed activities;
c. The child;
d. The teacher;
e. The learning environment or school; and
f. The attainment of specific goals or objectives (Gbamanja, 1997).

Therefore, the curriculum is the totality of experiences given to the learner under the auspices of the school.

Need for Curriculum Transformation in Biology

The following in the words of Gbamanja (1997) are the needs for curriculum transformation in Biology:

i. The modern world is changing rapidly. Every nations of the world today are striving to achieve health, science and wealth for all.

ii. The knowledge explosion in our culture. The current electronic/ computer technology is introducing overwhelming increase in knowledge in our culture. We are in an age where teachers will no longer dispense knowledge, lecture and present lessons, but will assume roles akin to counselling, consulting and guiding the learner achieve the stated objectives.

iii. The need for process – oriented curricula. The present curricula in many countries, especially in Nigeria are still moribund with stereotyped teaching methods which emphasize 'information' learning rather than discovery, problem solving, data analysis, and related scientific activities. Textbook learning and factual achievement tests are still the practices found in many classrooms. The complex nature of today's world does not demand learning a

thesaurus of facts or information, but it needs to develop understandings, motor skills processes (mental skills) and affective traits together with necessary attitudes, interests and appreciations to utilize the growing technology.

iv. Need to relate in-school education to out-of–school realities. One primary reason why many school leavers today remain unemployable or underemployed is that what they learn in school in many cases does not relate to life outside school or in industry. The content of any curriculum must consider the realities of the environment. The environment in many developing countries today is embedded with various problems such as malnutrition, disease, job insecurity, crime, drug abuse, wars, rebel incursions, health problems and a host of others.

v. The need for appropriate objectives: Curricular reforms must include well-designed specific objectives to be attained. The major focus should not be on passing examinations, but on self-development and self-actualization for the benefit of the larger society. Thus, curricular reforms must be committed to facilitating the individual student's development of his potential. In this same vein, we must be concerned with the integrity and technological development that help shape people's lives, their work and their leisure activities. All these responsibilities must influence our curricular objectives for a greater tomorrow (Gbamanja, 1997).

Sexually Transmitted Infections (STIs)

Sexually transmitted infections (STIs) are infections that are passed from one person to another through sexual intercourse. Common types of sexually transmitted infections (STIs) are Gonorrhoea, Syphilis – painless ulcer on genitals and mouth disease, Genital herpes – blister/ sores of genitals organ, Pubic lice, Moniliasis (thrush) – cheesy discharge disease, Trichomoniasis (fishy smell disease), Pelvic Inflammatory Disease (PID), and Genital warts. (Delano, Amanda, Kehinde & Funke, 2000)

Importance of STIs and HIV/ AIDS in Biology Education

Effects, expansion and improvement of STIs and HIV/ AIDS education around the world are critical to prevent the spread of HIV and STIs. There are an estimated 34million people living with the virus and each year millions of people become infected.

1. Effective HIV/AIDS education can help prevent new infections by providing people with information about HIV and how it is passed on.
2. It plays a vital role in reducing stigma and discrimination.
3. Education is key to an effective prevention of HIV/AIDS. Studies showed that educated people are more likely to know how to prevent HIV infection than non educated person. They know how to delay sexual activity and to take measures to protect themselves.
4. Education also accelerates behavioural change among young men, making them more receptive to prevention messages.
5. Schools can be a primary source of information about prevention methods in the fight against HIV. If all children receive a complete education on HIV/AIDS, it could greatly reduce the (Mishra, 2005).
6. Sexually Transmitted Infections (STIs) are common, and young people are

often at risk. These infections can result in serious illness both now and in the future. It is therefore necessary for us to have a good knowledge about sexually transmitted infections (Delano, 2000).

Need for HIV/AIDS and STIs Education

In order to make the country enjoy maximum standard of health the first move is to educate the masses through an appropriate curriculum education. Education may not do the magic overnight, but it will go a long way towards achieving global awareness whereby the populace would know what exists in their societies, why such situations exist, and what part they can play in improving the situations.

Educating the masses would include a vigorous move towards making people aware of health conditions and hazards in their communities and there by teaching them how to prevent diseases rather than trying to spend large sums of money to 'treat ' diseases under the pretext of achieving health for all in the 21st century. Some diseases have been identified incurable. But with adequate and appropriate education, such diseases could be prevented and thus, may be eradicated. It has been obvious that the outbreak of many incurable diseases has been more prevalent in the underdeveloped and developing countries of the world like Nigeria where the masses are uneducated and poor. STIs (sexually transmitted infections) and HIV and AIDS are example of such types of diseases.

The following category of people needs to be educated about HIV/AIDS and STIs:

i. It is important that people who are already infected with HIV /AIDS and STIs receive education. Initially, this must involve an element of counselling and support and must teach them about how to live well with HIV, the tests they have to do and the medications they may need to take. They must also learn about HIV transmission and safer sex, for two reasons – they need to know how to live positively without passing the virus on to anyone else, and they need to know how to avoid coming into contact with a strain of the virus which differs from the one they already have.

ii. People who have not been educated may be at risk of becoming infected. This means that young people need to know the risks involved in unsafe sex and drug use before they are old enough to find out for themselves.

iii. People who have already been educated but the education was not effective. If AIDS education were completely effective, there wouldn't be nearly so many new infections.

iv. Everyone needs to learn and know why he should not discriminate against HIV positive people. People who are not HIV positive must learn about how the virus is transmitted in order that they are able to protect themselves from infection. At the same time, they must also learn how the virus is not transmitted. People need to know that they cannot become infected from such things as sharing food, towels or toilets. This will help to reduce discrimination against HIV positive people by reducing ignorance and fear (Mishra, 2005)

Where do HIV/ AIDS and STIs Education take place?

AIDS education can be presented in many ways and put across by many forms of media, which should be selected with the target group in mind. Some people can be best reached via news

papers and magazines, whilst other people, might be more used to street theatre as a form of media. AIDS education needs to embrace culturally appropriate and relevant media.

These might include radio, television, billboard advertising, street theatre, comic and strips. Sometimes AIDS education is about giving people information which they will remember on a long term basis, about how to protect themselves, the difference between HIV and AIDS, and help to reduce discrimination (Mishra, 2005).

The best place for people to learn about these diseases is at school. It is the critical setting for educating young people who are at high risk of becoming infected with HIV or STIs. As young people are at high risk of becoming infected with HIV or STIs, it is vital that they are educated about HIV/STIs transmissions before they are exposed to situations that put them at risk of infection (for example before they are sexually active). Such schools play a major role in shaping the attitudes, opinions and behaviour of young people and so are ideal environments for teaching the social as well as the biological aspects of HIV or STIs (IBE & UNESCO, 2006).

Schools also serve as work place for many people particularly teaching and non- teaching staff in all secondary schools. If Biology curriculum can be transformed to meet target of young people through this method it will help to prevent the spreading of HIV/AIDS and STIs in our community. This will improve health standard in Nigeria.

What Information Needs to be included in Biology Curriculum?

Although STIs and HIV/ AIDS education need to be tailored to the context in which it takes place and to the people who are being educated, these are some key areas that HIV and STIs need to cover. It is important that the information provided is a balance of the social and emotional aspects of HIV/AIDS or STIs as well as biological information. Comprehensive STIs or HIV education should include:

a. Spreading and prevention of STIs

b. How to protect and promote one's health.

c. Social and emotional aspects: how to maintain a healthy level of self – confidence and self esteem.

d. Sexuality: learning about different sexual orientations and the development of sexuality.

e. Promotion of equity including gender issues: understanding that men and women have similar rights in society and family.

f. Overcoming stigma and discrimination and promoting human rights: how to show support for HIV positive people and how not to discriminate against or stigmatise people living with HIV.

Methods of STIs and HIV prevention

i. Abstinence; not having sexual intercourse is the best option for those who are sexually active.

ii. Keep to one mutually faithful uninfected partner.

iii. Ensure proper use of condoms for protection during sexual intercourse.

iv. Avoid sharing needles, toothbrushes, razor blades or any sharp instruments.

v. Avoid using needles or razor blades to be used more than once.

vi. Discussing concerns about STI and HIV/AIDS with your sexual partner.

vii. Refusing to receive transfusion with unscreened blood

viii. If possible use your own clippers and/ or shaving razors and ensure they are properly cleaned after each use.

ix. Other sexual behaviour such as hugging and masturbation pose no risk of STIs and HIV/AIDS as there is no exposure to another person's body fluid (Delano, 2000); Family Health International IMPACT & USAID, 2003) .

Conclusion

Biology is the study of living things. It deals with reproduction of living organisms. Sexual reproductions in human being involve sexual intercourse. Therefore, sexually transmitted infections are infections that are passed from one person to another through sexual intercourse. Some of the common types of sexually transmitted infections are gonorrhoea, syphilis, genital warts including HIV/AIDS. All these diseases are deadly disease which must be controlled and eradicated in the society. The best way of doing this is to include STIs and HIV/AIDS in Biology curriculum of secondary schools. If these young ones have being educated properly they will know how to prevent STIs and HIV infection, to delay sexual activity and to take measure to protect themselves. Also, it will help in overcoming stigma and discrimination, that is, how to support HIV positive people and how not to discriminate against or stigmatise people living with HIV. In the curriculum, the methods of STIs and HIV must be emphasized to let the students aware how these diseases being spread and how they can be escaped from its danger. One must be aware that there is no vaccine against HIV and there is no cure for it once you are infected. Most people die within 10 years of getting infected with HIV. Remember, your body is special so protect it from STIs, HIV/AIDS and unwanted pregnancy. Including effects, prevention and control of STIs/AIDS in curriculum of Biology are some major ways out.

Recommendations

Curriculum must intend to meet the needs of the learners and society at large. Therefore, to meet this, one of the main objectives of Biology curriculum is ability to apply scientific knowledge to everyday life in matters of personal and community health and agriculture (NERDC, 2009). In order to do this, the authors recommend that:

- STIs and HIV/AIDS should be introduced into Biology curriculum in secondary schools.
- Government should employ professional hands that are competent to impact the knowledge of STIs effectively to the students.
- Government should set up monitoring officers to ensure that teachers cover all the contents of Biology syllabus in secondary schools.
- Examination bodies such as WAEC and NECO should include and compulsory questions on STIs to ensure that students are acquainted with the knowledge concerning STIs.
- Government should educate those people that are sexually active especially of higher educational institutions.
- The best potion to avoid HIV/ AIDS is total abstinence from sex before marriage and outside marriage.

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