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IMPROVING QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

This work focuses on how to improve the quality of education for sustainable national development in Nigeria, the study implicated the fact that once quality education is assured, the outcome of it is development. Discussion in the paper pointed out the fact that school managers have a lot to do for schools to achieve their goal of ensuring quality education. It is however noted in tertiary institutions that despite accreditation instituted they are found wanting in the area of ensuring improved quality education and hence stunted development observed over the years. Corruption and examination malpractice are identified to be rubbishing every effort made towards attainment of improved quality education that could guarantee sustained national development in Nigeria. It was recommended that accreditation exercise in tertiary institutions be strengthened and as well extended to primary and secondary schools to help in instilling consciousness on the managers and other stake holders. That school managers or administrators should be monitored to ensure that they faithfully carry out their statutory duties and that concerted efforts should be made by school proprietors, managers, teachers, parents and the society to curb corruption and examination malpractice in schools.

Key Words: Quality education, sustainable development, corruption, examination malpractice, quality assurance, educational managers, tertiary institutions.

INTRODUCTION

Nobody is tired of listening to the same song being sang all the time in Nigeria because it is the only available music. More than 60% of conference themes in Nigeria for about a decade now have centered on the issue of quality education and sustainable national development. Since we have not attained the kind of quality education that we desired and believe could bring about national

development that could be sustained in Nigeria. This again has the understanding that before now the quality of education that the country could offer cannot bring about sustainable development.

Sustainability therefore has become a key word in this paper. Nigeria has taken a number of giant steps and made some rapid progress before now and of which everybody including non-Nigerians know that such development is hanging on pseudo legs and so could never be sustained. For instance, in the 70s and 80s Nigeria had depended heavily on expertrates for virtually everything including teachers in secondary and tertiary institutions which certainly could be not sustained either due to finance or political reason. The windfall from sudden rise in oil prize due to war and or problems in certain parts of the globe that is enjoyed sometimes is something we cannot imagine it being sustained. And now, we cannot boast of a sustained weather for the farmers that produce the food that we eat because of ozone layer depletion that is affecting almost everything across the globe including the weather (though some may argue that weather is controlled by nature). One can only sustain what is available. Therefore, one can only talk of sustaining quality education in Nigeria if it exists. The question therefore is, do we have quality education in Nigeria? We are therefore faced with the issue of improving the quality of education and then sustain it. It is agreed in this paper that we have double job to do - improving and sustaining.

The need for quality assurance in Nigerian schools is highly desired in order to ensure quality of teaching and learning. The following according to Adegbesan (2010) are the major needs of quality assurance in our education system in Nigeria:

i. to serve as indispensable component of quality control strategy in education,
ii. to ensure and maintain high standard of education at all levels,
iii. to assist in monitoring and supervision of education,
iv. to determine the quality of the teacher input,
v. to determine the number of classrooms needed based on the average class size to ensure quality control of education, and
vi. to determine the level of adequacy of the facilities available for quality control
vii. it would ensure how the financial resources available could be prudently and judiciously utilized.

Development in all sectors of Nigerian economy is agreed in this paper to be tied to development in education. The implication is that no matter how the nation seems to be advancing in commerce, science and technology, information and communication technology and so on, if education is out of it, it means that the success or development is temporary; depending on borrowed skills etc which definitely will not last. At the moment the poverty index of the nation, the nature and output of school leavers facilities available in schools at all levels, etc are all indicating that

unless corrective measures are taken now, what the future holds as far as education and subsequently development for Nigeria could be catastrophic. The paper therefore is a wakeup call to address the issue of improving quality of education in Nigeria and how it could certainly bring about sustained national development in all ramifications.

Quality Assurance and Development in Nigeria

It is put on note that the concern for quality has been at the core of the motivating forces for reforms in education in Nigeria. Ajayi and Adegbesan (2007) see quality as the total of the features of a process, product or service on its performance, in 'customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the reduction of wasted and the improvement or productivity. Taking a cue from the above definition, Fadokun (2005) characterized quality by three interrelated and interdependent strands:

1) Efficiency in the meeting of its goals,
2) Relevance to human and environmental conditions and needs,
3) Something more" that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity,

Further, with regards to education, the International Institute for Educational Planning (IIEP) views quality from different perspectives. The first is from the internal criteria of the system such as profile expiration and the external criteria which are the fitness and relevance of such education to its environment. Arikewuyo (2004) judged quality in education by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community, and the society as a whole. He finally concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, quality assurance is related to quality control, but its functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to ensure that requirements are met. While, quality assurance goes beyond that and this is because it extends the focus from outcomes or outputs to the process which produces them. Similarly, Ajayi and Adegbesan (2007) argue that, quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. In his own definitions, Ehindero (2004) says quality assurance focused on the:

a. Learners entry behaviours, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning,
b. The teacher entry qualification, values, pedagogic stalls, professional preparedness, subject background, philosophical orientation, etc,

c. The teaching / learning processes including the Structure of the curriculum and learning environment,

d. The outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives.

In attempting to bring all definitions together, Fadokun (2005) seems to sum the definition of quality assurance in education as a programmed, an institution or a whole education system. By implication, quality assurance is all these attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme.

According to Federal Government of Nigeria (FRN, 2004), National Educational Quality Assurance Policy in Nigeria is concerned with 8 components of quality standards itemized as:

1. learner achievement and standards;
2. learners' welfare and participation;
3. care guidance and support;
4. leadership and management;
5. school community relationship;
6. learning environment;
7. teaching and learning;
8. curriculum and other activities

Quality here can be globally seen as the worth, goodness acceptability, strength, taste, durability, etc of something. All these quality constructs have diverse meanings that call for an in-depth understanding of quality assurance.

According to Okebukola as cited in Bandele (2011), quality assurance is an umbrella concept designed to improve the quality of infant, process and output of the education system. It is a label for the process of ensuring for purpose. Quality assurance is amplified here to include academic, administration and infrastructural quality assurance. Detailed schematic representation of the segments sectors of institutions college quality is presented in Figure 1.

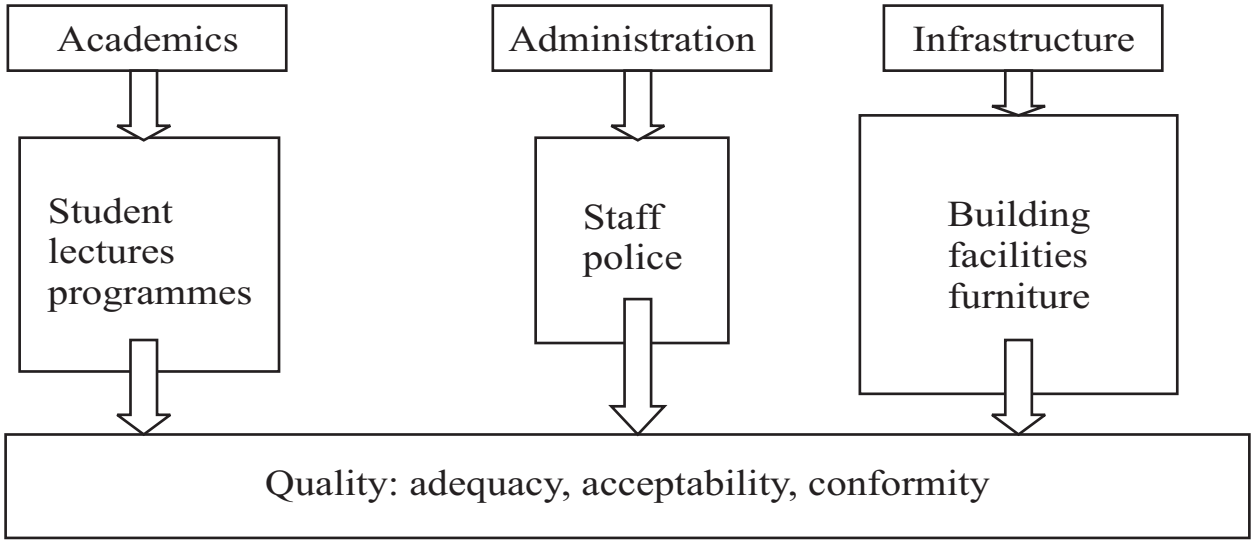

Figure l: Relationship among dimensions of quality assurance (Source: Bandele, 2011)

A major problem in Nigeria is the proliferation of substandard goods and services due to corruption. It is a common thing to pay for services that are never enjoyed because there is no quality assurance measure put in place (Kolawole, 2011). Most buildings under construction have collapsed while consumers have paid for sub-standard goods such as drugs, electrical appliances, cables, drinks and services. The implication of some of these things is that the health of the people is compromised, huge sum of money is lost annually and the country is portrayed in light in the eyes of our neighbours who use the count dumping ground (Kolawole, 2011).

Against this background, NADFAC has waged against the importers of quality drugs has gone a long way to clean up the pharmaceutical companies and improve the quality of health delivery in the country. These are indications of what can, happen when quality assurance agents are not allowed to work efficiently.

According to Kolawole (2011) the inevitability of quality assurance mechanism in development has been highlighted by scholars in the field of development and they have thus indicated that quality assurance is the systematic monitoring and evaluation of the various aspects of a service, facility or project with a view to maximizing the probability that minimum standards or quality are being attained by the production process (Almeida, Alvaro & Meria, 2007). According to them, quality assurance helps to ensure that mistakes are eliminated while the product or service is made suitable for the intended purpose. The realisation that quality assurance drives improvement and establishes a standard of behaviour led to the suggestion of four critical elements that must be emphasised in underlying the importance of quality assurance in development. The elements according to Kolawole (2011) are:

a. control of job management, adequate processes, performance and integrity criteria and identification of record.
b. competence in the area of knowledge, skills, experience and qualifications;
c. personnel integrity, confidence, organisational culture, motivation, team-spirit, and quality relationships;
d. adequate infrastructure to promote functionality (Almeida, Alvaro & Meria (2007).

Gboyega (2003) captures development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material well-being of all citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future, it also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihoods and expansion of life chances. Naomi (1995) believes that development is usually taken to involve not only economic growth, but also some notion of equitable distribution, provision of health care, education, housing and other essential services all with a view to improving the individual and

collective quality of life (Naomi, 1995). Chrisman as cited in Lawal and Oluwatoyin (2011) views development as a process of societal advancement, where improvement in the well-being of people are generated through strong partnerships between all sectors, corporate bodies and other groups in the society. It is reasonable to know that development is not only an economic exercise, but also involves both socioeconomic and political issues and pervades all aspects of societal life including education.

The high level of development that is needed to drive Nigeria as a country in the 21st Century cuts across various fields of endeavour. The level of development that we desire in the country can be attained when adequate security has been put in place and quality assurance is ensured (Bandele, 2011). This is because these twin ideas, security and quality assurance are a 'sin quo non' to promoting development in the country. While it is being argued that Nigeria can develop to the fullest if it makes efforts to promote the security well-being of its people and makes laws that will guarantee quality assurance in whatsoever that is done, the corollary is true and it is that there can be no development where there is no security and quality assurance mechanism.

Educational Managers as Quality Assurance Agents in Nigeria's Education System

According to Adegbesan (2010), the roles of educational managers range from administrative to professional. That professional staff in the education industry should be concerned about how they manage the educational resources allocated to them for use as well as the control of their schools and students. The teacher's managerial functions by the same token should go beyond those of the beginning classroom teacher. The author further added that the teacher should be responsible not only to himself and his pupils but also to other staff members and their pupils. Not only that, he is faced with the responsibility of determining the priorities of management and the management style to be used for achieving qualitative educational results.

Arikewuyo (2004) had listed the tasks which must be done by education managers in order to have a qualitative education. These includes:

i. Measurement and standardization of academic attainments.
ii. Evaluation of quality of work during supervision
iii. Use of competent teachers and administrative/supervisory personnel.
iv. Dissemination of information to teachers and students,
v. Use of educational technologies with a view to increasing the efficiency of teaching,
vi. New research and development to invigorate all educational activities.
vii. Guidance and counselling.
viii. Placing students in suitable employment.
ix. Efficient management of all education.

However, educational managers are classified by their functions, that is, by the role they play in their position as managers. To fulfill the purpose of quality assurance in Nigerian

education system, there is need to identify educational management as a body of systemized knowledge, based on general principles which are certifiable in terms of school of practice. Ogunsaju (2006) argues that, a school manager may manage with good or bad judgment, with great or little experience, with exemplary or undesirable character traits. Educational managers ought to function for quality assurance in our education systems and therefore their practices may be similar in all kinds of schools. These practices are:

1. Planning: This is an essential aspect of good management. It requires the ability of the manager to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the school system.
2. Organizing: This is the ability of the managers to create structural work. That is, he should focus attention on the structure and process of allocating tasks to achieve common objectives.
3. Staffing: This is another essential role of educational managers. It requires his ability to search for the right people and to place them on the right job both in and quantity which would reflect their experience capability for the school objectives to be achieved.
4. Motivating: This is the energizing force behind all activities of educational managers. Managers should know how to keep good morals of their workers in to obtain maximum efficiency and effectiveness from them. This includes constant payment of salaries and other emoluments needed for their welfare.
5. Evaluating: This is the ability of managers to assess and know the outcome of the school aims and objectives. He ensures that set down goals and objectives are achieved through quality control system which includes:
   a. An effective quality school system,
   b. Periodic audit of the operation of the system,
   c. Periodic review of the school system to ensure it meets changing requirements (Ogunsaju, 2006).

Ogunsaju (2006) however, concluded that, for a school manager to perform his roles effectively in assuring quality in the school, he should be able to play these parts: be a listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision taker and on occasion a model. The question therefore is, how can quality education be attained despite all these especially at the tertiary institutions?

Factors of Quality Assurance in the Tertiary Institutions

It is glaring that the philosophical objectives of quality assurance are the decision of educational programme to train individuals to achieve competence in a given area of industrial production function. The focus of

Which, is to prevent problems, strengthen organizational systems and continually improving performance (Oyebade, Oladipo & Adetoro, n.d). Thus, quality assurance is the ability of educational institutions to meet the need of the use of manpower in relation to the quality of skills acquired by their products. With this, the quality of an academic programme becomes a universal concern. This is because the product of one tertiary institution becomes another employee in another tertiary institution or other culture's industrial setting. Consequently, quality assurance has become an internationalized concept.

The NUC reported the first attempt at universalization of quality assurance in higher education across the globe in 2004. The study ranked the universities in terms of their productive functions, and the relative efforts on their product. No African universities were ranked, including Nigeria. Since this development, the NUC has heightened its efforts in standardizing the quality of university education in Nigeria. To establish and maintain high quality standards, the universities and the NUC have a shared responsibility in addressing the following key areas, according to Adedipe (2007).

1. Minimum academic standard.
2. Accreditation
3. Carrying capacity and admission quota
4. Visitation
5. Impact assessment
6. Research and development
7. Publications and research assessment
8. Structures, infrastructures and utilities

These conditions apply to colleges of education and polytechnics,

1. Minimum academic standards form the baseline for entrenching quality tertiary education, since it prescribes a profile of curriculum, human resources, structures, infrastructures, equipment and associated facilities required for establishing, governing and managing the institution.
2. Accreditation is the process by which programmes are evaluated against set minimum academic standard and institutions comprehensive academic research and development activities are evaluated against prescribed criteria (including self-visioned and self-produced strategic plan (refer to Figure 2 for details).
3. carrying capacity of an institution is the maximum number of students that the institution can sustain for qualitative education based on available human and material resources.
4. Visitation to institutions is a statutory requirement that empowers the proprietor to ascertain the well-being of the institution.
5. Impact assessment is a specialized form of evaluation aimed at finding out if the core expectations of the establishment of a particular institution are being met.
6. Research is the driving force for human development as globally determined; such research should be evidenced by

publications.

7. Structures, infrastructures and utilities are essential driving force for qualitative productivity in any organization, particularly in the university system.

However, Baldwin as cited by Oyebande, Oladipo and Adetoro (n.d) in his own view, highlighted the following as quality assurance checklist:

- Institution / faculty mission and objectives
- Teaching programmes
- Students selection
- Course structure and documentation
- Teaching arrangement
- Postgraduate supervision where applicable
- Students
- Support
- Assessment / evaluation
- Grievance procedures
- Monitoring of outcomes
- Research and development
- Community service
- Staffing issues
- Infrastructure / resources
- Governance

Makoju, Nwangwu, Abolade and Newton (2004) observed that the Whole-School Evaluation (WSE) concept/ practice is considered as one of the cornerstones of quality assurance and one way of improving the quality of education. Quality assurance in this context refers to the monitoring and evaluation of performance of the various levels of the educational system in the specific goals at each level and overall objectives of the system.

The Actual Problem: Quality and Development or Corruption and Examination Malpractice?

At school level, corruption and examination malpractice is an event on a continuum. At one end is corruption very prominent while the other end is examination malpractice whereas in the middle is a blend of both. According to Ayobami (2011) corruption is a social problem that has interested many scholars. Ruzindana as cited in Ayobami (2011) asserts that corruption in Africa is a problem of routine deviation from established standards and norms by public officials and parties with whom they interact. He also identified the types of corruption in Africa as bribery, private gain, and other benefits to non-existent workers and pensioners (called ghost workers). The dishonest and illegal behaviour exhibited especially by people in authority for their personal gain is corruption. According to the ICPC Act (section 2), corruption includes vices like bribery, fraud, and other related offences. Corruption is the abuse or misuse of power or position of trust for personal or group benefit (monetary or otherwise).

Corruption is a symptom of numerous difficulties within contemporary societies (Ayobami, 2011). It usually involves more than one party. It takes a form of an organized crime, at times, an organization can be established on corrupti0n to beget corruption. Gbenga as cited in Ayobami (2011) asserts that corruption is contagious. According to the perception index

of Transparency International, Nigeria was ranked 144th out of the 146th countries, beating Bangladesh and Haiti to last position. An analysis of the anti-graft/ anticorruption laws in Nigeria shows that corruption will continue in spite of the laws because the perpetrators do not fear any consequences. It is now dawning on the Nigerian public that the so-called private enterprise and legislators are free from scrutiny, and governors claim to be immune. Corruption is found in the award of contracts, promotion of staff, dispensation of justice, and misuse of public offices, positions, and privileges, embezzlement of public funds, public books, publications, documents, valuable security, and accounts. Corruption can be systematic in nature and affect the whole life of an organization or society like school.

Within the educational sector in Nigeria, especially from secondary to university levels, corruption is very pervasive, and most of which is not in the public eye. Corruption in education according to Ayobami (2011) includes: Parents are known to have used unorthodox means to influence their children's or wards' admission to federal government secondary schools, commonly referred to as unity schools. A high JAMB score is critical for admission into the university in Nigeria, and this has led to cheating by some students and parents. There are expensive coaching centers that charge exorbitant fees to guarantee a minimum score of 300 in the JAMB score, which is been orchestrated by coaching centers through aiding and abetting cheating in the JAMB examination with the connivance of JAMB Officials. At a lower level students or pupils even follow their teacher to do farm work so as to guarantee a good grade in his/her examination.

Within the university system, some students resort to "sorting" (finding ways of purchasing of high and unmerited mark from a lecturer in order to enhance the grade in their final examination). Such students will then say they have gone into the university and having what they have not worked for. Lecturers and students print fake receipts, which they use in collecting school fees, and Some unsuspecting students are usually discovered by the audit department.

In Nigeria, the last two decades have witnessed an alarming rate of increase in incidents of examination misconduct. Evidences abound of increasing involvement in examination malpractice by students, teachers and parents (Vanguard, 2005; Weekend Pointer, 2005; Daily Independent, 2004). The incidence of examination malpractice has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of sharp practice or the other. The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating (Ayobami, 2011).

Although efforts seem to be yielding some results, yet incidences of examination malpractice still feature prominently in the school system. In 2006, the Federal Ministry of Education blacklisted and derecognized 324

secondary schools across the nation as centres for conducting public examinations from 2007 to 2010. The distribution of the schools that were found guilty of examination malpractice is shown in Table 1.

Table 1: Zones, Number of Schools and Percentage of Schools Guilty of Exam Malpractice.

Zone	No. of Schools involved	%
North-Central	54	16.6
North-East	08	2.5
North-West	12	3.6
South-East	48	14.8
South-South	116	36.0
South-West	86	26.5
Total	324	100.0

Source: Week End Times, 17th & 18th February, 2007, p. 4

Table 1 shows the prevalence of examination malpractice in secondary schools in Nigeria. It occurs in all geo-political zones in the country. The South-South zone has 116 schools, followed by South-West zone with 86 schools. The North East zone has 8 schools which is the least in the six zones.

Examination malpractice is a social evil that can damage society to the extent of possibly leading to a failed state. It has very serious economic, political and social consequences. In the last ten years alone, the West African Examinations Council (WAEC) had to cancel the results of 814, 699 candidates in its May/June Examinations (Aminu, 2006). Considering the cost of buying examination forms alone, this amount to a waste of about 2.5 billion naira. Apart from direct wastage of money, there is also wastage in the form of opportunity costs to the nation and society.

Examination malpractices render the goals of education invalid. The actualization of the goals of education will continue to be a mirage if the scourge of examination malpractice is not eradicated from the system. The country will end up producing graduates who lack the knowledge, skill and competence to exploit the resources of the nation. Besides, the graduates will lack the right type of values and attitude needed for survival in a globalized economy.

The big risk is that virtually all sectors of the society are involved in examination malpractice and therefore it is difficult to fight. For instance Achor, Ejima, Bello, Onimisi and Ejigbo (2006) in their study in Kogi State affirmed this. Details in Figure 3 reveal that

almost everybody is directly or indirectly involved. If they are not involved directly, their agents are involved which of course has implicated them.

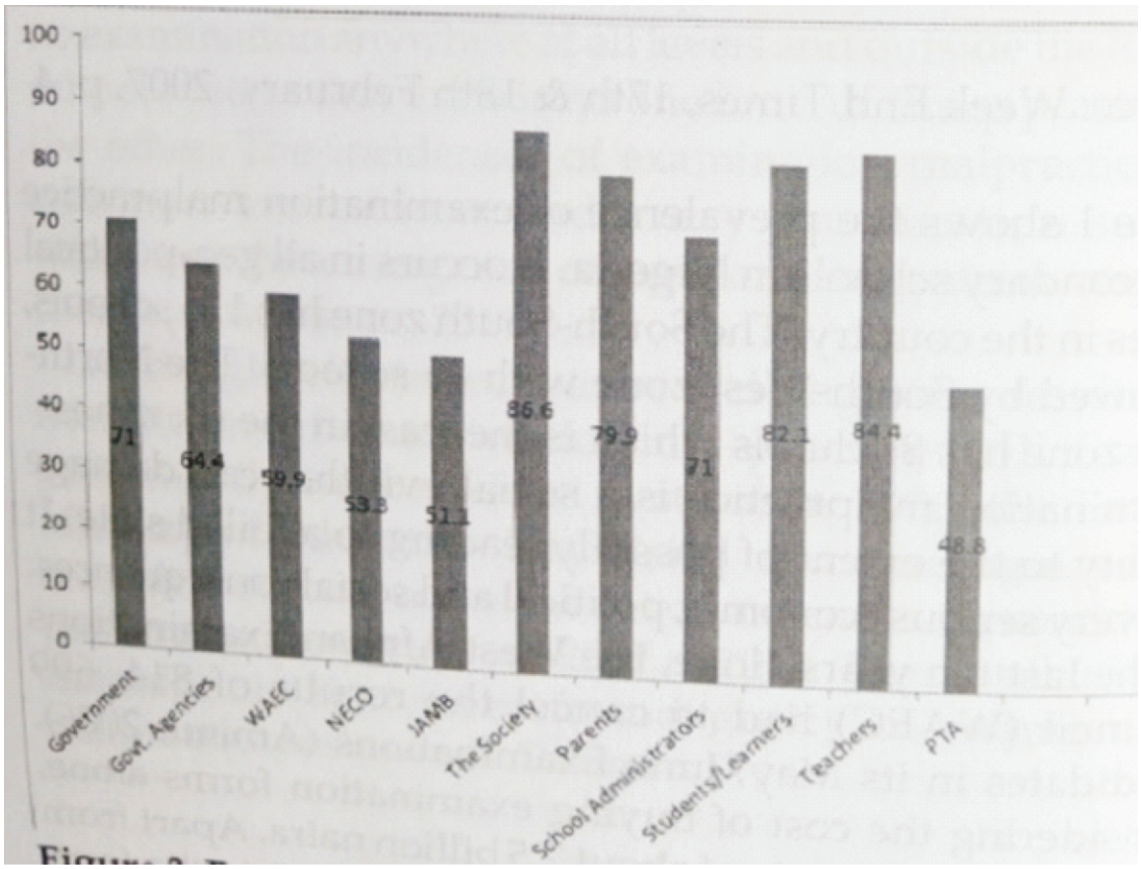

Figure 3; Bodies Responsible for Examination Malpractice in Kogi state (Source: Achor et al, 2006) Malpractice leads to irreversible loss of credibility. A country 'that becomes noted for examination malpractice losses international credibility (Ayobami, 2011). The implication is that documents emanating from such country will be treated with suspicion. Consequently, certificates awarded by such country's educational institutions are disbelieved. Such country's educational institutions are as good as dead as far as international cooperation in education is concerned. The fight against corruption cannot succeed if examination malpractice continues to be endemic in the educational system. As leaders of tomorrow who have gone through a school system characterized by academic fraud and dishonesty, the youths of the country will saw and nurture this fraudulent behaviour in any organization they find themselves, they will be destined to a life of crime, fraud and corrupt practices. The consequences of examination malpractice are grave.

Conclusion and Recommendations

From the discussion made so far, to ensure an improved quality education, quality assurance measures have to be put in place. This will involve school managers with a lot of

implications for all levels of educational institutions in Nigeria with particular emphasis on tertiary level. It is also the conviction of the paper that development is simply a product of quality education system. However, there is doubt as to whether the problem of Nigeria is really quality education and development rather than corruption and examination malpractice. The paper concludes that discussion of quality and development without putting in perspective what corruption and examination malpractice could do may result in efforts in futility, as a way forward a suggestion is made to the effect that issue of accreditations in tertiary institutions should be strengthened. This is because a lot is seen each time bpi. put in place practically as the people come around inspection. Notwithstanding a monitoring group should ensure that window dressing is uncovered and punished while it is suggested that same time that accreditation be introduced as quality assurance strategy at the primary and secondary school levels.

The school managers are seen to be custodians of policy, Implementation and monitoring; their failure to do or not to do what is expected of them could make or mar schools. They should be monitored to ensure that they faithfully carry out their statutory duties.

Though appears unrelated, it was made clear that corruption and examination malpractice are silent killers of quality and development. That concerted efforts should be made by school proprietors, managers, teachers, parents and the society to curb corruption and exam malpractice in schools.

Other recommendations include:

I. Education curriculum and standards of education in Nigeria should be reviewed to reflect the needs and aspiration of the society.

ii. There is need to harmonize the internal and external criteria of quality assurance raising standard of excellence of the education systems.

iii. There is need to improve or employ modern teaching methods and techniques in the classroom.

iv. A more developed and reformed curriculum content is highly desirable. There is also the need for curriculum evaluation to allow innovations and new techniques/

v. Effective supervisory system should be injected into the system.

vi. Full professionalization of teaching in the country to set a standard under which a qualified and well trained teacher must operate is highly imperative.

vii. Government should endeavour to properly fund education institutions in the country to meet the expectations of the society.

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ROLE OF QUALITY ENGLISH LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

This paper focused on the role quality English language education can play to sustain development in Nigeria. The paper brought out the fact that if English language is effectively taught in Nigeria, communication which is the mainstream of language will be better and development can go on. So the paper defined education, development, English language education, (that is comprehensive English teaching), highlighted few problems of English language teaching and how quality English language can help sustain development in Nigeria. Recommendations were made towards having sustainable development in Nigeria for instance, English language lessons should be made more interesting through interactions and discussions by teachers and students instead of the traditional way of only the teacher talking throughout lessons. Also, facilities provided for English language teaching should be used for teaching and not just lie dormant.

INTRODUCTION

The importance and place of language in the community cannot be overemphasized since it is the medium of whether spoken or written. The New Encyclopedia Britannica Volume 5 (1974) puts language as chief means of human communication (pg 32). Every, immunity therefore employs language to enable her interact effectively. But different languages are peculiar to different communities. A community will usually employ language or dialect of a language that is most to understood and can be easily spoken or written by her for the Nigerian community, English language that core language because her interaction with Britain, merchants and missionaries left a most important legacy; language which has come to stay as Nigeria's Lingua Franca; the most widely spoken and probably the "second language" of every Nigerian. Baldeh (1990) remarked that 1862, English language was adopted as the language of wider communication in Nigeria; that was the period when Lagos became an official colony of the

British Empire.

However, English language did not stop in Lagos but spread like wild fire to other parts of Nigeria. The place of English language in Nigerian education stems from its role as a medium of communication in Nigeria. English became the language of education and officialdom in Nigeria (Ikara, 1984). Although language policy in the NPE has brought about changes in the time of employing English as medium of instruction in Nigeria, it has not (never) ruled out completely the use of English as a medium of instruction in Nigerian schools. Thus, English continues to be taught and learnt not only for the purpose of communication but as the key to decent employment and modern living. Olagoke (1979) described English as the language of science and technology, a language of commerce and administration and a means of national and international communication. A credit pass in English language is a major requirement for admission into institutions of higher learning in Nigeria remains the gate way to higher education in Nigeria. This, therefore, means that Nigeria cannot sustain its development without education and if the viable tool for transmission of knowledge in Nigeria is English, then the role of English in Nigeria is enormous and very striking.

Development simply put, can be termed as progressive growth or advancement. Development can also be seen as a process in multiple dimensions of life that involves positive changes and accelerated changes in structures, attitudes, institutions, economic status and reduction in poverty rate. Development is all encompassing and if lots of issues are properly and timely handled a nation will progress. It has to do with improving human lives and standard of living through quality education. Hence, development is improvement and maturity. However, within the context of this paper, how can development be sustained? One of such ways is to have better English language education; that is functional education in English language.

For development to take place in Nigeria and even have it sustained, English language must be accurately and adequately taught and learned bearing in mind that English is not an indigenous language. So much has to be put in to make its teachings and learning functional. Rotimi (1984) defined functionality as the transformation, concretization and practicalization of ideas acquired in any course of study through the propulsion of imagination. The functionality of a course is the highest point of the acquisition of knowledge in a field of study for development purposes.

For the field of English, its functionality should get its input from secondary and tertiary studies because at these levels, the acquisition of knowledge and skills related to the language should assume functional dimensions. In the process of development in Nigeria, English language has to be functional. Functional English here, has to do with the ability to create through imagination. This creativity is illustrated in the writing of drama, novels, essays, films, text books, advertisement and mass communication in general. All these enhance development and self-reliance for a

creatist who has partialized his knowledge of the use of English. More important in functional English is the Innovative and creative ability it inculcates in the practitioner and most importantly is the opportunity for self-reliance it creates for the practitioner in times of economic recession, retrenchment and unemployment. Thus, functional English affords the individual to embark on innovative venture which, if successful, contributes to the development of the nation.

English Language Education in Nigeria

English language, of course, is the language originally spoken in England, an indigenous language of the English people (in Britain) that was brought to Nigeria, becomes Nigerian's official language and Nigerians are second language learners of English. Nigeria is a multilingual society with its several ethnic groups, so the choice and use of English language has been able to bridge the gap of language differences and made the main purpose of language (that is communication) amongst Nigerians possible. Bamgbose (1992) puts the number of languages spoken in Nigeria at 513. So, in Nigeria, like Adegbija (1997) described English as the predominant language of power, or rising high, of making it, of achievement, of officialdom, of official administration, of judiciary, of mass media and most importantly of education. English language is not only used to teach other subjects but is a subject of its own that has to be studied.

English has to be learnt and there are four basic skills (aspects) of it; listening, speaking, reading and writing.

Having seen what education is, it will be worthy to note that English language education is the learning and knowledge of the language skills and the ability to apply them in life and issues that concerns individual and Societal interaction, relationship and development. That is the purpose of education, societal and individual improvement and communication (language) cannot be separated from education. Ibagere (2002) cited by Obadare (2007) listed nine functions of communication. They are information, socialization, motivation, debate, discussion, education, cultural, promotion, entertainment and integration, all through the use of language. Since language is a means by which we communicate ideas, feelings, emotions, desires, information ecetera, through vocal or written symbols, it has to be learned through a system of symbols which every fluent speaker of any language has learnt thoroughly. English language education in Nigeria therefore is the teaching and learning of English language for the purpose of achieving the aims of language as enlisted above. Then, the educational development in English would include the development of the individual as he gets the relevant knowledge and skills in English language.

The learning of the language has to be comprehensive, total and detailed, if the ultimate is to attain and sustain development as a nation. This comprehensive learning entails covering all the branches involved in English language education and attain proficiency in the four skills listening, speaking, reading and waiting. The branches are as follows:

a. **Phonetics**: Branch of English language that deals with production, transmission and reception for speech sounds, the science of language.
b. **Phonology**: This is understanding and describing how sounds convey meaning.
c. **Morphology**: The level of grammar that studies the way by which morphemes organize themselves to form words.
d. **Semantics**: The study of meaning.
e. **Sociolinguistics**: The study of how language tries to adopt itself to the needs of the society. This aspect is very necessary as far as national development is concerned.
f. **Psycholinguistic**: This aspect tries to explore the relationship between language and psychology.

It must be noted that our focus is on quality English language education amidst the multiplication of languages in Nigeria and how it can sustain national development. The notion of English language within the framework of this paper does not merely refer to the language of communication in Nigeria but education in the various aspects. English language education comprises grammar, phonology, morphology and semantics which produces the four skills, listening, speaking, reading and writing (spoken and written English adequately).

As we discuss English language education in Nigeria, it is pertinent to take a brief look at the Language Education Policy in Nigeria. The Nigerian Policy on Education (NPE, 2005) spelt out as its language policy that the medium of instruction at the pre-primary level, is the mother-tongue (MT) or the language of the immediate community (LIC). At the primary level, the medium of instruction is initially the MT (that is the first three years) or LIC and at a later stage English (last three years) (NPE). At the junior Secondary school, the Nigerian child is expected to study two Nigerian languages (the language of the environment as Ll and another language other than the language of the environment as L2). At the senior secondary school level, English language shall be taught as a core subject alongside a major Nigerian language, Hausa, Igbo or Yoruba. At the tertiary level, English language is to be taken as a discipline (area of specialization) but the medium of instruction. Thereby, educational institutions in Nigeria are to be guided by this policy and should comply for achieving quality education, A look at the language policy in Nigeria will show that the period of using indigenous Nigeria languages as medium of instruction is virtually three to four years within the period of school which is so negligible compared to the number of years spent in school, six years in primary schools, six in secondary and four and above in the higher institution.

Problems Encountered in the Teaching of English Language in Nigeria

There are several problems encountered by language tutors in the course of trying to educate students and learners in English but only a few shall be highlighted in this paper as

this is not the major concern of this work.

1. Lack of sufficient facilities like language laboratories for necessary training in oral English. Where these are provided, they are hardly used or utilized for the purpose for which they are provided.
2. Inadequate provision of human agents of transmission. Teachers of English language are usually not sufficiently available. For example in the Department of Primary Education Studies, Kaduna State College of Education, there are just two teachers of English for now while in fields like mathematics, there are about four teachers. Teachers of English from the English Department often service the PES Department.
3. students in Nigeria generally have a perspective that English is a foreign language so cannot be well learnt. Their preconceived mind, affects their interest and commitment to learning English language.
4. poor foundational knowledge of English language. So many students acquire various varieties of English that are not standard from within and outside the environment like pidgin, Nigerian English, thereby making the teaching and learning of correct English (standard) difficult. It usually takes time to debunk what has been put in for years. Literacy among students learning English is so low, that is the ability to read and write English.

Sustaining Development in Nigeria through Quality English Language Education

Earlier in this paper quality English language education has been explained. Quality English language education is nothing but comprehensive teaching of English language so that the necessary skills are learnt. However, the skills are usually learnt for a purpose; that they might create in the individual an ability to communicate, interact, socialize, improve his intellect for positive change and his society at large.

If development is growth and change in form, social, cultural as well as economic, among others, then first amongst others is the fact that English language education should bring the learner into a changed person in his mentality, knowledge and skill. If education affects him to a great extent and he puts the learnt skills to use constantly then he sustains development. We have seen that functional English education hinges on imagination and creativity which reduces idleness, recession and unemployment. If most Nigerians are employed somehow, (even as teachers of English) the rate of poverty will drop and development is sustained.

English language education should be given comprehensively, not half-knowledge which is rather Most Nigerians shy away from proficiency and in English because it is not well taught and this is an international language that its proficiency can offer great opportunities for interaction with the wider world thereby bringing more international investment into the country.

Unity is fostered through language and where there is unity, there is bound to be progressive development. Even the Nigeria coat of arms has in its logo, "unity and strength. The adage goes that "united we stand, divided we fall". Thus, if one of the effects of language is unity, then, English language is a major instrument for development in Nigeria as it bridges the gap of multiplicity of languages.

We have understood that a nation cannot rise above the quality of her teachers. Teachers of English language should teach the language intensively making sure that each branch of the language is properly and adequately handled in the course of teaching especially for those who major and teach English language later in life. The world of technology and the media (print or non-print) is fast gaining ground, creating job opportunities and raising standard of living. Thus, one with good knowledge or command of English should not hesitate to go into the media or even the actors world for it exposes the potential of a people, advertises the rich resources of any nation and reduces unemployment.

Knowledge of English opens up a man's faculties of thinking especially the semantic and literal aspect. Therefore, a good linguist cannot fall prey to irrational behaviour that will hamper development in the country rather, positive thoughts of what to contribute to nation building are bound to be borne in him. Teachers of English and educational counsellors can do well to encourage individuals exhibit and utilize their knowledge.

It is evident that the educational process may never go on without the use of English language education in Nigeria because it is the medium of instruction in Nigeria schools. And if education does not go on, a nation cannot develop. There must therefore be a coherent unity between the teaching of English language and educational norms. Transmission of societal norms and values should not be to the local community but should be done in the schools through the use of English language.

proper documentation of cultural norms, political, economic and social affairs of the nation should be done using current English by administrators. Administrations should have good knowledge of written and oral form of English and ensure its usage as they carry out administrative duties. Most often, administrators do not major in English and do not their work but rather leave it for less educated workers. The government should ensure that those who head departments, ministries and other governmental positions have good command of English.

English language is a unifying factor in Nigeria and unity is a force for development. This must be integrated in Nigerians especially at the local level. Let Nigerians see the importance of adequate and correct learning of English language skills. Teachers, parents and children should practice constant use of English language not only in schools but even at home to ensure perfection and proficiency of the language.

The ways English can sustain national development are inexhaustible. Sustaining development through English language looks

like a dream that can never become real but if these measures are taken, sustained development in Nigeria will be a dream come true.

Conclusion

The place or role of English language education in national development cannot be overemphasized and probably can never be exhausted in a writing like this. However, the discussions show how English education can sustain development in Nigeria and the recommendations should be taken heartily if Nigeria's development must be sustained, No proper English language education in Nigeria, no development. English language education must go on well in our educational sector.

Recommendations

1. Standard English should be well taught making sure that all the branches and skills involved in English is properly in calculated. Educationist and Nigerian educational system should ensure the usage of the received pronunciation or BBC English not the other wrong varieties like Nigerian English and pidgin. Intermittent test should be given to students to test their level of assimilation of English.
2. English should not be taught just for examination purpose or just as a ticket to go for higher education. Rather, teachers should emphasize correct learning of English language and its functionality. It should not just be to get a credit in it or certificate but to have meritable knowledge. The use of English language in all aspects of her national life should be encouraged and continued until Nigeria is able to evolve an indigenous language that will take over the present role of English in the country. Applicants should always undergo test in all branches of English language before they are employed.
3. Policy making is good but much more than that is the implementation of the policies therefore government and educationist should ensure the implementation of Nigeria language policy. This means that supervisors should increase their supervision rate and ensure compliance to government policies.
4. Facilities needed for language training should be adequately provided and when provided should not be left unused so that there can be proper and adequate learning of language skills. Some essential facilities like language laboratories must be provided and used by students and teachers. Students should be taken to the language laboratories and the lessons taught practically using the equipment in the laboratories. This will make the learning of English language more functional.
5. Having noted that a nation cannot rise above the quality of her teachers, government and the educational sector should ensure that qualified and adequate teachers of English are

employed. Not just any teacher should be employed to teach English because he has B.ED or NCE but should major in English and its professional qualifications, Teaching English is highly demanding I and tasking so teachers of English should be motivated financially and otherwise. Employments should be based on merit and not credit or certificate.

6. A lot has to be done at the primary school level being the foundation of the educational cadre. Teachers of English language at the primary school level should be well trained in English language skills and should ensure they impact these skills into their pupils adequately. Pupils should graduate from primary school with basic literacy skills, at least be able to read with understanding and write correctly. A pupil should not proceed to secondary school without being able to read and write.
7. One of the problems encountered in teaching English is lack of interest by students and learners. This is chiefly because English lessons are made so boring, so, teachers should employ ways of making their English interesting. Teachers should basically use the method for foundational classes.
8. Most students and pupils do not speak English beyond the classroom, so, teachers should emphasize and encourage students to practice speaking English in hostels and at home. For practice makes perfect.
9. A look at the Nigerian language policy shows that English language is introduced to the learner at a stage a bit too late. For a Nigerian to acquire real functional English language there may be need to review the language policy in Nigeria. English language should be introduced to the learner at an early stage of school years.

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MORAL EDUCATION AS A KEY TO SUSTAINABLE DEVELOPMENT

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Abstract

It is impossible for any society to attain sustainable development where corruption and injustice thrive in such societies will have nothing to leave for the future generation. Education is the bedrock of development in every society. This work stresses that moral education is the only sure way to sustainable development considering the high rate of moral decadence in our society today. This is because a society that cherishes and appreciates positive moral values such as honesty, sincerity, accountability, hard work, transparency, etc and is able to transmit same to the younger generation will be able to have quality education that can propel it to a meaningful and sustainable development. The paper argues that the home, the school and the religious institutions have a great role to play in moral education. The work suggests that moral education is a very vital ingredient if quality education will be attained in Nigeria to foster sustainable development.

INTRODUCTION

No education can be said to be qualitative if it is devoid of moral values. Similarly, no development can be adequately sustained in the absence of ethical and moral virtues. Every society is sustained and identified by its moral and ethical virtues. Every society has its own sets of what it considers as moral values and passes same from one generation to another. Thus, education encyclopedia notes that every enduring community has a moral code and it is the responsibility and the concern of the adults to instill this code in the hearts and minds of the young (Encyclopedia 2000). Each of these societies or communities has a definite method of transmitting these moral values to the next generation. The process of impacting these values is considered as moral education. It can

therefore be inferred that moral education has been with us from time immemorial. The content may vary from one community, society or association to another, but that is what gives them their identity; their honour and respect.

These writers consider moral education as an imperative venture, considering the fast fading-moral standards in the Nigerian societies today. The paper looks at moral education in the light of formal education, but not negating cultural or informal education. The study investigates the needs for, and the importance of moral education. It also considers a brief history of moral education and identify the educational institutions as major agents of moral education. Finally, the paper discusses moral education as the key to a sustainable development.

Moral education is seen as an antidote to the moral decadence in the Nigerian society. The writers are of the opinion that the developmental and economic woes the country is facing in contemporary times are the results of the neglect or insufficient moral education in the Nigerian society. It is believed that if moral education is properly impacted on the people and the generations to come, the system's development will not only be sustained but also massively improved.

Conceptual Clarification

For proper understanding of the focus of this paper, it is absolutely necessary to give brief explanation of some concepts that used in this work. These concepts are morality, education, moral education and sustainable development.

Morals or Morality

Stanley Grenz,, as cited in Kunhiyop (2004:3) note that morality comes from the Latin word moralis which means customs or habits, that is, practical living out of what one believes to be right and good". Morals and morality comes from the Latin words Mos, meaning custom or usage... morals, nowadays refers to actual human conduct viewed with regards to right or wrong, good and evil... in this sense, it is the concrete human reality that we live out from day to day. Kunhiyop, (2004).

Kunhyop (2004:4) defines morality as the articulation of definite principles and motivation of conduct and behavior... Encarta Dictionary defines ethic as a system of moral principles governing the appropriate conduct of an individual or group. Defining moral development in their book Foundation of Education, McNergney and Herbert (2001) see it as changes relating to age and intelligence in the way an individual makes reasoned judgment about what is right or wrong. Considering the above definitions, a few things stand clear. Morality is about what an individual or a group of individuals believe to be right or wrong, good or evil and what is true or false. It is about right or wrong judgment. For the purpose of this work, morals or morality will simply be defined as "the concrete human reality that we live out from day to day, which may be judged as right wrong, good or evil.

Education

According to Haralambo and Holborn, (2000:774), "education is one aspect of socialization. It involves the acquisition of

knowledge and the learning of skills". He further explains that, "whether intentionally or unintentionally, education also often helps to shape beliefs and moral values." Education is the act of imparting or acquiring general knowledge, developing the power of reasoning and judgment and generally of preparing oneself or others intellectually for matured life. It is the act or process of imparting or acquiring particular knowledge or skills as for a profession. Other synonyms of the concept of education include schooling, instruction, learning. (Dictionary.com. retrieved 8/9/2012). Education can also be seen as a moral enterprise in which we need to reengage the hearts, minds and hands of our children in forming their own characters helping them to know the good and do the good. Bringing the two terms together, the Education Encyclopedia state universality.com notes that:

> moral education" then refers to helping children acquire those virtues or moral habits that will help them individually live good lives and in the same time become productive, contributing members of their communities (2012:1).

Nord and Haynes, (1998) argued that moral education is an umbrella term for two quite different terms and approaches. The first which might better be called moral socialization or training is the task of nurturing in the children those virtues and values that make them good people. The second task of moral education is to provide students with the intellectual resources that enable them to make informed and responsible judgment about difficult matters of moral importance.

Moral education goes on constantly if not always self-consciously. Aristotle captured this insight when he argued that every association has a moral and a hierarchy of values which are cultivated through its everyday norms and practices. (Kiss and Euben, 2010) Moral education is the inculcation of cherished societal values to the younger generation either in a formal, informal or nonformal educational set up.

Nord and Haynes (1998) see schooling as a moral enterprise. The writer agrees with this assertion because schools teach morality in a number of ways whether implicitly or explicitly. The schools have moral codes embedded in their rules and regulations. School conveys to children what is expected of them, what is normal and what is right or wrong.

Sustainable development simply means meeting the needs of the present without compromising the ability of the future generations to meet their own needs. In recent times, sustainability had become a central theme of environmental science and of human development and resource use. Though various conceptions of sustainable development exist, the central idea is that resources, that is, anything useful for creating wealth and improving the life of man, should be put to use without necessarily diminishing them. Each time we talk of development, our attention is drawn to improving the status of lives in the society. Thus, sustainable development is a way of extending such improvement beyond the

foreseeable future without exhausting the resources.

Sustainable development can also be said to be an approach to development in which the environment is protected while ensuring economic and social development on common but differentiated needs and responsibilities to ensure a healthy future for the universe (planet earth). In specific terms, sustainable development -Tings out in terms the fact that there is the need to protect the environment since the environment is integral to all Economic and social goals cannot be achieved with an unprotected environment.

Theory of Moral Education

The following theories are adopted from the work of Nord and Haynes (1998). In their book "Taking religion seriously across the curriculum"

For any society (or school) to exist, its members must share a number of moral virtues. They must be honest, responsible and respectful of one another's wellbeing. A purpose of schooling is to help develop good people. If we are to live together peacefully in a pluralistic society, we must also nurture those civic virtues and values that are part of our constitutional tradition. We must acknowledge our responsibility of protecting one another's right. A major purpose of schooling is to nurture good citizenship. But when he disagree about important moral and civic issues including :he nature of morality itself then for both the civic and educational reasons, students must learn about alternatives.

The purpose of liberal education should be to nurture an informed and reflective understanding of the conflict. What shape moral education should take depends on the majority if the students. Character education and moral education cannot be isolated in single course but should be integrated Tito the curriculum as a whole. We must also believe that the curriculum should include room for moral capstone course that high school seniors might take. We believe religion is the best provider of moral education because morality lies in the heart of most religions of the world.

Brief History of Moral Education

The writers have noted in the introduction of this work that every society has its own set of what it considers moral values and passes the same to its successive generations. The paper has also noted that the process of transmitting these values to successive generations may be considered as moral education. If this is so, then moral education has been an integral part of the human history no matter what form the process of the transmission it has taken. Therefore, moral education is not a new idea as noted by Dike (2003). It is as old as education itself.

Nevertheless, it is possible to say when formal moral education commenced in some societies. For example, Education Encyclopedia State University.com observed that when the first common schools were founded in the New World Moral education was the prime concern... as early as 1642, the colony of Massachusetts passed a law requiring parents to educate their children. In 1647, the famous old Deluder Satan Act strengthened the law. Without the ability to read the scriptures

children would be prey to the snare of Satan.

These are some of the developments toward moral education in the United States as early as the 17th century. In the Nigerian society, we can emphatically say that formal moral education started in earnest with the coming of the Christian Missionaries in 18th and the 19th centuries. The first education that the Christian missionaries gave was moral. Religious education was basically the impartation of moral values. At that time formal education had a distinctly moral and religion emphasis.

The need for Moral Education in Nigeria

There is a general outcry concerning moral decadence in societies globally. People, young and old, no longer respect ethical and moral values of the societies. It is becoming old fashion to be honest, to respect elders, to be sincere, to be transparent, to live a moral chaste life, to be obedient, to respect the sanctity of life etc. the cultural and traditional values that have been handed down through the ages by past generations are being trampled under the feet the younger generation. There is a total abandonment of and diversion from the societal norms. Cultures that are foreign and are opposed to the Nigerian culture are embraced at the expenses of our values. This trend is very dangerous not only to our culture but to the existence of the society at large. This is supported by the work of Ihioma (1985), who lamented that, "Nigerian society today exhibits symptoms of serious moral malaise. There is consequently widespread concern about the nation's moral predicament." Here lies the need for moral education especially in Nigeria. If Nigeria is serious about this trend, then, something must be done urgently to stem the tide. Dike (2003) has also observed that "serious societies since the time of Plato have made moral education a deliberate aim of schooling."

Moral education is needed because the Nigerian society needs good characters, decency. We need to develop citizens that will use their intelligence to benefit others as well as themselves so as to build a better nation. No nation can achieve any meaningful functional development without a sound moral foundation for its citizens. Hence Nigeria needs moral education in order to develop citizens with sound moral judgment who will be able to selflessly manage and sustain the nation's economic development. The reason for the present experience of insecurity in Nigeria may not be farfetched. The emphasis of education has been shifted to economic and technological development. The nation's curriculum developers and educational operators are, i placing much emphasis on science and technology and economic empowerment, thereby negating character and moral development. Because of this de emphasizing in moral education, Nigerian schools are today bedeviled with cases of vandalism and violence, examination malpractice, lack of respect for constituted authority and the laws of the land, cultism, sexual promiscuity and prostitution, drugs and other self-destructive behaviors. All these reflect on the society, and because of this, moral education must form a major content of the Nigerian curriculum.

Thus, Theodore Roosevelt in Dike (2003) made this factual statement " to educate a person in mind and not in morals is to educate a menace in a society". (retrieved 7/10/2012)

Agents of Moral Education

Traditionally, there are three institutions that are naturally vested with the responsibility of inculcation of moral education. These institutions are the home, the religious bodies and the school. Today, however moral education may not be limited to these three traditional institutions alone. Of course, we have the mass media and peer groups among others. For the purpose of this paper, the writer will concentrate the discussion more on the three traditional institutions but with greater emphasis on the school.

Home

The home is the child's first environment. Danielson as quoted in Oladipo (2012:53) opines that "parents play vital role in moral development of the child because they are the first moral teachers and role models that young people have." Moral education in the home may not necessarily be a formal one where lessons are planned and knowledge transmitted to the child in an organized manner within a specified time. In the home situation, the child learns from what he sees his parents and the elderly do or say.

The best time to impart moral value to a child is when the child is still tender and under the care and control of the parents. This agrees also with what the Bible says "train a child in the way he should go, and when he is old, he will not turn from it" (Proverbs 22:6). Parents are the ones that are given this responsibility of training the child since he or she remains with them until adulthood.

Religious Institutions

Most religions teach morals. These morals are passed to the child by parents, elders in the societies and in the religious institutions like the church or the mosques. "The Jesuits order", a Roman Catholic society has a popular saying that "Give me a child until he is seven and I will give you a man". (Loyola, 1557, retrieved 7/10/2012) The society has discovered the secret that the best time to impart knowledge to a person is when he or she is young. In fact, an African adage has it that "the best time to bend a stick is when it is still fresh".

School

Nord and Haynes (1998:1) are of the opinion that "education generally is a moral enterprise". According to them, schools teach morality in a number of ways, both implicit and explicit". Furthermore, they argued that "schools convey to children what is expected of them, what is moral, what is right and wrong... schools socialize children into pattern of moral behaviour".

In schools, children have access to text books and literature. These discuss moral issues and take position on those issues. It is rightly claimed by Boston University (1996) as quoted in Nord and Haynes, that "all schools have the obligation of fostering in their students personal and civic virtues such as integrity, service and respect for the dignity of all

person".

Schools must become communities of virtue in which responsibility, handwork, honesty and kindness are molded, taught, celebrated and continually practiced. Moral development must be emphasized adequately in educational institutions just as much as science and technology are being emphasized. Curriculum planners should deliberately integrate moral education into the curriculum of the school.

Moral Education as Key to Sustainable Development

It is justifiable to say that most of the problems we experience in the society emanated from lack of the sense of moral judgment. Immorality is a common sight in the Nigerian society. The causes of economic and developmental backwardness, ethnic and religious crisis, civil unrest, political instability, corruption in every form, the violence in most African nations and particularly Nigeria, are moral issues. The problem stems from greed and selfishness which are the fruits of lack of moral education. Experts in human development have noted that 'value education' enables the society to survive and to thrive to keep itself intact and to grow towards conditions that support full human development of all its members (Dike 2003).

Nigerian youths need moral education to enable them differentiate between right and wrong and become responsible adults. The absence of moral education in our schools is the major cause of the leadership problem that the nation is facing today. As mentioned above, all the problems of our society are moral issues, The problems facing our schools today are moral problems. Every other problem comes from it. Without character or values education Nigeria may not win the war against corruption, crime, prostitution and drugs.

For businesses to grow, the labour force must demonstrate honesty, dependability, pride in labour and the ability to cooperate with others for the common goal.

It is only when we do this that Nigeria can achieve sustainable development. The development efforts of successive governments have suffered immense setbacks over the years because most of the operators of governance were morally bankrupt. Governments have come up with lofty ideals of development programmes, but almost all of those programmes did not see the light of the day. The reason has been because the citizens lack sound moral judgment since they did not receive any sound moral instruction. Dike (2003) posits that "the problems with Nigeria emanated from lack of moral education that creates virtuous political and business leaders.

Conclusion

There is no nation that can survive under moral decadence. Sustainable development is synonymous with moral uprightness. The Nigeria society is faced with serious moral problem because there is moral decay. If Nigeria must begin to enjoy any economic gains then moral education must be emphasized in our schools. The trends of corruption, disrespect to authority, lack of patriotism, dishonesty, vandalism, violence can be stem if the family, religious bodies and school play

their role of transmitting morals into younger generation. A development can be said to be sustainable only if it has the capacity of standing the test of time and if it can endure for other generation to benefit from Moral education is the key to realizing this goal.

Any education that is devoid of morals is deficient and incapable of delivering sustainable development. The education that is of quality and which can produce sustainable development, (a development that is enduring and growing) is that which will endure for other generations to come.

Recommendations

Based on the forgoing discussion, the writers offer the following suggestions:

1. It has been established that traditionally, there are three institutions that are saddled with the responsibility of the transmission of moral education. They are the home, the school and religion. We recommend that the operators of these components should find a way of working together to impart moral education to the younger generation but care should be taken that no component abdicates its role to another.
2. Considering the importance of moral education, curriculum planners should in their planning find ways of integrating moral education into every teaching subject in school.
3. Government should recruit and train credible men and women on moral education and post them to primary and secondary schools.
4. Moral education should be made mandatory for pupils and students in primary and secondary school. In tertiary institutions, modalities should be worked out such that moral education could be taught in whatever form in all departments, faculties and schools.
5. Seminars and workshops on moral education should be organized on regular basic for teachers and lecturers since they have to be role models for their student.
6. Since moral education is in the heart of every religion, government should emphasize the teaching of religion in schools at all levels. Even the Bible says "the fear of the Lord is the beginning of knowledge".

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MINIMIZING THE INCIDENCE OF ABSENTEEISM AND TRUANCY IN NIGERIAN PUBLIC SCHOOLS THROUGH ASTUTE SCHOOL AMINISTRATION

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Abstract

The performance of pupils/students in public school in Nigeria has been on the steady decline in recent years. A lot of explanations account for this negative trend in Nigeria's educational system. The paper takes a look at the issue of absenteeism and truancy as it affects the academic fortunes of pupils/ students leading to underachievement, dropout, and repeat and juvenile delinquency. The Paper attributes absenteeism and truancy to parental inability or failure to meet the basic educational needs of their children, poor school environment, peer influence and bullying, poor curriculum organization (either too simple, too difficult or not based on the daily experiences of children) which may not arouse their interest and curiosity. The paper further contents that the incidence of absenteeism and truancy can be minimized and academic performance of pupils improved if the school administrator can engage the cooperation of the community, parents, and other educational agencies in the management of school. In addition, the school administrator should ensure that adequate facilities are provided, including library and healthy environment. The teacher should encourage the integration of the cognitive, minimizing of the affective and psycho-motor domain by appealing to students various senses through field trips, use of films, television, radio and other visual aids to motivate students interest in school activities and consequently reduce absenteeism and truancy.

INTRODUCTION

There are numerous challenges facing educational institutions in Nigeria today, particularly at the primary and secondary school levels. Of all the challenges, absenteeism and truancy are the most crucial. Absence from school, whether excused or unexcused, when regularly done portends serious danger to academic achievement and makes school-age children vulnerable to anti-social behaviours that are likely to impact negatively on the society as a whole. In an

attempt to deal with the problem, some school administrators tend to aggravate it by applying crude and uncivilized methods such as suspension, corporal punishment or imposition of fines as means of checking absenteeism and truancy. This creates school phobia in the minds of the students and worsens their dislike for school. This will only serve to reward their desire to avoid school which is the cause of truancy in the first place. The paper contends that the creation of safe and comfortable learning environment, friendly relationship between the teachers and the learners, engagement in productive and rewarding activities and cultivation of sympathetic attitude towards the plight of the students are the panacea for resolving the problem of absenteeism and truancy in the school system.

Conceptual Elucidation

Conceptual elucidation is important in an academic discussion. This will help to put in proper perspective the issues surrounding the application of concepts or ideas so as to avoid unnecessary ambiguity and digression from the main theme under discussion. Truancy according to Kearney (2008) is the absence from school without the knowledge of the parents. It is the habit of staying away from school without permission. When a student frequently misses school, he is classified as a truant. Truants are those who are angry or get bored with school activities. It is the unexcused absence from school.

Absenteeism refers to a period of time when a student does not attend school or stays away from school (Teasley, 2004). While away from school, he misses the opportunity to learn and will surely fall behind his classmate in their academic success (Ford and Sutphen, 1996).

Truancy is absenteeism but truancy is an unexcused absence from school or classes without valid or convincing explanation. Pupils or students start truanting in primary schools and may continue with this habit through secondary schools and so on if not checked early in life (Reid, 2005).

The school administrator is a professionally trained person in the art of teaching and who is in charge of a school, supervising teaching staffs and academic programmes including the general administration and trying to bring out the best in the school system.

Causes of Absenteeism and Truancy in Nigerian Public Schools

To say that academic achievement in schools is attendance sensitive is an understatement. School attendance is however not taken seriously by teachers whose responsibility it is to implement the academic programmes to ensure quality products from our educational institution. A plethora of explanations can be given for poor attendance at school. They include:

1. School Related Factors: These include teacher's attitude, poor administration, high cost of education, illness due to environmental conditions like lack of good ventilation, excess cold, grey days (cloudy and dull); harsh school rules and regulation where corporal punishment is lavishly used on student.
2. Family Related Factor: In some homes,

children are left to prepare themselves for school; the inability of parents to provide transportation fare to their wards; harsh weather condition preventing students from leaving home early in the morning, etc. adversely affect school attendance (Teasley, 2004). Health issues, can as well, contribute to student absenteeism. It could be the student himself that is not well or any of the members of the family. This could prevent the student from attending school. The parent may not value education and as such condones trivial excuses from the child and allows him to stay at home. The majority of truants and notorious absentees are most likely to come from homes that are economically disadvantaged with unfavourable social circumstances (Reid, 2005). Parents in rural areas are in the habit of keeping their children at home on market days for domestic activities such as cooking and washing plates or carrying firewood or yams to the market for sale (Dafiaghor, 2011). It is also established that there is a high correlation between truancy and lack of parental supervision, poverty and single parenthood (Baker, Sigmon & Nugent, 2001).

3. Peer Influence: Truants influence their peers by luring them into activities outside the school. Students who have conflict with teachers use this opportunity to stay away from school.
4. Curriculum: Sometimes the curriculum may be too easy or too challenging for some learners. Where it is too easy, the child's curiosity to learn dies down and he becomes uninterested in the school programme leading to truancy. On the other hand, when the curriculum is too challenging, it makes them feel they cannot achieve success in academics. Their desire to attend school also declines. (Teasley, 2004).

Truancy among pupils/students is said to stem largely from peer influence, relationship with teachers, the way the curriculum or the learning experience is delivered to the students, family aspects and bullying others (Reid, 2005). The issue of absenteeism and truancy is not particularly to any level of education. It occurs across all levels especially the kindergarten, primary and secondary levels of education (Reid, 2005).

When students are absent from school, they miss lessons and assignments, and are likely to underachieve in their academic work (Reid, 2005, DeSocio et al., 2007).

The truants who eventually drop out of school contribute to swell up the unemployed population. Their truant behavior will continue to trail them even if they are employed. Truant individual are venerable to alcoholism and drug abuse, a factor that contributes to promiscuity and delinquency (Teasley, 2004).

Many cases of absenteeism are tied to limited or inconsistent parental involvement in routines for school preparation like having fixed bed

times or homework times. (Ford & Sutphen, 1996).

Truancy and Link with Poverty

Poor home background affects school attendance negatively. Poor housing and poor parental care lead to higher incidence of illness (Zhang, 2003). This type of families finds it difficult to meet the basic necessities of life such as food, clothing, supplies and transportation. Children that are poorly clothed and underfed with low quality food hardly attend school regularly (Reid, 2005). The exception is perhaps where the schools undertake the provision of these services. The survival struggles in this type of family makes education not to be a top priority for them; hence children's educational is neglected resulting in truancy.

One-parent family or families with large number of children living in overcrowded and dilapidated state hardly can meet the basic requirements of education; hence poor interest in school affairs (Reid, 2005).

Poor Attendance in Relation to Parental Employment Issues

Related to the issue of poverty as a factor in poor school attendance is parental employment issue. Parents without gainful employment may be out of their homes very early in the morning to acquire an income and the students are left at home to care for their younger siblings (Zhang, 2003). Some parents may even leave for work before the children wake up from sleep. The children are then left to prepare and get to school on their own. In a single parent home, the balance between every one's schedules (i.e. between husband and wife) in the care of the child is denied thus heaping the responsibility on one person (Zhang et al., 2007).

Absenteeism and Links with Illiteracy

In households where parents are illiterates and do not attach importance to education, the incidence of poor attendance to school is higher than in homes where parents are educated. The rate of absenteeism is therefore comparatively lower in literate homes (Smyth, 1999).

Household Labour and School Attendance

Children miss school mostly because of over laboring at home (Postiglione, Jiao, & Gyatso, 2006). Also the care for younger siblings prohibits student from attending school regularly and promptly.

Conclusion

The essence of teaching profession is to remove those cogs that could hinder the growth and development of young children academically, socially and emotionally and make them amenable to the teaching-learning process in the school. Absenteeism and truancy have wrecked havoc to the process of teaching and learning leading to mass failure, dropouts and anti-social behaviours. This worrisome situation has necessitated the need for school administrators to be alive to their responsibility as educational crisis managers. The collaborative effort of the head teacher with community leaders, parents and social agencies are imperative if the school is to prevent or minimize the growing incidence of absenteeism and truancy in public schools in Nigeria.

Recommendations for Minimizing Absenteeism and Truancy in Schools

The school administrator is saddled with the responsibility of managing academic and administrative functions in the school system for enhanced performance. The role of school administrators at whatever level, be it primary, secondary or tertiary is critical to the overall progress of the school system. The performance of a school is appraised against the background of the performance of the Head teacher. When the students miss school, they too, miss the opportunity to grow academically, socially and emotionally. This calls into play the management skills of the head teacher in curbing absenteeism and truancy for optimal academic achievement and reduction in the rate of anti-social behaviours among school age youths.

Shahzada et al. (2011) suggest ten strategies for improving school attendance which school administrators need to adopt in curbing truancy and absenteeism in schools. These are discussed hereunder:

1. Make school environment a place of interest. The school administrator should ensure that the school is provided with spacious classroom blocks, adequate furniture, facilities for co-curriculum activities, adequate libraries and reading rooms, clean and healthy environment to attract students. This will make the school a place of interest rather than aversion.
2. The school head should make sure that teachers conform to modern methods and techniques of teaching taking into consideration the interest and needs of students. The archaic method of lecturing, subjecting to the difficult task of drilling like cramming or memorizing and regurgitating facts which are mean less to them should be avoided. Teachers should be encouraged to use modern methods that appeal to students' senses through field trips, use of films, television, radio and any other audio-visual aids to facilitate teaching-learning process in the school. This will help to motivate students in school activities and thus curb absenteeism and truancy.
3. The curriculum should be framed based on age, capacities and needs of the student. The subject matter should be related to student life experience and be presented in coherent and interesting manner. In selection of certain specialized courses the school head should ensure that only the interests and abilities of the students are considered rather than the wishes of the student's parents This is to avoid academic under achievement or failure and consequently truancy.
4. Ensure that the school and home environments are kept clean. The school head or administrator should ensure that the school environment is kept clean. If the school maintains high standard of cleanliness, it will help to minimize the incidence of sickness

such as typhoid, dysentery and diarrhea which are common among school going children. Once affected, students may not be able to go to school resulting in absenteeism and poor academic performance. Through the PTA meetings, the parents should be made to appreciate the need to keep their environments clean. Health education should be made to feature prorninently in the school programmes.

5. Removing distance factors. Today, most of the schools are day schools where students will have to trek long distance to and from the school without any organized transportation arrangement. This sometimes results in tardiness and absenteeism. There is the need to provide cheap and affordable transport service at designated bus stops to convey students to and from the school. School hostels should be provided cheaply. The school head and the community can cooperate to provide cheap housing in this regard.
6. Removing the constraint of financial difficulties. Poverty has made it almost impossible for some students to afford the payment of their school fees, purchase of books and other materials. The school administrator in collaboration with all social organizations and agencies and well-to-do individuals in the community need to embark on fund raising ventures to assist the children of the less privileged ones or to assist in the form of food, clothing, books and allowances. If proper attention is given to these of financially disadvantaged children, they will grow up to be useful instead of liability to the society. The mental agony which some of them pass through as a result of financial constraint may cause truancy and absenteeism.
7. Parental responsibility. The duties of parents do not end at getting their children admitted in the schools. It is their duty to provide their children with basic amenities and visit the school from time to time to share with the teachers on matters of mutual interests. The school administrator should encourage this type of parental visits to school. Parents especially the illiterate ones should be educated to see that children do not miss schools on flimsy or minor excuses. Parents should be made to realize the need to provide their ward's with text books, uniforms and other materials. Failure to do so may lead to absenteeism or truancy as the child feels estranged from the social setting in which he finds himself.
8. Duties of the school community. The school administrator should work assiduously to sensitize members of the society and its social agencies (e.g. development association) on the need to make education their top priority. Children seen outside the school on days other than holidays should be

reported to the school authority or parents to check truant behavior. The manger of cinema houses, film shows, fairs and exhibitions should be approached to cooperate with the school by ensuring that school boys do not attend the fairs or exhibitions during school hours (Ukoshi, 2004).

9. Reduce mass failure. Teachers should work level to reduce the rate of mass failure. This is because majority of truants are the repeaters who often create disciplinary problem in the school. With good teaching methods and clearly set question, it will help to reduce mass failure in schools.
10. Teachers' attitude. Teachers should be simple, firm and approachable. They should avoid the use of foul language on students or humiliating them in the class. Castigating students such as "you are an idiot", "you don't know anything" or asking the student to ren-rain standing after failing to answer a question demoralizes them and kills their interest in class participation. The student is likely to develop low-self concept as a result of these derogating remarks and could withdraw gradually from school activities leading to truancy. Corporal punishment should be avoided. Student should not be made to pay fines but should be reprimanded or corrected immediately of any misbehaviour. Students should not be overloaded with assignment.

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SSCE PHYSICS SCORES AND MATHEMATICS SCORES AS PREDICTORS OF PHYSICS GPA OF PHYSICS STUDENTS IN NASARAWA STATE COLLEGE OF EDUCATION, AKWANGA

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Abstract

In this paper, the predictive strength of the Senior Secondary School Certificate (SSCE) Physics and Mathematics examinations in predicting Physics Gross Point Average (GPA) of Physics students in Nasarawa State College of Education, Akwanga, was examined. The study explore a correlation design. The study population comprised all the Physics students in NCE 1 in 2009/2010 and 2010/2011 sessions in Physics Department. In the population a sample of 176 students was selected through the stratified sampling technique. Data were collected through a proforma and analyzed with the use of correlation analysis and multiple regression analysis. The findings, revealed that the SSCE physic scores and SSCE mathematics scores were low predictors of physics GPA of Physics students. Since the performance is generally low in both SSCE physics and Mathematics scores it was recommended that the school administration should strictly adhere to the minimum standard requirement for admission in order to increase the number of high quality graduate.

Key words: SSCE, Physics, Mathematics, scores, GPA, Predict,

The new system of education in Nigeria is the Universal Basic Education (UBE). The system stipulates nine years in basic education i.e. 6years in primary school, three years in junior secondary school three years in senior secondary school and four years in university (FGN, 2008). The senior secondary school is for those who are academically able and willing to have a complete secondary education.

According to the National Policy on Education, (FG N, 2004) sciences are regarded as core subjects in secondary school curriculum. Bello (2000) reported that in Nigeria, science curriculums are subjects based on Physics,

Chemistry, Biology and Mathematics. Secondary education plays a very important role in providing suitable preparation for further education. As a result, the state of science and technology at the secondary school level is a very important determinant for the quality and quantity of intake into tertiary institutions. There is a direct relationship between the output of good school leavers and the input into higher education. There is a decrease in the number of admitted students into science and technology related courses in the tertiary institutions. The secondary school system is partly responsible for the declining process in the admission of students. If there are good passes in Secondary School Certificate Examination (SSCE), it would serve as a good indicator of abundance of well qualified candidates to be admitted into science and engineering courses in the university and other tertiary institutions.

Mathematics and physics are taught at the secondary school levels, physics is a core subject for science student with mathematics which is also compulsory for the OF development of the students. Therefore, the performance of students in SSCE in these subjects would be a good indicator of the potentials for technological studies. The syllabus of both mathematics and physics subjects are prepared by West African Examination Council (WAEC) and National Examination Council (NECO) that set the examination at the end of the courses. The curriculum material for this subjects used in the senior secondary school is prepared by National Education Research Council (NERC). In view of the utmost importance of physics in scientific and technological advancement of a nation and its usefulness in most fields of human endeavours, the low enrolment of students in the subjects at both secondary and tertiary institutions has been a source of concern to various stakeholders and government at various times Eboda 1974, Ogunyemi, Orisasyi, 1977, Ogunneye, 1982). The performance of students in mathematics at SSCE is low and could be one of the factors responsible for low intake of students into tertiary institutions. The cause of low enrolment into tertiary institutions is attributed to low level students' performance in mathematics and physics as recorded by the West African Examinations Council (WAEC) and Joint Admission and Matriculation Board (JAMB) and reported by Obemaeta, (1990, 1991 and 1995).

Literature Review

Academic performance could be regarded as scholastic stand at a given moment. This entails how an individual demonstrates his /her intellectual abilities. The performance of students in an examination may be graded and regarded as scholastic stand (Daniel, 1970). According to Daniel and Schouton (1970) the use of grade in an examination should be emphasis and serve as predictive measure and as criterion measure. Research finding had revealed that the overall SSCE performance of students in JSC examinations has been found to significantly related to their performance in SSC examination (Adeyemo, 2001). However,

in the same research carried out by Adeyemo, there is no significant relationship between the students performance in JSC integrated science examination and SSC physics examination. Finding made by Gay (1996) also reported that higher school grade could be used to predict college grade. Contrary to these, Rourke, Martins and Parley (1989), found that scholastic aptitude test could not predict examination performance as effectively as the Leaving Certificate Examination (LCE) point scores. Considering the divergent view and finding of these researchers, this research intends to examine whether or not physics and mathematics scores could effectively predict physics GPA of Physics students m Nasarawa State College of Education.

Statement of the Problem

The findings of some researches show that the predictive strength of certain examinations such as Scholastic Aptitude Test (SAT) could predict university grades in some courses Al-Shorayye, 1995) while others argued that certain low level examinations could not effectively predict performance at higher level examination. The problem of this study was to determine how effectively secondary school certificate examination in physics and mathematics would predict physics GPA of physics students in Nasarawa State College of Education. In resolving this problem, the following questions and hypotheses were raised.

Research Questions

1. What is the mean score of the students' different grades in secondary school certificate examination in physics?
2. What is the mean score of the students' different grades in secondary school certificate examination in Mathematics?

Research Hypothesis

Ho 1: There is no significant relationship between SSCE Physics scores and Physics GPA of Physics students in Nasarawa State College of Education, Akwanga.

Ho 2: There is no significant relationship between SSCE Mathematics scores and Physics GPA of Physics students in Nasarawa State College of Education, Akwanga.

Ho 3: SSCE physics and mathematics scores are not predictors of physics GPA of physics students in Nasarawa State College of Education, Akwanga.

Materials and Methodology

Research Design: This study employs correlational research design. Correlational research involves collecting data in order to determine whether a relationship exists or not between two or more variables (Gay 1996).

Population and Sample: The study population comprised 524 Physics students of Physics department in College of Education, Akwanga, Nasarawa State, Nigeria. The population is made up of NCE I, Il and Ill students of Physics student. In the population a sample of 176 students were selected through stratified sampling adopted for this study. The sample size comprises NCE I students of 2009 /2010 and 2010/2011 sessions.

Research Instrument: The instrument used to collect data for the study was a Proforma. The Proforma contained data of physics students grades in SSCE physics and mathematic and their physics GPA of 2009 /2010 and 2010 / 2011 session. data were obtained from the students' record in physics department. The data collected were analyzed with the correlation analysis and multiple regression analysis.

Results

Research Question 1: What is the mean score of the students' different grades in secondary school certificate examination in physics? In answering this question, data on the different types of grades were obtained from the Head of Department of physics. The sample data were for 176 students in 2009 / 2010 and 2010/2011 session. Table 1 shows the performance level in the secondary school certificate examination in physics of physics students in Nasarawa State College of Education, Akwanga. In computing performance in secondary school certificate examination, the frequency counts of the number of students who obtained different credit grades from Al to C6 in SSCE physics were used. The weight average performance in each grade from Al to C6 was computed using the formulae:

$$p = \frac{nA_1 + n_2B_2 + n_3B_3 + n_4C_4 + n_5C_5}{N}$$

P = Performance, N = number of time each grade occurred, while grade (A_1, B_3-C_6) = numeric weight of each grade

In this regard Al was weighted 9, B2 as 8, B3 as 7, C4 as 6, C5 as 5, C6 as 4 while N represents the number of candidates who obtained such grades (WAEC, 2000). In the SSC examinations, low-level results were also obtained. Table 1 shows the credit performance level of SSC examination in physics of physics students. As indicated in table 1, the average performance of students in the grades in SSC examination in physics in Nasarawa State College of Education was low. The overall mean score of students in physics grade was 11.24%.

Research Question 2: What is the mean score

Table 1: The frequency distribution of students scores in senior secondary certificate examination in physics base on admitted grades.

	Grades						
Subjects	A_1	B_2	B_3	C_4	C_5	C_6	TOTAL
SSCE Physics	12	10	12	32	31	79	176
	(6.82%)	(5.68%)	(6.82%)	(18.18%)	(17.61%)	(44.89%)	(100%)

Table 2: The frequency distribution of students scores in senior secondary certificate examination in mathematics based on admitted grades.

	Grades						
Subjects	A_1	B_2	B_3	C_4	C_5	C_6	TOTAL
SSCE Physics	14	12	13	35	39	63	176
	(7.96%)	(6.82%)	(7.39%)	(19.89%)	(22.16%)	(35.80%)	(100%)

of the students' different grades in secondary school certificate examination in Mathematics? In answering this question, data on the different types of grades were obtained from the Head of Department of Physics. The sample data were for 176 students in 2009/2010 and 2010/ 2011 session. Table 2 shows the performance level in the secondary school certificate examination in mathematics of physics students in Nasarawa State College of Education, Akwanga. In Computing performance in secondary school certificate examination, the frequency counts of the number of student who obtained different credits grades from Al to C6 in mathematics in SSCE were transformed also from discrete data into continuous data through secondary analysis. As indicated in table 2, the average performance of students the grades in SSC examination in mathematics in Nasarawa State College of Education was low. The overall mean score of students in mathematics grade is 5.51%.

Hypothesis 1

Ho 1: There is no significant relationship between SSCE Physics scores and Physics GPA of Physics students in Nasarawa State College of Education, Akwanga.

In testing this hypothesis, data on the grades obtained by the students in the overall Physics examination and their scores in the semester examination in physics for 2009 / 2010 and 2010/2011 session were collected from the Head of Department of Physics in Nasarawa State College of Education, Akwanga. In computing performance, the frequency counts of the number of students who obtained grades 1 to 6 in each subject were transformed from discrete data into continuous data through secondary analysis. The hypothesis was tested using the Pearson product moment correlation analysis, the findings are shown in table 3.

As indicated in table 3, the calculated r (0.406)

Table 3: Pearson product moment correlation between SSCE

Variables	N	Mean	S.D	df	cal table
SSCE physics scores	176	5.267 1.509	174	0.406	0.138
Physics GPA	176	2.4595 0.735			

$p<0.05$

Table 4: Pearson product moment correlation between SSCE Mathematics and Physics GPA

Variables	N	Mean		S.D	df	cal table
SSCE physics scores	176	5.267	1.509	174	0.406	0.138
Physics GPA	176	2.4595	0.735			

$p<0.05$

was greater than table r (0.14). Hence, the null hypothesis was rejected. This shows that there was a significant relationship between the students SSCE Physics scores and physics GPA of Physics students in Nasarawa State College of Education.

Hypothesis 2

Ho 2: There is no significant relationship between SSCE Mathematics scores and Physics GPA of Physics students in Nasarawa State College of Education, Akwanga.

In testing this hypothesis, data on the grades obtained by students in SSCE Mathematics and their scores in the semester examination in physics for 2009/2010 and 2010/ 2011 were collected from the Head of Department of Physics of the college of Education, Akwanga, Nasarawa State. The hypothesis was tested using the Pearson product moment correlation analysis. The findings are shown in table 4.

In table 4, the calculated r (0.41) was greater than the table r (0.14). Hence, the null hypothesis was rejected. This shows that there is a significant relationship between SSCE mathematics scores and physics GPA of Physics students Nasarawa State College of Education, Akwanga.

Table 5 : Correlation matrix of independent variables and the dependent variable.

Variables	**SSCE phy sc**	**SSCE Math sc**	**Phy GPA**
SSCE Phy sc	1	0.140	0.406
SSCE Math sc	1	0.410	
PHY GPA			

Ho 3: SSCE physics and mathematics scores are not significant predictor of physics GPA of students in Nasarawa State College of Education, Akwanga.

In testing this hypothesis, data on the grades obtained by students in SSCE physics, mathematics scores and physics GPA were collected from head of department of physics for 2009/2010 and 2010 / 2011 session. In testing this hypothesis, correlation analysis was used and a correlation matrix was derived showing correlation coefficients. The findings are presented in table 5.

In table 5, the correlation matrix shows the correlations coefficients between each pair of variables. The larger the value "r" the stronger

the association between the two variables (Berenson and Leven 1979) it means the pairs of variables with correlation coefficients had strong inter-relationship. In a-der to determine the interrelationship among variables put together, multiple regression analysis was conducted.

Table 6: Multiple regression analysis of predictor variables with criterion variable

Predictor	Coeff	SE Coeff	T	P
Constant	0.5104	0.2252	2.27	0.025
SSCE Phy sc	0.18496	0.03080	6.00	0.000
SSCE Phy sc	0.17598	0.02899	6.07	0.000

R = 0.558, R-sq 0.3 Il = (31.1%) R-sq (adj) = 0.303 (30.3%) SE = 0.61348.

The criterion variable was the performance in physics GPA while the predictor variables are SSCE physic scores and SSCE Mathematics scores. The findings are show in table 6 Thus the regression equation derived from table 6 is Ph GPA = 0.510+0.185 SSCE phy SC + 0.176 SSCE.

As indicated in table 6 all the variables entered the regression equation. The multiple R was 0.553, the R square was 31.1 % and the adjusted R was 30.3% while the standard error was 0.614. The total variance in physics GPA is 30.3% which is attributed to variance in SSCE physics scores and SSCE mathematics scores. As shown in table 6, the variables that entered the regression equation at 0.05 level of significance included SSCE physics scores and SSCE math's scores. Since the P value of both SSCE physics and mathematics are less than 0.05 level of significance from the table that is the null hypothesis is rejected. SSCE physics and mathematics scores significantly predict physics GPA. Both SSCE physics and math's scores are low predictors of physics GPA. The beta, B (Coef) provides the effects. SSCE physics contributed 19% to the criterion variable while SSCE maths scores contributed 18% to the criterion variable. Even though, both SSCE physics and mathematics scores were low contributor to physics GPA.

Discussion

The finding of this research shows that there is a significant relationship between SSCE physics scores and SSCE mathematics scores with physics GPA of physics students in Nasarawa State College of Education, Akwanga. The correlation coefficient, r between SSCE maths scores and physics GPA was 0.410. The two correlation coefficients (r) indicate a positive and moderate relationship that exist een the dependent variable and independent variable. finding is in line with the findings of Afolabi et al (2007) who reported that O'level scores in physics, chemistry, Biology and mathematics with UME scores showed a better correlation with the GPA and physiology scores of medical

students. The findings were, however, contrary to that of Adebayo (2002) who found no significant relationship between students over performance in JSC and SSC examinations in Ekiti state, Nigeria.

The predictive strength of the SSCE physics scores and SSCE maths scores in predicting the performance of physics GPA of physics students in Nasarawa State College of Education was examined. Although the level of performance was low in the examinations at Nasarawa State College of Education. The predictive strength of SSCE physics scores and SSCE maths scores were low. The findings were in consonance with those of Afolabi and Adewolu (1998) who reported that the Osun state JSC examination as a poor predictor of students' performance in the SSC examination.

This suggests that further research should still be carried out in this area. The findings further indicate that the performance in SSCE physics scores and SSCE mathematics scores were contrary to the finding made by Asaolu (2003) who claimed that JSC Mathematics Examination was a good predictor of performance at the SSC physics in secondary school in Ekiti state, Nigeria. The finding in this research was in agreement to the findings of Majasan and Bakare (1994) and Nwanei (1990) that entry qualification was a poor predictor of academic performance and the degree of performance while Yoloye (1982) and Abdullahi (1983) reported low but significant correlation between the two variables. The discrepancies in the reported findings could be attributed partly to the ceiling effect of the range of difficulty of the test items for the different examinations and partly to low reliability associated with change scores that are usuall affected by the degree of unreliability of the pretest and post test scores themselves (Gall,Gall and Borg, 2007:439).

It was however, noticed that multiple regression revealed more information about the variables and their relationship with students physics GPA. This might be due to the fact that multiple regressions provide an estimate of the variance in the criterion variable accounted for by the predictor variable.

Conclusion

Base on the finding of this study, it was concluded that the performance of students in SSCE physics and mathematics examination is a low predictor of physics GPA of physics students at the Nasarawa State College of Education, Akwanga considering the outcome of this research, the SSCE curriculum should be reviewed in line with the SSCE syllable in especially physics and mathematics and in accordance with the provisions of the National Policy on Education. Government should organize more induction courses, seminars, and workshops for teachers to expose them to the new strategies and methodology in teaching. The state ministry should embark on more supervision and monitoring to ensure that effective teaching and learning takes place in the school. The admission policy of College of Education, Akwanga should adhere to the minimum standards requirement of admission in order to produce high quality outcome of their students.

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THE INFLUENCE OF CULTISM ON THE MANAGEMENT OF SECONDARY SCHOOLS IN NORTHERN SENATORIAL DISTRICT OF NASARAWA STATE.

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Abstract

This research investigated the influence of cultism on the management of secondary schools in Northern Senatorial District of Nasarawa State. A review of related literature on the subject matter was done in the order of the following variables: cultism and truancy. The descriptive survey design was adopted for the study. The overall targeted population for this study was 1223 teachers from 119 public secondary schools, 350 teachers were sampled in 20 public secondary schools. A well-structured questionnaire by the researcher titled "Influence of cultism on the management of Secondary Schools Questionnaire" (ISIMSSQ) was used for data collection. A descriptive statistic of mean and standard deviation was used to answer the research questions. Arithmetic mean of 2.50, frequency distribution, percentage was used to determine the cut-off point at 2.50. The findings of the study revealed that variables of study have significant influence on the management of secondary schools. Based on the findings of the study, it was concluded that, cultism and truancy have significant influence on the management of secondary schools in Northern Senatorial District of Nasarawa State. The study recommended that; All school managements should have a well developed guidance and counselling unit, create more awareness campaign/orientation programmes for and improve security system in the schools. The school time-table should be scheduled in such a way that students will have little or no time to indulge in unproductive behavior; and should also be involved in school decision-making to get their total cooperation. School management should strengthen the policy of marking attendance twice a day to find out and report truant students to parents for possible actions.

INTRODUCTION

Indiscipline refers to unacceptable behavior that students exhibit in secondary schools such as truancy, examination malpractice, cultism, premarital sex, indecent dressing, drug abuse and many others that affect the management of secondary schools.

Indiscipline is speculated to be one of the major

problems hindering the development and management of secondary schools in Nigeria society today. Okorodudu (2009) describes indiscipline in school to mean those unethical behaviors of students in schools that are capable of jeopardizing the coordination and direction of activities in the school which include truancy, cultism, drug abuse, examination malpractice, indecent dressing, sexual immorality and others. Similarly, Paddy (2008), maintains that indiscipline in secondary schools is the unacceptable forms of behaviors exhibited by students in the form of indecent dressing, late coming to school, keeping of bushy hair, noise making in class, littering school environment with urine and papers, refusing to carry out assigned tasks in schools, bullying, fighting and stealing.

Akubue (2010), avers that disciplinary problems are indiscipline behavior among the students which the teacher is likely to encounter in and outside the classroom which include among others, purposeful damage to school property or that of other students, cheating, insolence, unnecessary disturbance in the classroom, aggressiveness exhibited by bullying or fighting others, failure to complete assignments on schedule, truancy, dirty appearance, insubordination and neglect of school functions. Asemah (2013) describes indiscipline as an act which affects education socially and harmfully; thus forbidding by school rules and regulations. Asemah further states that, Indiscipline can be referred to as deviant behaviors. Management on the other hand, means different things to different people in different contexts. Some people use the term to mean a field of study or an academic discipline. However, Akpakwu (2014), defines management as the process of coordinating all resources through planning, organizing, leading and controlling in order to attain stated objectives.

School management therefore entails the manner in which the principal, and the management team, execute the management functions at the school such as planning, policy making, organizing, leading, controlling, motivating and communicating (Frank, 2010).Noted further that, not only principals that execute such functions, but also teachers and students who are the main purpose why schools are established Alye (2012), states further that school management involves all the activities directed towards the attainment of the goals of teaching and learning and all people working in the institution will have to contribute towards the accomplishment of these goals.

School management however, is said to have been adversely affected by indiscipline among secondary school students. It suffices to say that management of secondary schools may be affected by examination malpractice, indecent dressing, drug abuse, cultism, truancy and many others. Finally, the issue of the influence of students' indiscipline on the management of secondary schools has reached the point where effective use of relevant strategies needs to be explored and employed to improve the management of students' indiscipline in secondary schools. The researcher therefore,

deemed it fit to investigate the influence of students' indiscipline on the management of secondary school students in the areas of examination malpractice, indecent dressing, drug-abuse, cultism and truancy on the management of secondary schools in Northern Senatorial District of Nasarawa State.

Purpose of the Study

The main purpose of this study was to investigate the influence of students' indiscipline on the management of secondary schools in Northern Senatorial District of Nasarawa State. Specifically the study sough to:

1. find out the influence of examination malpractice on the management of secondary schools in Northern Senatorial District of Nasarawa State;
2. determine the influence of indecent dressing on the management of secondary schools;
3. ascertain the influence of drug abuse on the management of secondary schools;

METHODOLOGY

This research work was carried out in the Northern Senatorial District of Nasarawa State which comprises of three Local Government Areas: Akwanga, Wamba and Nasarawa Eggon respectively. The zone is predominantly inhabited by the Eggon, Mada, Rindre, Nakere, Nunku with other immigrants who have settled there like the Yoruba, Igbo, Tiv, Hausa to mention a few. It is bordered at the North by Kaduna State, to the West by Kokona LGA, to the South by Lafia LGA and to the East by Plateau State.

The area has an estimated population of (800,000) Eight Hundred Thousand people who speak Eggon, Mada, Hausa, Rindre, Nunku, Hausa among others. This Senatorial District has a land mass of 120,000sq km (NPC, 2006). There are one hundred and nineteen (119) secondary schools in the zone with 1223 teachers.

The population of the study comprised all the secondary schools and their teachers in the zone. 17% and 29% of the secondary schools and teachers were proportionately randomly selected to give 20 secondary schools and 350 secondary school teachers who were used for this study. A structured questionnaire was used to gather the information from the respondents. The data collected were analysed using descriptive statistics such as mean and standard deviation. Whereby means scores up to the cut-off point of 2.50 and above was taken as positive response and accepted; while the means scores of less than 2.50 will be seen as negative response will not be accepted.

Results and Discussion

Table 1 showed that the mean rating for items 1-5 were 3.31, 3.10, 3.43, 3.06 and 3.21 respectively with their corresponding standard deviations of 0.87, 0.90, 0.64, 0.89 and 0.95. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that because of examination malpractice most students skip classes without cogent reasons and this may disrupt school management. Examination malpractice may

discourage students' reading habit and this may affect their performance. They also agreed that most students caught cheating in examination gets expelled from schools and this may affect their performance and that examination malpractice discourages many students from engaging in serious academic work and this may disrupt school management. The cluster mean of 3.22 with standard deviation of 0.85 was above the cut-off point of 2.50. This implies that examination malpractice has influence on the management of secondary schools in Northern Senatorial District of Nasarawa State. This finding is in line with that of Yebhoria (2014), who discovered that examination malpractice has significant influence on students' career development, and discipline and that it affects students study habit and the school management. In another support to the findings Adoga (2010), stated that examination malpractice has become one of the leading problems affecting the Nigeria educational system; as students no longer see it necessary to read their books, attend classes regularly, copy notes, do assignment, homework and even group reading, hence most teachers even support them cheat during examination.

Table 1: Mean Ratings and Standard Deviation of Teachers on the Influence of Examination Malpractice on the Management of Secondary schools in Northern Senatorial District of Nasarawa State.

Itm No.	Item Description	SA	A	D	SD	X	STD	Decision
1	Because of examination malpractice most students skip classes without cogent reasons and this may disrupt school management.	181	115	33	21	3.31	0.87	Accepted
2	Examination malpractice may discourage students' reading habit and this may affect their performance.	142	121	68	19	3.10	0.90	Accepted
3	Most students caught cheating in examination get expelled from schools and this may affect their academic career.	194	139	11	19	3.43	0.64	Accepted
4	Cheating in examination makes many students not to copy note and this may affect their performance.	109	156	65	20	3.06	0.89	Accepted
5	Cheating in examination makes many students not to copy note and this may affect their performance.	97	188	36	29	3.21	0.95	Accepted
Cluster	Mean/SD	3.22 0.8						Accepted

Source: Field work (2018)

From the analysis of data as shown on Table 2, the mean ratings for items 6-10 were 3.40, 3.27, 3.37, 3.12 and 3.32 with their corresponding standard deviation of 0.83, 0.89, 0.80, 0.90 and 0.82, respectively. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that students wearing clothes that expose their chest and breast may attract opposite sex and may disrupt school management. Students wearing clothes that expose their waist may attract opposite sex and may disrupt school management and those students' wearing clothes that expose armpits may attract opposite sex and may disrupt school management. The cluster mean of 3.30 with the standard deviations of 0.85 was also found to be above the cut-off point of 2.50. This implies that indecent dressing has influence on management of secondary schools. This findings is in agreement with that of Aboh (2007), who discovered that indecent dressing among women influence sexual immorality and make even the male students and teachers to lose track of their goal. Similarly, Ojo and Bidemi (2008) stated that, female adolescents mostly dress half nude; they prefer to wear trousers and skimpy shirts or tee-shirts that reveal their body hug which shows all the contours in their body frames or miniskirts with see through tops. While the boys will still wear shirts and trousers but which are always in various bigger or smaller sizes compared to their normal sizes which are normally against the dress code of the schools. Dressing has influence on management of secondary schools.

Table 2: Mean Ratings and Standard Deviation of Teachers of the Influence of Indecent Dressing on the Management of Secondary Schools.

Itm No.	Item Description	SA	A	D	SD	X	STD	Decision
6	Students wearing clothes that expose their chest and breast may attract opposite sex and may disrupt school management.	203	101	30	16	3.40	0.83	Accepted
7	Students wearing clothes that expose their waist may attract opposite sex and may disrupt school management.	176	117	34	23	3.27	0.89	Accepted
8	Students wearing clothes that exposes thighs may encourage sex and may disrupt school management.	184	129	19	18	3.37	0.80	Accepted
9	Student swearing transparent/ see through clothes may distract the concentration of opposite sex and may disrupt school management.	137	143	44	36	14	3.32	Accepted
10	Students wearing clothes that expose armpits may attract opposite sex and may disrupt school management.	97	188	36	29	3.21	0.95	Accepted
Cluster	Mean/SD	3.30			0.85			Accepted

Source: Field work (2016)

Table 3 indicated that the mean ratings for items 11-15 were 3.26, 3.18, 3.09, 3.20 and 3.14 with their corresponding standard deviations of 0.81, 0.84, 0.80, 0.68 and 0.85 respectively. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that students who take marijuana engage in fighting both students and teachers and this may disrupt school management. Students who take alcohol absent themselves from class without permission and this may disrupt school management. Also that student who take un prescribed drugs may become uncontrollable and may disrupt school management. More so, students' who take cigarettes before coming to class may initiate other students who bully other fellow students are those who take gin before coming to class and this may disrupt school management. The cluster mean of 3.17 with the standard deviation of 0.80 is above the cut-off point of 2.50. This implies that drug abuse influences the management of secondary schools.

In consonance to this finding, Ogbu and Udeh (2004), found out that drug abuse does not only affect the academic activities of the students, but also affects the physical, psychological and social life of the students. In addition, Abudu (2008), maintained that drug abuse are devastating and very harmful and often lead to mental disorder, social violence, gang formation, cultism armed robbery, internet frauds, social miscreants, lawlessness among youths, lack of respect for elders, rape, instant death and wasting of precious and innocent lives, absenteeism, school dropout and many others.

Table 3: Mean Ratings and Standard Deviation of Teachers of the influence of Drug Abuse on Management of Secondary Schools.

Itm No.	Item Description	SA	A	D	SD	X	STD	Decision
11	Students who take marijuana engage in fighting both students and teachers and this may disrupt school management.	155	149	29	17	3.26	0.81	Accepted
12	Students who take alcohol absent themselves from class without permission and this may disrupt school management.	137	160	31	22	3.18	0.84	Accepted
13	Students who take unprescribed drugs may become uncontrollable and may disrupt school management.	110	178	44	18	3.09	0.80	Accepted
14	Students who take cigarettes before coming to class may initiate other students in the class and may disrupt school management.	114	201	26	9	3.20	0.68	Accepted
15	Students who bully other fellow students are those who take gin before coming to class and this may disrupt school management.	128	166	32	24	3.14	0.85	Accepted
Cluster	Mean/SD	3.17			0.80			Accepted

Source: Field work (2016)

Conclusion

Based on the findings of the study, it was concluded that, examination malpractice, indecent dressing and drug abuse have significant influence on the management of secondary schools in Northern Senatorial District of Nasarawa State.

Recommendations.

Based on the finding of this study, it is recommended that;

1. All school managements should strengthen their rules and regulations on examination malpractice to ensure that results are based on merit-tability
2. School management should send all students' who disobeyed school dress code home to serve as deterrent to those who may wish to indulge in such habits.
3. Stiff penalty should be instituted as a check against students who engage in drug abuse.
4. The school time-table should be scheduled in such a way that students will have little or no time to indulge in unproductive behavior; and should also be involved in school decision-making to get their total cooperation.
5. The schools should have guidance and counseling department who should be responsible for engaging the students in counseling sessions. This will help in making the students more responsible and will also help the school management in understanding the students problems which will make it easy in finding ways to curtailed them.

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IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

The paper discusses the need to improve the quality of Early Childhood Education for a sustainable development in Nigeria. Education for sustainable development is a lifelong process that leads to an informed and involve citizenry having the creative problem – solving skills, scientific and social literacy, and commitment to engage the responsible individual and co-operative actions. The children of today are the adults of tomorrow and as such, leaders of tomorrow need to be given quality education to enable them fit into the society, stand-out to the challenges of development and contribute positively to the development of the society in the future. Strategies for improving the quality of early childhood education inclusive

INTRODUCTION

It is widely recognized that humanity faces urgent problems affecting local, regional and the global environments, as well as social and economic development and how to motivate people in change underlying behaviors and activities that are problematic. Human beings are very resentful to change. In Other words, people should be encouraged to channel their energies towards contributing more to help alleviate poverty by acquiring relevant education and skills in other to promote developmental efforts that do not pollute good ideas or wasting scarce resources that destroy lives and edifices build over the years. The goals of the United Nation Decade of Education for Sustainable Development (2005- 2014, DESD), are therefore to integrate the principles, value, and practices of sustainable development into aspect of Education and the learning process. This work is centered on improving the quality of early childhood education for sustainable development in Nigeria. Maduewesi (2005) sees quality in education as multi-faceted and encompassing, how learning is organized and managed, the content of learning, level of learning, outcomes and the totality of the environments in which education take place.

Sustainable development is the concept

referring to the way humans should behave on earth. It has been defined as the development of economic welfare and social justice for all mankind now and in the future within the ecological limits of the earth. Many people believe that quality education is the best way to change humans behavior towards a sustainable society. Early Childhood Education therefore has a major role to play in achieving sustainable development since it is that type of education giving to children between the age of 0 – 5 years to enable them to become independent, thoughtful, active and responsible participants in the society.

Education and Childhood Development

The term education has been defined and conceptualized in a number of ways. Okoh in Okorosaye-Orobite cited by Peter and Juliana (2011) sees education as a process, a product, and a discipline. As a process, it is the activity of preserving, developing, and transmitting the culture of a people from one generation to another. As a product, it refers to change, whether overt or covert, implicit or explicit, which education is expected to bring about. Akinpelu in education is a educated man, who in the African context is one who shows evidence of a well-integrated personality… he is economically efficient, socially and publically competence, morally acceptable and intellectually and culturally sophisticated.

Early childhood education is refers to the foundation for the growth and future development of all children. It is generally accepted as the education giving to children under 6 years of age. This education according to Maduewesi and Agusiobo (2005) precedes the start of formal primary schooling or before the age at which children are generally excepted to attained schools. Early childhood education is therefore conceptualized as encompassing the care, development and education of children between the ages of 0 – 5 years (NERDC, 1996). It also refers to the provision of basic needs, such as nutrition, warmth, health, security affection, interaction, and stimulation for social, emotional, psychological, physical and cognitive development. This care is very essential for survival, development and later education.

Development according to Okereke (2002) is vague and as such devoid for one generally accepted definition. He looked at it from two perceptive, the Liberal and the Marxist perspectives. From the Liberal perceptive, development is seen as the maximization of growth of the Gross Domestic Product (GDP) through capital accumulation and industrialization. In this context therefore, development implies changed which often follows as well ordered sequence and exhibits common characteristics across country. The Marxist on the other hand, viewed development in any human society as a many sided process. At the level of the individual, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibly and material well-being. While at the social group level, it implies an increasing capacity to regulate both internal and external relations.

Kundan in Ugog (2008) describes sustainable development as a construct, which

envision development as meeting the need of the present generation without compromise the need of the future generation. It implies that while education meets the needs of the president it does not compromise the ability of the future generations to meet their own needs. Nevertheless, this ability to meet the needs is determined by human capital through education, technology advanced and through physical capital (Machine, tool etc). He further notes that continued sustainable development is only possible or assure the when it is agreed and indeed concrete steps are taken to raise the level of literacy and numeracy in any society. Osuji (2005) argues that sustainable development is that approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity. This implies a development process that is equitable and sensitive to ecological and environmental issues.

Need for improving the Quality of Education in Nigeria

The need for improving the quality of education in Nigeria cannot be overemphasized in order to ensure the quality of teaching and learning. However, Kamara (2011) citing Adegbeson argued that, the following are the major needs of quality improvement in the education system in Nigeria:

1) To serve as indispensable competent of quality control strategy in education.
2) To ensure and maintain high standard of education at all levels.
3) To assist in monitoring and supervision of education,
4) To determine the quality of the teacher output.
5) To determine the number of classrooms needed based on the average class size to ensure quality control of education.
6) To determine the level of adequacy of the facilities available for quality education.
7) It would ensure how the financial resources available could be prudently and judiciously utilized.

The concern for quality has been at the heart of the motivating forces for reforms in education. Ajayi and Adegbesan (2007) see quality as the total of the features of a process, product or service on its performance, in customers or clients' perception of the performance. It is not just a feature of a finished product or service but involves a focus on internal processes and outputs and includes the reduction of wastes and the improvement on productivity.

With regards to education, Adegbesan (2010) notes that the International Institute for Education Planning (IIEP) view quality from different perspectives. The first is from the internal criteria of the system such as profile expiration and the external criteria which are the fitness and relevance of such an education to its environment. Ajayi and Adegbasan (2007) argue that, quality improvement is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, missions and stated objectives.

Strategies for Establishing Improved Quality in Nigerian Education System

a) Monitoring: Adegbesan (2010) citing Ehindero notes that, monitoring is the process of collecting data at intervals about ongoing projects or programmers within the school system. The aim is to constantly assess the level of performances with a view of finding out how far a set objectives are being met.
b) Evaluation: This is a process carried out within a school setting. It is based on available data which are used to form conclusion. It could be formative or summative. The aim of evaluating the quality is to see how the system can be assisted to improve on the present level of performance (formative).
c) Supervision: This might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as an essential part of the process. It is a way of advising, grading, refreshing, encouraging and stimulating staff.
d) Inspection: Inspection involves the assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards. It is more of an assessment rather than an improvement included exercise.
e) Quality Control: The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. For this to be successfully carried out, there is need to examine the qualification of teachers, employing teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

Improving the Quality of Early Childhood Education for a Sustainable Development

There is a compelling case for more and better Early Childhood Care and Education (ECCE) programmes as they help to reduce existing and future disadvantages faced by many children for a sustainable development, through addressing their nutritional, health and educational needs. Integrated Early Childhood Care Education reduces the prevalence of malnutrition and stunting, improves cognitive development and contributes to increased school participation, completion and achievement. Early Childhood Care Education (ECCE) becomes the guarantor of children's motivation to develop interest in going to school.

A number of measures therefore need to be put in place to improve the quality of Early Childhood Care and Education (ECCE). The writer is of the opinion that the Federal Government of Nigeria should ensure that the following are met:

i. Establish national frameworks for the

financing, coordination and supervision of ECCE programmes for very young children.

ii. There is an urgent need to control the mushrooming of unregistered ECCE centers to ensure that the stated objectives and goals are pursued and minimum standards are maintained.

iii. There is also the need for the governments to subsidize salaries of community managed ECCE centers.

iv. Teachers also need to be trained in various aspects of simple child care, health monitoring, nutrition and cognitive stimulation as well as payment of their salaries by the states, especially those in public pre-schools.

v. The syllabus for such training needs to be basic, with an emphasis on practical competence rather than theory. And above all.

vi. It is important to provide school feeding programmes for ECCE centers.

UNESCO (2005), has identified and formulated important ideas to help parents, teachers and caregivers to create new ways of helping children learn and think faster, which are known as 'minds-on and hands-on'. These includes:

a. Parents, teachers and caregivers may look at young children's learning from different perspectives, but they share a common goal, making sure that children receive the best possible education.

b. Early Childhood Education for sustainable development involves meeting the present and the unfolding needs of children, in order to bring them to self-fulfillment and maturity.

c. To meet the challenge of providing quality basic education for all, an attempt must be made to summarize current knowledge of the benefits and promising policy and strategic options of early childhood development (ECD), and the way in which this type of education can contribute to the improvement of the quality of basic education for all peoples. Early Childhood Development (ECD) includes early socialization, education and readiness for school, as well as the provision of basic health care, adequate nutrition, nurturing and stimulation within a caring environment.

To improve the quality of education among children between the age of 0 – 5 years, parents should be aware of ways to make the most of learning opportunities for their young children. One important choice for many families in their child's early years involves pre-school or childcare. The first years of a child's life are a crucial development period, and children who are nurtured and stimulated during these years are much more prepared for formal reading and more likely to have the social skills they will need when it is time for kindergarten. Parents are the child's first teachers, but early childhood education programmes are also important, especially with the growing number of families with one parent, and families where both

parents work full time. Kamara (2011) argued that the following is necessary for improving quality of early childhood education.

Pre-school and childcare programmes should focus on children to see that they interact with other children and adults, so they can build healthy relationships.

Pre-school and childcare programmes should have qualified staff with the educational background that will enable them to promote your child's learning and development. Teachers that have a good knowledge of the programme will be more able to focus their attention on the children and establish bonds with them.

Pre-school and childcare programmes should build relationships with families to enable them meet their child's needs. The level of information and concerns communicated between staff and families can go a long way in building the child. Parents should make sure that the programme's policies allow families to visit their child during the programme day.

Pre-school and childcare programmmes should be well run in terms of being licensed by the State and should have the facilities that is age-appropriate and well maintained for both indoors and outdoors. The programme should have policies and practices to help keep children safe from preventable illness and injury. There should be a good child-to-teacher ratio, which will help in determining how much individual attention your child will get. For example, there should be at least one adult for every ten 4-years-olds.

Parents and teachers must recognize that we live in a world where many biases exist, we must counteract them-or else we will support them through our silence. At home or at school, give children messages that deliberately contrast stereotypes by providing books, dolls, toys, wall decorations, television programmes, and records that shows:

(a) Men and women in non-traditional roles.
(b) People of different tribes and religion in leadership positions.
(c) People with disabilities doing activities familiar to children, and
(d) Various types of families and family activities.

Show no bias in the friends, doctors, teachers, and other service providers that you choose, or in the stores where you shop. Remember what you do is as important as what you say.

Make it a firm rule that a person's appearance, background, tribe or religion is never an acceptable reason for testing or rejecting them. Immediately step in if you hear or see your child behave in such a away.

Talk positively about each child's physical characteristics and cultural heritage. Help children learn the differences between feelings of superiority and those of self-esteem and pride in their own heritage.

Provide opportunities for children to interact with other children who are racially / culturally different from themselves, and with people who have various disabilities.

Respectfully listen to and answer children's questions about themselves and others. Do not ignore, change the subject, or in

any way make the child think he/she is bad for asking such a question.

Teach children how to challenge biases about who they and. Give them tools to confront those who act biased against them.

Use accurate and fair images in contrast to stereotypes, and encourage children to talk about their differences. Help them to think critically about what they see in books, films greeting cards, comics, and on television.

Let children know that unjust things can be changed. Encourage children to challenge bias, and involve children in taking action on issues relevant to their lives. Building a healthy self-identity is a process that continues all our lives. Help children get a head start by teaching them to resist differences, and to value the differences between people as much as the similarities.

Conclusion

Education for sustainable development is lifelong process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and co-operative actions. It enables people to develop the knowledge, values and skills to participate in decisions about the ways things are done, individually and collectively, locally and globally, that will bring about an improved quality of life. Asodike (2005) notes that, this can be true where education appropriately oriented to include moral principles, skills, perspectives, and values related to sustainable development. Education must guide and motivate people to pursue sustainable livelihoods, to participate in a democratic society and to live in a sustainable manner. Education must therefore, be properly tailored to the needs of the people and properly acquired giving the fact that young children are the real issue. They should be developed in such a way that the future, the real future that we all dream about, will come about. The sustainability of any society lies in young children and as such, there can be no sustainability without quality early childhood education. This is a viable way to sustainable development in Nigeria.

Recommendations

To improve the quality of early childhood education for sustainable development, the following recommendations are forwarded:

i. Both private and government owned nursery schools should use a common curriculum approved by the federal government of Nigeria for uniformity in the teaching learning contents.
ii. Only trained caregivers should be employed to teach in nursery schools.
iii. Only licensed schools should be allowed to run nursery programmes in the country.
iv. Regular inspection of nursery schools should be conducted by the appropriate bodies like State Universal Basic Education Board, Parents Teachers Associations, Community Based Management Committee, etc.

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DEVELOPING SOUND SCIENCE KNOWLEDGE AND SKILLS AT THE PRIMARY AND JUNIOR SECONDARYS IN NIGERIA; QUALITY SCIENCE TEACHERS AS CATALYST

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Abstract

In this paper an attempt was made to examine the quality of science education and skills at the Primary and junior Secondary Schools in Nigeria and its implications. The success or failure of any educational programme squarely hinges on the quality of teachers in the school. A careful survey of teachers in UBE schools shows that majority of people who are called teachers are not really experts since they are half-baked with wrong or poor instructional skills not good enough to be in the teaching profession. The impact on the learners and the society is the turning out of misfits who are not useful to themselves or the society. To address this problem, four steps on developing and organizing a model of sound science knowledge, attitude and skills though concrete experience, reflective observation, abstract conceptualization and active experimentation or enquiry have been highlighted. Finally, teacher training institutions and government at all levels should provide adequate training skills for science teachers to enhance quality teaching and learning of basic science and technology in the schools for a better children's science education and the society.

Science teachers should be held accountable for their successes or failures in enabling the children or students to acquire sound science knowledge, skills, attitude, appreciation and understanding which are needed for purposeful and productive life in our complex scientific and technologically advanced society. Many of the teachers in Primary and Junior Secondary schools about (50%) are incompetent unskillful as they lack the professional expertise in teaching skills no matter the number of years they have put into teaching that could guarantee them to be truly professional teachers on the real sense of the concept (Alabi, 1988).

The Nigerian educational system needs qualified teachers with both sound knowledge and practical skills to make great impact on the learners and the society. Unfortunately, most of the teachers are equipped with only factual knowledge but lack the basic skills and attitude

to impart some to the children; therefore, producing a large turnout of drop-outs or misfits in the society from the schools every year.

The teachers' role is that of teaching which is as old as mankind. Teaching simply refers to a process of molding or shaping the character and cognitive ability of a learner. The main purpose of this paper is to highlight some quality science instructional skills needed by science teacher to develop and impart same on the learners, so that they are fully prepared and equipped with the same skills and knowledge to make them better scientists and technologists.

Developing sound science knowledge and skills requires a quality teacher. Abang (1995) rightly quoted a statement by John Dewey that "Unless some one is leaning there is no teaching". Teachers with only quality instructional skills and sound science knowledge can influence positively on the character, learning and skills acquisition in basic science and technology by the children.

The primary school is the foundation for laying sound knowledge and skills in the pupils. If the teacher is to effectively implement the basic science and technology curricula the child (learner) should be placed first as the foundation, followed by the subject and the teacher last.

First, the basic science and technology curricula the child (learner)should be child-centered or student centered and not subject centered. This means the educational objectives to be attained should be activity – oriented or organized for the child and not the reverse as the practice today where most teachers focus on the subject more than the learner which has a negative impact on the learner.

The child-centered instructional skill emphasizes on the activities and manipulative skills the pupils/students should be exposed to o a regular basis by their teachers, (Okwori, 2002; NTI, 2008). Robinson (1950) posited that learners must be challenged with learning tasks that satisfy their needs or goals. The basic science skills to be developed by the science teachers and to instill to the children are open-mindedness, creativity, honesty, accuracy, logical thinking, appreciation, understanding, cooperation and doing things by themselves under the guidance of the teacher. These will go a long way to produce better future scientists and technologists for sustainable development of the society.

Developing Experimental Institutional Skills Approach (EISA) as Model for Children's Sound Science Education and Attitude at the Primary and Junior Secondary Schools

A model of quality instructional skills that the science teachers should develop and organize for the pupils/students tagged Experimental Instructional Skills Approach (EISA) with implications have been briefly highlighted to include Concrete Experiment, Reflective Observation, Abstract Conceptualization and Active Experimentation or inquiry skills. This if well developed will produce quality and skillful science students that are useful to themselves and to the society. No student can rise above the quality of his teacher.

A good educational system is anchored on quality curriculum and teachers with quality teaching skills. The dual role of a teacher as a facilitator of the learning process and an implementer of the curriculum means that the teacher would have the greater blame for the success or failure of any educational system. The experimental approach would enable the learners to acquire sound scientific knowledge and skills.

This approach is not limited only to practical teaching in the laboratory alone. It can be used in any teaching and learning situation so that the students are made to understand that the learning of science is only possible by physical involvement in the learning process (Okwori, 2002). To apply this approach a teacher can use a multiple of the skills and not just a single skill. However, the choice of approach should be based on the subject/concept to be taught, child's cognitive development state, available teaching resources and clearly stated curriculum objectives.

Developing Science Teaching and Learning Experiences at Primary School Level

At this level of the educational system, the teachers should put the interest of the children first and not the subject content. The children at this stage of cognitive development are at the operational stage characterized by curiosity, creativity, imagination, manipulation, handling of concrete objects, reflective thinking, inquisitiveness, playing and toughing. Science at the Primary Schools level should help the children acquire concrete experience, reflective observation and abstract conceptualization skills to some extent.

The skills can be developed by the children by assimilating them one after the other even though they do not occur separately but simultaneously and discreetly. The use of reflective observations by the teachers would greatly help the pupils not only to observe things through their senses but to also make sense or meaning out of what they are observing and to attempt to solve problems through investigation or discovery approach. The pupils should be assigned some problems to do by the teacher as part of the experimental activities. Children should be subjected early enough to tasks that arouse interest and understanding of basic science process skills and concepts such as communicating, interpreting and formulation models. Ango (1990) stated that “Science at the primary school level is very useful as children at this level need to experience science in order to understand science though the uses of their senses, and handling problems or subjects would be meaningful and learnt”.

However, the practice today is that many teachers pose as only custodians of factual knowledge to be communicated through lecturing, even to immature children at the primary school thereby making the learning of science boring, irrelevant and not very useful to the pupils. The activity should emphasis concrete experience, reflective observation and abstract conceptualization which should be pre-planned by the teacher. As Morris and Pai (1976) rightly observed “activity is

indispensable to learning, to know something (factual knowledge) is not merely to be told about it or see it but to act upon it, to modify and transform it".

Kpaji (1991), found that majority of Primary five and six pupil in Akwanga Local Government Area could not master very well the science process skills of communication, prediction, inference and interpretation because their teachers had difficulty mastering these process skills except interpretation. Both the pupils and the teachers mastered very well as revealed by standard deviation the performance by the pupils in prediction (0.85) compared to the teachers (0.92). For communication skills the pupil found it more difficult compared to the teachers of (0.81) to (3.95). This shows that mastery of skills and imparting same to the pupils will enhance the learning acquisition of these skills by the children. Morris and Pai (1976) cited John Dewey who said that "when engaged in the direct act of teaching, the instructor needs to have subject matter at his finger ends (tips), his attention should be upon the attitude and response of the pupils"

To effectively impart the experimental instructional skills approach at the Primary school level, teachers should play the role of facilitators to the learners by actively involving them in learning by doing things themselves and not to be mere passive observers or recipients of knowledge without skills (Akinmade, 2004; Ango, 1990; Akpan, 1995).

Developing Science Teaching and Learning Experiences at Junior Secondary School Level

At this level of education, the science curriculum is developed towards meeting the needs of students who are mostly at formal operational stage of cognitive development of ages 11-15 years. This is a period that will make them proficient in the basic skills of science and technology. The educational objectives must be clearly and behaviourally stated. The children can learn to apply logic to problems of all sorts through experimentation or inquiry or discovery process of learning under the guidance of the teacher.

This approach provides as a break from the orthodox approach in which the teachers organize their instructions along the subject content thereby compelling the learners to resort to rote learning of facts which cannot guarantee an attainment of the objectives of both national core curriculum for primary science and National Policy on Education (1980) and (2004) revised.

The National Policy on Education (FRN, 2004) states that the Junior Secondary School curriculum should provide both vocational and academic experiences in all the basic subjects which will help the pupils to acquire both worthwhile knowledge and develop skills. In this regard, at the level, the teachers should have a mindset that the students have just transited from the primary level and the methods of teaching should help the students to be able to organize their learning activities around their interests. The science curriculum consists of integrated science and basic vocational subjects.

The quality science learning skills to be

imparted in the students are the abstract conceptualization and active experimentation. As Brunner (1966) has asserted, "any idea or problem or body of knowledge can be presented in a form simple enough so that any particular learner can understand it in a recognizable form". This discovery method of teaching and learning enables the teachers and the students to actively engage in participatory problem solving experimentation and logical thinking at this level of education which is critical towards attaining the objectives of science and technology (or vocational) curricula as required by the new educational system. The emphasis on the discovery method should be tailored around both child-centered and subject-centered curriculum, where the teachers facilitate the students to acquire meaningful knowledge and skills to make better scientist and better society. As William (1969) has asserted "if a child goes to school and fails to gain knowledge, to learn to think and to learn to solve problems, it is unlikely that his family or his environment will correct this failure.

The high rate of failures by students and their poor performances in Integrated Science and Vocational subjects at Junior Secondary Certificate Examination (JSCE) should be linked to teachers' poor experimental instructional skills. For example can teachers plant corn and expect to harvest maize? The answer is a capital no because by natural law corn will usually produce corn and noting else. A study was conduced by Kpaji (2008) and the results are presented in table 1 and 2 below. It was on assessment of the effects of teaching methods on the performance of students in JSCE in Integrated Science. The researcher found that the teaching methods applied by the teachers could have either positive or negative impact on the students' performance depending on which methods teachers used during teaching.

Table 1: Student Performance in Integrated Science at JSCE 2007 in Four Selected Secondary Schools

S/No.	**School**	**No. of Students enrolled**	**Performance**			**(%) Performance**			
			No Passed	No Failed	No Rent	Pass	Fail	Resit	Total (%)
1	Eggon com. Sec. Sch.	362	192	10	150	53	3	44	100
2	GJSS N/Eggon	120	50	20	50	42	16	42	100
3	GJSS (RCM)N/Eggon	150	80	20	50	53	13	34	100
4	GJSS (Gale) N/Eggon	170	90	10	50	53	41	6	100

Source: *July, 2008*

Table 2: Student Performance in Integrated Science at JSCE 2008 in Four Selected Secondary Schools

S/No.	School	No. of Students enrolled	Performance			(%) Performance			
			No Passed	No Failed	No Rent	Pass	Fail	Resit	Total (%)
1	Eggon com. Sec. Sch.	250	121	0	129	48	0	52	100
2	GJSS N/Eggon	100	40	10	50	40	10	50	100
3	GJSS (RCM)N/Eggon	120	70	20	30	58	16	26	100
4	GJSS (Gale) N/Eggon	140	60	10	70	43	7	50	100

Source: *July, 2008*

Research Methodology

The researcher collected the data from the four (4) secondary Schools in Nasarawa Eggon Local Government Area through the use of Students and teachers questionnaire on the method of teaching, the teachers apply and the scores by the students in Integrated Science and vocational subjects. The researcher also had physical observation of the method of teaching the teacher use during classroom sessions.

Data Analysis

From the above table performance of the students based on the teaching methods that the teachers used was demonstration 75% compared to lecturing 30% and participatory approach 20% by all the four schools studied. It was only Eggon Community Secondary School, a private school which enrolled more students for the JSCE compared to the other three public schools. The students performed better in the exam with only 3% failure at Eggon Community while the other schools with less student enrolment had higher rates of students failure (between16-41%). The findings revealed that the teachers at Eggon Community Secondary School applied discovery and practical methods of teaching in addition to the demonstration to enable the students perform better in the exams in JSCE 2008 with no students failing the exam (0%) as compared to the other three public schools where the teachers mostly applied the demonstration teaching method (70%) and less of the discovery method (30%) leading to high rate of failure by students from these schools.

From this study, it is revealed that the products from schools where teachers apply quality teaching method are better than those from schools where the teachers apply orthodox and ineffective teaching method as likely observed by Morris and Pail (1976) who cited Silberman that "the relationship between the teachers and the children while presenting lesions in the classroom particularly with regards to which teaching approach or model should be effectively provided to arouse the interest and meet the needs of the learners more than the teachers".

Silberman observed that "learning

evolves from a child's interest, is not to purpose an abdication of adult authority, only a change in the way it is exercised. Since what children are interested in is a function of their environment as well as their native endowments, it is the teacher's responsibility to structure that environment in the best possible way and to help it change and grow in response to each child's evolving interest and need". The child's evolving interest and need can only be realized through an active participation, doing experiments and learning of science as process skills concept which has been pre-planned by the science teachers. Anything short of this is not effective teaching in the true sense of the word. A curriculum is not merely implemented by the teachers through a process of imparting already-made knowledge through taking or lecturing but must essentially involve the learner's active participation through the discovery approach or inquiry, (Oyetunde, 2004; Akinmade, 2004).

Conclusion

Quality teachers are catalyst for quality education. A sound science knowledge, attitude and skills needed to be developed by the science teachers at the foundation level of education to avoid turning out large number of dropouts and misfits into the society. Most teachers in Primary and Junior Secondary Schools lack the pre-requisite skills and knowledge to provide quality science education to the pupils.

Recommendations

The following recommendations are suggested to improve the quality of teachers as both Primary and Junior Secondary school level in Nigeria where the education or moulding of our children really begins.

Government at all levels should ensure that teacher education in Nigeria is transformed, re-oriented and re-evaluated by testing the quality of teachers in our educational systems to bring about sustainable development of the learners and our society respectively in this complex modern world.

Government should put into action or programme in attract teachers both in their training also as a career so as to meet the educational need for teachers both in quality and quantity. The teachers should be made to undergo regular workshops and conferences on innovative, qualitative and motivated teaching models.

In adequate training of teachers through part-time study be reviewed to stop the production of more unqualified teachers for the Primary and Junior Secondary to discourage the use of teaching methods that promote the memorization and regurgitation of facts but should rather encourage effect teaching through practical, exploratory, discovery and experimental methods.

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ENGLISH LANGUAGE AS A TOOL FOR EFFECTIVE DISSEMINATON OF QUALITY EDUCATION IN NIGERIAN SCHOOLS

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Abstract

Sustainable development is the heart cry of every nation. Education has been identified as the only potential means of achieving sustainable development. However, for the desired development to be brought about, there is need for quality education. The paper stresses the need for quality education. One of the reasons is that education is the only tool for total emancipation. In Nigerian schools setting, the approved medium of instruction is the English Language. It is also a universal language; hence it can be said to be the vehicle of communication worldwide. This being the case, the paper makes a case for English Language to be given a pride of place in the national curriculum. It presents the great need for quality teaching of English Language in schools and colleges. Also, some of the factors militating against quality teaching of English Language in schools are highlighted which include poor teacher preparation, lack of necessary textbooks, poor teaching methods among others. Some useful suggestions on how to ensure quality teaching of English Language are discussed. It is hoped that there will be a positive change in the quality of education obtained in Nigeria for sustainable development.

INTRODUCTION

Education is the instrument per excellence for achieving national objectives (Federal Republic of Nigeria, 2004). This is because education is the means of acquiring competence, traits, abilities and skills necessary for effective performance and participation in all areas of life (Bisidi, 2010). It

is a truism and an acceptable fact that the social, economic and technological transformation of our society, to a large extent depends on the level of education of the citizenry. The importance of education in the overall wellbeing of any individual and the nation at large cannot be undermined. As such, it is important that education offered to the citizenry is made qualitative to help it achieve its aims and objectives. How this would be achieved is the focus of this study.

Meaning and Importance of Quality Education

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, potentially and economically (Offorma, 2009). It is a means whereby individuals acquire adequate and appropriate knowledge, skills, competences, traits and values to enable them function optimally and contribute to the development of the nation. The acquisition of these skills or behaviour centres on the specific and rigorous training individuals received in institutions of learning.

Ocho (2005) asserted that education is the process of by which individuals are made functional and useful members of their society. It is a process through which the young acquire knowledge and realize their potentials and use them for self-actualization beneficial not only to themselves but also to others. Education in other words is a means of preserving, transmitting and improving the culture of the society. Education is an important tool for human emancipation. This is the reason why education has been adopted as one of the fundamental rights of any individual. Article 26 of the Universal Declaration of Human Right, which was adopted by the United Nations General Assembly in December, 1949 state that:

1. Everyone has the right to education. This shall be free at least in elementary and primary stages.
2. Elementary education shall be compulsory and will be made generally available.
3. Higher education shall be equally accessible to all on the basis of merit
4. Parents have a prior right to choose the kind of education that shall be given to their children (Offorma, 2009).

The above declaration underscores the reason why education is the centre of development. The question that comes to mind is why is education important? The reason is not far-fetched. Ocho (1988) provided the answers with the following reasons as thus:

a) The child is born helpless and has to rely entirely on parents and other members of the society to survive and satisfy her growth needs in all their ramifications.
b) The degree and quality of participation in the life of the society depends to a large extent on the degree and quality of her education. This will enable her perform her potential and other citizenship duties and exercise the rights pertaining to them effectively.

c) Since every citizen benefits from the result of education of her fellow citizens and since every generation receives its education from an older generation, every generation has a duty to reciprocate by educating it succeeding generation.

However, for education to be able to achieve these laudable objectives, it has to be qualitative in nature. Therefore, Mbah (2008) defined quality education as the type of education offered at all levels of education which helps the child to address the numerous challenges emanating from his ever changing environment. Quality education is necessary in helping individuals reach their potentials. Ukeje (2000) stated that education is so powerful that it can heal or kill, can build up or tear apart; hence much depends on the quality of education provided to the citizenry. The social and technological advancement of any nation is to a larger extent dependent on the educational development of her citizens. This being the case, the issue of quality education cannot be overemphasized

English Language as an Instrument of Quality Education and Development

English Language is the approved medium of instruction in schools. It is also an enduring legacy from our colonial masters. It is a known fact that English Language is a compulsory subject at all levels of education; as such its teaching must be carefully done. According to Salako (2006), Development is a function of education. Education is for emancipation. English Language is one language that connects people to all others across the globe. It is a universally acceptable language. Business deals, communication, education is made easy via the use of English Language. Foreigners, traders and farmers have been able to interact and do business due to the ability to communicate in English. One cannot think of development if there is no communication in Nigeria, the communication barrier which hinders development has been broken to a large extent.

The importance of English Language will be appreciated when one considers the fact that a credit in Ordinary Level English Language is needed as a prerequisite for admission into any course of study in tertiary institutions in Nigeria. In essence, poor performance in English Language will hinder further education. As earlier noted, education is the bedrock of development, it then follows that poor quality English will hamper education which will in turn affect development.

The State English Language Reaching in Nigerian Schools

The great importance of English Language in the development of any nation is not in doubt. As such, one will expect that English Language teaching in the various schools will be excellent. However, contrary to expectations, the state of English Language teaching in most schools in Nigeria leaves nothing to be desired of (Gwamma, 2006).

We observed that the recurrent poor performance of students in English Language in both internal and external examinations is an indication that all is not well with the teaching

of English Language in Nigerian schools. Maisamari (2006) observed that there are a lot of inadequacies as far as the teaching of English Language in schools is concerned. Some of them include poor training on the part of the teachers and the issue of examination malpractice. In addition, the sorry state of most school environment makes it possible for effective teaching of English Language to take place. Ede (2000) observed that many learners learn under trees, making them to be exposed to hash weather conditions leading to loss of interest in educational activities. Oyetunde (2009) also contended that no meaningful learning can take place under an unconducive learning environment. In some schools, Dashle (2009) observed that there is a dearth of teachers of English Language. This inadequate of teaching professional coupled with increase in school enrolment leaves one English Language teacher with between 60-80 learners to handle. This leads to high teacher-pupil ratio thus imposes heavy responsibility on the teacher. This situation of high teacher-learner ratio observed Orji (2008) does not allow the teachers to effectively impart the desired knowledge in learners.

Another contributory factor to the poor state of English Language in Nigerian schools is poor training of teachers. A teacher according to Zwalchir (2009) is a professional, specially trained toimpart knowledge to a novice. In this regard, an English teacher is expected to be able to teach the concepts of English as depicted in the curriculum to learners. But the experiences of the author with some teachers of English Language and her interactions with some students show that many practicing teachers of English Language in most schools are not trained. Many teachers of English Language as submitted Ashley (2005) are graduates of some disciplines like Humanities, Language Arts, Literature or Linguistics. This caliber of teachers can in no way deliver the needed knowledge to learners as far as English Language is concerned.

Another area of problem regarding the teaching of English Language is the issue of developing assessment instrument in English Language. Assessment noted Obioma (1988) is the process of judging the worth of a thing. In educational parlance, assessment is conducted to ascertain learner's progress in the concepts they have been exposed to. However, to be able to do this, the teachers of English Language needs to design good and reliable assessment instrument. Most teachers are very poor in the art of developing assessment instrument (Ejimofor, 2009). Teachers need to be conversant with the rudiment of assessment and the procedure to be adopted in developing good assessment instruments.

Basically, majority of teachers conduct assessment using only paper and pencil tests (Akpavan, 2008). This means of assessment (use of paper and pencil tests) noted Ogboji (2007) is usually faulted due to the fact that; most teacher made tests are poor content validity and low reliability.

Improving Quality of English Teaching in Schools

For sustainable and enduring development to

be achieved in Nigeria, there is great need to improve the quality of teaching of English Language in schools. English Language by its unique nature of concerning one to the world and also as a medium of instruction should be given the utmost priority it deserves.

The teacher of English Language is the implementer of v curriculum (Tanner, 2006). If there is going to be an improvement in the teaching of English Language in order to achieve sustainable development, the English Language teacher training and preparation should be the starting point. Ukeje (2000) observed that in the face of multiethnic and religious diversities and with the concomitant various serious evidences and epidemic cum critical economic, social, political and geographical problems, education is the only known potential instrument for social reconstruction or social change, and a teacher education is the foundation of effectiveness and quality in the school system. This simply means that if there is going to be improvement in the quality of teaching (education) in any subject; then teachers education is the first step. Teachers are the ones to inculcate into the learners and desires traits, skills and competences; hence teachers need to be adequately trained. Zwalchir (2009) questioned the level of preparedness of teachers in quality education. He noted that many teachers do not have the desired training that will enable them impart in the learners. There is need for quality teachers training in the various colleges of education, Institute of Education and Faculty of Education. Teachers English Language need to be exposed to the rudiments of the subject and the various methodologies which to be used in transmitting the desired traits to the leaders.

Again, there is need for the provision of conducive learning environment. Qualitative education or learning could be guaranteed when the atmosphere for learning is made very conducive (Ede,2000). The state of the present learning environment of many learning outlet (schools)is very appalling. Maren (2008) is of the view that many government schools have no adequate classroom, hence some learners sit under the trees to learn. Also, Bwan (2010) asserted that most schools visited to not have chalk boards, tables and chairs there is great need to address the issue of the nature of the learning environment. There is great need for improvement of the learning environment for quality education.

In addition, provision of relevant instructional materials for the teaching English Language is a pre-requisite in quality education. Learning need to be concretize (Agbo, 2000). Abstract learning without relevant instructional material does not make for effective learning. Ema and Ajayi (2008) agreed that the utilization of instructional materials in teaching and learning helps reduce verbalism and eases understanding and retention of learning concepts. As such, there is need for the provision of relevant materials in the various schools for the teaching of English Language.

There is the inability of some teachers to express themselves English Language. Such

teachers find a difficult to explain or clarify certain concept to the learners. The learners may form wrong mental picture of what the teachers may labour to explain. We must note that English Language is rich in vocabulary when compared with indigenous Languages. Certain technical names do not have equivalent in local languages hence the superiority of the language over others.

The teaching English Language could be enhanced if the teachers English Language encourage the speaking of standard English in schools. Mother tongue interference has been identified as a great threat to the successful teaching and learning of English Language (Ibrahim, 2005). Many teachers and students especially at the rural area schools are found communicating in their mother tongue or the language of the immediate environment. Also, the proliferation of different varieties of spoken English in Nigeria including 'Pidgin' or 'Broken' English poses threat to successful teaching of English Language. Most students are found to be poor in both written and spoken English (Awa, 2005). This problem could be solved if the teachers used the standard English (as recommended) as the medium of instruction in schools. Furthermore, making of on-the sport correction of learners' mistakes or errors in spoken English will help the improve the quality of English education obtain in the schools.

Conclusion

The issue of quality education as a panacea for sustainable development cannot be over-emphasized. Education is the only potential tool for human and societal advancement. However, for education to achieve its aims there is need for quality in the type of education offered in Nigeria. English Language as the official language and the approved medium of instruction in schools has unique roles to play in sustainable development. This is because, English Language is a universal language and also connects one to outside world. It is the language of most businesses, communication, international relations and education. This, being the case, there is need to ensure quality in its teaching in the various schools. Education as the means of development can be hampered if quality is not in place in the teaching of English Language. A credit in English Language is a sure guarantee to further education and invariably further development. All hands must be on desk to ensure that quality teaching and learning of English Language is guaranteed in the various learning outlets.

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WASTAGE AS A RECRUITMENT FACTORS IN EDUCATIONAL PLANNING IN NIGERIA

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Abstract

This paper attempts to x-ray wastage as a recruitment factor in educational planning. It also examines the various areas of significant wastage in education and the methods that can be employed to reduce educational wastage. Which include economic, educational, socio-cultural factors were also highlighted. This paper concludes that the Nigerian educational system is faced with the challenge of wastage and in educational planning; adequate attention should be given to it. It is recommended that in educational planning, educational wastage should be considered as a whole and adequate analysis should be made before adopting a particular method to reduce the wastage.

An institution consumes inputs for producing output. If the institution is quite efficient, it will make adequate inputs to yield optimum output. However, if the institution is not efficient, it may waste some inputs in producing outputs. Similarly, an educational system consumes inputs such as school building, school facilities and teachers to attain maximum enrollment and produce literate population. Enrolment provides an indication of the capacity of the educational system to accommodate and educate students. If schools do not use its capacity or do not have sufficient enrolment, we can say that there is wastage of schools capacity (Rafiq, 1996). A schools is also inefficient if it does not retain the students who were enrolled and later dropped out. Although, schools are not solely responsible for wastage, there are other factors as well which can cause high waste in the educational system.

Wastage as a Recurrent Factor in Educational Planning

Wastage in the educational system means the wastage of time, effort and energy. It occurs when learners leave an educational training course before it has finished thereby wasting the time spent on them, the effort of their teachers, parents, country and resources as well. Wastage is the premature withdrawal of

students from school at any stage before the completion of their studies and the continuous staying of students in a particular class for more than the required year. For example, any student who receives education at any stage is expected to complete the programme within the prescribed period. If one withdraws from the school before completion or becomes stagnant in a class, then the individual becomes a source of waste to the educational system.

While clarifying the meaning of the word wastage in education; Hartog in Forkeng (2006) remarked as follows:

"By wastage we mean premature withdrawal of children from schools at any stage before completion of the basic education". The statement does not mean that there is no wastage at the secondary and tertiary levels. Wastage rates are usually higher in lower classes than what is obtained in upper classes (Ayodele, 2002). Wastage arising from repetition and drop-out in primary school according to Forkeng (2006) is mostly experienced in many third world countries and this, he maintained, is an indication of inefficiency of the education system.

Wastage in the educational system is measured with the flow of students in the educational cycle. The flow of students during an educational cycle depends solely on four parameters, namely:

(a) The number of new entrants in the first class of the cycle;

(b) The dropouts in the different classes;

(c) The repetition in the different classes at the end of each year; and

(d) The promotion from one class to the next at the end of each year.

Nevertheless, repetition and dropouts are the main aspects of educational wastage. In reality, there is no educational system that is hundred percent efficient because, there must be failures and dropouts but this should not be to the extent of causing economic, social and psychological problems that are detrimental to the development of the nation (Ajayi and Adeosun, 2004).

In education and human learning, school building and equipment and the labour of teachers are often wasted. Some of the areas of educational wastage according to Todaro in Ajayi and Mbah (2008) are:

i. The failure of a system to provide universal education
ii. The failure to recruit children into the system
iii. The failure to hold children within the system
iv. The failure of the system to set appropriate objectives and
v. The inefficiency in the achievement of objectives

Failure to provide Universal Education

The declaration of the rights of the child includes the child's right to education, and a country which fails to provide education for its total child population is failing in its duty. It is therefore wasting part of its human resources in leaving them undeveloped.

Failure to Recruit Children into the System

This is one of the most important factors in further and higher education. Recruitment to

voluntary sectors of an educational system depends upon ensuring that the pupils and their families identify the objectives and context of education as coinciding with their own aspirations.

Failure to hold Children within the System

The system has greater responsibilities for drop-out from school which occurs as the result of educational failure since it is within the capacity of a system to reduce both these sources of crop-out that are appropriately regarded as forms of wastage.

Failure to Set Appropriate Objectives

The strongest influence in the determination of objectives arises from a traditional conception of what an educated person should be. The curriculum contents and processes which have furthered in the view of the educated man over many decades and even over centuries still continued to have a substantial influence upon the concept of what education should try to achieve. Each nation must be responsible for setting its own objectives and for determining whether or not they have been achieved.

Inefficiency in the Achievement of Objectives

Insufficiency can only be recognized in terms of a lower output per unit of time than the system is designed to achieve. One way of institutionalizing objectives is to construct a series of threshold levels of achievement for each grade. These threshold levels may be surpassed or achieved more rapidly but this does not lead to accelerated promotion, since the grade occupies a full school year and is uniform.

Some Areas of Significant Wastage

The following are the areas considered to be significant wastage according to Salami (1993) appraising the Nigerian educational system.

- ∅ There are students who completed then primary and secondary cycles but failed to gain the intellectual, social, cultural/ethnical knowledge and skills that schooling should provide. For instance, a substantial proportion of children complete their secondary education without acquiring even an adequate mastery of reading and writing. Therefore, children who never gain access to school and those who enrolled out but did not attain an adequate level of learning constitute a tragic waste of human, social and economic potential of this country.
- ∅ Drop-out: An obvious and blatant form of wastage involves students who start school but drop-out before they reach a level of sustainable literacy and numeracy.
- ∅ Disabled children/ children with learning difficulties are neglected by policy makers, as a result, they are not properly included in educational plans as it should be. That is why we have very few special schools in the country for children with disabilities. Majority of them are left to fend for themselves in the streets.
- ∅ Repeating classes: Another form of education wastage occurs when

students have to repeat a class. Such students are left with low self-esteem and may drop out along the line.

Some Causes of Educational Wastage

Educational wastage can be caused by many factors some of which are: economic, educational, socio-cultural and other factors.

Economic Factor: At times, wastage is due to poverty. Between the ages of 6-9 years, a child will be sent to school (SWASTIK). At this age, the child is nuisance than a help. At the age of 9 or 10 years, the child becomes an economic asset, because he can work at home. The child when withdrawn from school or dropout becomes a wastage case. Financial handicap is responsible for pupils drop-outs or repetition. Out of poverty, some parents utilize the service of their children to supplement earning (child labour). In many cases, poor parents find it almost impossible to lose the assistance of their children. The level of poverty in the country has made it difficult for the children of the poor to attend school, as they are required to assist their parents with street trading. Again, out of poverty, children lack balanced diet and are unable to stay for long in schools.

Socio-Cultural Factor: These talks about class and caste distinction. There is class difference where the high-class children cannot mix up with the low or mid class children. Social class brings about educational inequality and this brings about disparate allocation of resources to schools with different socioeconomic status and backgrounds. Social factor has been linked to lower test score, which leads to failures of the students. Failure brings about repetition and dropout.

Educational Factor: Some educational institutions are ill equipped, poorly housed and with dull and depressing environment. Uncontrolled fresh admissions without consideration of age or time have no permanency. That is, admissions are made of under-aged and over-aged children. Again, admissions are done throughout the year. So, there is more wastage because under-age children lost interest in classes, whereas over-aged children remained away from school out of shame or failure. Lack of adequate accommodation, too much of overcrowding, schools with high pupil-teacher ratio become the main causes of wastage. Moreover, inefficient teaching, lack of teacher-pupil contact, frequent transfer of teachers and plural class teaching disturbs the quality of instruction, which ultimately cause defective examinations, uninteresting curricula, lack of proper parental attitude.

Methods of Reducing Educational Wastage in Nigeria

1. Lowering the cost of education/schooling government should be more, in making education more affordable to students at all levels of education. The private sector too can be involved in providing scholarship to students and also provide more schools and instructional facilities in such school. This will reduce the population of those who drop-out of school due to economic reasons, and encourage those who cannot ordinary afford to go to

school.

2. Improving Access to education/ schooling: more schools should be provided to cater for the population that is out of school. Schools should be provided based on the needs of the people and not the one that is politically motivated, where some schools are built and no students will be available to access them. Existing schools should be upgraded, more facilities should be provided like classroom, tables and chairs and other instructional facilities.
3. Improving Teaching Method: Teachers especially those at the basic education level should improve their methods of teaching. The use of teaching methods that will encourage student learning should be encourage.
4. Making Schools More Flexible: The school system should be made more flexible in order to accommodate more students and encourage others who would have been deprived. For instance, evening schools should be encouraged. This will allow the school to accommodate more students using almost the same level of facilities. The provision of part-time schooling may be made for the benefit of children who cannot attend the school during regular school hours because of domestic and economical disabilities.
5. Closing the Gender Gap: The Federal government of Nigeria, the media and other non-governmental organizations including religious bodies are doing a lot in making sure that gender is no more a reason for a child not to go school or drop-out as the case may be. More effort should be made in this direction.
6. Appointment of qualified teachers to create better quality in the instructional programme to attract children.

The schools may be graded according to efficiency and standards. This will provide ground for qualitative improvement of schools, which ultimately will help in reducing wastage.

Recommendations

The Nigerian educational system is faced with the challenge of wastage. This is a very important factor that educational planners at all levels should give proper attention to in order to be able to formulate effective plant whose implementation will meet the objectives stated in the plan. In order to reduce wastage, it is hereby recommended that the educational planners should put the following into consideration before adopting any method for reducing educational wastage:

i. The relevance of all aspects of the social and economic context and of the educational system in wastage;
ii. The many factors that contribute to wastage at the different levels of instruction vary widely from one area to another, particularly with the level of development. Broadly speaking, they fall into one of the following categories:
iii. Home and community: geographical, social, economic or cultural constraints

such as distance from school, an unhelpful environment, linguistic differences, underdevelopment, public opinion, etc.,

iv. The school system such as, administration, organization, curricula, number and qualification of teachers, family-school relationship, buildings and equipment, etc.,

v. The personality of the children such as, physical, mental, intellectual and moral factors, motivation, etc.

Conclusion

In this write-up an attempt has been made to discuss in details wastage as a recurrent factor in educational planning, the various areas of wastage in education, causes of educational wastage and the methods that can be employed in reducing educational wastage. It is concluded that wastage is a very important factor that educational planners need to put into consideration for effective planning and implementation of such plans. A number of recommendations that will help in reducing educational wastage have been suggested.

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IMPROVING QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA THROUGH EFFECTIVE LANGUAGE EDUCATION

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Abstract

This paper considers Primary and secondary education as the root of all other ladders of learning leading up to University education. Improving quality education in the Primary and Secondary schools can better be enhanced through proper use of language involving communicative skills which comprise listening, speaking, reading and writing. It confirms that acquisition of these skills will further permit the learners to communicate effectively in the language. In this way, learning of other subjects of the curriculum will be effectively enhanced. The learners will then have opportunity to improve the quality of their education; having acquired for such achievement. It concludes that quality education can only be achieved through adequate use of language, and recommends that learners should be constantly drilled in the language learning skills.

INTRODUCTION

Primary and Secondary schools are the roots of all other ladders of learning targeted towards positive educational achievement. The successful journey through primary and secondary schools result in the achievement of the letter years of learning. A positive beginning will yield positive end. Language has a role to play in this achievement. How well the teacher has performed in the use of language skills in teaching, will also reflect on the learner's achievement.

Achieving quality education by the Primary or secondary school learner can be successfully done, through proper use of language. Language as the bedrock of all successful development, has a role to play in permitting the primary or secondary school learner succeed in other subjects at the Primary or secondary school level.

Considering the value of language as a tool for communication UPE teacher education project (1981) stated that. "The Primary School must give the child power over language, as an instrument for thought and conversation; ….. "The ability to read and write fluently …. "This explains the facts that, after the learner becomes capable in oral expression, he can then

read and write. The primary school learner is expected to achieve certain competences in language expression in order to be capable of passing to the next stage, the secondary school. Before then, he is expected to undergo certain aptitude tests such as the verbal or written interview, conducted in English Language, for almost all the subjects before he passes to secondary school.

Teachers cannot therefore ignore the role of language as a tool that leads to progress. Defining language, the BBC English Dictionary (19992:651) stated that; "a language is a system of sounds and written symbols, used by people of a particular country, area or tribe to communicate with each other"; this explains the role and importance of language as a agent of communication for understanding of one another. Quality education can enhance positive learning through adequate communication skills, which will in turn permit capability to speak, read and write in English Language, which is the language of instruction.

Making further remark on the use of foreign language; Christopher son (1978:111) said that in the learning of a new of foreign language, the emphasis in the school should all the time be on practical aspect;" that is concerning the need to speak and write in the language. He further emphasized that "if the standard of spoken English is to be improved, as it needs to be improved in many places; the main burden of that task must be borne by the school" Christopher Son (a978).

What is Quality Education?

Referring to quality education, BBC Dictionary (1992) defined; Education consists of teaching people various subjects at school or college. It refers to quality education as the process through which a person is taught better ways of doing something or better ways of living". It is also the ability to read and write, and be capable of seeking solution to problems. It includes the acquisition of necessary skills that permit one to earn his living. Quality education involves the process of teaching and learning involving the strategies meant to bring about quality or positive achievement.

Quality education can only be enhanced through quality Teaching and quality learning. Involving the teacher and the learner. On the other hand, quality education could mean, the type of education that yields positive result or positive learning. It is the result of teaching and learning that yield positive outcome.

Quality education is aimed at high standard of leaning. It is the transformation of what is good (positive outcome that is the result of teaching and learning). It is the type of training that is aimed at bringing or producing desired attitudes. Quality education yields quality learning, and quality learners. The quality learners could be referred to as confident learners, who can express themselves freely in any given circumstances, and who can compose themselves in an orderly manner, expressing themselves using the language understood by majority of people to communicate ideas.

The Role of Language in Improving Quality Education at the Primary and Secondary School Levels

Improvement relates to positive achievement, or positive changes. Improving quality education then means adding more importance or value onto what already exists, creating better impression on what is already there (Schofield, (1972) confirmed, changes in primary schools curriculum involve changes of rules of teaching. Languages has a role to play in the improvement of quality education in the primary or secondary school as it reflects the changes in the curriculum.

Language is the subject of instruction used by the Teacher to communicate messages to the learners, with a view to imparting knowledge to them. The Teacher does so with the aim of giving the learners quality learning. Thus, the primary or secondary school learners are taught through the use of language, to facilitate mastery of the subject matter.

On the need to improve quality education Fagbulu (1996), posited that academic activities should concern those that give both knowledge and practice; not only in using the hands, but also creativity. In this case, the learners are encouraged to manipulate their creative skills in order o acquired knowledge and practice.

Learners of the primary and secondary schools should be capable of achieving quality education though the manipulation of language skills. They should be able to read short passages or texts with easy; they should be capable of speaking English Language and write in English Language, certain expressions with simple sentences or short passages, to test their comprehension. It is in this way they can handle any other subject of the curriculum.

Remarking on the need for teachers to go for in-service training, as a way of improving upon their capabilities and widening their knowledge, with the view of improving their performances. He says, "There is the need for teachers to go for In-service training, in order to keep up to date, having acquired new skills of teaching that has bearing on educational practice, is very much desirable if we mean to enhance quality education in the primary or secondary school. Fagbulu (1976).

The need for quality education in the primary and secondary school is very relevant for the up liftmen of educational standards. These standards can be realized only through adequate use of Language as a means of expression and communication. Referring to language development, U.P.F Teacher education project (1981) confirmed; advances in language, paves the way for progress in complex learning; this indicates that the more capable an individual is in language usage, the easier it is for him to progress in a more will permit the primary school learner to distinguish objects and enhance visual stimuli;

In order to enhance quality education in the primary/ secondary school, the Teachers are expected to live above the learners; they should be competent in handling all the language teaching and learning skills, consequently, learners should be exposed to discussions on simple topics that will enhance communication

capabilities. They should be exposed to reading for pleasure not only when they are facing examination, they should be capable of reading whatever extract or text that come their way. In this way they will improve and acquire communication skills.

The role of Language as a factor of enhancing quality education in the primary/secondary schools cannot be over emphasized. Language as a tool for educational development is used to transmit knowledge. Through language we understand and interpret situations. The Teacher uses language to teach and to educate. Through this means the learners observe and discover for themselves. The importance of language in improving quality education in the primary and secondary school is very vital.

Remarking on the problem of learners, as it affects language; Mallam and Ajagbu (2004) maintained that "Teachers should provide simple opportunities to practice language by having pupils talk, read and write about their experiences, this will stimulate their expression skill". The universal declaration on human rights (United Nation 1995) Article 20 stated that every one has the right to freedom of peaceful assembly or association; people cannot assemble or associate without the use of language as the link.

To be capable in language expression, Iliya (2010) suggested that people can improve their language through the use of the computer with reference word processing. Language is learnt through various means, the Television, radio, Internet, and others to enhance communication. In these modern times, the effect of technology is felt through the use of gadgets of different types. These include internet where information is extracted and is stored, using to reconcile messages. Language is viewed to have healing power to problems that require solution; it all depends on the understanding of the language and how to interpret it. One uses language to request, to plead for, to ask questions and so on thereby, seeking solution to problems. Failure in examinations, in what ever subject is more often attributed to inability to read and understand the questions. This is caused by inability to understand speak or read English Language.

Furthermore, the primary or secondary school teacher as the custodian of teaching and learning experience uses language to impact positive knowledge unto the learner, through words or action. Through language, learning is transmitted, and it is used in imparting knowledge of all other subjects of the curriculum into the learner. The primary or secondary school learners participate in oral or written examination which is usually conducted in English Language as the language of instruction, and communication among academics.

Conclusion

Quality education can be improved through proper communication and the use of the language skills, where the learners should be capable of using quality language. This will create confidence in the primary and secondary school learners and awareness to the general public on the importance of communication in

the foreign language. English is an international language and language of not only the academics, but what which is generally spoken by every body that knows its value as media of communication.

The mastery of language communication by particularly the primary or secondary school learner, will afford him/her the courage and confidence in performance. In this way he/she can move to any part of the world with the use of international language, if communication will not be a barrier in his or hr life.

Achieving quality education accords the learner the freedom to move anywhere because of he/she is capable of communicating using the national or international language. Nigeria being the giant of Africa should have 50% of its nationals communicating in international language, English/French.

Recommendations

- Improving quality education for sustainable development in the primary and secondary school; all depends on the capabilities of the Teacher and the learners, to develop habits of dedicating themselves to the use of communication skills.
- The learners should be constantly drilled on the language skills.
- Learners should attempt activities that enhance communication skills such as debating, drama, and narration and conversation rather than just spelling of words as it is the case in primary schools today.
- They should learn to express themselves all the time, in English Language.
- The teacher should be able to handle the issue of language interference drawing the attention to their areas of weakness.
- Qualified teachers in English Language particularly Degree holders with
- education background be posted to tech in Nigerian Primary and Secondary schools.

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ATTITUDE OF SENIOR SECONDARY SCHOOL STUDENTS TOWARDS THE STUDY OF CHEMISTRY IN AKWANGA LOCAL GOVERNMENT AREA OF NASARAWA STATE, NIGERIA

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Abstract

This study is concerned with students' attitude towards chemistry in some selected public secondary schools in Akwanga Local Government Area of Nasarawa State. Two hundred and fifty students (boys and girls) in the final year senior secondary school from five randomly selected schools were involved in the study. Necessary data were collected and validated reliable data were analyzed by simple percentages. From the results, negative attitudes on the part of the teachers and students, inadequate textbooks, poor instructional aids, parental influence and government oriented problems were identified as some of the factors affecting students' attitude towards the subject. Some useful recommendations were propounded, one of which was the involvement of all the students in practical work by teachers since it is known that the learner learn fast on what they can do on their own. This and many others will go along way to guide and improve their attitudes towards the study of the subject.

INTRODUCTION

Chemistry is the scientific study of chemical substances that are constituted of atoms or the sub-atomic particles: protons, electrons and neutrons. It is an integral part of the science curriculum both at the senior secondary school as well as in higher institutions. At this level, it is often called "general Chemistry" which is an introduction to a wide variety of fundamental concepts that enable the students to acquire tools and skills useful at the advanced level where chemistry is invariably studied in any of its various sub-disciplines (Wikipedia, 2009).

Chemistry and indeed chemists are linked to everything on earth as aptly captured in a slogan: what on earth is not chemistry; chemistry plays a pivotal role in engineering, sustainable economic development and growth in any nation. Put succinctly, there is no aspect of human endeavour or natural phenomena that chemistry does not feature. It features prominently in the area of oil and gas,

agriculture, health, environment, solid minerals, textile, cosmetics, water supply and sanitation, crime detection, pulp and paper, waste management among others (Zuru, 2009). Chemistry is the catalyst of sustainable national growth and development.

Attitudes, like academic achievement, are important outcomes of science education in secondary school. The development of students' positive attitudes regarding science as a school subject is one of the major responsibilities of every science teacher. Unfortunately, research has revealed, that much of what goes on in science classroom is not particularly attractive to students across all ages (Stark and Gray, 1999, 2009, Akpan, 2010).

An attitude may be defined as a predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object (Oskamp and Schultz, 2005). The focus of this paper is on school students' attitude towards chemistry subject taught in secondary classrooms. The term 'subject' refers to both theory and laboratory classes in secondary school. Thus, the scope of the present study was limited to chemistry as experienced by students in senior secondary school rather than out-of-school experiences obtained from external sources such as media, museums, field trips and friends.

Attitude towards chemistry or science denotes interest or feelings towards studying chemistry. It is the students' disposition towards liking disliking science while attitude in science means scientific approach assumed by an individual for solving problems, assessing ideas and making decisions, students beliefs and attitudes have the potential to either facilitate or inhibit learning (Yara, 2009 and Akpan, 2010).

Many factors could contribute to student's attitude towards studying chemistry. Several studies including (Berg, 2005) and (Adesoji, 2008) report that students' positive attitudes to chemistry correlate highly with their interests. In general, the attitude of Nigerian students towards the basic sciences tends to decrease in order of biology, chemistry, physics, and mathematics. Adnan and Ahmed (2006), found that using integrated science environment activities improved high school student attitude toward an awareness about the environment. AmstrongandImpara (1991), in their studies determined that fifth and seventh-grade students using nature score as a curriculum supplement developed more positive attitudes than those who did not.

Abimbola (1983), reported that students exposed to a programme instruction recorded higher and more favourable attitude towards mathematics. Ayelaagbe, (1998), also reported a more positive attitude of students after exposing them to self-learning strategy. Similarly results were obtained by Udousoro (2000), after using computer and text assisted programmed instruction and popoola (2008), after exposing students to self-learning device. U do u so to added that students attitude and interest to sciences, especially, agricultural science correlate highly with their science achievement.

Adesoji (2008), and Abulude (2009) in Gyako (2012), have concluded that a number of factors have been identified as related to student's attitude, influence of parents, gender, age, cognitive styles of pupils, career interest, social view of science and social implication of chemistry and achievement.

The study thus revealed that there is a relationship between attitude and methods of instruction and also between attitude and achievement, and that it is possible to predict achievement from attitude scores. What is needed to complement the results of such students however is the nature of relationship between student's attitude and factors related to teaching and learning of chemistry. Results of these types of study are likely to broaden teacher's knowledge as to how they can influence student's attitude positively towards chemistry as a subject in Nasarawa State, Nigeria.

Statement of the Problem

Despite the greater number of chemistry graduates produced by the tertiary institutions every year, there are a number of secondary schools where chemistry teachers are not competent in the teaching of the subject. Also, the attitude of the students in secondary schools towards chemistry as a professional is not encouraging. This makes the teaching of chemistry ineffective and inefficient even where there are competent teachers to teach.

Purpose of the study

The major purpose of the study is to investigate the attitude of senior school students towards chemistry as a subject in A kW a ng a Local Government Area of Nasarawa State. Specifically, the study will determine:

1. The attitude of students towards chemistry.
2. The attitude of students as influenced by Teachers' attitude
3. The specific problem encountered as a result of unavailability of textbooks and other instructional aids
4. Their attitude towards chemistry as a compulsory subject for all science students.

Research Questions

The study attempted to answer the following questions:

1. What is the attitude of students towards the study of chemistry?
2. What us the student's attitude as influenced by Teachers' Attitude?
3. What specific problems are encountered as a result of unavailability of textbooks and other instructional aids?
4. What is their attitude towards chemistry as a compulsory subject for all science students in secondary school?

Scope of the study

The study was delimited to secondary to secondary schools in Akwanga Local Government Area of Nasarawa State and to the Senior Secondary school students only.

Significant of the study

The results of the study is hoped to assisted chemistry teachers to develop new learning experiences in some ways easy enough to

arouse the interest of the students.

It would be of good assistance to teachers to create a habit where they would improve on the obsolete teaching methods, use adequate modern and relevant instructional materials and textbooks at their disposal to the fullest. The outcome of this study might also assist the students to improve their attitude towards the study of the subject.

Methodology

The design of the study was the survey with the purpose of investigating the attitude of senior school students towards chemistry in A kW a ng a Local Government Area of Nasarawa. According to Kerlinger (1972), survey research is a useful tool employed by researchers when they are interested in the opinions and attitudes of the people as well as the relationship of these attitudes to the respondent's overt behavior. There was no manipulation of the independent variables by the researcher.

Study Problem

The population for this study consists of five public schools involving only the senior secondary students of A kW a ng a Local Government Area of Nasarawa State, Nigeria. A total of two hundred and fifty (250) students classified (male and female) were randomly selected from the five secondary schools namely:

1. Government Secondary School Ubbe, Akwanga
2. Government Secondary School Aloce, Akwanga
3. Government Secondary School Akwanga
4. Government Secondary School, Akwanga North
5. Sport Academy, Akwanga

The students of the selected schools were between 15 and 18 years old.

The subject were randomly selected from the target school for this research purposes. The sample size was two hundred and fifty (250) comprising of 25 males and 25 females from each of the selected schools.

Research Instrument

In carrying out the study the researcher employed the use of questionnaires to collect necessary data for the study. The questionnaires were of structured type which allows for strongly Agree (SA), Agree (A), Strongly Disagree (SD) or Disagree (D) responses from respondents.

The questionnaires were for the Senior Secondary School Students that were randomly selected from the above schools. The questionnaires used for this study was self a constructed on the attitude of senior school students towards the study of chemistry. The instrument was divided into two sections. Section A consisted of the bio data of the students while section B consisted of questions on their likeness for the subject, teacher's attitudes, availability of textbooks and instructional materials.

Validity of Instrument

The draft questionnaire was shown to colleagues and some chemistry teachers in some secondary schools for scrutiny and content validation to ascertain the content and face validity.

Procedure for Data Collection

Due permission was sought from the school principals, subject teachers and with the assistance of the class before the study was conducted. A total of two hundred and fifty (250) questionnaires were administered to the students on the selected schools during the first term of 2010/2011 session and were answered in good and smooth atmospheric condition. The questionnaires items were all collected after completion and scored based on the responses for final analysis using frequency distribution and simple percentages. For further clarification, any percentage value that is higher is in favor of the respondents.

Results and Discussion

The data are presented as the mean of the results of analysis of student questionnaire.

Research Question 1: What is the attitude of students towards chemistry?

Table 1: Attitude of Students towards Chemistry

S/No	Items	Frequency	%Agreed	% Disagreed
1	Chemistry is my favourite subject	118	47.1	52.3
2	I have the intension of studying chemistry at higher level	97	38.7	61.3
3	I like chemistry as a subject	165	66.0	34.0
4	I prefer to opt out chemistry as a subject	207	82.7	17.3
5	Chemistry is a difficult subject	208	83.3	16.7
6	We understand chemistry as a subject	114	45.7	54.3
7	Chemistry is a volatile subject	200	80	20.0

Table 1: Revealed that 52.3% of respondents did not consider the Chemistry as their favourable subject, 61.3% did not intend to study chemistry at higher level, 82.7% prefer to opt out of the subject, 83.3% believed that the subject was difficult, while 54.3% believed that they do not understand chemistry with 80.0% saying the subject is volatile. From the results obtained, there is an indication that these students have negative attitude towards chemistry as a subject.

Research Question 2: What is the Students' attitude as influenced by Teacher' Attitude?

S/No	Items	Frequency	%Agreed	% Disagreed
8	Poor motivation by chemistry teacher	130	52.0	48.0
9	Our teacher are unapproachable	140	56.0	44.0
10	Chemistry teachers do not give assignment regularly	145	58.0	42.0
11	Chemistry teachers are lazy in discharging their duties	166	66.3	36.7
12	Our chemistry teachers are not harsh on us	87	34.7	65.3
13	Chemistry teachers make use of obsolete teaching methods	168	67.3	32.7
14	Lack of interest on the subject by our teachers	150	60.0	40.0

Table 2 above revealed the result of seven-items. Items 8 -10 depicted that most of the teachers (52.0%) were not motivators or (56.0%) approachable and (58.0%) did not give student regular assignments. In the other items, it was also discovered that some teachers (66.3%) are lazy in discharging of their duties, (65.3%) are too harsh on students, some of them (67.3%) use obsolete teaching methods and (60.0%) do not show interest in the subject. From the foregoing, it could be deducted that the attitude of teachers contributed to the negative attitude of the students to the subject

Research Question 3: What specific problems are encountered as a result of unavailability of textbooks and other instructional aids?

Table 3: Problems Encountered by Students as a Result of Unavailability of Textbooks and other Instructional aids.

S/No	Items	Frequency	%Agreed	% Disagreed
15	We find it easy to understand the few available textbooks.	83	33.0	67.0
16	The few available texts are neither expensive nor difficult to come by.	76	30.3	69.7
17	The use of instructional aids by our teachers arouses our interest.	150	60.0	40.0

From the analysis of table 3, 67.0% disagreed that they do not find it easy or understand few textbooks, 69.7% are of the opinion that few textbooks or instructional material that are available are expensive or difficult to come by while 60% agreed that the use of instructional material arouse their interest while teaching.

Research Question 4: What is their attitude towards chemistry as a compulsory subject?

Table 4: Attitude of Students Towards Chemistry as a Compulsory Subject

S/No	Items	Frequency	%Agreed	% Disagreed
18	We are happy with chemistry as a compulsory subject	123	49.3	50.7
19	We are offering chemistry because it has been made compulsory for all science student	142	56.7	43.3
20	We are offering just to enable us secure admission into higher institution	158	63.3	a36.7
21	We registered chemistry because it is compulsory for science students in external examinations.	203	81.3	19.7
22	We preferred chemistry should be removed from sec. sch. syllabus	190	76.0	24.0

The results showed that larger percentage did not favour chemistry been made a compulsory subject. It items 19 and 20 it was found out that they offered chemistry because it was made compulsory for science students and to enable them secure admission respectively. They said they would not have registered for it if not because it is compulsory for science students in external examinations.

To crown it all, 76% (items 22) of the respondents preferred the subject being removed from secondary school generally implying that they hated the subject.

Discussion

The findings of this study revealed that the negative attitude of the students was the function of lack of interest, erroneous belief that chemistry is volatile and poor motivation by teachers. This is in support of the report that students should be motivated always to put in their best to the study of the subject. Rated from some science teacher especially chemistry, physics and mathematics is an offspring of negative attitude and misconception that chemistry is difficult and volatile.

This findings also corroborates the findings of Cheung [2009], who concluded that apart from teacher background that renders

students and teachers relationship in good academic performance in senior secondary school, students can be affected by teachers teaching methods, ability to arouse students interest towards learning topic, poor and shabby orientation to students on the part of the teachers when the teacher is not ready to discharge, when teachers could not motivate the students they are teaching.

The study also showed that negative attitude towards the subject is influenced by the parents' attitudes, in the opinion of Aiyeaagbe, [1998], he attributed this problem to illiteracy and ignorant idea on the part of the parents to encourage their words on the choice of chemistry as a subject.

Lastly, the study showed that teachers did not use adequate instructional materials and students complained about textbooks not explicit enough for their private study. This attitude of the chemistry teachers was not in agreement with ideas of Popoola, [2008] and Aliet al [2010], who believed that the use of recent/ modern and adequate instructional materials by teachers to teach these students will arouse their interest.

Conclusion

From the results of the study, it was revealed that right or positive attitudes of students is very essential if students want to perform well in chemistry both theory and practical. It seems we need to concentrate all efforts and energy on improving factors that tend to militate against positive attitudes.

Chemistry teachers should give intrinsic motivation to the students. The children should be given sound foundation from home as well as school being partners in progress. They should provide instructional materials to schools and find adequate schools to keep them going progressively.

Recommendations

The results of the study showed that the students who found the subject of chemistry difficult were glaringly opposing chemistry as a subject. It is believed that their feeling was a reflection of their apathy and frustration created in part by the prevailing conditions surrounding the teaching of chemistry to effect any meaningful change in the present situation.

Chemistry teaching and learning facilities must be provided into all schools. Thus the following measures must be taken to improve the attitude of students towards chemistry:

- Qualified and professionally trained chemistry teachers should be recruit into training institutions,
- Extra lesions should be organized for the science subjects, most especially chemistry.
- The senior school students should all e involved in practical work as it is known that learner learn fast on what they can do on their own.
- The attitude of senior school students towards chemistry should be improved in theories and practical in order to enhance achievement in schools certificate examination.
- Modern and relevant textbooks should be provided to the learners and teachers.

- Students should be engaged in discovery methods of teaching that will facilitate individualized instruction.
- Students interest should be aroused and sustained by giving enough motivation and reinforcement, encourage group work by putting them into groups with regard to sex and brilliant/ dull abilities.
- Senior school students should be allowed to go on educational tours to chemical industries to see chemistry in action.
- The curriculum should be drawn for continuity of the topic leading to step-by-step kludge acquisition and easily comprehended by lay man.
- Government and Parents Teachers Association should provide necessary instructional materials, equipment and personal needs in schools, such as standard libraries, qualified teachers, textbooks, communal efforts in encouraging and motivating the students through sound learning.

If all the recommendations and appeals are followed, we should expect positive attitudes and better performance of the students in science education.

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PROMOTING SELF-RELIANCE THROUGH CREATIVE ART EDUCATION IN NIGERIA FOR SUSTAINABLE DEVELOPMENT

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Abstract

Nigeria as a developing country desires to be self-reliant because, we face different problems ranging from high rate of unemployment, poor educational system, poverty, undeveloped economic, environmental pollution etc. This paper tries to define creative arts education and self-reliance. The paper also identifies some roles of creative art education in promoting self-reliance in Nigeria. The importance of self-reliance for national development is also highlighted. Career prospects in creative art education are listed under the scope of creative art in occupations such as painting, textile, photography, all for self-employment and self-reliance prospective the country. The paper concludes that creative art education should be encouraged for self-reliance and sustainable development.

INTRODUCTION

Self-reliance education is the education that is made up of the general education as well as the acquisition of practical skills which will help the individuals after leaving their training to be able to set up their own business and also be in a position to employ others. Education that is worth it should aim at producing citizens who will not be completely

CREATIVEART dependent on white collar jobs, but citizens who will not only be self-employed but also employers of labour and competent entrepreneurs. It is in this regard that the emphasis oneself-reliance education in 21st century Nigeria is well placed.

This paper sets out to examine the place of creative art education in the promotion of self-reliance in 21st century Nigeria.

Conceptual Framework

To put the issues in this paper in the proper perspective the concepts will be used as defined or explained here.

Self-Reliance: This can be seen as a state in which an individual is capable of living and tending for himself effectively and efficiently in the human society. Self-reliance education therefore, involves acquisition of valuable skills which will enable the recipient to enter

and fit into the world of business or world of self-employment. Pestalozzi, (2002) posited that if a man learn to meet his occupational requirement in an elementary way he would be able to perform all sorts of work and not only specific manipulation. Self-reliance can also be the right and ability to set one's goal and then realizing them as much as possible through one's own effort using one's own factors. Badmus (200) stated that self-reliance is that individual that makes proper use of their hands to produce vital instrument rather than searching of white collar jobs. Therefore, self-reliance education can help to achieve the objectives of the Nigeria's National Policy on Education which is egalitarian, strong and self-reliance Nation (FRN, 2004).

Creative Art: Uzoagba (2002) sees art as a way of life to develop skills in the use of materials through experimentation, manipulation and practice. He also said that art is an aspect of mental development which is all embracing in imaginative, creative and aesthetic forms. In addition to this Mbahi (2000) sees art as doing, making, fashioning. Accomplished by human skill. Art is a product, a process and a way of life. Also, art can be described as a product of creative human activity in materials shaped or selected to convey an idea, emotion, or visually interesting form. Creative art is the work of man which he produces through his skills in imitation of nature.

Education: Education has been defined in different ways by different intellectuals, philosophers and educationist depending on a given perspective FRN (2004) says that education is an instrument for national development. To this end, the formation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education. Azikiwe (2008) in her highpoints of the reforms in education in Nigeria stated that education is one major tool for the realization of the NEEDS goals because it is naturally an instrument per excellence for socioeconomic reformation and reconstruction. She said that education is a key factor for national development hence any country that neglects the education sector is courting poverty and national disaster.

World Bank (2002) states that education is a major engine of economic growth and a force that drives a country's future.

Education generally can be defined as a process of teaching, training and learning in schools or it can be the process acquiring knowledge and also development of skills.

The Scope of Creative Arts

Creative art is one of those occupational cultural subjects with various vocational opportunities which prepare an individual of any nation for technological growth abundantly if well directed. There are two forms of creative art, these are visual and performing arts. In the field of visual art, there are various areas of specialization for individuals in fields such as Fine and Applied Arts. Skills In those areas offer job opportunities in painting and sculpture.

The fine arts are purely for aesthetic purposes, records for posterity and at other times means

of communication. There are other areas like graphics, ceramics textile and industrial arts and designs. There are other aspects of art which are purely for functional purposes. They serve man directly and indirectly via the industries. Sometimes, these areas are referred to as branches of applied arts which serve for commercial purposes. Creative arts offer different vocations to a self-reliant and to people who can develop skills and competences in different areas. Career in painting helps the individual in portraying someone's expression of feelings in paint, colour or other medium of choice.

Vocation in sculpture exposes the specialist to different manipulative skills needed for handling of any production materials like metals, wood, cement, synthetic materials, clay, and stone among others which are sometimes wasting in our environments.

Vocation in graphic arts includes cartooning, photography, illustration printing. Lithography, cartography, engraving, television captioning designing, calendar production, record sieve layout design, visualizing and book designing.

Ceramics as a vocation offers opportunity in production of pottery and different items in clay which can be fired or glazed for usage at homes and other entertainment places.

When creative arts are promoted we can see that the education of the 21stcentury to promote Self-reliance will be achieved.

The second form of creative art is the non-visual arts (performing arts) which are the art products for entertainment and recreation. This aspect of arts includes drama, music and dance and play writing. The music, dance and drama industry in Nigeria is a young but fast growing one. It is the industry of the future in Nigeria. Acquisition of skills in any of these aspects of art is a sure way of surviving in Nigeria.

Proper packaging, management and utilization of these skills can avert or ameliorate poverty in Nigeria especially among the youths.

Creative Arts Education and Self-Reliance

From the above characterization of creative Arts and its uses to the person, it can be seen that education in creative Arts is indispensable in the quest for self- reliance. In specific terms, creative arts can perform those roles in promoting Self- reliance. Creative arts provide vocational employment opportunities and career to people. For example, the works of an artist can be done to get money rather than waiting for Government employment. All the Nigeria actresses and actors are comfortably employed and some of them do not care for Government job. The musicians are also comfortable with their jobs,

Creative art education can equip the individuals with business knowledge and skills that can make them highly functional in the society. Osuala (1995) supports the above view. He believes that the development of business knowledge; economic understanding, business skills desirable attitude and appreciation emanate, from the study of general business which is 'from all self- reliant fields (vocation and Technical education subjects).

Creative art education helps in development of creativity for self- reliant individuals because

the more they work to earn living everyday new ideas come to their minds. Hurlock (1978) said that creativity is the process by which new ideas or object is produced. Such activity is goal directed in that it could be for the purpose of deriving pleasure or having a sense of achievement from what is produced.

Also creativity is a mental process involving a kind of thinking described as divergent thinking which seeks new and varied or alternative ways of solving problems. The self-reliant is there to solve problem in other to earn a living.

Creative art education increases the imagination of the self-reliant citizens. This is an ability required for success in the 21st century Nigeria.

Creative art education provides job opportunities for different categories of labour in areas like painting, ceramics, sculpture textiles design, interior decoration, pay writing, drama, music, and dance, graphics, clothing, and in all the specialists of creative art education.

Importance of Self-Reliance for National Development

Self-reliance helps to develop national or societal economies. This is because the art activities which make individuals self-reliant project economic activities in different ways. For instance, most of the items in our society are advertised on billboard, posters, television programmes and other media. Some other products are designed to look good to attract buyers. where this is done raw materials in the environment will be used and people from different parts of the world can come to buy some of these products.

Self-reliance is important because it serves as a weapon for national unity and development it is even more important because of its messages/ themes for example love, selfless service, hard work. honesty, tolerance, perseverance, endurance cod resolution of cultural conflict. When the majority of the people in a country are employed whether by self or Government there will be no time for conflicts which sometimes arise as a result of joblessness. Therefore it encourage unity in the country and bring nation development Self-reliance opportunities help to stop corruption in country. Sometimes causes of corruption in a country as a result of lack of employment or poverty and some of the ways of corruption in Nigeria are human traffic king, child labour, criminal gangs, Prostitution, organized crime, kidnapping, assassinations or killings and others which people engage in are as a result of poverty and unemployment. When one is self-employed or employed with the government all these will be off his memory but where nothing is done the person becomes the devils workshop and can do anything to get money in other to survive in society.

Self-reliance helps to utilize local materials. It will be due to the fact that the people are compelled by necessity to source for whatever they require in the environment. By the time these things are done the local materials in the land will be utilized. This will bring about national development because other countries will know them with that they can come there for those things example are black smiting

ceramics and traditional textiles and others. Therefore, since people from place are coming there it will then encourage the Government to develop good Roads electricity and sometimes water supply for people coming there for business or settlement,

Self-reliance is important because it stimulates innovation and creativity. Individuals decide to make it with their hand and to improve them based on the resource available.

usually results in innovation, progress, pride and confidence once work which make an independent person.

Through self-reliance the country can withstand manipulation due to trade dependency as there will be increase in the domestic product. This may lead the country to stop exportation of goods increase the prices of their product and deny importation of goods, this means that the self-reliant country will always survive and can withstand manipulation from any country.

Conclusion

This paper examines the promotion of set-reliance through creative art education in Nigeria. It has been shown that self-reliance in Nigeria can he achieved through emphasis on creative art which will provide specialists i different areas of creative art education,

Education in Nigeria should aim at developing confident education in the citizens so that they will think of what they can offer to Nigeria and not what Nigeria can offer to them. This will make them self-employed. When good citizen of this country are self-employed are on their own the country will depend on them and will be developed economically and technologically. There will be enough skilled workers for national developmental tasks.

Recommendations

On the basis of the above discourse the following recommendations are made:

1. It is time for Nigeria to drop some school subjects that do not encourage hand work on the students at the end of their study in school. This is because when students finish their carrier training without getting a job, it is as if they did not go to school. That is why Amucheazi (1980) insists that, Nigeria should develop truly; Nigerians must disengage themselves from colonial thought processes, values and practices and involve institutions which enable the individual to find his fulfillment: at the end of his training.
2. Our economy should he diversified by stimulating and investing in the other aspects of the economy particularly creative art education to produce the needed things and manipulate the raw materials in the environment for national development than depending on other countries products.
3. The Government should give all self-reliant graduates fund to set up their own business at the end of their study or training in school. Parents and teachers should counsel their wards on the career choices that involve specialization (self-employment) at the end of their career training or

education.

4. There is a need for the curriculum planners to review and modify the content of the present creative arts curriculum to give prominence to practical periods in schools.

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IMPROVING QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN RELATION TO TECHNICAL EDUCATION

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Abstract

The teaching and learning of technical education should at all times be implemented on adequate teaching environment. This teaching environment enhances, quality curriculum, perfect teaching techniques with instructional materials, good and working workshops and equipment, adequate supervisors and instruction and government should find such technical schools at all times. The graduates from these schools will be equipped with skills, to match the needed labour at labour market. This will help to reduce unemployment and creates avenue for entrepreneurship zeal to our society, thereby providing a bridge for sustainable development in our country.

INTRODUCTION

Education is the bed rock of any meaningful development in any society, shall be guided with quality methodology and practice. This entails high standard of teaching methods adequate instructional materials; adequate laboratories, an workshop fully functional and equipped, enough supervisors, and fully adequate funding to provide student working materials. This will guarantee fully skilled graduates that will meet the demands of the labour market that will contribute their quota towards sustainable development of our country. Technical Educational in its area of specialization has much to contribute towards this direction, as it embraces Mechanical, Electrical and Building technology in its area of study.

Quality Education

Quality in education can be seen from different perspectives. For instance, the economists of education are always interested in assessing quality in education by establishing the relationship between "input" and "output" in the education system; that is, the rate of return or cost-benefit analysis of quality in education. Also, one may look at quality in education in terms of enrichment of the school curriculum, quality of teaching personnel, quality of school inspection, quality of school equipment and

facilities. Moreover, quality in education may also be measured in terms of relevance to the needs of the society. Igwe (1989) describes relevance as a question of functionality, fitness and appropriateness for the uncertainties and challenges of the unknown future based on this premise therefore qualitative education in the context of this paper could be described as the extent to which the education system is relevant to the needs and aspirations of the Nigeria Society. The Nigeria education system as clearly spelt out in the National Policy on Education (1981) is of high quality.

Constraints to the achievement of Quality Education are as follows:

i. Teaching personnel
ii. Physical facilities and Instructional Resources
iii. Diminishing Financial Support
iv. Poor supervision of the school system

Education

Education is the process by which people's abilities and talents are developed. Education in this broad sense is everything that is learned and acquired in a lifetime: habits knowledge, skills, interests, attitudes and personality. From this stand point, people become educated not merely b} attending schools but by the total experiences in life. They learn through direct experience, initiation, and self-teaching. They learn from parents and friends, from such institution as churches, libraries, from recreational and social agencies such as clubs and from the press, motion pictures, radio television, and the like.

In narrow sense, education is the systematic, organization process of teaching and learning that centers largely in some form of school. There are two main types of education:

(1) Liberal or general, education — the non-specialize education that is concerned with activities that all people have in common regardless of occupation.
(2) Vocational and professional education, the training that prepares persons for specific jobs or professions and technical education.

Important of Education

Education is important both to the individual and to their society of which he is a member. In an individual, in industrial country, for example, where many jobs require reading directions and writing reports, a person without education may have difficult in finding work and supporting himself, even though there is a real need for manpower.

Every group, no matter how primitive, makes at least some effort to train its youth in its way of life. As a society become more complex especially, on technical Education, education becomes more important. Schools and other institutions play a vital role in pressing and extending a nations cultural heritage. Education has acquired great importance in all societies. It helps to prepare the men and women who direct and carry out varied activities required in a modem society.

Technical Education

Technical Education, training for technical or semi-professional occupations. Technical training normally covers one to three years of

study beyond high school. It is generally more theoretical than other vocational training, but less theoretical and more specific than professional training. Technical and semi-professional occupations include such jobs as data processor, X-ray technicians, electronic technicians, draftmen, practical nurse, dental assistants, food service manager, cartographer, production control supervisor, food service manager, cartographer, production control supervisor, illustrator and construction estimator.

It involves trade and industrial education, that is training for such occupations as carpenter, automobile mechanic, printer, tool and die maker, electrician, plumber, barber, beautician or sheet metal worker.

Often the twin terms Vocational Education and Technical Education are used inter-changeably because, to many minds the line of distinction is rather blurred. This is probably why a British Ministry of Overseas Development Report (HMSO, 1990) contends that "Technical Education" is a descriptive term which embraces the whole field of vocational oriented education from primary to University level which leads to employment in the public or private sectors of industry or commerce.

Of Technical Education, the National policy for Education (1981:38) defines it as that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Roberts (1971) opines that Technical Education has no precise general definitions as "in some ark and in some nations it is described as Vocational Industrial Education. Osagie (1991) contents that by and large, education that produces is Technician/Technologists is Technical Education Whilst Vocational Education is all embracing since it prepares its recipients for a living, be it as a Technic Technologist and Accountant, a Lawyer or a Medical Doctor. In broad terms therefore, Technical Education is a spere Vocational Education in as much as it is a means of livelihood This view is supported by Banjo (1974) who conceives Technical Education as essentially Vocational Education.

The implications of improving quality education sustainable development as it relates to technical education are as follows:

1. It will provide well trained manpower in applied sir technology and commerce particularly at s professional grades.
2. It will provide the technical and vocational ski necessary for agriculture, industry, commercial economic development.
3. It will guarantee people/ graduate who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
4. It will help in providing an introduction to profession studies in engineering and other technologies.
5. It will promote the training and impacting the necessary skills leading to the production of craftsmen, technician and other skilled personnel who will be enterprising and self-

reliant.

6. It will help in equipping our young men and women have an intelligent understanding of the increase complexity of technology.
7. New findings/products.
8. Creation of jobs/entrepreneurship skills.
9. Creativity and imagination.
10. Engagement of youths mind.
11. Economic transformation and creation of wealth.

Providing Well Trained Manpower in Applied Science, Technology and Commerce

Providing enriched curriculum, quality of teaching personnel, quality of school equipment and facilities in the area of technical education, will create an enhanced and trained manpower in applied science, technology and commerce particularly in sub professional grades. The understanding the needed skills provided during training in Technical Education will be utilized in the field of work, these skills will be later used in real-life work environment thereby achieving a sustainable development.

Providing Technical and Vocational Skills

An improved quality of education in technical education will help in exposing the students with the work behaviour habits expected of them. These habits have to define their attitude towards work, their beliefs and values as it relates to work environment. The skill needed by each vocational discipline or study will be mastered by the students and this will help in achieving sustainable development.

Application of Scientific Knowledge

An improved quality education principles and practice as it relates to technical education, will guarantee the master the basic scientific knowledge that guides a related principle in technology. This will enable the students in acquainting themselves with their immediate environment and finding solutions where need be.

Science in organizing the data allows people to go bey the empirical observation of events and circumstance people's investigations stopped at the empirical level would not have progressed to the point that science scientific thinking have brought us, namely, finding hidden problems and relationships that occur in nature. Science looks for different kinds of patterns and relations such as relationships between different things relations between the parts of things, relationships bet% properties possessed by several things etc.

The teaching and learning of basic science will he] bring new discovering, findings which become produce science. Human urges and needs are the foresee that c people to seek national answers to questions about world. These forces were the catalyst for the develop of science and sustainable development.

Show below is science, investigation and results

Introduction to Professional Studies in Engineering and Other Technologies

With an improved quality in Education with perfect and good curriculum, Technical Education students will be exposed to primary

knowledge to most professional studies in engineering and technologies. They will also master or will be teach new technologies in the world. This will qualify them to get adapted to new or advance access in science and engineering works.

It Function as a Training Centre

An improved quality education with standardized equipment, workshop, tools and powered generators will create a real work place in the school and graduate students which will march the real life work environment. This class of graduate will promote good services in the labour market and enhance sustainable development in our economy. It will provide craftsmen, technicians and other skilled personal with our labour market need.

To Promote Intelligent Understanding of the Increase Complexity of Technology

Technology is the use of scientific knowledge to develop and produce goods and services useful to man. Technologies use the discoveries of science to produce tools, machines and methods for industry, communication, transportation, medicine, warfare and other human activities. A nation level of technology depends on the extent to which current scientific knowledge is put to practical use. With an improved quality education especially in technical education, students will get to appreciate and know the complex nature of modern research and technology. This will promote and create a sustainable development in our system.

New Findings/Products

Improving quality education will expose studies scientific theories and laws, this will help them to frame mind to start on their own to invent on areas to their environment. This will help them to be able better ways of doing things, appreciate the nature t in. This will enable them in designing new produce their old fashioned tools and implement. Their involve in Technical Education and technology will help ad sustainable development for our country.

Creation of Jobs/Entrepreneurship Skills

As stated above, that scientific knowledge will be develop and produce good and service useful t Technologists use the discovery of science to produce machines and other endeavours of human Improving quality of education in Technical Education help the students in the mastery of new and technologies in the world. The usage of a new technic which they will acquaint themselves with, will enable when they graduate to secure jobs in the labour mar even be entrepreneurship of employers of labour. T help in reducing unemployment in our country; as they will be on their jobs thereby creating a sustainable development in our society and Nigeria in general.

What is Entrepreneurship?

Entrepreneurship refers to the process of combining factors of production in the right proportion to ger great output and make profit (Uba, 2006). Entrepreneurship identifies business activity. It is the willingness and ability of an individual to seek investment opportunities, e and run an enterprise

successfully Olowa, (2004).

Entrepreneurship can simply be defined in terms of the following actions:

i. To start up a business
ii. To be self-reliant
iii. To be independent
iv. To earn money for oneself
v. To create a business environment
vi. To be self-fulfilled in a self-designed business.

A process of combining factors of production to generate Feat output and make profit:

- Entrepreneurship is a phenomenon that initiates change.
- It implement ideas that benefit the society
- It introduces a new product
- It leads to new production methods
- It creates new markets
- It establishes new form of organization.

In terms of attributes, entrepreneurship is liked to the:

- ability to perceive profitable business opportunities
- the willingness to act on what is perceived and
- acquisition of necessary skills

improving quality of education in technical education and Technology will help in the training of skilled and efficient entrepreneurship who will manage the business and contribute to the growth of the economy and sustainable development.

Creativity and Imagination

Improving quality education in teaching and learn: Technical Education and technology will help the student to improve on vision designing and imagination. This enable them in the psychomotor domain. The use of in practical production of tools and use of techniques will enable them to fit into the society a concentrate on ways to fulfill their dreams to be self-efficient and preparation for the work of life. This will prom sustainable development in our country.

Engagement of Youths' Mind

The teaching and learning of basic science and technology will help to keep the minds of our teeming youths bl When the youths mind are reflecting on the basic skill concepts, laws, theories and phenomena that guides principle, they will be self-dependent and resourceful achieving more findings through research. The mind bk the soul of all thoughts will be involve in conceptualization of these new techniques and focusing on new trends possibly thinking on new methods to design and implementation

Economic Transformation and Creation of Wealth

Formation, according to new standard Dictionary, is an act of transforming while to transform m "to change the form or appearance of; to change the nature character of; to become changed in form or character.

Economic transformation therefore might refer to cha: that will occur on the economic spectrum of the nature. When quality education in teaching and learning Technical Education are in place, the students on graduate gainfully employed or managers of their companies, will help to improve the economy and gross domestic product of our country thereby

achieving a sustain development generally.

Conclusion and Recommendations

Technical Education being one aspect of vocational education that prepares youths for life so that they can be gainfully be employed in labour market. The teaching and learning in schools shall be of high and improved quality education that will guarantee perfect, efficient and skillful graduates that will promote sustainable development. The workshops and equipment together with trained teachers and supervision shall be in place to achieve the laudable objectives if technical education.

Technical education shall be funded adequately knowing the enormous needs and advantages that it will provide to the society such as creating jobs and reducing unemployment. Teaching instructional materials should also be provided so that students should have enough for practical's. Students should secure places for industrial attachments in private sector and public establishments with well equipped tools, equipment and modern technologies.

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IMPROVING TECHNICAL AND VOCATIONAL EDUCATION (TVE) FOR SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

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Abstract

The arrival of the 21st century has seen a change of heart even within the developed nations of the world. The National Policy on Education NPE (2004) defined TVE as a comprehensive term referring to "those aspects of education process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitude, understanding and knowledge related to occupations in various sectors of economic and social life. Inadequate TVE facilities has continues to reduce them quality of our graduates to job-seeker rather than specialised facilities to enable teachers prepare learners in diverse areas for self-reliant for sustainable development. The introduction of 6-3-3-4 educational system in Nigeria was positive response to the National Policy of Education. However, this effort did not prudence the desired impact because of several problems, whose include lack of technical workshops equipment and experience technical teachers etc.

INTRODUCTION

The term technical education is used to embrace technical education and vocational education because terms are inter-related and almost the same thing. Osi (2005) defined vocational education as that "aspect of education which is mainly concerned with the preparation individuals for skilled performance on tasks". This could take place in an organized or non-organized setting. The (1981) defines technical education as that "aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge" Osisioma (2005) also defined technical education as the "aspect of education that relates to educational experiences designed to meet with the unique needs, interests, values and abilities of individuals to pursue specific studies over the above general education". He stated further that the economy depends on the ability of education institutions to produce the right calibre of skilled manpower for industries.

From the definitions given above, it stands to

reason that technical and vocational education are not separate-able, but are interwoven. Again, technical education like vocational education is job oriented. However, the difference lies only in their scope. While vocational education focuses on occupation requiring manipulative skills or non-technical occupation, technical education on the other hand aims at "the acquisition of practical and applied skills and basic scientific knowledge". Technical education thus combined courses and mastering of practical skills. It emphasizes the engineering and related fields as well as education technology (Aghenta, 2003). TVE in this context refers to that aspect of educational process that involves the study of technology, related sciences, attitudes, understanding and acquisition of practical skills and knowledge occupation in various sectors of the economy and social life in addition to general education (NPE, 2004).

Before independence, education at all levels in Nigeria enjoyed much priority because there was an urgent need to improve the literacy rate of the people. This form of general education supplied the then manpower needs of col administrators and clerical men needed to sustain machinery of government. However, in recent year situation has changed enormously, Nigeria has r considerable progress in industrial development institutions are now required to train not only administrators but technical personnel, to generate sustain the nation's industrial growth and economy. 11 with this, Patterson (2001) views Technical and Vocation Education as the only messiah to meet this pressing national industrial need. Technical and Vocational provides the industries with trained manpower. industry however, has to be able to identify what they when they need it and the quantity/quality they need b Technical and Vocational Education can embark on plan to be able to train the manpower needs of the industry.

The government of Nigeria has since independent formulated policies and agencies to ensure the sustained and development of a virile economy. These agecies include National Poverty Eradication Programme (NA National Directorate of Employment (NDE) Industrial training Fund (ITF) Directorate of Foods, Roads and Infrastructure (DFRR), Family Economic Advancement Programme (FEAP), National Economic Empowerment Development Strategy (NEEDS), National Orientation Agency (NOA) and Education Institutions of learning These agencies are concerned with skills acquisition nation can develop without TVE, because the history advanced and well-developed nations can only be traced TVE because of the constant, improving of her qual education specifically the TVE for sustainable and eco development. TVE in Nigeria is very low be because youths have a negative impression of vocational training an orientation that needs to be changed. TVE is a for education that emphasises the development of occupational skills needed in preparation for a profession (Olaitan 1996). Okoro (1993) defined vocational education as the kind of education that provides the necessary skills, knowledge and attitude

essential for effectiveness in specific occupation.

State of the TVE today

The state of our technical and vocational institutions is pathetic in terms of physical facilities which have been persistently assaulted by poor funding, inadequately prepared teachers and low quality of students. This is aptly manifested in the kind of result in NABTEB examination over the years Aina (2000). A close examination of the factors responsible for this poor results is that technical college examination is unattractive to youths. Again lack of adequate teaching staff, infrastructure facilities, poorly trained teachers, uncommitted teachers, low esteem and inadequate preparation on the part of the students (Aina, 2000).

The scarcity of technical manpower in the needed areas and problem of their production, inadequate numbers, in scope and rage of skills and in depth of competence constitutes a greatest obstacle in Nigeria technological development.

The low enrolment, Okonkwo (1992) categorized these into six namely:

1. Lack of interest among post-primary school graduates about technical education.
2. A very close look at what is happening in our schools shows that the actual implementation of the provisions of the policy on technical education fails far below desired expectation, although the policy stipulated that trade centres and similar vocational centres will also need to be expanded to absorb Junior secondary school learners who cannot proceed to the senior secondary schools, clear that the technical colleges and polytechnics intended for weaker students and drop-outs.
3. There is inadequate number of qualified technical teach in our secondary schools. In many of our secondary schools teachers of physics, chemistry and mathematics are compelled to teach technical subjects like woodwork, metal work, electronics and business studies. One wonders how effectively, this elementary aspect of course, which holds the key to technologies development can be handled by non-specialists.
4. Inadequate facilities are also one of the problems fa the implementation of technical education in our school. There are insufficient tools, machines and equipment our educational institution yet students need ac participation and not passive listening in technical vocational education.
5. There is also lack of regular in-service courses, seminal and workshops for technical education teachers,
6. There is also indifference on the part of the school administrations towards the requirements of tech education institutions. Many school heads lack understanding about what technical and vocation education entails.

Inadequate TVE facilities to support effective

teaching learning have continued to reduce the quality of graduates to job-seeker rather than job providers. require a number of specialized facilities to enable teachers prepare learners in diverse areas for self-reliant sustainable development.

There is need for constant electricity supply replacement of facilities in our technical college polytechnics, colleges of education and universities that offer engineering courses, technical education to match the global challenges. Government at all levels are paying lip services to educational development adding that the leaders in sensitivity would only spell doom for the nation (Western 2012) he further stressed that a visit to our campuses would show that all is not well with the Nigerian education system, we have desolate laboratories, and workshops with outdated equipment, libraries are not equipped with latest textbooks in such condition what would one expect from students?

A remarkable report of the technical advisory committee on technical education and industrial training of 1957 was charged with the mandate of recommend the viable strategies that would modify and enhance the existing technical schools at the regional areas in the country. In the same consciousness, the Ashby commission of 1960 noted that the greatest problem of education in Nigeria was the strong bias in favour of literacy and academic subjects. It is this pattern of interest among Nigerians in education that has retrogressively caused the people to have low regards for manual and technical skills achievement. The Ashby commission hence recommends that technical institution should be established to ensured sustainability of the country's economy in 1980's and beyond. Thus, if country should succeed in her pursuit for formidable technological base and hence improved economic development technical and vocational education and training in all ramifications should be pursued with vigour. This same recommendation had earlier been made by various committees and commission including Adam Skpasris report of 1962, Dike Commission of 1962 and the Comparative Technical Education Seminar Abroad of 1966 (Odeyemi, 2000).

The introduction of 6-3-3-4 educational systems in Nigeria was positive response to the National Policy on Education.

However, this effort did not prudence the desired impar because of several problems, which include lack of technic workshops, equipment and experience technical teacher e.t.c

Improving the Standard of TVE for Sustainable Development

The arrival of the 21st century has seen a change of heart even within the developed nations of the world. The Word Bank recently acknowledged that tertiary education: critical pillar of human development worldwide. In today's, lifelong learning framework, tertiary education provides n only the high level of skills necessary for every labour market, but also the training essential for teachers, doctors nurses, civil servants, engineers, humanists, entrepreneurship scientist, social scientists, and

myriad personnel. It is the trained individuals who develop the capacity and analytic skills that drive local economies, support civil society, tea children, lead effective governments, and make important decisions which affect entire societies" (World Bank, 2002)

Technical and Vocational Education today started human history e.g. basket, rope making, wood carving folktale, fishing, pottery etc which form the basis of present vocational and technical education. The purpose to develop man and to make him useful to himself, fam and the entire society. TVE is education to earn a living an occupation in which success is dependent largely u technical information and understanding of laws of science and principles of technology as applied to modern des production, distribution and service (Okafor, 198 However the development to improve quality education sustainable development in our society emanates from types of education.

Ojomo (2002 stated that for the country to den maximum benefit from programme in this has to strategically planned. The planning approach suggested is that in which training of the individual, his personality, his prospect and problems of his transition from the classroom to the world of work, his prospect and problems connected with his chosen career are all taken into account during planning. This is education specifically meant to prepare students for career in a world of work; efforts should be made to plain it so that it can serve that purpose usefully. Such approach is as follows:

i. The Technical Manpower Needs: The door-step to take is that of making sure that there is the need for the vocational and technical manpower economy. The best way to approach this is to embark upon a series of comprehensive manpower surveys including all economic sectors including agriculture, commerce, construction, transportation, manufacturing, mining and host of others.

ii. Skill Analysis: It is important to determine the detail information on job description, task and analysis and training description.

iii. Curriculum Development: The development of appropriate communication is of utmost importance in vocational and technical education. With the data already collected on job description, task analysis, skill analyses and so on, course objective and course pre-requisitions can therefore be determined. It is generally important while emphasis should be placed on the knowledge skill and attitudes appropriate, to the needs of workers at work and life. Care must be taken to ensure that adaption and flexibility are built into programme of training.

iv. Emphasis on Practical Training: It is important that the necessary tools are adequately provided. The method of training should be that of

practical approach. First, the modular approach is recommended because it combi the trade, science and relevant to each module into tr theory and practice modules to ensure that the course are treated together.

v. Vocational Teachers: The need for vocational tea cannot be overstressed. No doubt, that technical education programme is desirable; the demand teachers in technical or vocational education will content to expand relatively to the expansion in the school system the long-term projections needed to aid the planning instructional manpower development have to be d Achievement of vocational target for school system long-term project.

vi. The Need for Training: In view of the fact that the nation taught the idea of the 6-3-3-4 system, the government must provide for the teacher trainers who would employed in the colleges of education, universities, polytechnics. As a result, it is necessary to determine source of supple and qualification of teachers since are inadequate vocational teachers to staff and entire vocational teacher training programme established country.

Challenges of Technical and Vocational Education Nigeria

Despite the acclaimed prospects of Technical and Vocational Education in Nigeria, the country seems unprepared

A visit to any educational institution offering Technical Vocational Education clearly shows this. For instance Ogbazi (2004) identified the following as some of the fa Technical and Vocational Education in Nigeria.

1) Inadequate tools and equipment

2) Lack of qualified technical and vocational education tea

3) Poor image given to technical and vocational education courses

4) Lack of guidance services for students

Except concerted efforts are made, technical and vocational education programmes in Nigeria will continue to be elusive. The situation is still worse in institutions offering these programmes. These challenges are so acute that technical and vocational teachers now emphasize more development of cognitive and effective domains rather than psychomotor domain which should be the main focus of the training.

It is also embarrassing to note that basic text books are not even available in these institutions. One of the effects on the inherent challenges in technical and vocational education in Nigeria is the difficult positions in which some of these institutions have found themselves as regards the accreditation of courses. For instance, some colleges of education are finding it difficult to get some of their technical and vocational education

courses accredited by the National Commission of Colleges of Education (NCCE). In extreme cases, the NCCE ordered that such courses be phased out. The same is true of the Polytechnics and colleges of technology. These institutions are not having it easy with the National Board for Technical Education (NBTE) which oversees the accreditation of technical courses beside other function (Agbi, 2003).

To adequately meet the challenges of building a great dynamic economy as well as strong and self-reliant nation, institutions running technical and vocational education must be fashioned primarily to focus on the present level of need as well as to include much of what local craftsmen do. These classes of individuals have a firm foundation rooted in our culture and mode of production which does not only lead to meaningful overall development, but also ma a self-reliant nation. The task before Nigeria is to translate the well thought out policy and objectives of technical education so as to achieve functional education and self-reliance.

Conclusion

Technological sustainability, advancement development of any nation is the product of the application of practical skills as well as scientific knowledge national policy on education exposes government's of achieving those aspects of her national objectives TVE as a tool for sustainable development.

Recommendations

i. The teacher should encourage students to enrol technical education institutions.

ii. Adequate facilities, equipment, tools and machines s be provided by government should be well man the teachers at all levels of the educational sys ensure realization of set subject of technical education

iii. School administrators should be given the orientation towards the importance of technical ed so that they will support the programmes in al ramifications.

iv. The existing relevant technologies trade centres s be recognized as special vocational technical school distribution of students to technical colleges. Th go a long way to boost the morale of prospective technical education students and erase the negative view have of technical education as education for "never well in our society.

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MICRO-TEACHING AS A TOOL FOR IMPROVING QUALITY AND SUSTAINABLE EDUCATIONAL DEVELOPMENT IN NIGERIA

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Abstract

Micro-teaching has been widely used in preservice teacher education programs to enhance prospective teacher's instructional experiences. The use of micro-teaching offers valuable opportunities for trainee teachers to develop effective teaching strategies. Understanding the perceptions and concerns of student teachers is crucial for promoting teacher education program outcome. This paper examines the concept, nature and scope of micro-teaching class with suggestions for improving instructional classroom strategies through micro-teaching.

INTRODUCTION

Before the introduction of micro-teaching in 1963 by Dr Dwight Allen at Stanford University, the approach to teacher education was to teach the student teachers all the theoretical skills, facts and principles in the educational psychology, philosophy of education, foundation courses and curriculum courses as well as guidance and counselling and put them into the school classroom where they grapple with the realities of the complex teaching situation in what was called practical teaching. There was no provision for the student teachers to practice the art of teaching before they go on teaching practice. This was so because of the assumption that teaching involves only cognitive and affective skills.

People were dissatisfied with the performance of the student-teachers. Researches were conducted and result made it clear that teaching involves more than the cognitive and effective skills. It also involves the psycho-motor skill So if it involves the psycho-motor skills, it therefore become necessary that efforts should be made to stop the of allowing the student-teachers to do their practice teaching after they had been loaded with only the theories Furthermore, if teaching is a part of psycho-motor tas it follows that the teacher education program that concern itself with only theoretical work and outright student practical teaching in real classroom situations cannot be said to be ideal. It is wanting, inadequate, inappropriate are unrealistic. If teaching

involves psycho-motor task, the acquiring and mastering the teaching act can accomplished through actual practice of the specific s behaviours that is make for effective teaching. It is therefore appropriate and desirable that a good teacher education c program should combine theory with performance tasks the laboratory before the actual teaching practice. This c, only be achieved through micro-teaching.

What is Micro-Teaching?

Maduewesi (1998) see micro-teaching as a situation where opportunity is provided for a trainee or group of trainee to present something to another trainee and then take a le of at what has been presented.

According to Allen and Ryan (1969), fundamentally mic teaching is an idea, at the core which have five essential propositions.

1. Micro-teaching is real teaching. Although the teach: situation is a constructed one in the sense that teacher and student work together in a practice situation nevertheless bonafide teaching does take place.
2. In micro-teaching lessons the complexities of normal classroom teaching such as class size, scope of content and time are all reduced.
3. Micro-teaching focuses on training for the accomplishment of specific tasks. These tasks may be practice of instructional skills, the practice of techniques of teaching, the mastery of certain curriculum materials or the demonstration of teaching methods.
4. Micro-teaching allows for increased control in practice. In the practice session of micro teaching, the ritual of time, method of supervisor feedback and many other factors can be manipulated. As a result a high degree of control can be built into the training programme.
5. Micro-teaching greatly expands the normal knowledge of result of feedback dimension in teaching. Immediately after teaching, the trainee engages in a critique of his performance. To give him an insight into his performance several sources of feedback are at disposal.

Micro Teaching Process

The original micro-teaching cycle or process which created and developed at Stanford University by Prof. D.W. Allens and others in 1963 consist of the following sequence.

Plan ⟶ Teach ⟶ Observe (Critique) ⟶ Replan ⟶ Reobserve

Each cycle was devoted to practice of one component skill such as set induction and closure, use of examples, effective questioning etc. Lectures and skills demonstration were given to the student to the practice of skill. There are many variations of the original Stanford model.

The model of the new university of Ulser is:

Plan ⟶ Teach ⟶ Observe

This process will be briefly explained as follows

1. **Study of Skill:** The student-teacher attends se workshops and lectures where the teaching is theoretically taught. He learns and understands what S skill is about the pro and cons, the makeup of the and how it can be used in the micro lesson class. this is the theory aspect of micro teaching.
2. Observe the Skill: The student teacher observes the of the skill practically. The observation may be inform of demonstration by a master teacher who incorporates theoretical and practical aspects of the skill that has learned or observation through the video recoded demonstration to see how he can marry the theory practice.
3. Plan: The intern now sits down to plan his lesson that he will teach for five or ten minutes having learnt the s theoretically and watched the demonstration or vi recorded demonstration. The planning includes choose appropriate topic for it's lesson plan indicating the to be emphasized and components of a lesson p rehearsal in front of a peer or mirror and so on.
4. Teach: The intern now teaches the lesson as planned him in front of the supervisor and peer group. The less which will last for about five minutes may be vici recorded a taped using the audiotape.
5. Observe (Critique): The supervisor, the intern al members of the intern's peer group watch the replay, the recorded material. They criticise the teaching point out the strengths and weaknesses of the teaching. intern is also allowed to criticize himself, suggestions made for improvement. This session also includes evaluation of the lesson based on the criteria mapped which will be discussed later in this text.

Micro Teaching Skill

Teaching is a process by which the teacher demonstrates a number of teaching behaviours in order to communicate effectively with the students with the intention of effecting a change in their behaviour. The teaching behaviours which teachers display in their teaching act are known as teaching skills or lesson presentation skills. A good teacher uses different skills to start a lesson, present, evaluate, complete or close the lesson. Some of the skills used by the teacher especially in micro teaching have been identified and include as follows:

Set induction, use of example, stimulus variation, planned repetition, questioning, silence and verbal, nonverbal cues, reinforcement skills, recognizing attending behaviour, closure, and management skills.

Due to limited space available in this paper, these skills cannot be discussed here; however the first one set induction will be briefly discussed.

The term set or pre-instruction procedure or set is used to describe the establishment of a configure link or relationship between the teacher and the learner. It may be technically defined as any device or process which induces a pupil to attend and learn. It directs the learners' attention to a specific skill or learning sequence. A good set will motivate the student

and help him to be attentive and be involved in the lesson.

How to Induce a Set to Learn

1. The teacher should make sure that his students are attending before he begins. He can achieve this by pausing, looking around the class and waiting until the class is ready.
2. The teacher should select an event, object, process device, which will interest the students, match objectives of the lesson from known to unknown.
3. The teacher may choose something that will provide structure of focus for the student. Example and puzzling questions are very useful devices.

When to Induce a Set

a. At the beginning of lesson

b. When changing topics

c. Before a question and answer session

d. Before films, film trips radio programs and television programs

e. Before a panel discussion or debate

Some Examples of Simple set Induction

- The teacher may do something unusual at the begin of the lesson. For example, empting on pocket counting and classifying objects.
- The teacher can start a lesson on why them by plan record of drum beats.
- Teacher begins the lesson by striking a large w match and letting it burn down close to fingers blowing it out. He then asks the class if anyone can be what happened to the stick. This leads to the disc it principle of observation of matter (Maduewesi, 1998)

Example of Micro-Teaching Lesson Format

Micro-teaching plan in ....

Name of student teacher....

Registration number....

Subject...

Class....

Time…

Date...

Topic....

Instructional objectives....

Instructional material....

Entering behaviours.....

Skill emphasized....

Instructional procedure.....

Contents development	Teacher teaching activity	Student activity	Strategy
Introduction Step I step 11 Evaluation Closure			

The above format depends on the topic as well as skill practiced.

Micro-Teaching Lesson Plan on Integrated Science (Planned)

Name:	Umar D. Ibrahim
Registration number:	310622/0009
Subject:	Integrated Science
Topic:	Agents of pollination
Class:	Jss Two
Time:	10 minutes
Date:	10th October, 2012

Instructional Objectives

By the end of the lesson, the students should be able to:

I. State the agent of pollination

2. Explain the characteristics of each agent/

Entering behaviour

Conclusion

For an effective teaching and learning to take place, there is the need to equip the curriculum implementor (teacher) with basic skills, pre-service training in order to sustain educational development in Nigeria. This can be achieved through many means. One of which is micro teaching reduces the tension faced by beginning teachers in the classroom, provides opportunities for numerous practice, immediate correction of mistakes and wide range of experiences.

Recommendations

The following suggestions are made to improve teacher professional skill acquisition during initial teacher training.

i. Institutes of Education Faculties of Education and Colleges of Education should emphasize micro teaching for their students before going out for teaching practice.

ii. Video record of micro teaching should made available for student teachers to watch and make correction.

iii. Micro teaching correspondents should continue to be integrated with courses of teaching methods of pre service teachers.

iv. Teacher trainer and teacher educators should pay more attention to students views and concern regarding their performance assessment for executing mini lessons.

v. More research work is needed to look at issues highlight such as assessing students teachers' performance during micro teaching sessions.

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NIGERIAN GIRL-CHILD'S RIGHT TO EDUCATION AND THE NEXUS WITH NATIONAL DEVELOPMENT

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Abstract

The focus of this paper is to portray not only the meaning and historical perspective of Human Rights and Girl-Child Education but also to examine the scope or content and the modalities for their realization. If the girl child is educated, she will be prepared to grapple with most emerging issues that hold women down. The barriers affecting girl child education in Nigeria should be discouraged and tackled; this will enable her to contribute significantly to development of the nation. Such barriers include poverty, early marriage and teenage pregnancy, cultural and religious practices, sexual harassment by men etc.

INTRODUCTION

Cranston in Hassan (2008:205) stated that "A human right is something which no man can be deprived of without a great affront to justice. There are certain deeds which should never be done, certain freedom which should never be invaded, some things that are supreme".

This could be the reason why modern democracy pk the observance and respect of all fundamental right as a priority. Hassan (2008), further explains that the human rights are not in the power of government or authorities give and take as it pleases. This prompts Nigeria like other civilized nation of the world to take steps to provide for these rights constitutionally. These are called fundamental human rights.

According to Umobi and Iguh (2010), in developing countries such as Nigeria where a great percentage of populace is still largely illiterate, enjoyment of human rights becomes an illusion for that person who can barely distinguish right from the left. In the words of Eke (1987) ' "Freedom of press does not mean much for a largely illiterate rural community

completely absorbed in the daily rig(of the struggle for survival.

Who is a Child in Nigeria?

Blacks Laws Dictionary defines a child as a person under the age of majority. Defined according to rule of law, a c: is a person under 14 years of age. The constitution o Federation Republic of Nigeria defines a citizen for purpose of voting to mean every citizen of Nigeria who attained the age of 17 years, residing in Nigeria at the of registration of voting for the purpose of election. important of this section is that any person below the a 17 is regarded as a minor and shall not be eligible to v The Criminal Code Act provides that "A person u the age of 7 years is not criminally responsible for an or omission". The labour act defines a child to mean a y person under the age 12 years and a young person u the age of 14 years. Companies and allied matter provides that a person under the age of 18 years shall be counted for the purpose of determining the legal minimum of members of the company and holds an infant to be a person below the age of 18 years who must be disqualified for being a director.

Certainly, this unsynchronized legislation as to the definition of a child created some problems in establishing clearly in Nigeria who a child is. However, this problem of plurality of definition was surmounted by the emergence of the child's right act that standardized the age of a child to be 18 in all matters.

The Girl-Child

The girl-child is a biological female offspring from birth to (18) years of age. This is the age before one becomes young adult. This period covers the nursery or early childhood (0 — 5 years), primary (6 — 12 years) and secondary school, (12 — 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. During this period, the girl-child is malleable, and builds and develops her personality and character. She is dependent on others whom she models.

Girl-Child Education in Nigeria

Tarpael (2009) stated that until a few years ago, education in Nigeria was directed to boys mainly, when it should actually strive to provide a broad programme to consider both boys and girls. According to a UNICEF (2002) report, the national literacy rate for females was only 56% compared to 72% for males given the Nigerian population of 114 million people. In some states the female literacy, enrolment, retention and achievement rates were much lower than the national rates. For example, the net enrolment in Sokoto was 15% for girls and 59% for boys.

Barriers to the Girl-Child Education

The following factors have been identified as barriers to effective girl-child education in Nigeria:

a. Poverty and Economic Issues

About 70% of Nigerian populations are living below poverty level. Girls are often given into marriage at an early age Some are sent to the streets to generate income for families by hawking wares. Young girls may be regarded as an economic burden where one less daughter is one less mouth to feed (see Bajisenge 2010:49).

b. Early Marriage and Teenage Pregnancy

Early marriage contributes to a series of negative consequences both for the young girls and for the society which they live. It is a violation of human rights in genera and of girl's rights in particular. According to Bayiseng (2010:45), "Early marriage has profound physical intellectual, psychological and emotional impacts: cutting off education and employment opportunities and chance of personal growth". UNICEF (2000) argues that it is no only girls that pay for early marriage but also the society a whole. The society shoulders a lot of burdens such population pressure, health care costs, loss of opportunities for human development etc, because of teenage pregnancies It is pertinent to note that the wide spread practice child marriage makes it difficult for families to escape poverty in the developing world, thereby undermining critical international effort to fight poverty, HIV / AIDS other development challenges. The UNICEF (2000), report show that about 30% of school-age drop outs have already begun child bearing before the age of 18.

c. Cultural and Religious Practices

Many Nigerian parents, especially in large families with limited resources, enroll boys in school in preference to the girls. Some give out the girls into marriage to pay for the boy's education. Some still keep their girls out of school due to misinterpretation of the tenets of Islamic religion. Shishima (2008) states that in most African societies and Tiv societies in particular, despite the advancement of the world, the girl child is denied her right to education. This is not because she is not brilliant but for the simple reason of being a girl-child.

d. Sexual Harassment of Girls by Men

For fear of girls being harassed by teachers, older pupils/ students and other men, some girls are denied education. Some of the girls that go to school actually are forced to get pregnant and drop out of school. While the girl who got pregnant is forced to drop out of school, the man who impregnated her goes on with his education and career.

The Nexus between Girl-Child Education and National Development

Umobi and Iguh (2010) posited that the education of the girl-child, has positive effects in the areas of health observation, nutritional appreciation and family balance, legal balance, Economic equity and equality, Religious tolerance, Cultural regeneration, Historical / environmental values, Community development and security matters and Psychological equilibrium and host of others. The Nigerian government has made a tremendous efforts to see that the girl child is not left out in terms of education. Sequel to this, Nigeria joined the African Girls Education Initiative (AGEI) in 2001. Tarpael (2009) stated that UNICEF together with Nigerian Government and its partners are involved in the following:

- Raising national awareness on girls' education through public awareness campaigns, rallies and seminars.
- Building schools' technical capacity to

develop girl friendly school environments and helping communities to sustain girls' education.

- Collaborating with government and other stakeholder in reviving existing curriculum and teaching material for gender sensitivity.
- Promoting the employment of more female teachers to serve as role models and increase parents' confidence their female children will not face sexual harassment school.

Tarpael went further to state that UNICEF committed million pounds to (N6 billion) in the girl child education project (GEP) in Nigeria to help the country achieve significant progress in the attainment of the Millennium Development Goal (MDG). The project is supposed to co-sponsored to be co-sponsored by the Federal Government of Nigeria and UK Department for International Development (DFID). The aim of this is to eliminate gender disparity in primary and secondary education.

Without much conviction from published material textbooks, journal articles, magazines, consultations different web sites, listening to and watching of video,' mere interaction will reveal that the behaviours of a educated girl-child are refined, disciplined, competent an motherly in all social aspects. She is a family planner, a productive and better paid worker, an informed citizen a skillful decision maker.

Through education, women are less dependent and an enabled to contribute significantly to personal, community and national development. The usefulness of a girl education is limitless. Borrowing from a popular sav=t! educating a girl-child translates to educating a nation while educating a boy-child simply translates to educating an individual. Vagime (1998) opined that in the conventional theory and practice of global development planning, no special consideration is given to women as a social group until policy directives in support of the strategic role of women in the country were outlined in 1975. She argued that the optimal development of a nation is possible only if the labour powers within all available social categories are fully tapped. When no conscious effort is made to harness the contribution of women who make up 50% of the population, it follows naturally that optimal or sustainable development is lost from the onset. It is therefore important to educate women in order to involve them in socioeconomic development since neglecting women could mean neglecting a potential supply (50%) of the labour force.

The girl-child is a potential wife and mother usually saddled with the responsibility of procreation, upbringing and training of children who are the future national leaders. If girl-child education is neglected, then the future of the nation is also neglected. Girl-child education is capable of equipping women for active participation in the government of their states as illiterates are not allowed to contest elections or hold political appointments.

The girl-child, if educated, will possess personal skills that will teach her to value herself, her husband, children, other members of the family and humanity in general. She

becomes assertive in her opinions and make decisions that will help her accomplish her goal in life. Girl child, when giving a chance to quality education will be counted among a number of outstanding women who have shown that women can perform well in all aspects of national development as their male counterparts. Such women includes: Lola Ayorinde, a Nigerian local councillor who is said to become the first black mayor of the South London Borough of wands worth. She has deputy mayor 1996 and 1997. (See http:/womendemocrat.blogspot.co

Another role model worth mentioning is Flora N. Nwa She was the fore runner to a generation of African wo writers. In 1966, her book Efuru became Africa's fi internationally published female novel in the English language. She has been called the mother of modern African literature.

Recommendations

The following recommendations are made to advocate g child education:

- Early marriage is in direct conflict with the objectives Millennium Development Goals (MDG) and therefor, should be discouraged.
- Some schools often have a policy of refusing to all married or pregnant girl or girls with babies to return This issue should be tackled with and such girls shot be encouraged to go back to school.
- Families and communities at large should be on the consequences of illiteracy on girls themselves, their family and on the community as a whole.
- Negative attitudes toward women must be thro overboard and education must be liberalized. Attendance must not be on the basis of sex.
- Poverty is one of the barriers to girl child education. Therefore, all hands must be on the deck to eradicate poverty in our society.

Conclusion

This paper has shown that girl-child education will enhance national development through many channels. Such practices as early marriage, poverty, religious and cultural practices, sexual harassment, etc that are a threat to girlchild education are highlighted and should be discouraged.

To tackle these challenging phenomenon, a joint effort to formulate and implement policies and strategies is needed. There is need for introduction of result-oriented moves, laws, policies like the implementation of the 2000 National Policy on Women particularly in the educational field that have multiple effects on other sectors of development in Nigeria.

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REDEFINING THE PRIMARY RESPONSIBILITIES OF TEACHERS FOR IMPROVING QUALITY EDUCATION AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

The paper examines the concept of quality education and sustainable development. It goes further to look at three variables; Counselling, Teaching and Research as primary responsibilities of teachers to improving quality education for sustainable development in Nigeria. The paper creates awareness in teachers to know counselling, and research as additional primary responsibilities teachers should carry out in their classroom to improve the quality of education for sustainable development in Nigeria. How to improve qualitative teaching and learning; some areas in the curriculum are highlighted for teachers to focus and carry out research on. The counselling need for adjustment of learners' behaviours is also the focus of this paper.

INTRODUCTION

The Webster's Dictionary of English Language defines quality as degree of excellence and education, like it can simply be defined by a student of education as acquiring AKWANGA JOURNAL knowledge, skill and value to enable an individual be use to himself/herself and the society he or she belongs. degree of excellence in knowledge, skill and value depend on effective counseling, teaching and research. These sh01 be seen as primary responsibilities by teachers which is focus of this paper.

Quality education has a wider international meaning the context of the key competencies which define w. outcomes quality education should deliver. These broadly categorized as follows: 1. A set of tools to inter effectively with the environment. 2. A set of tools to enable individuals to engage with others in an

increasing interdependent world. 3. A set of tools to enable individual to take responsibility for managing their own lives within broader social context. (Stephen, Rolf & Maureen, 2009) The UN Decade for Education for Sustainable Development (2005-2014) argues that education embrace sustainable development must share the characteristics any high quality learning experience and the process learning and teaching should model the value sustainable development. These include: 1. Respect for dignity and human rights of people throughout the w and a commitment to social and economic justice for a Respect for the human rights of future generations commitment to intergenerational responsibility. 3. Res and care for the great community of life in all its dive which involves the protection and restoration of the e eco systems.4. Respect for cultural diversity a commitment to build locally and globally a culture tolerance, non-violence and peace (UNESCO, 2006: These set of tools highlighted above call for teachers to t counsel and research as their primary responsibilities practice would set in the wider framework for sustainable development in Nigeria.

Quality of Education and Sustainable Development

There is link between quality and sustainable development. Pressing any critical goal for the future of human kind is to ensure steady improvement in the quality of life for the future generations. The words in italics emphasize the quality dimensions of sustainable development which fall broadly into three categories: 1. Improved performance in respect of consumption and resource use. 2. Improved qualitative features of the way we live e.g. better relationships, community cohesion among others. 3. An ethical dimension of quality relating to the way we take responsibility for our actions in respecting the life support systems of our planet. The most commonly used is the Bruntland definition which characterizes sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Stephe, Rolf and Maureem, 2009).

From the foregoing definitions, sustainability will always include the well-being of people, nature, our economy and our social institutions, working together effectively over the long term. This means that the process of attempting to achieve sustainability will continuously reveal new challenges and questions. Alkinson (1998) asserted that a definitive definition is impossible. Any indicator framework, therefore, needs to be flexible and adaptable to those changing definitions. It needs to grow as our understanding grows, while continuing to serve its purpose as a simplifier and guide to complexity. It needs to maintain a trail of continuity from year to year and decade to decade. Most importantly, it needs to speak to people in ways understandable both to the rational mind and to the intuition (Atkinson).

A central feature of sustainable development is the imperative to plan for the longer term as well as the need to consider the wider impacts of actions to deliver social environmental and

economic improvements in a joined u] way. There is need for teachers to redefine their primary responsibilities in the classroom to improve quality education for sustainable development. The purpose of this paper therefore is to draw teachers' attention to carry out teaching, counselling and research as their primary responsibilities; this would improve quality education for sustainable development in Nigeria.

The link between quality and sustainable development is probably best exemplified in the following quote: 'Huma relationship based on naked self-interest (greed, envy or lust for power, for example) maintain inequitable distribution of wealth, generate conflict and lead to scant regard for the future availability of natural resources.' (UNESCO, 200t 15). An education system which mirrors these values is likely to provide quality education. Indeed, quality education should facilitate and promote human relationship characterized by justice, peace and negotiated mutual interests which lead to greater equity, respect an understanding. It is these qualities which underpin bot sustainable development and a quality education. The write of this paper focus on improving quality education fc sustainable development by calling on the teachers to teach counsel and research into different areas of teaching and learning in our primary and secondary schools. They should also take upon themselves as primary responsibilities this require total commitment.

Teachers' Areas of Focus and Research

Taking the first step towards an education for sustainable development; the teacher should focus and research into the areas for good practice in primary and secondary schools.

1. Management- focusing on the school mission statement, policy statement, senior management involvement and support; references in the school development plan; allocation of resources; role of the governing body; guidance on implementation into the curriculum; relevant professional development; audit and monitoring.
2. Curriculum- focusing on planning; inclusion and identification within current schemes of work and lesson planning.
3. Teaching— focusing on positive role models; use of case studies; engaging in local issues; use of topically active learning; exploring issues leading to action on behalf of pupils and students; evidence in displays of work.
4. Learning- focusing on independent styles of learning; children developing their own reasoned points of view; pupils and students as active citizens within the classroom, school and community; active participation in reducing waste; active decision-making.
5. Decision-making — focusing on active involvement in a school; examples of whole school participation and cooperation; playground committee; active environmental group; networking and community

involvement; fund raising; feedback mechanisms for students to talk about school issues; pupil-parent-teacher working groups.

6. Specific projects- focusing on details of specific initiatives that the school may be involved in; links with NGOs or other areas of funding/ support; details of each project context, funding, success indicators.
7. Grounds and learning environment- focusing on the use of school grounds and facilities; wildlife garden; use and upkeep of green space; nature set-aside; recycling facilities; use of school grounds for teaching and enhancing the taught curriculum; diversification of school buildings and grounds outside school hours, for example for community education.' (OFSTED, 2003, 20-21)

OFSTED (2003:3) researched into schools and education sustainable development and found that schools which engage in sustainable development display most of the f0110M factors which are recognized to contribute to effective learn 1. A whole-school environment; 2. A well-developed I support network, including local education authorities a or NGOs; 3. Effective use of the community as a learning resource by fostering links with individuals and groups in neighborhood; 4. Giving pupils both individual and collect responsibility in looking after and improving their learning environments; 5. A well-planned curriculum; 6. Clear object on the part of the teachers; 7. Active involvement of pupils initiatives that promote sustainability.

The Need for Teachers to Provide Guidance Service their Students

The Federal Government of Nigeria in the National P on Education (2004) states that; educational service should be provided to learners in school. Terzung Ihuema and Apeon (2008) in Ahmed (2012) reasoned educational services will enhance optimal adjustment students in school. These services are on: orientation placement, appraisal, referral, information, education vocational, personal-social services and among 0t Ahmed further emphasizes that these services be rend to students in school and in the classroom and Counsellor's office only as it is the wrong impression some teachers. Counselling can solve most of the experienced by learners in the classroom. Looking a foregoing services, one would see the following needs for counselling to be taken seriously by teachers as one of their primary responsibilities: i. wrong placement of pupils/ students have led to life failure among our youths as observed by the writer of this paper, ii. Teachers do not know their learners because of lack of appraisal services, iii. Imagine situations where teachers do not instruct their learners on what to read, where to read, when to read, why to read and how to read; iv. What would happen if teachers do not get their learners familiarized with the new environment through orientation services; v. what will happen to learners who are not given information about the world of work through vocational/ career counselling? The problem

will be prolonged exploration instead of consolidation in the world of work, vi. Look at a situation where teachers do not help learners to know themselves; that is know their abilities and weaknesses and also in relation with their significant others through personal-social counsel ling. The w author has observed that those schools refer to as best schools especially at primary and secondary levels depend on the high level of guidance services provided in such schools by the teachers. If teachers should consider counselling as one of their primary responsibilities as emphasized in this paper, all primary and secondary schools in Nigeria would become best schools and that would be the basis for improving quality education for sustainable development in Nigeria.

Conclusion

It is obvious that for schools to embrace sustainable development they should be recognized as matching, and even exceeding the existing quality criteria which stakeholders recognize and value as good practice in teaching and learning. Hence the criteria for good primary need to be made more explicit in all forms of communication However, this is where a major challenge and barrier because there is no universal agreement on what constitutes good practice in education for sustainable development paper reviewed the concept quality of education sustainable development with emphasis on counselling teaching and research to be carried out by teachers as primary responsibilities. The paper highlighted on are focus and research on, for quality teaching and learning primary and secondary schools. The general focus of this paper is to create awareness in teachers that counselling teaching and research are their primary responsibilities. This is to correct the impression that teaching is the only primary responsibility of teachers while counselling and research are secondary which might affect the good practice of teaching and learning especially in the primary and second schools.

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WRITING AS A NECESSARY SKILLS IN THE IMPROVEMENT AND SUSTAINING OF QUALITY EDUCATION IN NIGERIA

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Abstract

A known disturbing fact is that at all levels of education; teachers of English as a second language (ESL) persistently grapple with the problem of students' inability to do extend writing despite its educational value to them. This paper, therefore takes the position that the best gift our educational system can ever give her students is effective writing skill. Consequently, all efforts at improving and sustaining quality education in Nigeria will be elusive if our students are not provided with the necessarily required writing sub-skills that will aid them overcome their current challenging writing difficulties which are occasioned by a combination of factors. This is understood since the most significant judgments on students are made in written examinations. Thus, if we help them to write better, we help them to success within educational system. Against this background, this paper highlights the effective writing sub-skills students need by defining and explaining the why, who and what of writing and x-raying some challenging writing difficulties threatening the quality of students' writing and by implication the desire of the Government to improve the quality of education in Nigeria. It also suggests that constant writing practice, among many others, can go a long way in assisting students overcome their writing difficulties and thereby improving the educational system in the country.

INTRODUCTION

Education in Nigeria today is deep-rooted in crisis and it is in dire need for help. Like the naira, its value is declining with speed. The products of our school system, reports have it, are not exhibiting the same standards of achievement and performance as their counter-parts of yester-years. The system, like a plague, is infested with all sorts of evils ranging from large scale examination malpractice to cultism. Poor number and quality of teachers, among many others, are identified as factors responsible for this decay.

To improve and sustain the quality of education in Nigeria, the Federal Government has, on several occasions, initiated many policies and

programmes. These efforts will be elusive as the fundamental question bedeviling education has not been identified for address.

The crisis is much deeper in language, especially its written aspect, than in any other area. Language, we all know, is central to education whether one is studying science or other disciplines. In L2 teaching and learning, the ability to write clearly, correctly and coherently is a highly prized skill. It is a survival skill; it is the foundation upon which all the rest of the students' academic foundation is laid. Unfortunately our students cannot write clearly, correctly and coherently. To them, writing, a productive skill, is one of the most difficult skills to acquire. Unlike the spoken language it requires the reader or the audience to understand and interpret what has been written. Writing is therefore not only difficult but equally hard work (Pearsall and Cunningham, 1988); more complex and more abstract (Langan, 1987 and Gunning, 1988) and above all a torment (Parker, 1993). Obviously, if today's youngsters cannot read with understanding, think about what they have read, and write clearly what they think, then they may not be able to do justice to their talents and potential. This is capable of affecting all efforts being made towards improving the quality of education in Nigeria.

This is understandable because most examination questions in other subjects or disciplines sometimes demand essay-type answers. It is on students' ability to w rite that important decisions with the most significant consequences will be made. Thus, when statement like the standard of education is declining; it is about to decline and it has declined are being made, they often refer to students' low and unimpressive performance in composition writing generally. In their composition writing responses for instance, based on the writer's years of classroom teaching experience, their writings are uninteresting to read; they do not make contacts with the audience and strong central ideas are missing. All these are vital ingredients in communication. And education is communication; writing, a thinking activity, is one means of communication that involves organizing information and communicating (Spandel, 2006). Thus, where these ingredients are missing, they may mar a candidate's effort at making progress in school. Students therefore necessarily need help to acquire writing skill so as to improve and sustain the quality of education in Nigeria.

This paper will, therefore, limit itself to identifying writing deficiencies among students in order to analyze them as well as suggest possible ways out. To achieve this, the following will be covered:

i. Definition of writing
ii. The why of writing
iii. The who of wiring
iv. The what of writing
v. Evidences of writing difficulties among students
vi. Causes of writing difficulties among students
vii. Effects on students and

viii. Some possible ways out.

Writing Defined

Writing is variously defined as: doing, Thornton, (1980:30), text, composing and social interaction, McDonough (2002:78) It refers not only to text in written script but also the act thinking, composing and encoding language into such text Simply put, writing is not just putting pen on paper writing ideas, but it is how these ideas are presented expressed effectively. Bryne (1979:1) defines it better as the production of sentences arranged in particular order and linked together in a certain coherent whole, which is called a text.

A popular definition, however, has it that writing is act of making graphic symbols from oral symbols. In other wo: it is talk written down. All these definitions serve our purpose as students and writers.

The Why of Writing

This refers to the purpose or function of one's writing; indispensable in kindling motivation. In short, it stimuli a writer. Writers are stimulated to write for an indefinitely large number of purposes like to express feelings; tell story report events and laboratory experiments; complete for keep records; jot down a to do list; send a letter; take n during lectures; answer test, assignment or examination questions and then inform, persuade and entertain. Stud must therefore be told this.

The Who of Writing

This refers to the people or audience the writer expects his writing to reach. Unlike the spoken language, writing requires a reader or an audience to understand and interpret what has been written. Thus, the who, audience or reader can be: the writer himself as in diaries, notes and first drafts; our peers as in writing to a friend; trusted adults using a very personal style in writing; examiners as in routine class assignments or in formal examination and unknown audience as in writing an application for a job.

The What of Writing

This refers to the sub-writing skills required of an efficient writer. The convention is to refer to the four language skills, but it is clear that each of these comprises of a large number of sub-skills, whose value and relevance vary from one situation to another. Effective writing sub-skills are to a writer what petrol is to a car. Like the petrol and car relationship, without solid skills, writers cannot move forward.

The ultimate goal of any writer, who may be a journalist, a creative writer, a textbook writer or a student is to communicate his readers effectively. At the secondary school level and beyond, the goal of teaching writing therefore should be to help students acquire the skills to select, organize and present their ideas clearly, correctly and coherently in English language.

In addition to teaching them lower writing skills like handwriting and spelling, other higher writing skills and conventions required include: creativity or imagination; good planning and logical organization of ideas; skill of who or audience; what or form and why or purpose; a good knowledge of sentence construction and basic rules of grammar; a high degree of care and accuracy in choosing the right word(s) to avoid ambiguity and besides

have knowledge in skills and conventions in writing, student need to practice a lot of writing. Despite students' dreams to succeed in their academic pursuit largely depend on their acquisition of these skill and their capability to write well, students continuous display writing problems of various kinds that h continued to affect their examination performance in subjects and by implication efforts at improving the qua of education in Nigeria.

Evidences of Writing Difficulties among Students

Literature and classroom teaching experience of the writer indicate that some living examples of errors in expression and mechanical accuracy of students' writing least, one or a combination of two or more of the follow

(a) Misspelling or Incorrect spelling as in: abortive/abort begar /beggar; greatful / grateful; fourty / forty, etc (b) Arbitrary use of full stops and commas as in:

* What is your name?. / What is your name?

* How, are you? / How are you?

(c) Strange or indiscriminate use of capital and small lei as in:

* Our mother was Admitted into the hospital/ Our mother was admitted into the hospital

* I shall Send some presents to you/ I shall send 9 presents to you

I bought the daily times yesterday/ I brought The E Times yesterday.

(d) Use of un-English expressions as in:

* I spent all the money on the head of our father in hospital/ I spent all the money on my father's treatment in the hospital.

* I answered the question off-head/I answered the question off-hand (meaning the question was answered casually without looking for information and without thinking carefully).

(e) Grammatical errors, too numerous to catalogue include the following:

(i) Errors of numbers as in:

Rishammah sing everyday /Rishammah sings everyday * My brother and sister goes to school every day/ My brother and sister go to school every day.

(ii) Wrong tenses as in: This is to inform you that I would not come for the wedding/This is to inform you that I will not come for the wedding.

(iii) Wrong plural formation of uncountable nouns as in:

* You know that Ann is full of dirts/You know that Ann is full of dirt.

We do not have enough technical equipments/ We do not have enough technical equipment.

(iv) Faulty amalgamation and separation of words as in: infact/in fact; there by/ thereby; thirty nine/ thirty-nine.

(v) Wrong use of parenthesis as in: Our school fee is 5,000.00 (five thousand)/Our school fee is five thousand (N5,000.00).

Note: in any construction of this nature, it is the figure that should be put in parenthesis and it must come after the amount in words. Also note that all the words and sentences above in italics are incorrect.

Moreover, it is possible to evaluate clearly not just grammatical problems, but also the quality of thought pattern relating to unity, coherence and emphasis at the level of sentence formation as in:

i. They (girls) need know that after the whole make-ups theyr a caricature of themselves not only by taking the stree± mask but also because they smell like freshly washed ready for burial and sometimes like open graves.

Indications

The structure of the sentence above is somehow ambiguous particularly the latter part. There is also:

(a) false pluralisation (whole make-ups)

(b) careless omission of preposition to

(c) wrong wording masks

Improved version

The (girls) need to know that, after all the make-up, they: caricature of themselves; they do not only smell like freshly corpses, ready for burial, but also take to the streets like figures/masquerades.

Other writing difficulties are: low and limited imagination with thinking and planning inclusive (Yakubu, 2007); pretentious dictions like patriotism, democracy; use of clichés like relegated to the background (for abandoned) militate against, (Omoniwa, 1988).

In a nutshell, common writing problems of s include: they do not write words in the conventional they cannot put their thoughts across to their reader; they write out of points and their ideas are mixed up.

Causes of Writing Difficulties Among Students

Research studies in the area of language difficulties or have consistently demonstrated that errors (difficulties) the context of second language teaching and learning unavoidable and necessarily required for perfection (C 1995; Broughton et al, 1980; Omojuwa 1979; to cite few). Majorly, inter-lingual; intra-lingual and developmental factors are responsible for these difficulties, however, some of the specific causes include:

i. teachers' persistent cling to traditional method of teaching and evaluation (Wash, 1999; Omojuwa, 1979; and Cleary and Linn, 1993; Thornton, 1980).
ii. ill-training of teachers
iii. students' poor knowledge of the rules of grammar (Ajayi, 2004 and Ezeokoli, 1999).
iv. Refusal of English teachers to teach grammar (Obi, 1996)
v. wrong attitude of teachers of content areas that teaching writing is not their duty but of English teachers and English departments (Thornton, 1980).
vi. mother tongue interference (Broughton, et al 1980).
vii. problems within English language itself (Crytal, 1995 and
viii. absence of motivation (McDonough, 2002).

Effects of Writing Difficulties on Students.

Generally, any student who suffers any or a combination of above deficiencies is likely not going to write good compositions and his chance of doing well in school is in doubt. Below are some social, psychological and educational implications of these deficiencies on students: they

i. bring about inferiority complex;
ii. expose one to ridicule in the eyes of the native and fluent speakers of the language;
iii. bring about job denials;
iv. impede intelligibility, comprehensibility, meaning and cause ambiguity and
v. bring penalty from teachers through reduction of marks in assessment and examination. Supporting this, Eyisi (2004:323) reports that:

A fellow examiner in the English language cried out in righteous indignation: What, this student cannot pass. He is from a grammar school, and yet he cannot spell the word grammar. He spells grammar with a single m (gramar). Again, he eats in a dining hall everyday and yet he cannot spell the word dining hall. He spells dining with a double n (dinning).

The candidate in question was actually made to fail his that year. Many students have failed, are still failing and I will fail their exams because of similar errors if they helped out of the problem. As teachers of English, as a teachers of content areas, we can help our stud avoid being victims of examination failure occasioned deficiency in writing skills.

Some Possible Ways Out of the Writing Difficulties

They include:

(a) Old ways, which do not pay off for the students m of better writing need not be retained as part pedagogical practice. New methods that address students' writing difficulties should be sought and in Collaborative method, which teaches students how to write in social context, can be useful here.

(b) The training of English teachers at school should in content and methodology.

(c) English teachers should see the need to teach to improve the standard of English.

(d) All teachers should accept the fact that every teach teacher of English, to some extent, and assist students some aspects of writing skills.

(e) A contrastive study of English and surrounding local languages can assist the teacher identify similarities dissimilarities between English and the local languages in question and can comfortably predict students learning difficulties. With this, he is better armed in terms of best method of teaching any lesson.

(f) Students should be exposed to numerous writing practices through drama, press club, literary society, debates etc.

(g) And finally, a teacher should be a motivator, an encourager, a facilitator, a guide but not a discourager.

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IMPORTANCE AND ROLE OF PARENTS IN REDUCING LIFE FAILURE AMONG ADOLECENTS THROUGH SEX EDUCATION

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Abstract

This paper examines adolescent and sexuality, the importance of parents in adolescent's sex education, parent-adolescent relationship, the role of parent in adolescent sex education. The paper therefore recommends that parents should love their children and give them sex education. The government should ban all programmes on television such as pornographic pictures and films that show male and female having sex.

INTRODUCTION

Every parent in the society desire that his/her children especially adolescents grow up in a healthy manner and have good morals. Healthy living does not cannot the absence of disease or having good to eat but it includes among others, the issues of being able to adjust socially, physically, emotionally, sexually, psychologically, morally, and among others. If parents can provide good clothing, immunize their children against killer diseases, then they must also immunize adolescents against bad morals and sexuality which can destroy both parents and adolescents emotionally, psychologically, morally and even cause physical death.

It is based on these that the adolescent needs sex education by his/her parents who have experience in sexuality because they have passed through that period by themselves. It is said that experience is the best teacher. The parents are the most qualified to teach their adolescent children sex education. It is sad to say adolescents are left in the hands of quacks (peers), media among others. Some parents give little or tell lies about certain aspects of sexuality to adolescents, in this case, more harm than good is caused and difficulty for the adolescent to cope or adjust during adolescence.. this situation may result in unwanted pregnancy, abortion, contracting sexually transmitted diseases (STD) such as gonorrhea, syphilis and HIV/AIDS.

The most fundamental element in

teaching morality can be achieved through a healthy parent-child relationship during early years (Oyefeso 2003). It is also worthy to mention here that, when adolescents have little or no knowledge about sex education, they are mostly likely prone to experimentation of sex prematurely. Similarly, Gordon and Dickman (1977:36) in Okpede (1994) stated that there is evidence that the less children know, the earlier they are likely to have sexual experience and the more frequently they will have unprotected sex and engage in sexual experimentation prematurely and irresponsibly, curiosity and inappropriate behaviour is not knowledge but a lack of knowledge. The indication is that what stimulates such irresponsible curiosity and inappropriate behaviour is not knowledge but a lack of knowledge.

Sex education given by parents is the only sure way to curb adolescent sexually sound, they can be focused in whatever they are doing to better themselves and lead their communities, states and the nation effectively in future.

Definition of Adolescent and Sex Education

An adolescent is a young person who is developing from a child into an adult. He is between the ages of 13 and 18 years old, Hornby, (2010). On the other hand, the term sex education has been defined by many writers in different ways depending on how they perceive the term. According to Akpan (1984) in Okpede (1994) states that some critics see sex education solely as education in the mechanics of sex act. On the other hand, Makinde (1984) in Okpede (1994) views sex education as an opportunity for beneficiaries to promote healthy attitudes towards sexuality. However, Esen (1984) in Okpede (1994) looks at the term more especially as it involves an opportunity to help the youth bring inquiry, discussion, personal and group feelings and problems to the open and to break away from the traditional inhabitations that have always bedeviled such discussions in the past, so that individuals may grow up properly informed about sex and human sexuality, develop healthy attitudes towards their own proper sex roles and achieve sexual achievement and happiness based on a clear understanding of the phenomenon.

Going by this definition, it means that when young adults are well informed and understand everything about sexuality, they will have positive attitudes to cope rather than be victims of frustration, exploitation and even death. Therefore, sex education is one area that every parent, culture, must consider seriously the issue of sex education so that we shall have young people and future generation that are well equipped in life successfully.

Adolescent and Sexuality

Sexuality in adolescents is related to hormonal changes which accompany puberty. These changes are responsible for the strong sexual feelings in the adolescents. At this stage of adolescence they have tendency to think about sex and to get sexually aroused easily more than before adolescence. Most educated adolescence see themselves as grown ups and therefore ripe to manifest their interest in the opposite sex.

During this period, adolescents are

involved in dating opposite sex with the aim of seeking companionship and sexual gratification. Those who indulge in sex do so secretly without their parents approval, this is so because most Nigerians do not sanction sex before marriage. The adolescent at this stage needs independence, affection, sense of belonging self worth and social recognition. Consequently, most adolescents think that love and affection means romantic and erotic love.

According to National teachers Institute (1976) course Book on Education, emotional needs heighten during adolescence and bring with them the desire for physical contact especially with members of the opposite sex. Beginning with pecks, kisses and fondling, physical contact reaches its climax and fulfillment in sexual experience. Usually, the boys feel that they are socially accepted by girls when is able to love and have sex with a girl. He feels he has arrived and sexually fulfilled. On the other hand, the girl is lured into having sex with an adolescent boy in other to have sexual satisfaction too and also not to be considered as anti-social. This perception has to be discouraged in adolescents so that they can pass through adolescence with healthy attitude that lead to healthy living in the society.

Importance of Adolescent Sex Education

To discuss the importance of adolescent sex education we have to understand the meaning of the term. Oyefeso (2003), views sex education as teaching about the biological, psychological, social, cultural and spiritual aspects of human sexuality and for developing the skills and attitudes necessary for a positive and healthy sexual life. Base on the above definition, it is necessary to instruct children of adolescent age to know everything about their sexuality for healthy living.

It is always said that prevention is better than cure. Similarly, the bible in Proverbs admonishes parents to train their children in the way they should go so that even when they are old they will not depart from it. It is then important to start teaching sex education even before the child becomes an adolescent. This is because, infancy signs of the urge for sexual pleasure are already there. To confirm this, National Teachers' Institute (1976) states that "by the time most children are age 5-12 years, boys and girls examine each other's bodies, handle each other genitals, play father and mother and try to imitate adult's sexual act". He further stated that "by the time an individual reaches adolescence, there is a heightened urge to try out this experience".

Looking at the level of technological advancement and development in the world and Nigeria in particular, it must be taught as early as necessary hence the above discovery by Durajaiye (1976). If sex education is taught only at adolescence (if it is taught at all) it might be taught too late. Children are expose to the knowledge of sexuality by their peers, from magazines, newspapers, novels, advertisement, television and internet programmes showing people having sex or naked human images. These types of images or pictures they watch can easily arouse sexual interest in them and will tempt them to also try it as soon as they have the opportunity. They would want to prove

that they are smart or grown up.

The adolescent has a lot of problems during adolescence to cope with scch as stress and stress adjustment, issue of identify and so on. It is therefore needful to spare the adolescent other problems that could be prevented or avoided if proper sex education is given and the adolescents adhere to such instructions given by their parents. Such problems are, unwanted pregnancy, sexually transmitted diseases like gonorrhea, syphilis, HIV/AIDS, abortion, injuries to reproductive organs, dropping out from school and among others. When adolescents are faced with one or more of these problems, they will not live healthy lives and will not have good relationship with some people in the society any more as a result.

In line with the above, Fakule (1986:45) in Okpede (1994) observed that: sex has created and is still creating problems for many of our youths, their parents and the entire society, such problems include unplanned marriage, abortions and its resultant adverse consequences such as deaths of our promising girls and high rate of divorce cases and juvenile delinquency. This is an indication that something is missing in our educational system. That thing is sex education.

The implication of the above observation therefore is that, sex education is needed by adolescents to curb the consequences of these problems. In our society today, many parents and the schools are not bothered about how adolescents get information about their sexuality. In situations where adolescents are taught sex education in school, they are not taught properly, incomplete information or even lies about sexuality is what is taught.

This is as a result of lack of proper knowledge about sex education by parents. In some traditional societies, sexual organs are a taboo for anyone to call them by their names. Therefore, parents or teachers cannot give the adolescents what they do not have. In a research to finding by Dyson (2010) "most participants reported that they had no, or very limited, sex education as children, some felt they way sex had been taught to them had been too clinical, and not particularly useful. Others still expressed a sense of anger and betrayal because they had been told lies about reproduction and birth, and had been left to find out the facts for themselves. Many participants talked about how their lack of education made it difficult for them to educate their children". The research further explained that early experiences with sex education shaped their values concerning when, what and how to tell their children about reproduction, puberty and sexuality.

The importance of adolescent sex education cannot be over emphasized. It is needful for the parents, teachers and the community to make sure that this important aspect of the adolescent is ensured for a healthy living and good relationship with members of the family and community at large.

Parents – Adolescent Relationship

It is good thing for both parents and adolescents to have cordial relationship. The good relationship cannot just start when the child is

an adolescent but it should start from infancy and continue through adolescence. Some parents show difference between their children either favoritism as a result of beauty, intelligence or even resemblance, etc. the children see and read meaning to their parents' actions. This determines the kind of relationship the children (adolescents) would have with their parents.

When there is good parent-adolescent relationship, the parent becomes a confidant. The adolescent can open up to the parent by expressing his/her fears, worries, seeks for advice from the parent more than going out to his/her peers for such. This relationship will enable the adolescent to listen and obey what the parent tells him/her.

From experience most adolescent girls who have good relationship with their mothers tend to live good sexual life. Where such relationship exists the parent tells the adolescent what he or she should expect during adolescence and what he or she is expected to do in order to overcome the problems. On the other hand, those parents and adolescents who do not have cordial relationship at all find their adolescents being wayward, disobeying their parents. They rather seek for counsel or advice about issues of sexuality and life generally from their peers.

One of the most important thing a parent must do to win heart of his/her child is love the child. There should be no point in time that a parent should reject or disown the child especially adolescent. This will endanger the adolescent the more, parents should also try to meet the needs of these adolescents if possible, but where it is not, he (adolescent) may understand your inability because you have established a good relationship that he/she knows what you can or cannot do. When these are done, the adolescent will have a healthy life.

What is the Role of Parents in Adolescent Sex Education?

A parent, according oxford advanced, learners dictionary is a person's father or mother or his or her adoptive parents. A parent could be a biological father or mother that is a person who adopts a child that may have or may not have any blood relationship with.

The role of parents in v sex education cannot be under mined. This is because a parent must now know who is child is through to adolescence, where he goes, the friends he/she keeps, his/her choice of career, the things he/she finds easy or difficult, his/her abilities, talents and tendencies, and his closeness to and knowledge of your children in quite significant, Oyefeso (2003).

Many parents have found themselves in deep worry and agony over the immoral behavior of their adolescent children. At old age, parents are suppose to reap what they have accomplished in life, but it is always the contrary with most parents. They rather reap a harvest of agony and many are sent to their early graves by shame and heart attack. This is due to the failure by parents to teach adolescent sex education and good morals as their sole responsibility.

Train up a child in the way he should go, and when he is old, he will not depart from it

(Proverbs 22:6) if parents would not teach adolescents the right thing and at the right time, somebody out there will teach them the wrong things and at the wrong time. It is not enough to teach them something but parents should ensure that what they have taught the adolescent must be adhered to the later whether parents are physically present or not. Parents must be found monitoring adolescents and also being aware of whatever they are doing and people they relate with. To buttress this fact, Crouter and Head (2000), stated that parent can help to prevent, risky teen bahaviour by monitoring their adolescent's activities and being aware of where and with whom their adolescents are when they are not at home or in school.

Naturally, parents have influence on their adolescent's decision about sex. This is in line with what happens in Mada land, that when an adolescent girl is pregnant out of wedlock, the person to blame is usually the mother. It is believed that the mother knows and have influence on the adolescent girl one way or the other. In some developed countries like America, parent influence their adolescent's decisions about sex.

Albert (2007) reported that nearly one-half of 12 to 19year olds (47 percent) reported that their parents had the most influence on their decisions about sex. Others were influenced by friends, teacher and sex educators, religious teachers, the media, siblings, teens themselves or someone else.

It is very clear that it is parent's responsibilities to educate their children regarding sexual activities. According to Ava (2012), majority of the parents say that they are afraid and confuse about what they should impart to their teens regarding the topic of sex. Some parents think of they start to educate them, there is likelihood for adolescents to try to experiment sex. This fear as earlier mentioned, would cause more harm than good to the adolescent. He further stated that parents are the important character in imparting to their child things about sex education. That rather than looking at how to prevent the child from having sex, parents must be focused on opening the eyes of the child for possible consequences of his/her actions. Teenagers must understand about the implications of their sexual behaviour. However, he conducted that there are a lot of aspects that must be imported to teens for them to protect themselves from falling to sexual hazards.

Conclusion

The author feels that the sole responsibility of adolescent sex education lies with parents who know their children in and out. Other agencies of sex education will not give the adolescent correct and adequate information on sexuality. The parents must consider the emotional, social, psychological, moral and sexuality well being of their adolescents and that of the nation for sustainable development.

Recommendations

1. Parents should establish, good relationship with their adolescent children to foster good communication and openness to discuss sexuality issues.

2. parents should teach adolescents consequences of sexual misbehavioure specially contacting sexually transmitted diseases, unwanted pregnancy and abortion, etc.
3. Government should ban all television programmes that have to do with people being half or completely naked or having sex. The use of pornographic pictures in magazines and newspapers etc.
4. Adolescents should respect and obey the teachings of their parents concerning their sexuality more than the peers or media.

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