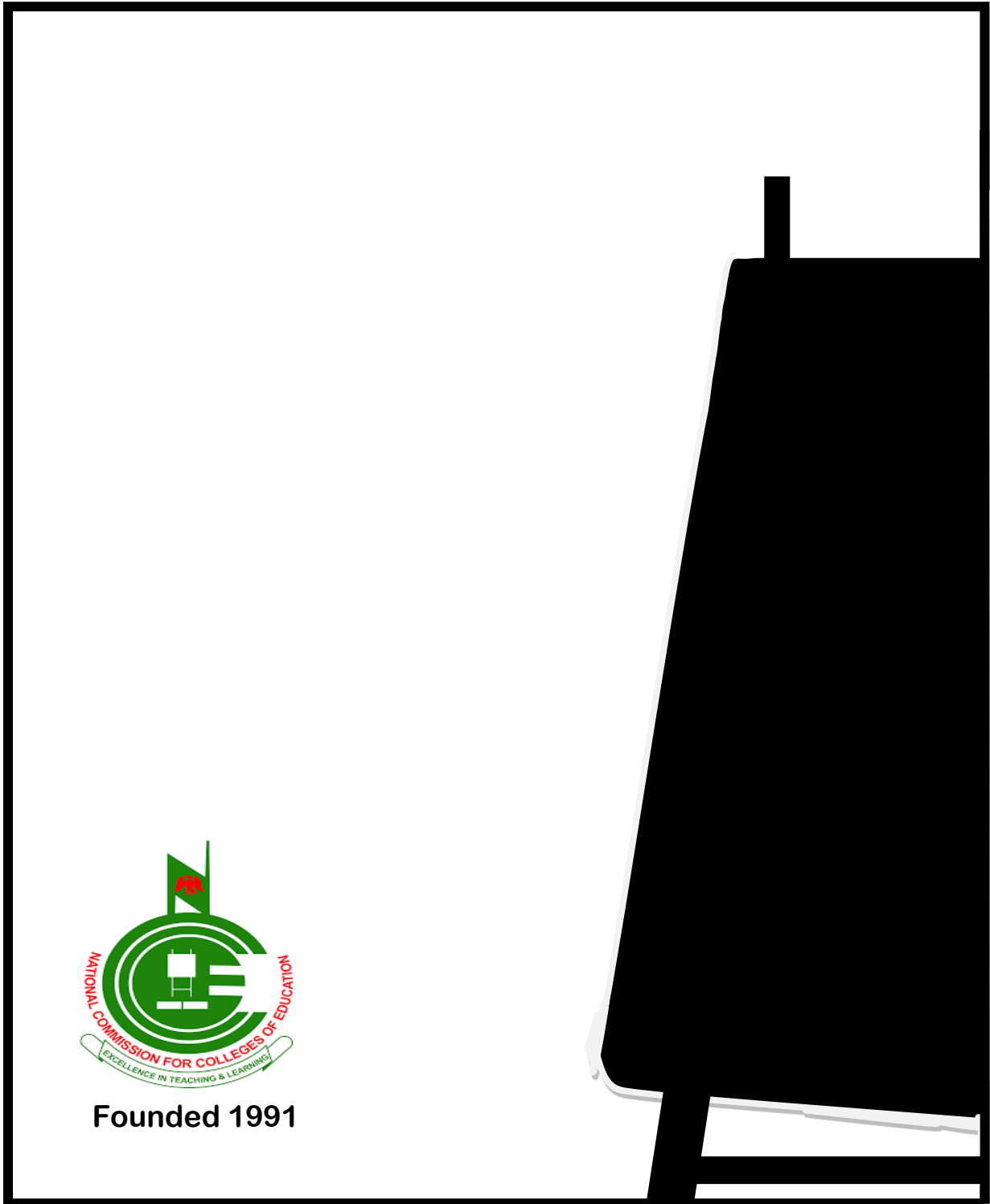


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## **FORWARD**

The National Commission for Colleges of Education (NCCE), Abuja, was established by Decree No.3 of 1989, later amended by Act No.12 of 1993. The Decree mandated the Commission, among other functions, to make recommendations to the Federal Government on National Policy necessary for the development of Teacher Education in Nigeria. Over the years, the Commission has been pursuing the mandate through Accreditation, Monitoring and Evaluation, conduct of research on Teacher Education, considering research funds for the Commission and Colleges of Education, and Undertaking Periodic Reviews of Teacher Education Policies. In addition to these is also the very important aspect of information dissemination on teacher education, and this is where the Nigerian Teacher Today Journal (TNTT) comes in. The Journal aims to complement the Commission's effort in promoting academic research and dissemination of research findings on Teacher Education by academia.

The TNTT Journal was founded in 1991, and so far, 20 volumes of the Journal have been published. It is my pleasure to present this 21<sup>st</sup> Volume to the general public. A total of thirteen (13) articles comprising papers from seasoned academics covering diverse areas in Teacher Education, and promises to be a highly enriching contribution to the academic world.

Members of the editorial team are highly appreciated for their continued commitment and professional assessments of the articles considered worthy of inclusion in the current edition. This publication promises to be an inspiring document for further research and policy development. I therefore urge the general public and academia to take full advantage of this publication and make use of it in their various endeavor.

Thank you.

**Prof. Paulinus Chijioke Okwelle, *MNAE***  
**Executive Secretary**

## NOTES TO CONTRIBUTORS

The Editorial Board welcomes articles of relevance to Teacher Education for consideration. Three copies of each article intended for publication should be submitted to The Editor, The Nigerian Teacher Today, Department of Planning, Research and Statistics, National Commission for Colleges of Education, Ralph Shodeinde Street, PMB 0394, Garki, Abuja. Contributors should note the following guidelines BEFORE submission.

1. Articles should not exceed 15 pages in length. They must be typewritten, double-spaced on one side only and on A4 paper. Author's name and address, plus a short biographical note, should be typed on a separate sheet and attached to the articles.
2. Articles should be headed by an abstract of not more than 200 words.
3. Tables and figures should be kept to the barest minimum.
4. Quoted passages of more than three typed lines should be extracted: Indented 5 spaces and typed single-spaced. Shorter quotations should be enclosed in single inverted commas.
5. Footnotes are not permitted. The Journal follows the author/date system of citation, by which reference is made in the text by citing the author's surname and date of publication of the work. (APA 7<sup>th</sup> Edition guidelines).

For example,

It has been argued (Ibrahim, 1989) ...

Or Ibrahim (1989) argues that...

Or some authorities (Ibrahim, Balogun, Emeka, 1990) argue...

Wherever appropriate, the precise page reference should be given:

Ibrahim (1989: 100 – 116) argues that...

6. The full biographical contents are contained in the list of references at the end of each article. All works cited should be listed in alphabetical order by authors' surname. The following example illustrates the usual features. Please note especially
  - the order and reference in journal articles
  - the date code (1978a, 1978b) where more than one publication for a single year by the same author is listed
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7. Titles of books should be in italics or underlined.
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Omolewa, M. (1980). The Promotion of London University's Examination in Nigeria, 1987 – 1951. *The International Journal of African Historical Studies*, 13, 14, 651 - 71
  - b) Books:  
Ahmad K. (1974): *Family Life in Islam*. Lagos: Islamic Publications Bureau.
  - c) Chapters in Books:  
Okeke, A. N. (1979); Organising Resources for Education, in B.O. Ukeje (ed.), *Foundations of Education*, Benin City: Ethiopia Publishing Company.
8. Authors of main articles will receive one complimentary copy of the Journal upon publication.
9. All articles submitted must be accompanied by electronic or soft copies. Failure to submit articles in the correct style may result in rejection.

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## MOTIVATION: THE LEAD-WAY TO TEACHERS' SUCCESS IN THE CLASSROOM

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### **Abstract**

*This article explores the critical role of teachers' motivation in fostering a positive and productive learning environment. It discusses motivation theories and various factors that affect and influence teacher motivation, including personal beliefs, school culture, leadership support, professional development, and student engagement. The article also outlines strategies for enhancing teacher motivation, such as creating a supportive school culture, providing effective leadership, investing in professional development, fostering a positive learning environment, and recognizing teacher accomplishments. By understanding and addressing the factors that affect and influence teacher motivation, schools can create a more engaging and effective learning experience for both teachers and students.*

*Keywords: Teacher motivation, school culture, professional development, and motivational theories.*

### **Introduction**

Teacher motivation is an essential factor in facilitating a positive and effective learning environment. Motivated teachers are more likely to exhibit willingness, creativity, and a commitment to their students' success. This article explores the various factors that affect and influence teachers' motivation and discusses strategies for enhancing it.

### **Understanding Teachers Motivation**

Motivation can be conceptualized as the drive that makes people act or not act in a particular way. It is a general term applying to the entire class of drives, desires, wishes, needs, and other like forces. Anything done to touch on these forces causes a behaviour, which is interpreted as the motivation behind that behaviour.

Many people tend to confuse motivation with job satisfaction. Motivation is the drive and effort to satisfy a need, while job satisfaction is the contentment experienced when a need has been met.

Motivation indicates a drive towards an outcome, and Satisfaction is the outcome itself, which is already experienced (Koontz and Weihrich, 1994).

Key aspects of motivation include:

- Goal-directed behavior: Motivation drives us towards specific goals or objectives.
- Internal and external factors: Both intrinsic (internal) and extrinsic (external) factors can motivate us.
- Intensity and persistence: Motivation can vary in intensity and duration.
- Individual differences: People's motivations can vary significantly.

Common types of motivation:

1. Intrinsic motivation: Comes from within, such as personal satisfaction or enjoyment.
2. Extrinsic motivation: Comes from external factors, like rewards, recognition, or avoidance of punishment.

Despite the complexity of motivation, there's a consensus on its two key dimensions: direction and magnitude (Dörnyei & Ushioda, 2011). This means motivation determines not only why people choose to do something but also how long they persist and how much effort they invest.

In the context of teaching, motivation can be seen as a combination of intrinsic interest, external factors, and long-term commitment. Sinclair (2008) emphasizes the importance of attraction, retention, and engagement. Dörnyei and Ushioda (2011) extend this to include both the motivation to teach and the motivation to remain in the profession.

Based on these definitions, **teacher motivation** can be understood as the underlying reasons for choosing and sustaining a teaching career, coupled with the level of effort and dedication invested in the profession. This is influenced by both intrinsic factors and external circumstances. **Teacher motivation** refers to the internal drive that propels teachers to engage in their profession with passion, dedication, and a sense of purpose. It encompasses a range of factors, including intrinsic motivation (driven by personal interest and satisfaction) and extrinsic motivation (driven by external rewards and recognition).

**Darling-Hammond, L. (2006)** asserts that teacher motivation is crucial for effective teaching and student learning. In her work, she emphasizes the importance of providing teachers with **support, professional development, and recognition** to foster their motivation and commitment.

Darling-Hammond argues that teachers are more likely to be motivated when they feel:

- Empowered: Given autonomy and decision-making authority in their classrooms.
- Supported: Provided with adequate resources, mentoring, and administrative support.
- Recognized: Appreciated for their contributions and efforts.
- Connected: Part of a supportive and collaborative school community.

She also highlights the significance of **professional development** in enhancing teacher motivation. By providing opportunities for ongoing learning and growth, schools can help teachers stay up-to-date with best practices, develop new skills, and feel more engaged in their work.

Ryan, R. M., & Deci, E. L. (2000) assert that teacher education should focus on fostering intrinsic motivation in teachers. They argue that teachers who are intrinsically motivated are more likely to be effective, passionate, and committed to their profession.

According to their research, intrinsic motivation is driven by internal factors such as interest, enjoyment, and a sense of personal satisfaction. They suggest that teacher education programs should emphasize:

- **Autonomy support:** Providing teachers with opportunities to make choices and decisions about their work.
- **Relatedness:** Fostering a sense of belonging and connection among teachers and students.
- **Competence:** Helping teachers develop a sense of mastery and confidence in their abilities.

By focusing on these three factors, teacher education programs can help to cultivate a more motivated and effective teaching workforce.

Based on the assertions by Darling-Hammond (2006) and Ryan & Deci (2000), it is safe to conclude that teacher motivation is crucial for effective teaching and student learning.

**Darling-Hammond** emphasizes the importance of providing teachers with support, professional development, and recognition to foster their motivation, while Ryan & Deci argue that teacher education should focus on fostering intrinsic motivation through autonomy support, relatedness, and competence.

Both studies suggest that motivated teachers are more likely to be effective, engaged, and committed to their profession. By creating a supportive and empowering environment that fosters intrinsic motivation, schools can enhance teacher effectiveness and improve student outcomes.

### **Theories of Teacher Motivation**

Teacher motivation, a complex interplay of intrinsic and extrinsic factors, significantly impacts their effectiveness in the classroom. Various theories offer insights into understanding what drives teachers to excel in their profession. Here are some prominent theories:

#### **Intrinsic Motivation Theories**

- **Self-Determination Theory** by Richard Ryan, Ph.D., and Edward Deci, Ph.D. They assert that humans have innate psychological needs for autonomy, competence, and relatedness. When these needs are met in the workplace, intrinsic motivation increases. Teachers who feel they have control over their work, are competent in their roles, and have positive relationships with colleagues and students are more likely to be intrinsically motivated.
- **Goal-Setting Theory:** This theory was developed by Edwin A. Locke in 1968. He suggests that individuals are motivated to achieve goals that are specific, challenging, and achievable. Teachers who set clear, ambitious, and attainable goals are more likely to be motivated to put in the effort required to reach them.

#### **Extrinsic Motivation Theories**

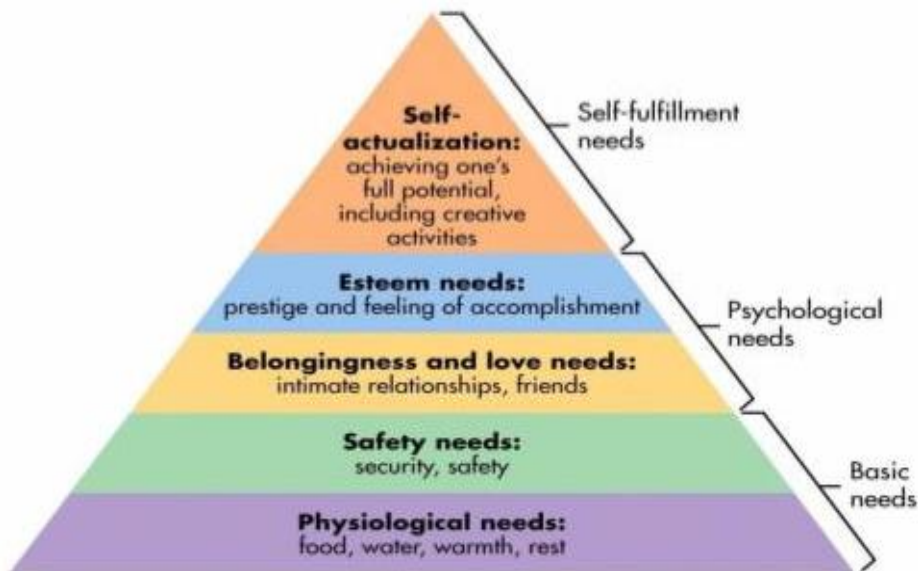
- **Expectancy Theory:** Victor Harold Vroom created the Expectancy Theory of Motivation in 1964. His studies in psychology made known how people behave in the workplace when

it comes to motivation, leadership, and decision-making. He proposed that individuals are motivated to perform a task if they believe their effort will lead to performance, performance will lead to rewards, and the rewards are valuable to them. Teachers who believe their hard work will result in positive outcomes and that these outcomes are meaningful to them are more likely to be extrinsically motivated.

- **Equity Theory:** This theory was introduced by John Stacey Adams in 1965. This theory suggests that individuals evaluate their inputs (effort, time, skills) and outputs (rewards, recognition) relative to others. When individuals perceive inequity, they may become demotivated. Teachers who feel their compensation, workload, and recognition are fair compared to their colleagues are more likely to be motivated.

### Other Theories

- **Attribution Theory:** In 1958, Fritz Heider developed attribution theory. He examined how individuals explain their successes and failures. Teachers who attribute their successes to internal factors (e.g., effort, ability) are more likely to be motivated than those who attribute them to external factors (e.g., luck, difficulty of the task).
- **Maslow's Hierarchy of Needs:** Suggests that individuals have a hierarchy of needs that must be met to achieve self-actualization. Teachers who have their basic needs met (e.g., safety, belonging) are more likely to be motivated to pursue higher-order needs (e.g., esteem, self-actualization).



Maslow believes that human beings' needs start from the physiological needs and end with the apex – self-actualization needs. Locke (1976) describes need as the physical and psychological requirements that must be met to ensure survival and wellbeing.

## **Factors Affecting Teacher Motivation**

The Nigerian education system, like many others, faces challenges in motivating teachers. Several factors contribute to this issue, including:

### **1. Low Remuneration:**

Low remuneration in schools significantly impacts teachers' motivation. Teachers often face financial hardship due to inadequate salaries and irregular payments, leading to decreased job satisfaction and increased stress. This can result in absenteeism, reduced commitment, and a higher turnover rate, particularly among talented teachers. The lack of financial resources also limits teachers' opportunities for professional development, further hindering their motivation and potentially affecting the quality of education. Addressing these issues through increased salaries, improved working conditions, and adequate professional development support is crucial for improving the overall quality of education in Nigeria.

### **2. Poor Working Conditions:**

Poor working conditions in schools significantly impact teachers' motivation. Overcrowded classrooms, inadequate infrastructure, limited resources, and excessive workload can create a stressful and uninspiring environment. Teachers may feel overwhelmed and undervalued, leading to decreased job satisfaction and a decline in their commitment to the profession. Additionally, poor working conditions can contribute to health issues and a lack of work-life balance, further affecting teachers' motivation and well-being. To improve teacher motivation, it is essential to address these issues by providing adequate resources, reducing class sizes, improving infrastructure, and offering support services to help teachers manage their workload and maintain a healthy work-life balance.

### **3. Limited Professional Development Opportunities:**

Limited professional development opportunities in schools negatively impact teachers' motivation. When teachers are unable to access training, workshops, or conferences to enhance their skills and knowledge, they may feel stagnant in their careers. This can lead to a sense of dissatisfaction, decreased job satisfaction, and a decline in their commitment to the profession. Additionally, limited professional development opportunities can hinder teachers' ability to adapt to new teaching methods and curriculum changes, further reducing their motivation and effectiveness in the classroom. To improve teacher motivation, it is essential to provide adequate professional development opportunities that are accessible, relevant, and support teachers in their ongoing growth and development.

### **4. Lack of Recognition and Appreciation:**

Lack of recognition and appreciation significantly affects teachers' motivation. When teachers' efforts and contributions are not acknowledged or valued, they may feel undervalued and

unappreciated. This can lead to decreased job satisfaction, a decline in motivation, and a loss of commitment to the profession. Additionally, a lack of recognition can create a negative work environment and contribute to teacher burnout. To improve teacher motivation, it is essential to recognize and appreciate their hard work, provide positive feedback, and celebrate their achievements. This can be done through various means, such as public recognition, awards, or simply expressing gratitude for their contributions.

### **5. Social and Economic Factors:**

Social factors can significantly impact teachers' motivation in schools. Teachers may face societal challenges such as discrimination, stigmatization, and limited social mobility, which can negatively affect their self-esteem and motivation. Additionally, unrealistic expectations from the community, safety concerns, and inadequate infrastructure can create a challenging and unsupportive work environment.

Economic factors also play a significant role in teacher motivation. Poverty, inflation, and economic uncertainty can create financial stress for teachers, leading to decreased job satisfaction and a decline in motivation. Moreover, the lack of opportunities for career advancement and limited access to resources can further contribute to a sense of dissatisfaction and disengagement.

### **6. School Leadership and Management:**

School leadership and management play a crucial role in influencing teachers' motivation in schools. Effective leadership can create a positive and supportive school culture that fosters professional growth, collaboration, and a sense of belonging. By providing clear expectations, adequate resources, and opportunities for professional development, school leaders can empower teachers and enhance their motivation.

Conversely, ineffective leadership can create a negative and demotivating environment. Poor communication, lack of support, and unfair treatment can lead to decreased job satisfaction, increased stress, and a decline in teacher motivation. Therefore, school leaders need to adopt effective leadership practices that promote a positive and supportive school culture, thereby enhancing teachers' motivation and improving the overall quality of education.

Addressing these factors is crucial for improving teacher motivation and, consequently, the quality of education in Nigerian schools.

**Factors Influencing Teacher Motivation:** Several factors can influence teacher motivation, including;

#### **1. Personal Beliefs and Values:**

A teacher's personal beliefs and values can significantly influence their motivation in the classroom. These beliefs and values shape their perspectives on teaching, students, and education as a whole. When a teacher's personal beliefs align with the goals and values of education, they are more likely to feel a strong sense of purpose in their work. This can lead to increased motivation

and job satisfaction. Teachers who find their work personally meaningful are more likely to be intrinsically motivated, meaning they are driven by internal rewards rather than external factors. Additionally, a teacher's beliefs can impact their interactions with students and their overall teaching approach. Teachers who believe in the potential of all students are more likely to set high expectations for them. This can lead to increased student engagement and achievement, which in turn can motivate the teacher. A teacher's belief in the importance of positive relationships with students can influence their interactions and create a supportive learning environment. This can contribute to their own motivation and job satisfaction. Furthermore, teachers who believe in a growth mindset, the idea that intelligence can be developed, are more likely to be resilient in the face of challenges. This resilience can help them maintain motivation, even when faced with setbacks.

## **2. School Culture and Climate:**

School culture and climate play a crucial role in shaping teachers' motivation. A positive and supportive school culture can foster strong relationships between teachers, administrators, and students, creating a sense of belonging and rapport. Open communication channels and a focus on professional development can help teachers feel valued and invested in their careers. Recognizing and rewarding teachers for their contributions can boost morale and motivation. Strong and effective leadership can provide a clear sense of direction and purpose, while adequate resources and workload management can help teachers feel empowered and avoid burnout.

Conversely, a negative or toxic school culture can diminish teacher motivation. A lack of support, poor communication, and a negative work environment can lead to decreased job satisfaction, increased stress, and a decline in teacher motivation. Therefore, schools need to create a positive and supportive culture that fosters teacher motivation and promotes a high-quality learning environment for students.

## **3. Leadership and Support:**

Effective leadership and administrative support can play a crucial role in motivating teachers by providing guidance, resources, and recognition. When teachers feel supported and valued, they are more likely to be motivated and engaged in their work. School leaders can create a positive and supportive environment by providing clear expectations, adequate resources, and opportunities for professional development. Additionally, recognizing and rewarding teachers for their contributions can boost morale and motivation.

Effective leadership also plays a pivotal role in fostering a conducive learning environment and motivating student participation in Nigerian secondary schools. By creating a positive school culture, promoting student engagement, effective classroom management, providing adequate resources, fostering a growth mindset, and collaborating with parents and communities, school leaders can create a motivating and supportive environment that encourages student participation and fosters academic success.

#### **4. Professional Development:**

Opportunities for professional growth and development can enhance teacher motivation by helping them stay up-to-date with best practices and expand their knowledge and skills. When teachers feel that they are continually learning and growing, they are more likely to be motivated and engaged in their work. Professional development can also help teachers set and achieve personal and professional goals. This sense of accomplishment and progress can be highly motivating.

Additionally, professional development can contribute to teachers' career advancement, leading to increased job satisfaction and motivation. When teachers feel that their work is valued and recognized, they are more likely to be motivated and committed to their profession. Furthermore, professional development often involves networking with other educators. This can provide a sense of community, support, and shared experiences, which can be motivating factors. It is important to note that tailored professional development programs can address individual teachers' needs and interests, increasing their engagement and motivation.

In essence, professional development can empower teachers, boost their confidence, and provide them with the tools and resources they need to succeed. By investing in professional development, schools can create a more motivated and engaged teaching workforce.

#### **5. Student Engagement and Achievement:**

Witnessing student engagement and academic success can be a powerful motivator for teachers. When students are actively involved in the learning process and demonstrate progress, it can provide teachers with a strong sense of accomplishment and satisfaction. This positive reinforcement can boost their morale and motivation, reinforcing their belief in their abilities and the effectiveness of their teaching methods.

Furthermore, student engagement and achievements can contribute to teachers' intrinsic motivation. Teachers often derive satisfaction from witnessing their students' growth and development. When students are engaged and achieving, it can reinforce teachers' sense of purpose and meaning in their work. Additionally, engaged students are less likely to disrupt the classroom or cause behavioral problems, which can contribute to teacher burnout. A positive and supportive learning environment created by motivated and focused students can enhance teacher motivation and create a more rewarding teaching experience.

### **Strategies for Enhancing Teachers' Motivation**

To foster teacher motivation, schools and administrators can implement the following strategies:

#### **- Create a Supportive School Culture:**

A positive and collaborative school culture is essential for fostering teacher motivation. Schools should value teacher input, recognize their contributions, and provide opportunities for professional growth. By creating a sense of belonging and community, schools can help teachers feel valued and supported in their work.

- **Provide Effective Leadership and Support:**

Effective leadership and administrative support play a crucial role in motivating teachers. School leaders should offer clear expectations, adequate resources, and ongoing support to teachers, ensuring they feel valued and empowered. By providing guidance, mentoring, and encouragement, leaders can help teachers overcome challenges and achieve their goals.

- **Invest in Professional Development:**

Opportunities for professional development are essential for enhancing teacher motivation and effectiveness. Schools should provide relevant, accessible, and aligned professional development programs that meet teachers' individual needs and goals. By investing in professional development, schools can help teachers stay up-to-date with best practices, expand their knowledge and skills, and improve their teaching practices.

- **Foster a Positive Learning Environment:**

A positive and engaging learning environment can significantly impact teacher motivation. Schools should create classrooms that are conducive to learning, supportive of student success, and free from disruptive behaviors. By providing a supportive and inclusive environment, schools can help teachers feel more motivated and engaged in their work.

- **Recognize and Reward Teacher Accomplishments:**

Recognizing and rewarding teacher accomplishments is essential for boosting morale and motivation. Schools should acknowledge and celebrate teacher achievements, both individually and as a team. By recognizing their contributions, schools can show teachers that their work is valued and appreciated.

## **Conclusion**

The motivation of teachers in Nigerian public secondary schools is a complex issue influenced by various factors, including remuneration, working conditions, professional development opportunities, leadership and support, school culture and climate, personal beliefs and values, student engagement and achievement, and social and economic factors. These factors interact with each other to shape teachers' motivation and ultimately affect the quality of education.

## **Recommendations**

To enhance teacher motivation and improve the quality of education in Nigeria's public secondary schools, the following recommendations are offered:

- i. **Improve Remuneration and Working Conditions:** Increase teacher salaries to ensure they are competitive with other professions. Provide adequate resources, infrastructure, and support services to improve working conditions and reduce workload.
- ii. **Invest in Professional Development:** Provide ongoing professional development opportunities that are relevant, accessible, and tailored to teachers' individual needs.
- iii. **Strengthen Leadership and Support:** Ensure that school leaders provide effective

leadership, support, and guidance to teachers. Foster a positive and supportive school culture that values teacher input and recognizes their contributions.

- iv. Enhance School Culture and Climate: Create a positive and inclusive school culture that promotes collaboration, communication, and a sense of belonging. Address issues of bullying, discrimination, and violence to create a safe and supportive learning environment.
- v. Prioritize Student Engagement and Achievement: Implement strategies to enhance student engagement and academic achievement. This can include providing relevant and engaging curriculum, creating a supportive learning environment, and fostering a growth mindset.
- vi. Address Social and Economic Factors: Address the social and economic challenges faced by teachers and students. This may involve providing support services, improving access to healthcare and education, and addressing issues of poverty and inequality.
- vii. Promote Teacher Well-being: Prioritize teacher well-being by providing adequate support services, promoting work-life balance, and addressing issues of stress and burnout.
- viii. Involve Stakeholders: Engage stakeholders, including teachers, parents, students, and community members, in decision-making processes to ensure that their needs and perspectives are considered.

By implementing these recommendations, Nigeria can create a more supportive and motivating environment for teachers, leading to improved teaching and learning outcomes.

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**THE ACTIVIST’S DILEMMA: UNPACKING THE COMPLEXITIES OF ETHNICITY,  
TRIBE, NATIONALISM, AND STATE-BUILDING IN AFRICA**

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**Abstract**

*This multidisciplinary examination of Tenure Ojaide’s novel “The Activist”, delves into the intricate relationships between ethnicity, tribe, nationalism, and state-building in Africa. By examining the intersections of ethnicity, tribe, nationalism, and state-building, this paper aims to contribute to a deeper understanding of the challenges and opportunities facing African states in their quest for cohesion and stability. The paper adopts a qualitative research methodology that combines Critical Discourse Analysis (CDA) and literary analysis. Using the Critical Discourse Analysis framework, the study reveals the ways in which power dynamics, identity politics, and social justice intersect in the novel.*

**Keywords**

*Ethnicity, tribe, nationalism, state-building, Critical Discourse Analysis, qualitative research.*

**Introduction**

Africa’s post-colonial experience has been marked by complex relationships between ethnicity, tribe, nationalism, and state-building in which individuals and groups struggle to break even. These relationships have often been fraught with tension, conflict, and competition for power, justice, and resources. Tanure Ojaide’s novel “The Activist”, offers a nuanced and thought-provoking exploration of these complexities. This article argues that The Activist provides valuable insights into the challenges and opportunities facing Africans and their continent in their quest for cohesion

and stability in a world where developed countries lord it over third-world nations. It is noteworthy that Africa is home to over 2,000 languages and more than 3,000 ethnic groups, according to the Language figure (2020) and Ethnic group figure (2022), respectively, making it the most ethnically diverse continent. This characteristic of the continent, added to the rich natural resources if positively harnessed and utilized like the Asian continent and others, would make Africa one of the best globally.

Unfortunately, European colonial powers often created artificial boundaries, ignoring existing ethnic and tribal affiliations of the people of Africa, leading to divisions, tensions, and conflicts. This has made some African countries prioritize tribal identities over national and international unity, leading to difficulty in state building. In the foregoing, African Nationalism can be said to have emerged as a response to colonialism, with leaders like Dr. Nnamdi Azikiwe, Obafemi Awolowo, Kwame Nkrumah, Julius Nyerere, Nelson Mandela, and others advocating for independence and self-determination.

In the wake of this struggle, the African Literary Writers like Chinua Achebe, Wole Soyinka, Ngugi wa’Thiongo, Ayikwe Armah, Dennis Brutus, and their contemporaries were not left behind in the fight for self-government. They used their voices and threw their weight in the best possible way they could by producing works that opposed colonialism, neocolonialism, as well as corrupt national indigenous governments in the new independent nations. Their works and those of contemporary literary writers like Tanure Ojaide, Helon Habila, Chimamanda Adichie, Okey Ndibe, and many others in this generation have, while discouraging ethnic and tribal rivalry, propagated unity, stability, and cohesion in Africa and the nations within it. The march to freedom has not been an easy one, as the monster of ethnic and tribal rivalry, external influences and actors such as foreign powers and international organizations, have often influenced African state-building processes, which most times undermined local agency and autonomy. If the war against ethnicity and tribalism is to be won, then all and sundry must unanimously engage in the campaign, as is seen in the novel ‘‘The Activist’’ by Tanure Ojaide, which this paper uses to frame the study.

### **Literature review**

Available studies on the issues of ethnicity, tribe, nationalism, and state-building in Africa debate the reality and challenges of nation-states in achieving cohesion and a just African society, with internal rather than external factors. This is evident in studies such as those by Ikenna Alumona, Nnaemeka Azom, Tatenda Mukwedeya, and Gabrielle Lynch.

Among these, one group focuses on the evidence that identity politics is inimical to nation-building in Africa. For example, Alumona and Azom examine the various challenges of building a unified nation and continent that emanate from populist concerns and sentiments of ethnicity, tribe, religion, and sectionalism, which are mobilized and manipulated by politicians to secure cheap political advantage at the expense of sustainable nation-building on the continent. The deduction of their interrogation is that Africa has not fared well in nation-building and sustainable

development, which may likely linger on in the foreseeable future owing to the daunting challenges posed by identity politics to the national democratic project.

Tatenda's discussion reveals the mixed possibilities of nation-building in Africa by delving into various resultant cases of Tanzania, Kenya, South Africa and Namibia. According to his findings, Tanzania's stability over a long period is presently reaping benefits for the country as it has become a prime destination of foreign direct investment, registering positive economic growth. He observed that in South Africa and to a lesser extent in Namibia, the sustainability of state-building is being called into question by persistent inequality that is threatening unity. Tatenda, in his interrogation, highlighted several pitfalls of nation building, particularly related to minority groups that can lead to conflict as well as poor policies of government. He concludes his inquiry by showing that for nation building to remain relevant, it should generate African unity, whilst at the same time allowing its diverse communities to flourish.

More research on ethnicity, tribe, nationalism, and state-building in Africa has highlighted the complex and multifaceted nature of these relationships. Recent studies have emphasized the importance of understanding the intersections between ethnicity, tribalism, nationalism, and state-building (Lynch 2011). Further, to the above, Gabrielle Lynch (2011), in uncovering the Kenyan Kalenjin's roots, examines the ways in which ethnic groups are socially constructed and renegotiated over time. She demonstrates how historical narratives of collective achievement, migration, injustice, and persecution constantly evolve. As a consequence, ethnic identities help politicians mobilize support and help ordinary people lay claim to space, power, and wealth. Lynch reveals that ethnic politics encourages a sense of ethnic difference and competition, which can spiral into violent confrontation and retribution.

Her study hinges on the 2007 disputed Kenyan election, which erupted into a two-month political crisis that led to the deaths of more than a thousand people and the displacement of almost seven hundred thousand. Much of the violence fell along ethnic lines. Drawing on the rich archive of research and vivid oral testimony, in one of her popular articles, analyzes the creation, development, political relevance, and popular appeal of the Kalenjin identity as well as its violent potential to undermine cohesion within the country. In conclusion, her study advocates for united efforts by all in dismantling the enigma surrounding ethnicity and tribalism and rather harness them in positive ways that foster peace, unity, and development in the society.

Adama Charity, in her thesis dissertation (2016), using Tanure Ojaide's novel "The Activist" as anchor text, presents a powerful exploration of the socio-political and environmental issues faced by the Niger Delta region in Nigeria. According to her study, the novel can be seen as a national, ethnic, and tribal prototype text because it addresses the broader national struggle for environmental justice, while also focusing on the specific ethnic and tribal experiences of the Niger Delta people. She further states that by weaving together environmental, political, and sociocultural themes, Ojaide's novel offers a nuanced portrayal of the complex interplay between

national identity, ethnic heritage, and tribal traditions, which is significant in understanding the postcolonial and neocolonial dynamics in contemporary African literature and society. From the above studies reviewed, it is clear that none has carried out a study as is intended by the present study, “The Activist’s Dilemma: unpacking the complexities of ethnicity, tribe, nationalism and state-building in Africa.”

### **Methodology**

This paper adopts the Critical Discourse Analysis (CDA) theoretical framework in carrying out this study. Founding figures of the framework, Wodak and Meyer (2001), define Critical Discourse Analysis as fundamentally concerned with analyzing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language. CDA is an important theoretical framework of analysis which investigates both written and spoken texts by bringing out deep and hidden meanings of discursive elements. The major founder, Van Dijk (1998), defines CDA as a field that is chiefly concerned with scrutinizing written and spoken texts for the discursive source of power, dominance, inequality, and bias in the social and political context.

### **Description of the Research Design and Approach**

This theory is suitable for this paper because, through close reading, it exposes the various dynamics of language use in the primary text “The Activist” by showing the interplay of identity and power in laying claim to space and resources using ethnic and tribal rights. There is also the use of language to create and establish dominant narratives by the minority ruling group and the countering of these assumptions through language by the marginalized group. These claims, as will be interrogated in the text made using language. The text employs various narrative styles such as polyphonic narrative voices, including the Activist’s inner monologue, dialogue with other characters, and third-person narration, creating a rich tapestry of perspectives. Non-linear narrative technique portrays the story unfolding non-chronologically, with flashbacks and fragmented narrative structures that reflect the Activist’s disjointed and traumatic experiences. Through the narrative styles used in the text, the marginalization of the Niger Delta peoples and the conscious degradation of their environment by the multinational oil companies backed by the Federal Military Government is revealed. This was achieved through the analysis of the language use by the characters in the text, which represent different ingroup and outgroup formation, thereby creating as well as consolidating popular narrative and ideology in the society.

### **Explanation of the Selection of the Activist as a Case Study**

“The Activist”, is a text that is apt in its representation of the power of ethnicity, tribe, and identity in shaping individual and group ideologies and allegiance. The novel is set in a Nigerian University consisting of people from different tribes, which is a microcosm of the country’s ethnic diversity. This context and setting allow for a rich exploration of ethnicity and tribalism and how not handling it well unleashes horrendous crises on the masses. Diversity in the creation of characters

from different ethnic backgrounds presents a platform to examine the interactions, tensions, and relationships between these groups. There is a highlight of tensions and conflicts between different ethnic groups, illustrating the challenges of ethnicity and tribalism in Nigerian society. The Activist's struggles with his own tribal identity and his relationship with others from different tribes catalyze exploring the complexities of tribalism in Nigeria and other nations in Africa. A close reading of the novel shows that national identity critically intersects with ethnic and tribal identities while nationalism shapes individual and collective identities and loyalties. In the early part of the text, the protagonist narrator has this to say on the 1967 civil war that erupted in Nigeria,

“When the Biafran forces entered the Midwest Region in 1967, the Nigerian Army posted to defend the State's borders melted away and the invading forces that called themselves liberators took over the entire state....The boma boys organized themselves into a kind of guerrilla force and took on the rebel army that invaded their town. They not only killed many of the rebel soldiers, their rising sun uniforms still trophies among the old, but also succeeded in driving them out of the town. The above conflict is one of many regional crises that have rocked the Nigerian nation in her bid to evolve as an independent egalitarian society.

The above excerpt is in total agreement with Fairclough (1995), that states that “critical discourse analysis aims to systematically explore...relationships of causality and determination between wider social and cultural structures, relations, and processes; to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” Of course, there is always a struggle for control of power in societies where there is a social, economic, and political divide arising from ethnic and tribal inclinations, as is represented in the novel being used to frame this study.

Of course, the dream is not foreseeable, as it seems that African leaders are not yet mature in embracing nationalism for what it means. The level of labor and success invested and attained by the Activist in his Niger Delta native home in the text is a testament that cohesion and stability can be actualized in the country and continent, if individual and group forces are positively harnessed for the purpose. This revealing aspect of Tanure Ojaide's “The Activist” makes it a fit choice of discourse in carrying out this study.

### **Discussion of the Analytical Framework used to examine the novel.**

The novel portrays the power dynamics between the university administration, the government, the student activists, the women, organized institutions, the area boys, and other individual characters in the text to highlight the struggles and tension between individuals, groups, and institutional oppression. These struggles, conflicts, and tensions were presented and countered through language discourse. Language manifested dominant relationships, discrimination, and social inequality and also opposed it.

## Close reading of “The Activists”

### i. **The protagonist’s experiences and relationships.**

The Activist’s disjointed life and relationships right from the United States are a mirror of the complexities of the ethnic, tribal, and national conflicts that have bedeviled the Niger Delta people of Nigeria in the text since the discovery of crude oil in the region. The protagonist’s unsettled life overseas and his search for stability are symbolic of the disheveled state of affairs in his native home in the Niger Delta. His decision to return home to Nigeria marks a step-in striving at winning a protracted economic and socio-political war that has ravaged the area. This is shown in “The Activist” (2006), using the protagonist’s inner monologue, “He saw the problems at home as a tug of war between the dictatorial military government and the civilians, in which the stronger side would triumph. He wanted to throw his small weight on the civilian side that wanted democracy in place of the tyranny of the gun”. In the foregoing, the Nigerian nation has witnessed not a few ethnic and tribal conflicts that always threatened her peace and unity since independence, resulting from the inability of the leaders, both military and democratic, to address ethnic and tribal problems as is presented in the novel.

Tanzania, as mentioned earlier, has achieved relative progress and attracted foreign investments for intentional steps taken by her leaders in nipping the ethnic and tribal problems in the bud.

Unfortunately, Nigerian leaders, instead of taking advantage of the rich endowment of human and natural resources in developing the nation in the regions and ethnic groups, manipulate them to their political gains. This is the reason Nigeria has experienced and is still experiencing unrest and conflicts as a result of the philosophical and ideological divide arising along ethnic and tribal lines.

Further to the above, the Activist’s experience as a refugee in the United states where the immigrants are subjected to racism and treated as second-class citizens, is key to his returning to his country. His return was not only to regain his true identity as a normal person having human rights as others from other races of the world, but most importantly to contribute to making things right in his own ethnic homeland where there have been incessant unrest and conflicts. An excerpt from the text describes him thus, “various area boys heard about the Activist. They listened to him at the barber’s shop as he railed against the powerful countries that were stifling small ones to maintain their high standard of living. They heard him talk about their Niger Delta people being cheated of their inheritance by the multinational corporations.

The Activist was plunged into several relationships in his bid to study as well as understand the depth of marginalization and exploitation of his region by the Federal Military Government and the Oil Companies in order to proffer solutions to the people. His relations with individuals and groups below his status were for the above purpose. In the text, this is presented thus, “Pere asked

himself many questions. Was this American returnee genuine or playing on his people's intelligence? How could he have left the United States willingly to come to the warfront of a place?... Time would tell what type of person he was...The Activist wanted to know Pere too... He had asked his barber, a young man in his mid-twenties, about Pere when his name first came up in their conversation. He was curious to know this leader of the area boys. From the above excerpt, it is clear that the protagonist stooped below his social status to relate to gather information needed to tackle the problem at hand. This goes to explain that for the larger crisis in the region and the nation to be resolved, the local people, the elite, and the ruling class have a role to play.

### **The representation of ethnicity, tribe and nationalism**

“The Activist” by Tanure Ojaide is a thought-provoking novel that explores the complex relationships between ethnicity, tribe, and nationalism in Nigeria. Ethnicity is a dominant theme in the text, as it explores the tension and conflicts between different ethnic groups in Nigeria. The novel highlights how ethnicity can be a source of identity and pride, but also a source of division and conflict. From the text, we can clearly see this in the horrendous uprising that broke out among the three major tribes in the Niger Delta: the Urhobo, Itsekiri, and the Izon in the struggle for ownership of Warri, a major city. The excerpt states, “...it was at this same time that the ownership of Warri became a contentious issue. The Itsekiri argued that the town's name was theirs; the Izon people made a similar argument, and the Urhobo did the same. The three groups used their separate languages and history to claim what they had jointly owned and shared in peace”.

This reality is further presented in the text through the inner musings of one of the few patriotic chiefs:

“Chief Tobi Ishaka took a long look at the situation in the Niger Delta area and saw no simple solution to the community's problems in the short term. He saw no easy way that the minority groups would seek a political solution to the revenue sharing formula of the country. The majority groups were rivals and even hostile to each other, but they united on one issue: ganging up against the minority groups from whose ninety-nine percent of the nation's revenue was derived.

The above situation implies that there is a dire need for inclusive governance and representation in addressing ethnic and tribal problems so as to create a healthy society where there is no ethnic and tribal divide. The novel underscores the urgency of also addressing historical grievances and injustices that have contributed to ethnic and tribal uprisings in the country.

### **Examination of how the novel reflects and challenges dominant narratives around state-building and social justice in Africa.**

The text challenges the popular and conventional idea that assigns the national government with the primary responsibility of providing development and social justice in Africa. Provision of public goods and services such as quality education, efficient healthcare, infrastructure, and social welfare programs should be catered by the regional sections of the nation. The above is achievable in the nation if the federal government promotes economic development through policies, regulations, and investments, as well as allowing the regions to manage a reasonable percentage

of resources from their areas to foster economic growth and development. Further to this, countries should ensure social justice by protecting human rights, promoting equality, and addressing social inequalities.

The protagonist, as a symbol of change in the text, became the voice of reason in awakening the entire Niger Delta people to wrest their rightful God-given resources from the exploiter. But he would achieve this by dialogue, diplomacy, creating awareness, organizing peaceful protests, and many more tactics. The people, including the students, youths, and women, needed to be enlightened about what is at stake and how to dismantle the wrong dominant narratives that had held them down for decades. The Activist's first target audience would be the students, who he believes have talents and the right kind of energy required for the herculean task. So, he started by organizing talks with them on campus. In one of the gatherings, he addressed them thus,

“From the second month of his arrival at the university, the Activist started to be invited by many students' clubs to make presentations on local, national, and international issues ranging from cultural and social to political ones, and he was always ready to address any challenging topic. He spoke to small groups of students and promoted dialogue with them. ... According to him, one must be on the side of humanity.... He was at last creating a base work for the change that he sought”. To succeed in challenging dominant narratives in an unequal society, one has to create awareness of popular misconceptions and wrong assumptions upheld by the ruling group and organized state institutions. In doing this, the people stand a chance of knowing their civil human rights. This the Activist did and reoriented the people at different levels in his native homeland.

Having been educated on the right course in claiming back their environment and the resources, the students set to work, though unfortunately taking laws into their hands in carrying out jungle justice by burning a university Don alive, for being on the side of the exploitative oil company. An excerpt from the text reveals that, “The situation suddenly became rowdy and chaotic, and in the commotion that followed, a group of students forced a tire over the don's neck. All of a sudden, the ebullient don had become a sacrificial animal that was bound and helpless. The students dragged him out to the open field, filled the tire with petrol and set him ablaze”.

Resisting dominant narratives in a society where the masses have been marginalized and subjugated beyond measure is usually horrendous. This situation is replete in Nigeria and most African nations with the leaders paying deaf ears to the suffering of the led. In the novel, the students, made up of individuals from different ethnic and linguistic backgrounds, organize themselves to oppose the corrupt Federal Military government, the exploitative oil companies, and demand inclusion in the oil exploration of their area. Their demand also extends to advocating for the development of their degraded region and the provision of basic and social amenities. The students' union government tells the representative of the Military government and Bell Oil Company that “We were not just fighting for our rights as students; we were fighting for the future

of our country. We were fighting against the corrupt and oppressive system that had held our country back for so long. We were fighting for a Nigeria that was just, equitable, and free from the shackles of colonialism and neo-colonialism”.

These expressions reflect the novel’s interrogation and emphasis on the agency of civil society, the importance of local knowledge and culture, and the need for Pan-Africanist solidarity. Civil societies such as the student bodies are known to be objective in tackling issues that hinge on poor leadership and social injustices in the society. This is as a result of the fact that they are neutral and view things from an objective perspective. Local knowledge and culture are the exclusive right of every member of a society to enable people to chart the right course that will foster unity and stability.

The novel highlights the agency of civil society, specifically the contribution of student activists, in driving social change and promoting social justice. Promotion of Pan-Africanist vision of African unity and solidarity, highlighting the need for regional cooperation and integration. The above excerpt emphasizes the imperative nature of radical transformation of Nigerian society, showing the inevitability of challenging the existing power structures and promoting social justice. This philosophy agrees with the fact that the dominant narrative requires gradual reforms and incremental changes, which are sufficient for promoting development and social justice in Africa. Highlights of struggles and resistances of various groups, including women and area boys, against dominant narratives and oppressive systems abound in the text. The contributions of women and area boys in challenging popular opinions and assumptions around state-building and social justice in Africa are multifaceted and significant. For a long time, dominant narratives have perpetuated a simplistic and misleading account of Africa’s development, often portraying the continent as a passive recipient of external aid and intervention. However, women and area boys are challenging these narratives, asserting state-building and social justice. Women’s groups and activists are at the forefront of this challenge, highlighting the gendered dimensions of state-building and social justice. They emphasize the importance of women’s participation, representation, and rights in shaping Africa’s future. “The Activist” presents women’s contribution in the light of the struggle by stating that, “The women of the community had had enough. They had had enough of being marginalized, enough of being excluded from decision-making processes, enough of being treated as second-class citizens. They organized themselves, mobilized their resources, and demanded to be heard”. (Chapter 12)

By centering women’s voices and experiences, they are challenging dominant narratives that often marginalize or erase women’s contributions. Women are also promoting alternative narratives that advocate inclusive governance, participatory democracy, and equality. They advocate for policies and practices that address the needs and concerns of marginalized communities, including women, children, and the poor. Further illustration of women’s role in the struggle for unity, cohesion, and stable nations in Africa, as exemplified in the novels, reveals that, “The women’s group had become a powerful force in the community. They had organized themselves, mobilized their

resources, and were now demanding to be heard. They were no longer just victims of circumstances, but agents of change.” (Chapter 18)

The above excerpt highlights the empowerment of women, as they organize themselves and demand to be heard.

On the part of the Area boys, redemption shows how the Area boys are redeeming themselves by forming a community organization and providing training and employment opportunities. The effort of the Area boys cannot be overlooked as it is portrayed as legitimate and important, even though they operate outside of traditional legal frameworks, because their struggle is against existing narratives and systems that perpetuate inequality and injustice. The novel portrays the area boys’ resistance as a response to the failures of the state and the oil companies to provide for their needs and protect their environment. In the text, we have this to support the above opinion’ “The area boys were not just thugs; they were a product of a system that had failed them. They were young men who had been denied access to education, to employment, to opportunities. They had been forced to survive on the margins, to eke out a living in the shadows. But they were not just victims; they were also agents of change.”(chapter 15)

The novel contextualizes the illegality of these groups’ actions by highlighting the ways in which the state and other powerful actors have failed to provide for their needs and protect their rights. Overall, the novel suggests that the efforts of these groups are important and legitimate, even though not organized under the auspices of law.

In conclusion, the contributions of the student body, women, villagers, and area boys in challenging dominant narratives around state-building and social justice in Africa are vital. They promote alternative narratives, foster social change, and advocate for inclusive governance and community-led development. By representing the voices of the different groups and marginalized communities, the text is engaging in dynamic ways of redefining the terms of state-building and social justice in Africa.

### **Implications of the analysis for understanding the complexities of ethnicity, tribe, nationalism, and state-building**

The analysis of “The Activist” offers profound implications for understanding the complexities of ethnicity, tribe, nationalism, and state-building in Nigeria and African states generally. By examining the novel’s portrayal of the intricate relationship between these concepts, we have gained a deeper understanding of the challenges and opportunities that arise when striving to build a cohesive and just society. One of the primary implications of the analysis is the recognition that ethnicity and tribe are complex and multifaceted concepts that cannot be reduced to simple and essentialized categories. The article did justice in highlighting how ethnic and tribal identities are constructed and negotiated through intrigues created by historical, cultural, and socio-economic

factors. This clear understanding of ethnicity and tribe challenges traditional assumptions that often rely on simplistic or stereotypical representations of these concepts.

Furthermore, the analysis of “The Activist” suggests that nationalism is a highly contested and context-dependent phenomenon that can be both a unifying force and a source of division and conflict. The novel shows the tensions between different nationalist movements and ideologies, highlighting the ways in which these tensions can be both creative and destructive. This complex understanding of nationalism challenges popular assumptions that often rely on simplistic or binary representations of nationalism as either good or bad.

In addition, the analysis of the novel highlights the critical role that civil society, social movements, and community-based initiatives play in shaping the complexities of ethnicity, tribe, nationalism, and state-building. It also portrays the ways in which these actors can both challenge and reinforce existing power dynamics, often in creative and innovative ways. This understanding of the role of civil society and social movements opposes dominant narratives that often rely on simplistic or state-centered representations of political change and social transformation. Finally, the analysis of “The Activist” suggests that the complexities of ethnicity, tribe, nationalism, and state-building are deeply context-dependent and require a clear and historically informed understanding. The novel portrays the ways in which these complexities are shaped by specific historical, cultural, and socio-economic factors, highlighting the need for a contextualized and multidisciplinary approach in understanding them. This understanding of the context-dependent nature of these complexities challenges dominant narratives that often rely on simplistic or universalized representations of ethnicity, tribe, nationalism, and state-building.

In rounding off this section, the analysis of “The Activist” offers profound implications for understanding the complexities of ethnicity, tribe, nationalism, and state-building in Africa generally. By highlighting the nuances and complexities of these concepts, the novel challenges dominant narratives and offers a more nuanced and contextualized understanding of the challenges and opportunities that arise when trying to build a cohesive and just society.

## **Conclusion**

In conclusion, the complexities of ethnicity, tribe, nationalism, and state-building in Africa pose significant challenges to building cohesive and just societies. Dominant narratives often oversimplify or essentialize these concepts, neglecting the nuances and complexities of African societies. This oversimplification can lead to inadequate policies and interventions that fail to address the root causes of poverty, inequality, and social injustice. That is the reason this study, “The Activist’s Dilemma”: Unpacking the Complexities of Ethnicity, Tribe, Nationalism and State-Building in Africa”, provides a nuanced and multidisciplinary exploration of the intricate relationships between the concepts in Nigeria and the African continent. Through a critical analysis of the complex dynamics at play, the article challenges dominant narratives and beliefs and offers

a more nuanced and diversified understanding of the challenges and opportunities that arise when trying to build a cohesive and just society. It is noteworthy that the article's findings have significant implications for policymakers, practitioners, and scholars working on issues related to state-building, social justice, and economic development in Africa. By highlighting the complexities and nuances of ethnicity, tribe, nationalism, and state-building, the article emphasizes the need for more contextualized and historically informed approaches to addressing these challenges. It also contributes to a deeper understanding of the complexities of African societies and the need for more nuanced and multidisciplinary approaches to addressing the challenges of state-building and social justice on the continent.

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## THE ROLE OF DIGITAL TECHNOLOGY IN ENHANCING TEACHING AND LEARNING IN NIGERIAN COLLEGES OF EDUCATION

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### **Abstract**

*Digital technology has revolutionized education globally, offering innovative solutions to improve teaching and learning. In Nigeria's Colleges of Education, integrating digital tools has the potential to enhance instructional delivery, student engagement, and academic performance. This paper explores the role of digital technology in education, the benefits, challenges, and recommendations for effective implementation.*

**Keywords:** *Digital Technology, Teaching, Learning, Nigerian Colleges of Education, ICT, E-Learning*

### **Introduction**

Education is a fundamental pillar for national development, and technology has become an essential component of modern teaching and learning. In Nigerian Colleges of Education, digital technology offers opportunities to enhance instructional methods, improve student comprehension, and bridge educational gaps. This paper examines the impact of digital technology in Colleges of Education and how it can be effectively implemented to improve learning outcomes.

### **The Role of Digital Technology in Teaching and Learning**

Digital technology enhances teaching and learning in various ways, including:

#### **Interactive Learning**

Digital tools such as smart boards, educational apps, and multimedia presentations make learning more engaging and interactive. Students can visualize complex concepts, leading to better understanding.

### **E-Learning Platforms**

Online learning management systems (LMS) like Google Classroom, Moodle, and Edmodo allow students to access learning materials, submit assignments, and interact with instructors remotely. This is particularly beneficial for distance learning programs.

### **Access to Online Resources**

The internet provides access to vast educational resources, including research journals, e-books, and open-source materials, helping students and lecturers stay updated with the latest developments in their fields.

### **Virtual Classrooms and Webinars**

With video conferencing tools like Zoom, Microsoft Teams, and Google Meet, lecturers can conduct live classes, host webinars, and facilitate discussions beyond the physical classroom.

### **Digital Assessment and Feedback**

Technology enables automated testing and instant feedback through online quizzes, assignments, and grading systems. This improves efficiency in assessing student performance.

## **Challenges of Implementing Digital Technology in Nigerian Colleges of Education**

Despite its numerous benefits, the adoption of digital technology in Nigerian Colleges of Education faces several challenges:

### **Inadequate Infrastructure**

Many institutions lack reliable electricity, internet connectivity, and modern digital facilities, limiting technology integration.

### **Limited Digital Literacy**

Some lecturers and students struggle with using digital tools effectively due to insufficient training and exposure.

### **High Cost of Implementation**

Acquiring and maintaining digital technology requires significant financial investment, which may be a challenge for underfunded institutions.

### **Resistance to Change**

Some educators prefer traditional teaching methods and are reluctant to embrace digital innovations.

### **Recommendations for Effective Integration of Digital Technology**

To enhance teaching and learning through digital technology in Nigerian Colleges of Education, the following measures should be adopted:

### **Investment in ICT Infrastructure.**

Government and educational institutions should prioritize funding for internet access, computer labs, and power supply to support digital learning.

### **Training and Capacity Building**

Workshops and training programs should be organized for lecturers and students to improve their digital literacy skills.

### **Adoption of Affordable Digital Tools**

Institutions should explore cost-effective digital solutions such as open-source software and free e-learning platforms to minimize expenses.

### **Policy Development and Implementation**

Education policymakers should create clear strategies and frameworks for integrating digital technology into curricula and teaching methodologies.

### **Conclusion**

Digital technology has the potential to transform teaching and learning in Nigerian Colleges of Education by improving access to resources, enhancing engagement, and facilitating efficient instructional delivery. However, for successful implementation, challenges such as inadequate infrastructure and digital literacy must be addressed. A collaborative effort between the government, institutions, and stakeholders is necessary to maximize the benefits of digital education.

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**IN-SERVICE TRAINING AS CORRELATION OF EMPLOYEE JOB PERFORMANCE  
AMONG STAFF OF THE NATIONAL COMMISSION FOR COLLEGES OF  
EDUCATION (NCCE), ABUJA**

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**Abstract**

*The study investigated In-Service Training as a correlate of employee job performance among staff of the National Commission for Colleges of Education (NCCE), Abuja. To guide the study, four research questions were raised, and one of them was answered while three were hypothesized and tested at a 0.05 level of significance. The study was a descriptive survey design. The population of the study was all the staff of the National Commission for Colleges of Education, Abuja. The sample of the study consisted of 10 % of the staff of the National Commission for Colleges of Education. A questionnaire titled: In-Service Training and Job Performance of Staff of National Commission for Colleges of Education. The questionnaire was divided into sections A and B. Section A dealt with the bio-data of the respondents, while Section B dealt with the In-service Training and Job Performance variables. The instrument was validated by the researcher's supervisor and two other experts in Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria. The reliability of the instrument was determined with the Pearson Product-Moment Correlation technique, which yielded the value of 0.69. The data obtained for the study were collected, collated, and analyzed using percentage, regression, and analysis of variance. The findings revealed that the level of In-Service Training in National Commission for Colleges of Education is moderate, there was a significant relationship between In-Service training and job performance among staff of National Commission for Colleges of Education based on gender, there was a significant relationship between In-Service Training and job performance of National Commission for Colleges of Education, while there was a significant relationship between In-Service Training and job performance based on the staff educational qualification. Based on the findings, it was recommended, among others, that: a gender-sensitive*

*motivational policy should be enacted, while the National character should be reflected in the motivational packages made available to workers.*

### **Introduction**

The focus of In-Service training is to ensure the preparedness of public officials in service for better service delivery. It is an educational activity aimed at increasing their level of efficiency and increasing their knowledge, experience, and skills so that they can better perform their future duties and responsibilities efficiently and effectively. The in-service training programme helps to acquire new understanding which may lead to effectiveness in the workplace.

An in-service programme is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. In-service training acts as a catalyst for staff's effectiveness. It is also a way of updating employees' skills and knowledge, which may lead to better job performance (Awolliji and Etejere 2021). In-service training represents a significant financial investment for supporting the continued competence of the workforce. In-Service training is an important means through which staff are equipped with the necessary knowledge and skills to improve overall goals and developmental objectives. The extent to which In-Service training achieves or impacts organizational and individual performance is often questioned. Okae-Anti (2007) observed that training had an impact on staff performance in terms of knowledge and skills gained. In-service training represents a significant financial investment for supporting the continued competence of the workforce. The need for in-service training cannot be underestimated. It is a necessity in enhancing work performance and motivation of workers in the field. Absence of in-service training for workers will retard the professional growth of employees as well as "missing gaps between demands and actual achievement levels. In-service education allows for such activities that may include seminars, workshops, conferences, classes, and exhibitions, etc., that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the in-service education of workers to promote their professional growth and development. A better staff development programme is aimed at helping employees to update their knowledge, expertise, skills, and competence in the workplace (Osamwonyi, 2016). In-service training involves both the desire to train staff on skills needed to survive in the workplace and workers' interpersonal style towards co-staff, while Omar (2014) affirmed that a motivated staff is vital for a successful and effective work system. They show up consistently, inspire, and engage their co-workers. Resourceful staff in the modern educational world is an exceptionally challenging task. Beyond the daily work routine, staff also work to manage students' behaviour, family issues, teaching pressure, and many other difficult issues. Therefore, it is the work of every administrator to support and motivate their staff, as motivated staff creates an engaging and collaborative environment for staff to perform (Kroese, 2022).

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms part of human

resources management. According to Gyut, Kenard & Sunday (1999), job performance emphasizes the instrumentality of performance for organizational goals.

Job performance (sometimes also called work performance) is a widely used tool and metric in management. One of the main objectives of any working professional, whether it be a manager or an employee, is to deliver high performance on the job and to support fellow peers, teams, and co-workers to do the same. Consequently, the concept of job performance is an important building block in management. On a general level, job performance describes the contribution of an individual to the overall success of an organization (Ahamed and Hussain 2018).

However, (Ukata and Luke 2020) affirm that In-Service training and job performance in any organization can be influenced by many issues or factors such as the gender of the workers. There is always a dichotomy between male and female staff's approach to motivation, due to their diverse training background and orientation about the place of work climate. The educational qualification of staff will also definitely influence the management of staff motivation and job performance in any organization.

The educational qualification of staff will also definitely influence the management of staff motivation and job performance in any organization. However, the staff is often expected to understand the organization they work in better and handle normal job performance in any work setting better; hence the need for in-service training (Ahiatrogah, 2017). In view of this, the study intended to investigate in-service training and job performance in the National Commission for Colleges of Education. This issue has become a burden in the organization and therefore calls for analysis.

### **Statement of the Problem**

It is generally assumed that in-service training enhances organizational job performance. Most organizations that do not carry out In-Service training may have poor job performance, which has continued to degenerate into inefficiency among staff. This issue may have led to redundancy among staff. In-Service staff training has continued to generate comments among the commission's stakeholders. In-service training, which is primarily derived from the need to equip staff for the assigned work, may be undermined by a number of factors such as higher levels of professional stress, inhibition of staff autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness, and limited growth potential. Motivation is needed in any system, as they are intrinsic to human beings, forming an integral part of their moral and emotional growth. Likewise, in all organizations. An organization is designed in a way where staff are framed for job performance, manifests itself daily and assumes relevance, being the result of the multiple interpersonal relationships that occur in the organizational context.

Despite all administrative efforts to expose staff of the National Commission for Colleges of Education Abuja to in-service training due to its effects on job performance, improper staff training

appears to occur across the lineage of staff gender, the status of the staff, as well as their educational qualification in the Commission. Therefore, this study seeks to investigate in-service training and job performance in the National Commission for Colleges of Education. This issue has become a burden in the organization and therefore calls for analysis.

### **Purpose of the Study**

The purpose of the study is to examine the influence of In-Service training on the job performance of staff of the National Commission for the Colleges of Education. Specifically, the study sought to:

1. find out the level of In-Service training in the National Commission for Colleges of Education, Abuja
2. ascertain the level of In-Service training in the National Commission for Colleges of Education based on gender
3. examine the influence of In-Service training on workers' job performance based on State of Origin
4. determine the influence of In-Service training on workers' job performance based on staff educational qualification

### **Scope and Delimitation of the Study**

The study investigated In-Service training and workers' job performance in the National Commission for Colleges of Education, Abuja. It covered all the categories of required In-Service training that will lead to staff productivity. However, the study was delimited to only the staff working at the Abuja office of the Commission and variables of gender, state of origin, and staff educational qualification.

### **Research Questions**

The following research questions guided the study:

1. What is the level of In-Service training in the National Commission for Colleges of Education, Abuja?
2. What is the level of In-service training in the National Commission for Colleges of Education based on gender?
3. What is the influence of in-service training on job performance in NCCE based on State of Origin?
4. What is the influence of In-service training on staff job performance in NCCE based on staff educational qualification?

### **Hypotheses**

Research question 1 was answered, while 2-4 were hypothesized.

1. In-Service training will not significantly influence workers' job performance in the National Commission for Colleges of Education based on gender

2. In-Service training will not significantly influence workers' job performance in NCCE staff based on State of Origin
3. In-Service training will not significantly influence workers' job performance in NCCE staff based on State of Origin, based on staff educational qualification.

### Methodology

This study was a descriptive survey that adopted a correlational research design. The descriptive survey design was considered applicable for this study since relevant information was collected through the use of questionnaires to describe and interpret In-Service training and workers' job performance among staff of the National Commission for Colleges of Education, Abuja. The population of this study comprises all the staff of the National Commission for Colleges of Education, Abuja. A total of 74 staff formed the population of the study. The purposive sampling technique was used to select the sample size used for the study. A total of 74 staff of the Commission were selected. The research instrument (INSTAJPONCCE) was administered by the researcher and two trained research assistants. The researcher and the trained assistants guided the staff of the Commission on how to fill out the questionnaire. The administration of the instrument lasted for two months. A structured questionnaire was used for the collection of data comprises two (2) sections. Section A was used to collect relevant demographic information about the staff who responded to the questionnaire, while Section B was used to collect data on In-service training and workers' job performance. The collected data were analyzed using descriptive statistics such as of percentage, regression and analysis of variance were used to test hypotheses formulated at 0.05 alpha level of 0.05.

### Result and Discussion of Findings

**Research Question One: What is the level of In-Service training in the National Commission for Colleges of Education, Abuja?**

**Table 1: Level of In-Service Training**

<b>Level of In-Service Training</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Low</b>	20	27
<b>Moderate</b>	30	40
<b>High</b>	24	32
<b>Total</b>	74	

The data in Table 1 reveal that 24 (32%) out of the 74 workers used for the study recorded a high level of In-Service training, 30 (40%) accounted for a moderate level of effect, while 20 (27%) accounted for a low level of In-Service training. It therefore implies that the level of In-Service training in National Commission for Colleges of Education, Abuja, is moderate.

**Hypothesis One: In-Service training level will not significantly influence workers' job performance among staff in National Commission for Colleges of Education based on gender**

**Table 2: Regression Summary of In-Service Training and Workers' Job Performance based on Gender**

	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std-Error of the Estimate</b>	<b>R Square Change</b>	<b>F Change</b>	<b>Sig Change</b>	<b>F</b>
<b>1</b>	<b>.002a</b>	<b>.001</b>	<b>1.011</b>	<b>.4210</b>	<b>.0002</b>	<b>.001</b>	<b>.615</b>	<b>1.802</b>

**Table 3: Analysis of Variance of In-Service Training Level and Employee Job Performance**

	<b>Sum Squares</b>	<b>of DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1 Regression</b>	<b>.000</b>	<b>1</b>	<b>.000</b>	<b>4.001</b>	<b>.0300b</b>
<b>Residual</b>	<b>10111</b>	<b>88</b>	<b>.167</b>		
<b>Total</b>	<b>10111</b>	<b>89</b>			

There was a significant relationship between In-Service training and workers' job performance among staff of the National Commission for Colleges of Education based on gender. This can be observed from the data above. The R-Value 0.002 shows a good degree of co-linearity between the variables. The R-Squared value of .001 and the F-statistic value of 4.991 show that In-Service training affects employee job performance at a p-value of  $0.0300 < 5\%$  (0.05) level of significance.

**Hypothesis Two: In-Service Training will significantly influence worker job performance**

**Table 4: Regression Summary of In-Service Training and Workers' Job Performance**

	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>R Square Change</b>	<b>F Change</b>	<b>Sig Change</b>	<b>F</b>
<b>1</b>	<b>.002a</b>	<b>.001</b>	<b>1.012</b>	<b>.3210</b>	<b>.0002</b>	<b>.001</b>	<b>1.602</b>	

**Table 5: Analysis of Variance of In-Service Training and Workers' Job Performance**

	<b>Sum Square</b>	<b>of DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>1. Regression</b>	<b>.000</b>	<b>1</b>	<b>.000</b>	<b>3.001</b>	<b>.0200b</b>
<b>Residual</b>	<b>10112</b>	<b>88</b>	<b>.156</b>		
<b>Total</b>	<b>10112</b>	<b>89</b>			

There was a significant relationship between In-Service training and employee job performance of the National Commission for Colleges of Education. This can be observed from the data above; the R-Value of .002 shows a good degree of co-linearity between the variables. The R-Squared value of .0002 and the F-statistic value of 3.001 show that In-Service training affects the employee job performance of staff at a p-value of  $0.0200 < 5\%$  (0.05) level of significance.

**Hypothesis Three: In-Service Training will not significantly influence employee job performance based on the staff educational qualification**

**Table 6: Regression Summary of In-Service Training and Workers' Job Performance based on the Staff Educational Qualification**

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	
1	.002	.001	1.011	.3211	.0002	.001
						1.502.

**Table 7: Analysis of Variance of In-Service Influence and Employee Job Performance based on the Staff Educational Qualification**

	Sum of Square	DF	Mean Square	F	Sig.
<b>1. Regression</b>	.000	1	.000	2.001	.0200b
<b>Residual</b>	10111	88	.154		
<b>Total</b>	10111	100			

There was a significant relationship between In-Service training and employee job performance based on the staff educational qualification in junior secondary school. This can be observed from the data above; the R-Value of .002 shows a good degree of co-linearity between the variables. The R-Squared value of .0002 and the F-statistic value of 2.001 show that In-Service training affects employee job performance based on the staff educational qualification.

**Conclusion**

Based on the findings of the study, it was concluded that In- Service training is a correlate of employee job performance among staff of the National Commission for Colleges of Education. Therefore, policies, plans, and strategies must evolve that will further enhance employees' job performance.

**Recommendation**

Based on the findings, the following recommendations were made;

- i. Gender sensitive employees’ motivation policy should be enacted.

- ii. Employees' education-biased motivational packages should be developed.
- iii. In-service training should be a core mandate, and in respective gender, state of origin, and employee qualification.
- iv. There is a need for training and re-training of the staff periodically to ensure optimal job performance and the exhibition of new ideas into the organization.

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**INSTRUCTIONAL MATERIALS: A TOOL FOR EFFECTIVE IMPLEMENTATION OF  
ENTREPRENEURSHIP CURRICULUM IN SENIOR SECONDARY SCHOOLS IN  
ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE**

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**Abstract**

*This study examines the use of instructional materials as a tool for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. The objective is to determine the effectiveness of instructional materials utilization in the implementation of entrepreneurship curriculum in senior secondary schools with a focus on Ilorin South Local Government Area of Kwara State. The paper adopted a descriptive survey research design, and the study population comprised both students (10519) and entrepreneurship teachers (37). A sample of 370, drawn through a multi-stage sampling procedure, was used in the study. Data used in this study were collected through a researcher-made questionnaire, which had a reliability index of .70, and were analyzed using mean and standard deviation to answer research questions and chi-square to test hypotheses. The findings of the study revealed that there was a significant influence of the utilization of instructional materials for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. The study concludes that: teachers' instructional competency and use of instructional materials significantly influence implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State. It therefore made the following recommendations, among others: Kwara State Ministry of Education should organize workshops to train teachers' instructional delivery competencies for the implementation of entrepreneurship curriculum in senior secondary schools, and teachers should be creative in using the availability of instructional materials for the implementation of entrepreneurship curriculum at the same level of education.*

**Keywords:** *Instructional Materials, Implementation, Entrepreneurship, Curriculum, Senior Secondary Schools and Kwara State.*

## **Introduction.**

Economic empowerment of the citizenry is the prime objective of any nation. In Nigeria, entrepreneurship education is one of the approaches which the federal government designed and embraced to reduce mass poverty and unemployment and increase self-reliance among youth. Entrepreneurship education and training entail the philosophy of self-reliance, such as creating a new cultural and productive environment, promoting a new set of attitudes and culture for the attainment of future challenges (Arogundade, 2011). Entrepreneurship education in Nigeria is geared towards bestowing young school leavers with the pre-requisite competencies essential to function effectively in the world of work.

At present, Nigeria operates a 9-3-4 system of education; the first 9 years are referred to as Universal Basic Education, which is made up of 6 years of primary education and 3 years of junior secondary education. On the completion of 9 years Universal Basic Education programme, a child can branch off into any trade of his/her choice, while those who wish to continue their career in education can move on to the 3-year senior secondary education. At the end of three years' senior secondary education, children who are capable and eager to continue their educational pursuit can move on to universities for their tertiary education. In 2010, the senior secondary education curriculum was developed to complement the 3-year system of education. The curriculum was designed to equip the students with relevant and functional trade and entrepreneurial skills needed for poverty eradication, job creation and wealth generation (Obioma, 2011). In his words, "The strategy for implementation of the new curriculum is to be done year by year commencing from September 2011 and in the process phase out the old curriculum.

The introduction of entrepreneurship secondary school curriculum in Nigeria is a good initiative which, according to NERDC (2011), aims at ensuring that graduates from secondary schools are professionally trained with entrepreneurship skills and possess relevant Information Communication Technology (ICT) skills that will equip them for challenges of the labour market. Hence every student, irrespective of his or her field of study is expected to study 5 core subjects viz; English Language, General Mathematics, Civic Education, Computer Studies and 1 out of the 33 trade and Entrepreneurship subjects which include: Auto body repair and spray painting; Auto electrical work; Auto Mechanical Work; Air condition/Refrigeration; Electrical installation and maintenance work; Radio, TV and Electrical Work; Block Laying; Brick Laying and Concrete Work; Painting and Decoration; Carpentry and Joinery; Upholstery; Garment Making; Cosmetology; Keyboarding; Leather Goods Manufacturing and repair; Animal Husbandry; Marketing; Tourism; GSM Maintenance and others.

However, curriculum implementation in senior secondary schools is done haphazardly by relevant authorities such as government and teachers who are said to be the major custodians and implementers of school curriculum. Though failure on the side of government in meeting with some of its statutory obligations might have posed serious challenges to the implementation of

entrepreneurship curriculum in public senior secondary schools in Kwara State, the teacher's quality in terms of instructional competence, subject mastery as well as delivery might be posing more serious challenges to the implementation of entrepreneurship curriculum in senior secondary schools in Kwara State.

Over time, successful attempts have been made to carry out evaluation studies of secondary school curriculum in various subjects of learning like Economics, Physics, Chemistry, English, Biology, Computer Studies, etc. However, available literature reveals little or no evaluation study on entrepreneurship curriculum implementation, especially in Kwara State and specifically, in Ilorin South LGA. For the objective of entrepreneurship to be realized, there might be a need to address all these issues arising from one problem to the other, to enable the students to be properly trained. This prompted the researcher to embark on ascertaining the extent of the utilization of instructional materials for effective implementation of entrepreneurship curriculum in senior secondary schools in Ilorin South Local Government Area of Kwara State.

### **Literature Review: Conceptual Framework**

This section attempts to review the variables and indices of this study from Concepts of Curriculum, curriculum implementation, and entrepreneurship education.

#### **Concept of Curriculum**

The term curriculum has generated several definitions and meanings. The Encarta (2009) traces its origin to the early 19<sup>th</sup> century from a Latin word "currere", meaning "to run" or "running course". Kelly (1999) defined it as all (the school) planned and guided learning, which may be conducted in groups or individually inside or outside the school. Tanner (1995) defined it as a plan or programme directed by a school towards improving the learners' experiences. Gatawa (1990) described it as the responsibility of schools to bring about the totality of children's experiences. According to Module 5.process.doc (p.3), "Curriculum is a plan for ordering and directing the teaching-learning experiences that students encounter in an educational institution". Saud and Kamin have cited that Finch and Crunkilton (1998) defined curriculum as "the sum of the learning activities and experiences that a student has under direction of school". The word curriculum, according to Olorundare (2018), is one term with several but complementary meanings. All of the definitions cited have three terms in common. The terms are plan, guide, and direction, which mean that an effective curriculum should be properly planned and implemented by a guiding teacher in a specific direction.

#### **Curriculum Implementation**

Curriculum implementation is the translation of theory into practice, or proposal, section Ivowi (2004). Wealth of learning (2000) referred to curriculum implementation as how the planned or officially designed course of study is translated into syllabi, scheme of work, and lessons to be delivered to students. Curriculum implementation, according to Mkpa (2005), is the task of translating the curriculum document into the operating curriculum by the combined efforts of the

students, teachers, and other concerned. Garba (2004) defined curriculum implementation as a process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Moreover, Onyeachu (2008) viewed curriculum implementation as the process of putting all that has been planned in the curriculum document into practice in the classroom through the combined effort of teachers, learners, school administrators, parents, as well as interaction with physical facilities, instructional materials, and psychological and social environment. From the above definition, it appears to this researcher that curriculum implementation is the process of putting into action all the contents of the curriculum document for the purpose of achieving a specified purpose.

### **Concept of Entrepreneurship Education**

The Nigerian educational system, which is a British colonial heritage, does not have much consideration for entrepreneurship education. The colonial education was designed to assist colonial masters administer Nigeria better by breaking the communication gap between the colonialists and the colonized Nigerians. Emphasis was placed on producing clerical and administrative officers, teachers, clergy, and other liberal arts graduates who would facilitate the westernization process. At independence, the post-independence governments did not do much to restructure our education curricula, right from the primary, secondary, through the tertiary stage. Liberal arts, through rote learning, dominated our educational system. Although our educational institutions have been expanding with geometric proportion, curriculum restructuring has been with arithmetic progression. Apparently worried by the soaring unemployment rate, declining per capita income, youths' restiveness in various parts of the country, in 2006, the Federal government directed all higher education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session (Okojie, 2009).

In 2006, the government of Nigeria announced the introduction of entrepreneurship education as entrepreneurship studies, to be integrated in the higher education curriculum as a compulsory course for students irrespective of area of specialization (Okojie, 2009). Effectively, the implementation started in the 2007/2008 academic session. In pursuance of the full implementation of entrepreneurship education, most tertiary institutions established a coordinating center for entrepreneurship education to support students' training. The Nigerian University Commission (NUC) was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing entrepreneurship education in Nigerian institutions of higher learning (Okojie, 2009). The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance, and poverty reduction. Where appropriate skills, attitude, and knowledge accompanied by appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to a producer nation (Okah & Odelola, 2009). At inception, entrepreneurship

education was harped as the panacea for youth unemployment and a catalyst for sustained private sector-led growth.

The overall objective of Entrepreneurship education is to continuously foster Entrepreneurship culture amongst students with a view to not only educating them but also supporting graduates of the system towards establishing and maintaining sustainable business ventures, including but not limited to those arising from research.

### **Challenges of Implementation of Senior Secondary School Entrepreneurship Education**

The problems that hinder the development of entrepreneurship education in Nigeria according to Ojeifo (2013) are poor government support, inadequate facilities and equipment for teaching and learning of entrepreneurship, lack of entrepreneurship teachers, poor implementation of entrepreneurship programme in the school curriculum, poor social attitude to technical and vocational education development, insensitivity of government to enterprise creation, lack of effective policy on entrepreneurship, poor access to capital, poor knowledge based economy among others. The following are the most important obstacles facing rapid entrepreneurial development according to Evans (2006):

- i. Rampant political and bureaucratic corruption together with the absence of social consensus on important macroeconomic policy issues;
- ii. Poor access to vocational and skills–development training for rural and urban youths involved in the informal economy;
- iii. Absence of regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space;
- iv. The presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support;
- v. Significant infrastructural deficits (especially about roads and electricity) and systematic irregularities inimical to small businesses;
- vi. Absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level;
- vii. No doubt, one of the biggest challenges of any entrepreneur is access to capital.

### **Data Presentation and Analysis**

This section deals with presentation and analysis of data. The data were presented and analyzed according to the research questions raised and hypotheses.

#### **Research Questions**

**RQ1:** What is the influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria?

RQ2: How available are the instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

RQ3: What is the extent of the utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

### Testing of Hypotheses

H01: There is no significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Chi-Square Tests for Significant Influence of Teachers' Instructional Competences on Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	201.349 <sup>a</sup>	14	.000
<b>Likelihood Ratio</b>	311.174	14	.000
<b>Linear-by-Linear Association</b>	51.353	1	.000
<b>N of Valid Cases</b>	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The table above shows a Chi-Square test for significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The  $X^2$ -value is 201.349<sup>a</sup>, LA-value is 51.353, df-14 by 1 Asymp. Sig. (2-sided) .000, at the 0.05 level. That is, sig is less than the significance level ( $0.000 < 0.05$ ); the H01 was not retained, hence there is a significant influence of teachers' instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria.

H02: There is no significant influence of availability of instructional materials on the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

### Chi-Square Tests for Significant Influence of Instructional Materials on Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	202.349 <sup>a</sup>	14	.001
Likelihood Ratio	311.174	14	.001
Linear-by-Linear Association	50.353	1	.001
N of Valid Cases	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The above table shows a Chi-Square test for significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools. The  $X^2$ -value is 202.349<sup>a</sup>, LA-value is 50.353, df-14 by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ( $0.001 < 0.05$ ); the H<sub>02</sub> was not retained, hence there is a significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

H<sub>03</sub>: There is no significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

### Chi-Square Tests for Significant Influence of Utilization of Instructional Materials for Effective Implementation of Entrepreneurship Curriculum in Senior Secondary Schools

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	203.349 <sup>a</sup>	14	.001
Likelihood Ratio	311.174	14	.001
Linear-by-Linear Association	52.353	1	.001
N of Valid Cases	370		

a. 1 cell (4.0%) has an expected count less than 5. The minimum expected count is 4.90

The table above shows a Chi-Square test for significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The  $X^2$ -value is 203.349<sup>a</sup>, LA-value is 52.353, df-14 by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ( $0.001 < 0.05$ ); the H<sub>03</sub> was not retained, hence there is significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria.

### Discussion of Findings

Findings from the table on research question “1” show the mean and standard deviation for responses on the influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 8 items ranging from 1 to 8, which yielded 3.27 pooled mean (PM) with standard deviation of 1.80. It is clearly shown that the pooled mean is greater than the scale mean ( $PM > SM$ ). This implies that teachers’ instructional competences influence implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria. Drawing inferences from  $H_{01}$ , the Table shows Chi-Square test for significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools. The  $X^2$ -value is 201.349<sup>a</sup>, LA-value is 51.353, df-14 by1Asymp. Sig. (2-sided) .000, at the 0.05 level. That is, sig is less than the significance level ( $0.000 < 0.05$ ); the  $H_{01}$  was not retained, hence there is a significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding is in agreement with that of Nwoye (2012) revealed that Home economics students have low level of acquisition of entrepreneurial skill implicit in secondary school home economics curriculum, there is no gender influence in the level of acquisition of entrepreneurial skills among home economics junior secondary school students, school location does not affect the acquisition of entrepreneurial skills in home economics student and resources for teaching and learning of entrepreneurial skills implicit in the home economics curriculum are not available in secondary schools in Anambra state.

Similarly, findings from the table on research question “2” show the mean and standard deviation for responses on available are the instructional materials for effective implementation of the Entrepreneurship Curriculum in senior secondary schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 24 items ranging from 9 to 32, which yielded 3.35 pooled mean (PM) with standard deviation of 1.83. It clearly shows that the pooled mean is greater than the scale mean ( $PM > SM$ ). This implies that the availability of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria is adequately available. Drawing inferences from the  $H_{02}$  Table shows a Chi-Square test for the significant influence of availability of instructional materials on the implementation of Entrepreneurship Curriculum in senior secondary schools. The  $X^2$ -value is 202.349<sup>a</sup>, LA-value is 50.353, df-14 by1Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ( $0.001 < 0.05$ ); the  $H_{02}$  was not retained, hence there is a significant influence of availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding is in agreement with that of Akpan, Unung and Usoroh (2014); findings revealed that there was a significant difference in technical, handiwork and teamwork skills and students' interest in Home Economics

in Uyo Educational Zone of Akwa Ibom State. Thus, all the null hypotheses were rejected, and the alternative ones were accepted.

Finally, findings from the table on research question “3” show mean and standard deviation for responses on utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The opinion of 370 respondents was weighted on four points Likert scale, 2.50 mean scale (SM) on 24 items ranging from 33 to 56, which yielded 3.61 pooled mean (PM) with standard deviation of 1.90. It clearly shows that the pooled mean is greater than the scale mean ( $PM > SM$ ). This implies that the utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria is highly utilized. Drawing inferences from the Ho3 Table shows a Chi-Square test for the significant influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools. The  $X^2$ -value is 203.349<sup>a</sup>, LA-value is 52.353,  $df = 14$ , by 1 Asymp. Sig. (2-sided) .001, at the 0.05 level. That is, sig is less than the significance level ( $0.001 < 0.05$ ); the H03 was not retained, hence there is influence of utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. This finding corroborated that of Ediagbonya (2013), who revealed that there is a significant utilization of instructional materials for effective implementation of Entrepreneurship Curriculum in senior secondary schools in Kaduna State, Nigeria.

### **Conclusion and Recommendations**

The purpose of this study is to investigate the effect of the use of instructional materials on the Implementation of Entrepreneurship Curriculum in Senior Secondary Schools in Ilorin South Local Government Area of Kwara State. Based on the findings of this study, it was concluded that there is a significant influence of teachers’ instructional competences on implementation of Entrepreneurship curriculum in senior Secondary Schools, there is a significant availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools, there is significant influence of utilization of instructional materials on effective implementation of Entrepreneurship Curriculum in senior secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria. Based on the foregoing, it was recommended that: Kwara State Ministry of education should organize workshop to train teachers’ instructional delivery competences for the implementation of Entrepreneurship curriculum in senior Secondary Schools; Teachers should be creative to use availability of instructional materials for the implementation of Entrepreneurship Curriculum in senior secondary schools and Teacher should by all means utilize instructional materials during teaching for effective implementation of Entrepreneurship Curriculum in senior secondary schools.

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## **STRATEGIES FOR SOLVING THE PROBLEMS AFFECTING THE MANAGEMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN SOUTH EAST STATES OF NIGERIA**

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### **Abstract**

*The task of harnessing the human and material resources to enhance the learning and teaching process is the most fundamental objective to which management is concerned. Management presides over all organizations where people work together to achieve their objectives; it's essentially concerned with output performance and the way of achieving objectives, especially in vocational and technical education and training. The study, therefore, was designed to identify strategies for solving the problems affecting the management of TVET in the South East States of Nigeria. A survey research design was adopted for the study. A proportional stratified random sampling technique was used to select three states out of the five in the South East to represent 12 Technical, Vocational and Science Secondary Schools under investigation. Three research questions guided the study. A structured questionnaire was used for data collection. The reliability coefficient of the instrument was 0.92 using the test-retest method, while three experts carried out face and content validations. Mean and standard deviation were used to answer the three research questions. It was found that the use of non-technical professionals as administrators in technical colleges, Insufficient qualified and ill-experienced technically trained staff, inadequate funding, and improper accounting affected the management of TVET in South East Nigeria. Recommendations were made based on the findings of the study.*

### **Introduction**

The recognition of the importance of Technical and Vocational Education and Training by individuals, the State and the Federal Government makes it a fundamental issue. The policy governing the present and future development of Technical and Vocation Education and Training in Nigeria is embodied in the National Policy on Education [2013] which defines Technical and Vocational Education and Training (TVET) as that aspects of education process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life.

Strategies for solving the problems affecting the management of Technical and Vocational Education and Training could be referred to as the techniques or methods that can be adopted in organizing and mobilizing the human and material resources for effective management of the institution. Strategies are the methodologies used to achieve a target as prescribed by a policy. It

defines the overall mission, vision, and direction of an organization. The objective of a strategy is to maximize an organization's strength. It is concerned with those organizational decisions that have not been dealt with or handled before in the same form. These problems consist of two major components – leadership and management. Leadership can be defined as an influential power relationship in which the power of one the leader promotes, motivates, change in followers. Leadership involves traits, situational interaction, function, behavior, power, vision and value, charisma, and intelligence. Saffold 2021), (Grint 2005), (Western 2013). The function of a leader is to initiate new procedures for accomplishing the organization's goals and objectives. The educational leader is expected to supply initiative and direction to the school in order to further the educational objective. Leadership is about taking risks and challenging the status quo. Leaders motivate others to achieve something new and better, thereby calling attention to success. Interestingly, leaders do what they do to pursue innovation, not as an obligation. They measure success by looking at the team's achievements and learning. A good leader takes decision and communicates to their subjects, maintaining and developing skills, knowledge, and experience in themselves and others. Management, on the other hand, requires the utilization of existing structures and procedures in order to achieve the goals of the institution. The management function in Technical and Vocational Education and Training is perhaps more important than the leadership function since the administrator is expected to implement policies handed down to him by the state or federal government. These functions include planning, organizing, staffing, funding, and monitoring.

Technical and Vocational Education is a merger of technical education and vocational education, in other words, fusing together basic technical and scientific knowledge with the skill-based programs. Orji (2023) noted that with effective and efficient leadership, right policies are formulated, relevant goals are set, strategies and programs are implemented, and effective measures are put in place to monitor and evaluate programs for a desired outcome. Technical and Vocational Education and Training comprises the learners who are desiring to acquire skills, hereafter referred to as trainees; those who impart the skills, knowledge, and attitudes, hereafter referred to as technical teachers; and those who manage the system, hereafter referred to as administrative and supporting staff.

OECD. (2019) noted that human relations, communication, decision making, and problem solving are basic to management responsibilities. With Information as the core of the management process, the success of any organization depends on the effectiveness with which the above responsibilities are carried out with respect to application in technical and vocational education and training to enhance the effectiveness of the school system. The present economic situation in the country shows clearly that the government alone can no longer bear the burden of providing all these financial and material needs for TVET, since it requires expensive equipment to operate effectively. UNESCO (2019) noted that “Lack of funds to finance TVET is undoubtedly the most

serious constraint to its development and expansion”; therefore, alternative sources of funding should be explored.

The management of TVET is usually capital intensive; the scarce resources from government subvention result in underfunding. The little money that schools try to generate through tuition fees paid by students, Parents Association (PA) / School Based Management Committee (SBMC) levies, charges on caution and game fees, appeals from some spirited individuals, and philanthropy do not help matters. Researchers Ogbonda and Wobi (2014), Adekoye (2009), and Ayonmika (2010) identified adequate funding of education, recruitment of qualified technical teachers, improved management/supervision strategies, and provision of teaching and learning facilities as measures to address the managerial challenges in technical and vocational education and training.

### **Problem Statement**

Technical and Vocational Education and Training (TEVT) plays a crucial role in equipping individuals with the skills necessary for the labor market, thereby contributing to economic development and social equity. TEVT institutions struggle to secure the financial resources necessary for maintaining facilities, purchasing equipment, and providing adequate training for instructors. Furthermore, the lack of collaboration between TEVT institutions and industry stakeholders results in a disconnect between the skills taught and those required by employers, exacerbating unemployment rates among graduates. The perception of TEVT as a less prestigious educational pathway compared to traditional academic routes further complicates recruitment efforts for both students and qualified educators

The fact that Technical and Vocational Education and Training is poorly managed is evidence on the findings of Danko (2002), Musa (2007), and Michael (2012), who observe that poor management contributes to low regard held for Technical and Vocational Education and Training among youths and their parents. Nevertheless, there have not been many empirical studies to confirm the appropriate strategies for solving the problem affecting the management of TVET. The inadequately qualified and inexperienced technical education teachers in most of the technical colleges pose a major challenge in TVET. The practical and scientific nature of technical and vocational education drives so many students away from choosing technical subjects as a course of study in tertiary schools. This has affected the production of qualified technical education teachers, which results in a shortage of qualified teachers and the production of half-baked technicians. The school management, in order to fill the gap, makes use of unqualified teachers. The implication of this is the practice of cheating “instead of the act of teaching”. Its consequences are the graduation of untrained and unqualified technicians and job seekers instead of self-employed and job creators. The issue that arises from this study is to what extent planning, organization, staffing, funding, and monitoring improve the Management of Technical and Vocational Education and Training.

### **Objectives of the Study;**

The major purpose of the study is to identify strategies for solving the problems affecting the management of technical and vocational education and training. Specifically, the study will

1. Identify problems that affect the management of technical and vocational education and training
2. Find out strategies for solving the affected problems
3. Determine how management problems affect the interest of students and parents in technical and vocational education and training.

### **Research Questions**

The following research question guided the study

1. What are the problems affecting the management of technical and vocational education and training?
2. What are the solutions to the problems facing technical and vocational education and training?
3. To what extent are management problems in technical and vocational education and training affecting the interests of students and parents?

### **Literature Review**

In an attempt to provide answers to the problems of this study, this literature review will examine the conceptual framework of the problems militating against the aforementioned issues. Under the following subheadings

- i. Planning
- ii. Organization
- iii. Staffing
- iv. Monitoring
- v. Funding

### **Planning:**

He that fails to plan is bound to fail is a popular statement. Planning is a very important aspect of the management of TVET. Improper planning brings problems, and it disorganizes the management of TVET. Okoro (1999) categorized the planning function in TVET into two: planning the curriculum and planning the courses.

Planning the curriculum involves determining what courses or educational programs should be offered by the school or college. It includes developing the syllabus or course of study and guiding and planning the physical facilities and equipment. In planning the curriculum, the administrator will need to determine what new courses or programs should be started and whether any existing programs should be revised, expanded, or terminated.

Planning the curriculum is a policy-making function. In many cases, the school principal will, on appointment, meet an already existing program, and he may have little authority to make changes in curriculum offering, physical facilities, or equipment since decisions on such matters are usually made by examination bodies and by federal and state government agencies. However, the principal may be directly involved in planning new programmes or in planning the expansion of existing programmes. He may be asked to submit specifications for new workshops, classroom blocks and equipment and to make proposals on course offering.

Planning of courses involves planning how approved courses could be effectively and advantageously taught using the facilities and resources available. It involves the allocation of resources between various competing alternatives, the management of time and the effective distribution of tasks between various members of teaching staff so that the best possible use can be made of each staff member.

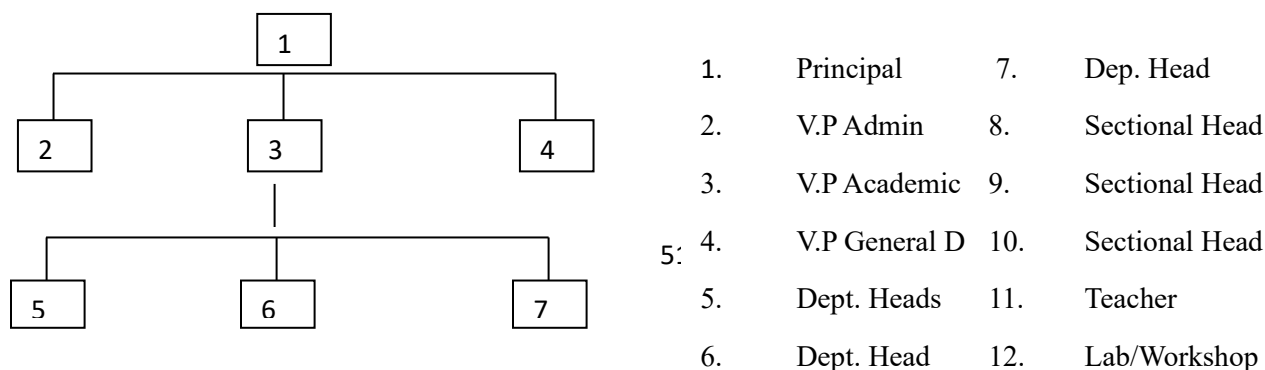
### Organizing

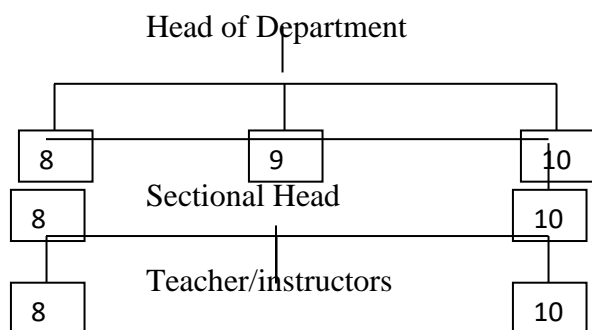
This can be viewed as the act of an ordered manner, orderliness by virtue of being methodical and well-coordinated. It is most closely associated with the administrator. Beneath et al. (2021) and the World Bank (2021) noted that the administrator of TVET in Technical Colleges is the Principal. He carried out the policies of the federal government and its agencies such as the National Board for Technical Education (NBTE), the State Ministry of Education, the State School Board, and the Board of Governors. He works with his vice principals and other staff such as the Vice Principal of Administration, Academic (Sometimes called the Dean of Studies), General Duties, Heads of Departments, and Sectional heads. NBTE (2011)

Teachers may report directly to the principal on some matters. The principal handles external matters, especially the relationship of the school with the government and its agencies, community, parents, and guidance.

The principal ensures that all government regulations and directives are properly carried out. He is involved in all financial matters, especially the collection of fees, procurement of some equipment and materials, the calculation of the entitlement and salaries of staff (voucher), and accounting for all monies collected from students or received from government. It is not the responsibility of the principal to decide on the purchase of new equipment or employment of new staff; such necessities have to be taken up with the appropriate government body.

A sample of a schematic organogram for technical colleges is outlined in Figure 1.





### Staffing

The quality of any TVET depends to a large extent on the quality of staff the school has and on the inter-relationship between the personnel administration (principal) and his staff and between individual members of his staff. In solving some problems affecting the management of TVET, the principal should not see his staff's effort as of little consequence, whose duty is to his directives, rather as a companion in the difficult task of carrying out of educating the youths. His philosophy is the reflection of what the government has in mind on TVET.

A situation where principals are not involved in the selection of their staff creates problems in the management of TVET. Teachers are often employed by the state education board and posted to schools without any consultation between the board and school principals. Such a teacher may not be the type of teacher required by the school. This could pose problems for the school management. Every new staff member ought to be properly oriented and absorbed into the school functions and what part he is expected to play in promoting the aims and objectives of the school.

The insufficient qualified and experienced technical teachers in most of the technical colleges are one of the major challenges in TVET. The practical and scientific nature of technical and vocational education drives many students away from choosing technical subjects as a course of study in tertiary schools. This has affected the production of qualified technical education teachers, resulting in a shortage of qualified teachers and the production of half-baked technicians. The school management, to fill the gap, makes use of unqualified teachers. The implication of this practice is cheating “instead of the act of teaching”. Its consequences are the graduation of untrained and unqualified technicians and job seekers instead of qualified, self-reliant individuals who will turn to job creators.

### Monitoring

Monitoring, which is an act of observing and supervising, brings the manager into direct contact with operatives; the objective behind the performance of these functions is to bring stability, standards, and soundness in the organization. The work of supervision in TVET may be done by

the principals, the vice principal, the head of department, or the sectional heads in their respective trades or vocations.

The supervisor assists teachers in directing the educational development of children. A school supervisor should be able to encourage the teachers and motivate them to adopt more modern instructional methods. He is not expected to be an authoritarian figure; he is more effective if he relies on his influence rather than on his authority. He should, as much as possible, not impose his ideas on his teachers; he should rather guide teachers to understand why some methods are better than others.

Supervisors should appreciate the skills and abilities possessed by individual teachers and guide them to make optimum use of such skills and abilities. They should try to adopt attitude which encourage the development of mutual trust between them and teachers. If teachers have enough trust in the supervision, they would go to him with their problems. Nnabuo (1996) noted that the transition from an educational manager to business empire mentality, whose aim is to make profit, has continued to cripple the managerial skills and affect the development of technical education programmes.

### **Funding**

Events of the past couple of years show that government alone can no longer bear the burden of providing all the materials and financial resources necessary for operating our educational system effectively. UNESCO (1984) and Okala (2003) noted that lack of funds to finance technical and vocational education is undoubtedly the most serious constraint to its development and expansion. Oranu (1989) observed that the “present method of financing technical education is inadequate” because of its over-reliance on government as a major source. He suggests that industries and other commercial enterprises should participate in the funding of technical education since they are the users of the product. This will help in solving the problems affecting the management of TVET.

In his own contribution, Aturu (2000) and UNESCO – UNEVCO (2006) pointed out that the realization of the objective of technical education is made possible with adequate finance with which essential facilities are procured, and human capacity is developed. Sustainable and adequate financial support for education is a panacea to the present groaning of TVET, since changes in the educational system require not only policy-making but implementation through adequate financial support. Budgeting and accounting are important functions since educational programmes generally involve the expenditure of funds. In making plans for educational programmes or for the expansion of existing programmes, cost should always be considered. If two educational programmes are capable of achieving the same result at different costs, the one that costs less to implement should generally be adopted. However, care should be taken to ensure that the cheaper programme is not really inferior to the costlier programme. The benefits of an educational programme are difficult to quantify and compare; too much insistence on cheapness could jeopardize what could have been a perfectly good programme.

Budget evaluation is a very important factor that will help to solve management problems in TVET. A good budget should employ a good accounting system and should provide a good record of all receipts and expenditures. An accounting system leaves a record which can be checked by external personnel to ensure that there has been no mismanagement of funds. This will ensure that resources available are properly utilized. Budget evaluation may involve a comparison of funds spent and benefits derived in order to justify the expenditure of funds.

## **Methodology**

### **Research Design:**

A survey research design was used for the study. The survey design was used because the study merely sought information from the respondents as the situation exists without manipulation of any variables.

### **Study Area**

The study was carried out in twelve technical, vocational and Science secondary schools in the southeast states of Nigeria comprising Enugu, Abia, Anambra, Imo and Ebonyi State.

### **Population of the study**

The population of the study consists of the principals, vice principals, head of departments and unit heads hereafter referred to as management staff. This staff administratively organizes and controls other staff and students in the school.

### **Sampling technique**

Proportionate stratified random sampling technique was used to select three states. Fifty-five management staff from Enugu State, thirty-two management staff from Anambra State, and twenty-three management staff from Ebonyi State with the ratio of 5: 4: 3 to represent twelve Technical, Vocational and Science secondary schools under investigation.

### **Validity of the instrument**

The instrument was subjected to face and content validity by subjecting it to scrutiny by three of my research colleagues, experienced in instrument development.

### **Reliability of the instrument**

The instrument was administered two times on a sample of 10 schools in the Federal Capital Territory, Abuja, and Kogi State. The correlation between the mean score of the first and second administration of the instrument was used to determine the reliability of the instrument.

### Data Collection

A structured questionnaire was used to collect data. The questionnaire titled Strategies for Solving Problems Affecting the Management of Technical and Vocational Education (SSPAMTVE) was developed by the researcher based on a literature review.

The data were collected by administering the questionnaire to the respondents; six research assistants were used, three from Enugu State, two from Anambra State, and one from Ebonyi State. The respondents were allowed a period of two weeks to respond to the items, after which the instruments were collected. In other words, the instrument was administered and collected on two different days.

### Data analysis

The data collected were organized, computerized, analyzed, and expressed in mean (X). The mean rating of 2.5 was used for decision-making, such that a mean rating on any item of the assumption by the respondent less than 2.5 was regarded as Disagree, and any mean rating above 2.5 was regarded as Agree.

### Results

**Table 1**

**Means Responses of the Respondents on Strategies for solving the problems affecting the management of Technical and Vocational Education and Training (TVET)**

S/N	Item statements	Mean	S.D.	Remarks
<b>Problems affecting the management of technical and vocational education and training in south east Nigeria</b>				
1	Use of non-technical professionals as administrators in Technical colleges	3.75	1.26	Agree
2	Insufficient qualified and experienced technical training staff	3.05	1.51	Agree
3	Too much government control	2.45	1.66	Disagree
4	Overloaded work on the principal	2.81	1.70	Agree
5	Insufficient equipment and tools in the workshop	3.94	1.18	Agree
6	Poor planning	2.26	1.91	Disagree
7	Inadequate funding	3.71	1.42	Agree
8	Improper accounting	3.10	1.49	Agree
9	Poor practical facilities (workshop, laboratory)	3.70	1.46	Agree
10	Lack of support to creativity from teachers	3.8	1.51	Agree
11	Ill-equipped college Library	3.42	1.57	Agree

Key; X- = Mean SD = Standard Deviation

Table 1 above shows the mean and standard deviation of responses on the problems affecting the management of Technical and Vocational Education and Training in South East Nigeria. Items 1, 2, 4,5,7,8,9,10 and 11. Have their mean value ranged from 2.81 to 3.94. This shows that the mean value of these items was above the cutoff point of 2.50, indicating that all are problems affecting the management of technical and vocational education in South East Nigeria. Items 3 and 6 had mean values of 2.45 and 2.26, respectively, implying that the items are not a problem affecting the management of TVET in South East Nigeria. Table 1 also shows that the standard deviation of the item is within the range of 1.26 – 1.91; this indicates that the mean values of the respondents were not far from one another in their responses.

Table 2

**Means Responses of the Respondents on Strategies for solving the problems affecting the management of Technical and Vocational Education and Training (TVET) Solution to the problems facing Technical and Vocational Education and Training in South East Nigeria.**

S/N	Item	Mean	S.D.	Remark
1	Allow school authority to recruit staff	3.91	1.15	Agree
2	Commercialize TVET workshop	3.36	1.54	Agree
3	Only professionals should take charge of TVET	2.79	1.45	Agree
4	Involving technicians and artisans in TVET training	4.00	1.33	Agree
5	Remove some duties from the principal	2.52	1.58	Agree
6	Regular training of staff	4.51	1.12	Agree
7	Harmonious relationships between staff	2.80	1.68	Agree
8	Total finance of TVET by the government	3.09	1.47	Agree
9	Payment of special allowance to technical teachers	4.21	1.03	Agree
10	Introducing elementary technology in primary school curriculum	3.84	1.30	Agree
11	Evaluation of staff performance	3.22	1.63	Agree
12	Joint partnerships with organized bodies	3.87	1.38	Agree

Key; X- = Mean SD=Standard Deviation

Table 2 above

Data in Table 2 on research question two revealed that all the 12 items have their mean values ranging from 2.52 to 4.21. This shows that the mean value of each item was above the cutoff point of 2.50, indicating that all the items are solutions to the problem facing Technical and Vocational Education and Training in South East Nigeria. Table 2 also shows that the standard deviation of the item is within the range of 1.03 to 1.68. This indicates that the mean values of the respondents were not far from one another in their responses.

**Table 3**

**Means and Standard Deviation of Responses of the Respondents on the extent to which management problems affected the interest of students and parents in Technical Vocational Educational and Training (TVET)**

S/N	Item	X-	S. D	Remark
1	Ill functional 1 curriculum	3.16	1.58	Agree
2	Inappropriate courses	3.35	1.55	Agree
3	Irrelevant subject	3.25	1.57	Agree
4	Irrelevant programme	3.96	1.16	Agree
5	Insufficient time	3.40	1.47	Agree
6	Programmed choked with too much academic work	3.96	1.34	Agree
7	Too much power on the principal	2.41	1.58	Disagree
8	Unqualified and ill-experienced technical training staff	3.13	1.61	Agree
9	Insufficient workshop practice	4.05	1.19	Agree
10	Production of ill-trained and unqualified technicians	3.68	1.44	Agree
11	Non- provision of practical materials	3.32	1.54	Agree
12	Lack of societal awareness	3.07	1.60	Agree

Key; X- = Mean SD = Standard Deviation

Table 3

The data presented in Table 3 reveal the extent to which management problems affect the interest of students and parents in Technical and Vocational Education and Training. The mean ranged from 2.41 to 4.05; only item 7, with 2, 41 mean has cut off point below 2.50. This implies that the principal does not exercise too much power or have undue influence on the management of TVEY in South East Nigeria. Other items' mean values are 2.50 cut-off point, which indicates that they affect the interest of students and parents to a great extent. The standard deviation value for the 12 items ranged from 1, 61 were less than 1.96, that is, the 95% confidence limit. This shows that the respondents were not far from the mean; this added some value to the reliability of the mean.

### **Discussion of findings**

#### **Problems Affecting the Management of Technical and Vocational Education and Training**

The study revealed that the following problems affected the management of TVET: use of non-technical professionals as administrators in Technical Colleges, insufficient qualified and experienced technically trained staff, overloaded work on the principal, insufficient equipment and tools in the workshop, inadequate funding, improper accounting, poor practical activities, lack of support to creativity from teachers, and an ill-equipped college library. This finding agrees with Okoye and Arimonu (2016), Okolocha (2012), and Ebete, Ojule and Akpele (2019), who observed that a lot of constraints hindering the management of TVET are internal and external factors which need special attention.

It was also revealed that Government control constitutes a problem in TVET management. As observed by Edna (2022) and Alston, Alston and Mueller (2021), who lamented that the government refuses to allow school management free hand to employ their initiative based on the structure on the ground. Poor planning resulted in inadequate budgeting, insufficient staff and resources, and lack of coordination between school, labour market and the society. This is in line with the findings of Ogbuanya and Izuoba (2015) and Oduma (2007), who noted that adequate planning and good management will propel TVET and solve unemployment and underemployment problems among school leavers.

The finding also revealed that all items in research question 2 will solve major problems facing TVET. This is in agreement with Nwachukwu (1998) as cited in Nwodo, Eze, and Ede (2020), ILO (2021), which stated that increased funding for TVET programs in developing countries can lead to significant improvement in the quality of training and employment outcomes for graduates. Also, the UNESCO Institute for Lifelong Learning (UIL) found that effective coordination among all stakeholders involved in TVET can lead to better planning, implementation, and evaluation of training programs.

In research question 3, the respondents agree in 11 out of 12 items listed in the questionnaire. The finding reveals that the respondent disagrees with item seven, statements which stated too much power on the principal. This finding seems to be in disparity with Nwokoma (1996) and Nnaobuo (1996), who accused the principals of being a cog in the wheel of progress in TVET programs, which can be as a result of their training and orientation. Most of the principals passed through liberal and science education. In 11 items, 91 per cent received ratings above the cut-off point of 3.00 on the five- point Likert scale. This implies that the students and their parents agree to a large extent that all constitute management problems.

## **Conclusion**

The findings of this study serve as the basis for making the following conclusions:

1. That most of the management staff of technical colleges in South East Nigeria lack technical ideas.
2. That the school principals are bothered with too much work.
3. Inadequate funding and improper accounting hinder the effective management of technical colleges.

## **Recommendations**

Based on the findings of the study, the following recommendations have been proffered.

1. Professionals and technocrats should be employed to manage TEVT.
2. The Government should allow the managers of technical education to exercise some control, such as recommending technical staff for employment based on their needs.
3. TEVT should be funded adequately for it to achieve the desired aims and objectives.

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**IDENTIFICATION OF CHALLENGES CONFRONTING MATHEMATICS  
EDUCATION STUDENT-TEACHERS DURING THE TEACHING PRACTICE  
PROGRAMME FOR OPTIMUM TEACHER DEVELOPMENT**

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***Abstract***

*This paper ascertained the challenges confronting mathematics education student-teachers during the teaching practice in secondary schools in Ebonyi State. Two research questions guided the study; a survey research design was used for the study. The population of the study comprised 1,529 mathematics education student-teachers who were involved in the 2024/2025 session of the teaching practice programme. Proportionate sampling was used to select 460 mathematics education student-teachers as the sample for the study. The instrument for data collection was a structured questionnaire validated by three experts. A reliability coefficient of 0.79 was obtained using Cronbach's alpha method. Data collected were analyzed using mean scores. Findings of the study revealed that challenges confronting mathematics students teachers during their teaching practice include but not limited to lack of adequate funding, leading to a lack of resources like laboratories and instructional materials as well as shortage of qualified and motivated teachers, especially in rural areas other obstacles involve outdated teaching methods that fail to engage students large class sizes that hinder individual attention and a curriculum that often focuses on note memorization rather than practical skills. It was therefore recommended, among others, that the administration of the teaching practice should provide stipend and decent accommodations to mathematics education student-teachers during the teaching practice.*

***Keywords:*** *challenges, student teachers, mathematics education, teaching practice, secondary schools, Ebonyi State.*

**Introduction**

The need to provide student-teachers with rewarding field experiences that could enhance their pedagogical competences in the teaching profession and bridge the gap between theory and practice gave rise to the introduction of the teaching practice (TP) programme in the education sector. Teaching practice, according to Endley (2024), is the practical use of teaching principles, teaching techniques, and practical exercise of different activities in daily school life by the would-be teachers. Kyriacou and Stephen (2010) and Ebrahim, Eyadat and Alshammar (2017) defined teaching practices as the process of preparing student-teachers for teaching by practical training.

It could be deduced that teaching practice is a programme where student-teachers gain practical classroom and teaching experiences. It could therefore be seen as an apprenticeship programme where student-teachers gain practical and professional experiences to bridge the gap between theory and practice under the direction of the supervisor. This entails that the teaching practice programme is more about the utilization of knowledge than the acquisition of knowledge.

According to the National Commission for College of Education (NCCE, 2015), the main aim of teaching practice is to provide planned and carefully supervised learning activities which allow the teacher trainees not only to demonstrate but also to improve their resourcefulness as teachers to be. Specifically, the objectives of teaching practice are:

1. To provide student-teachers the opportunity to learn the art of teaching in actual classroom situations under the guidance of an experienced cooperating teacher.
2. To provide student-teachers the opportunity to demonstrate in the real classroom situation the mastery of teaching the subject matter and the methodology of facilitating it to learners.
3. To provide professional development and foster a positive attitude to teaching in student-teachers.
4. To assess the extent to which student-teachers satisfy the requirements for the award of the certificate they are pursuing.
5. To enable the School of Education to evaluate the adequacy or otherwise of the practical aspects of the teacher education programme.

Teaching practice is carried out mostly in teacher education programmes, such as faculties of education in the universities, colleges of education, schools of education in poly techniques and national teachers institute, national Institution for Nigerian Languages (NINLAN) and national mathematical centre (NMC) (Akpan, Ntukidem, Ekpiken & Etor, 2009). No teacher education programme can be said to be complete without an effective teaching practice programme. According to Obidile and Eze (2018), the essence of teaching is to bring about the desired competencies in the behavior of learners.

Teaching practice is geared towards equipping the student teacher with the necessary competencies needed to function effectively in the classroom (Josoh, 2011). It helps student-teachers to understand the principles of learning (Sarcoban, 2010). Teaching practice helps to produce future teachers who are professionally skilled and committed to their profession (Al-Momani, 2016). It acquaints student-teachers with the practical knowledge of the teaching and learning process, which includes lesson plan preparation, presentation, class management, communication skills, and evaluation (Koross, 2016). Teaching practice helps to familiarize student-teachers with the real school environment as their future workplace (Teachers Registration Council of Nigeria, TRCN, 2007). Teaching practice acquaints the student-teachers with the professional competencies that could enhance their effectiveness and expertise in the teaching profession. Teaching practice helps to bring about the required pedagogical competencies needed in the student teachers. It helps student-teachers to develop skills in the use of strategies and methods of teaching.

It creates an opportunity for student-teachers to interact with their environment. Through the teaching practice, student-teachers develop the inter personal relationship with the administrators, teachers, parents, and students. Teaching practice allows evaluating the student teacher's potential as a teacher. According to Ali (2010), the term teaching practice has five major aspects. They include student-teachers as the active participants of the programme, university supervisor as experts to help student-teachers before, during, and after the teaching practice, cooperating teachers as experts helping student-teachers in their schools; students as receivers of knowledge that student-teachers present during their teaching practice; and educational contexts and system that student-teachers are required for the accomplishment of their teaching requirements.

In Nigeria, the teaching practice programme lasts from three months to one year, depending on the mode of study; student-teachers are sent to schools to practice what they have learnt.

They are expected to be mentored by the in-service teachers who should provide them with the necessary assistance to make them feel engaged, empowered and even challenged. During the period of the teaching practice, supervisors are usually sent to assess the student teachers' performance in relation to the pre-established criteria.

It is therefore expected that upon completion of the teaching practice, student-teachers should have gained knowledge and experiences about the classroom activities which could enhance their competencies in the teaching profession. The experiences gained during the teaching practice could make them develop either a positive or negative attitude towards the teaching profession. Negative experiences could be developed as a result of several challenges confronting student-teachers, not being fully involved in the teaching practice programme in spite of its benefits.

Some of the student-teachers (Science Education Student-teachers inclusive) connive with the principals and appear at the assigned school only when the supervisors would assess them just to obtain their scores. To this kind of student teacher, teaching practice is a compulsory programme one must undertake to obtain a certificate in education. This kind of attitude implies that they are depriving themselves of the competencies which they could have acquired if fully involved in the teaching practice programme. Some of the supervisors even worsen the situation by not involving themselves in the actual supervision of the student teachers. They give orders to student-teachers to submit their offices for assessment without visiting the student-teachers in their assigned schools. Although this might be a result of non-payment of the teaching practice honorarium, by the case might be, these activities hinder the achievement of the goals of the teaching practice.

Student-teachers are expected to fully participate in the teaching practice until the expiration of the programme. Mathematics education student-teachers were chosen as respondents for the study because most of the institutions in the area of the study have science education either as a programme in a department or an option of a programme in a department.

Mathematics education student-teachers are the trainee teachers who have the official permission to be involved in the actual teaching practice programme. They are the student of the mathematics education programme.

### **Mathematics Education is a sub-set of science education.**

Although the experiences gathered during the teaching practice might be stressful, as Ali (2010) opined, it is a worthwhile experience. It is therefore important that the teaching practice programme in developing countries, especially in Algeria, should be made attractive to student teachers. This could be done by eradicating the challenges facing student-teachers during the teaching practice programme. However, these challenges could only be eliminated or reduced when they are properly identified and adequate mechanism put in place and implemented. Hence, the need to ascertain the challenges confronting mathematics Education student-teachers during the teaching practice in secondary schools in Ebonyi State.

This study is important as scholars are currently addressing the issues in different aspects of teacher education programmes with a view to making meaningful contributions that would raise the standard of education in the country.

### **Purpose of the study**

The main purpose of the study is to ascertain the challenges confronting mathematics education student-teachers during the teaching practice in secondary schools in Ebonyi State. Specifically, the study ascertained, in the opinion of mathematics education student-teachers:

1. The challenges they encounter during the teaching practice programme in secondary schools.
2. Ways through which the challenges could be eradicated.

### **Research Questions**

The following research questions guided the study;

1. What are the perceived challenges confronting mathematics education student-teachers during the teaching practice?
2. What are the ways through which the challenges could be eradicated?

### **Theoretical Framework**

The theoretical framework used in this study was the pragmatism theory on education. The theory was developed by John Dewey in 1938. Pragmatism theory on education states that learning should be done through a hands-on approach. This implies that learners should be provided with learning activities and experiences that use and practicable. This theory is related to this study in that when student-teachers are exposed to the teaching practice, it helps them to acquire practical experiences required to bridge the gap between theory and practice in the education sector, as suggested by Dewey.

### **Method**

A survey research design was used for the study. Ebonyi State was the area of the study.

The state was chosen because it has several higher institutions that offer mathematics education and could produce mathematics education student-teachers for the teaching practice. The population of the study consisted of 1,529 mathematics education student-teachers from the

tertiary institutions in Ebonyi State who were involved in the 2023/2024 academic session of the teaching practice programme.

Proportionate sampling was used to select 460 mathematics education student-teachers for the study. Ninety-two mathematics education student-teachers were selected from each of the four institutions used for the study. The instrument for data collection was a structured questionnaire titled “perceived challenges confronting mathematics education student-teachers during the teaching practice “(PCCMESTTP)” the instrument consisted of two sections, A and B. Section A consisted of the personal data of the respondents, while Section B elicited information that was used to answer the research questions. A four–point rating scale of strongly agree (SA=  $\geq 4$ ), agree (A =  $\geq 3$ ), disagree (D =  $\geq 2$ ), and strongly disagree (SD =  $> 1$ ) was used. The instrument was validated by three experts, two experts from the Department of Measurement and Evaluation and one from the Department of Administration and Planning, all in Ebonyi State University (EBSU), Abakaliki.

Their input was used to provide the final copy of the questionnaire.

The reliability of the instrument was ascertained using Cronbach’s alpha method. In checking for the reliability, 45 mathematics education student-teachers from Enugu State who were not part of the population were used, and the reliability coefficient of 0.79 was obtained. Four hundred and sixty copies of the questionnaire were distributed using the on-the-spot method by the researchers with the help of two research assistants and were collected back immediately. Out of this number distributed, 445 copies of the questionnaire were collected back, and only 415 copies were properly filled and used for the data analysis. Data collected were analyzed using mean scores, and a criterion mean score of  $\geq 2.50$  was used as the acceptable mean score.

### Findings of the Study

**Table 1: Respondents' mean ratings on the challenges confronting mathematics education student-teachers during the teaching practice.**

N = 415

S/N	CHALLENGES	MEAN	REMARKS
1	Inadequate provision of modern instructional technologies	4.70	5A
2	Inadequate duration for the teaching practice	4.50	5A
3	Indecent accommodation	4.60	5A
4	Lack of financial support	4.80	5A
5	Non-provision of transportation facilities	4.20	5A
6	Poor supervision	3.50	A

7	Large number of students in the classroom	3.50	A
8	Problem of dealing with students' disruptive behavior	3.20	A
9	Difficulty in transferring knowledge during classroom lessons	1.70	5D
10	Non-involvement of student-teachers in the school activities	2.20	D
11	Heavy workload	3.30	A
12	Not being mentored by the in-service teachers	2.30	D
13	Improper placement of mathematics education student-teachers to classes by principals	3.50	A
14	School principals not interested in accepting mathematics education student-teachers in school	2.20	D
15	School principals' interference in student teachers' activities	2.30	D

Data in Table 1 show that from the fifteen items listed, ten items have the accepted mean ratings ranging from 3.20-4.80. Five items have the mean ratings ranging from 1.70-2.30.

This indicates that ten items were agreed as challenges confronting mathematics education student-teachers during the teaching practice, and the other five items were not agreed as Challenges facing mathematics education student-teachers during the teaching practice.

**Table 2: Respondents' mean ratings on the ways through which the challenges confronting mathematics education student-teachers during the teaching practice could be eradicated.**

N = 415

S/N	WAYS TO ERADICATE THE CHALLENGES	MEAN	REMARKS
1	Through adequate provision of: modern instructional technology	4.60	5A
2	Decent accommodation	4.80	5A
3	Financial support	4.70	5A
4	Transportation facilities	4.40	5A
5	Maintaining stipulated number of students in the classroom	3.80	A
6	Extension of the duration for the teaching practice programme	4.60	5A
7	Effective supervision	3.70	A
8	Effective corrective measures for erring students	4.50	A
9	Appropriate workload	4.20	A

<b>10</b>	Proper placement of mathematics education student-teachers to classes by principals	4.70	A
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Data in Table 2 show that from the ten items listed, they were all agreed by the respondents as ways to tackle the challenges confronting mathematics education student-teachers during the teaching practice, with the mean ratings ranging from 3.70-4.80.

### **Discussion of Findings**

Findings from the study revealed that mathematics education student-teachers were faced with several challenges during the teaching practice in secondary schools in Ebonyi State, Nigeria, including dealing with disruptive behavior of the students, heavy workload, and improper placement of mathematics education student-teachers to class by the principals.

These are in line with the studies of Obidile J. I and Ikpat N.H, (2017), Ali (2010), Foncha, Abongdia and Adu (2015); Al-Momani (2016); Koross (2016); Ebrahim Eyadat and Alshammari (2017), which found the listed challenges facing student-teachers during their teaching practice in different countries such as Turkey, South Africa, Saudi Arabia, Kenya and Abia respectively. Furthermore, lack of financial support and non-provision of transport facilities were also agreed as challenges facing mathematics education student-teachers during the teaching practice in Ebonyi State.

However, the improper placement of mathematics education student-teachers to classes by principals, which was agreed as one of the challenges facing mathematics education student-teachers during the teaching practice, could be a result of a shortage of staff, which is usually found in so many secondary schools in the state. This could have made the principals assign mathematics education student-teachers to positions where there were vacancies, which might not be in line with their area of specialization, and this act disrupts the achievement of the teaching practice goals.

Findings from table 2 revealed that the challenges confronting mathematics education student teachers could be eradicated through adequate provision of modern instructional technologies, adequate provision of decent accommodation, adequate provision of financial support, adequate provision of transportation facilities, maintaining stipulated number of students in the classroom, extension of the duration for the teaching practice programme, effective supervision, effective corrective measures for erring students, appropriate workload and proper placement of mathematics education student-teachers to classes by principals. Adequate provision of modern instructional technologies must be made in schools since their application is needed in today's teaching and learning processes to enhance the competencies acquired by students which they would use in the field of work. Modern instructional technologies should therefore be adequately provided for teachers' utilization in the classroom.

## Conclusion

It is therefore concluded that mathematics education student-teachers in Ebonyi State are faced with challenges ranging from student-related problems, institution-related problems, supervision-related problems, and economic-related problems during the teaching practice programme.

## Recommendation

Based on the findings of the study, it was recommended that:

- i. Administrations of the teaching practice should provide stipend to mathematics education student-teachers during the teaching practice.
- ii. Teaching practice supervisors' forms should be given to the principals to help the teaching committee ascertain those supervisors that could not visit the assigned schools.
- iii. Supervisors who are not visiting the assigned schools should not be assigned to supervise the student teachers.
- iv. Teaching practice honorarium should be periodically reviewed and promptly paid to the teaching practice supervisors to encourage effective supervision.
- v. The duration for the teaching practice should be extended to enhance the teaching practice programme's effectiveness.
- vi. Decent accommodations should be provided by the principals for mathematics education student-teachers to enhance their safety during the teaching practice.
- vii. Proper placement of mathematics education student-teachers to classes should be made by the principals during the teaching practice programme to enhance the achievement of the teaching practice goals.

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## ARTIFICIAL INTELLIGENCE APPROACHES TO LIE DETECTION: A NEW FRONTIER IN DECEPTION SYSTEMS

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### **Abstract**

*This paper explores some early detection technologies, such as polygraph, and discusses the influences that lie detection initiatives have had in human interactions over the decades. It addresses the empirical issues in the context of police and educational and examination applications to identify whether special AI technologies have the capability of recognizing lying along with the related cultural concern. Lie detection is a complex problem that affects different aspects of human life. Traditional deception detection methods have limitations. One method to detect lies is through the identification of facial micro-expressions, which are involuntary expressions displayed on the face of humans when they are trying to conceal or repress emotions. Manual measurement of micro-expressions is hard, inaccurate, and time-consuming. The paper presents a review of a lie detection system using facial micro-expressions and computer vision. It is an automated vision system designed and implemented using LabVIEW. An embedded Vision System (EVS) is used to capture the subject's interview. Testing results show that this system can be used for interpreting eight facial expressions: happiness, sadness, joy, anger, fear, surprise, disgust, and contempt, and detecting microexpressions. It extracts accurate output that can be employed in other fields of study, such as psychological assessment. The results indicate high precision that allows future development of applications that respond to spontaneous facial expressions in real time.*

**Keywords:** *deception detection, artificial intelligence, machine learning, micro-expression, computer vision*

### **Introduction**

Lie detection is based on the assumption that when an individual experiences fear, worries, emotional excitement, his or her respiration rate, blood pressure, and skin resistance sharply

increase. The ability to know when someone is speaking the truth or a lie is critical in interpersonal communication, border security, law enforcement and criminal investigations, the job hiring process, social media and online platforms.

Traditional deception detection depends on polygraph testing (changes in heart rate and blood pressure), electrodermal (changes in the electrical property of the skin that vary with the activity of the endocrine sweat gland), and respiratory. These methods have been criticized due to a lack of accuracy and can be easily manipulated. For example, during the 2016 U.S. Presidential campaign, misleading information was released that managed to steer public opinion in society.

The advent of Artificial Intelligence (AI) has revolutionized lie detection. The AI-powered lie detector analyzes linguistic features, facial expressions, voice patterns, and physiological patterns. To improve lie detection, the AI systems leverage deep learning, machine learning, and biometric analysis to detect deception and obtain a more accurate result than traditional methods.

Despite the promise of AI-powered lie detection systems, there are several challenges and concerns that need to be addressed. This includes the need for high-quality training for a large amount of data, the ethical implications of using AI for lie detection, and the potential for bias.

This paper provides an overview of the current AI-powered lie detection systems, advantages, challenges, and limitations. It aims to provide a comprehensive review of how AI can improve lie detection and the ethical implications that come with it.

## **Background and Related Work**

Humans have a strong “truth” default, meaning that when processing incoming information, they will passively believe statements made by others. However, naïve acceptance can put people at risk for deception (Jullian R., 2020). Research shows that 60% of people lie during a typical 10-minute conversation (Jullian R., 2020). Considering the pervasiveness of lying, it is easy to recognize deception as a challenge for individuals involved in law enforcement and the conduct of examinations because they are expected to differentiate between truth and lies daily. The introduction of Artificial Intelligence (AI) in deception detection has gained significant attention in recent years. Researchers have explored various AI methods, including natural language processing, machine learning, and deep learning, to develop more precise and efficient lie detection systems. Lie detection technologies such as the polygraph have often been controversial, facing strong criticism for bias and unfairness. Some researchers believe that AI could help improve our odds and do better than old-fashioned techniques like polygraph tests (Jessica H., 2024). An AI-based lie detector could one day be used to help us sift fact from fake news, evaluate claims, and potentially even spot fibs and exaggerations in job applications. The question is whether we will trust them. However, the perceived ease of implementing AI-related lie detector tools is making them tempting to inject into everyday workplace community situations such as educational examinations and interviews (Jo Ann O, 2024). In the field of psychological research on deception detection, the rise of artificial intelligence has resulted in discussions about its potential benefits and risks. Most researchers argue strongly for the inclusion of good theories in the design, training, and application phases of AI. In this paper, we ask an important follow-up

question: what makes a good theory? And why do they matter in detecting deception? To this end, we argue that mechanism-driven and cognitively informed theories are the ones AI researchers need to be looking for. (Philip T., 2025).

### **Traditional Lie Detection Methods**

For decades, deception detection has relied on various psychological and physiological indicators. Some common traditional methods include:

**Polygraph Tests:** Measure physiological responses like heart rate, skin conductivity, and respiration while a person responds to questions. However, it lacks accuracy and is susceptible to manipulation. It lacks perfection and can be deceived by a trained individual easily.

**Voice Stress Analysis:** This is a technique that uses inaudible voice to detect stress to produce a lie detector system.

### **Limitation of the traditional system**

**Polygraph accuracy:** The traditional methods have serious limitations because there is a belief that, in the use of polygraph, deceptive answers will produce physiological responses that can be differentiated from those associated with non-deceptive answers; however, there is no specific physiological reaction associated with lying, making it difficult to identify factors that separate those who are lying from those who are telling the truth.

**Voice Stress Analysis:** It aims to detect deception by analyzing stress-related changes in voice patterns such as tremors, pitch, and frequency, which are thought to reflect stress associated with lying. Unlike the polygraph, VSA does not require physical sensors to be attached to the subject, which makes it less invasive. Emotional states such as nervousness or excitement, which are unrelated to deception, can also cause changes in vocal patterns, making this method unreliable (Sharma R, Et al, 2023).

**Micro-expression Analysis:** Involuntary facial expressions are another method of detecting deception; this method can indicate emotional concealment, but they do not definitely prove deception, as people may hide emotion for reasons unrelated to lying. These techniques require expert interpretation, which can introduce human error and bias (Tumuli et al, 2020)

### **Emergence in AI-Powered Lie Detector**

**Multimodal Analysis:** This includes the integration of data from different sources to detect lies. AI tools capable of monitoring heart rate, analyzing facial expressions during video calls, and providing real-time assessment of truthfulness (Sun C. et al, 2023).

**Adaptive Learning Techniques:** AI systems could become more adaptive, learning from new data continuously to improve their performance in various real-world situations. This would help them adjust to different cultural contexts and individual behaviors.

## **Related Works**

The following is a brief discussion of works related to research on lie detection using AI and machine learning.

Previous work on detection focused on a combination of various factors, including verbal and non-verbal aspects. Text/audio only approaches alone using RNN or LSTM architecture were able to achieve only moderate accuracy of 76 % -84 % (Venkatesh et al, 2019). Micro-expressions-only approaches achieved higher accuracy of 77 % -88 % (Venkatesh et al, 2019). Not immediately visible to the human eye. (Owayjan et al, 2022) developed LabVIEW computer vision software based on a mathematical algorithm to analyze the facial micro-expressions to detect lies. (Singh et al., 2015) developed an image processing method to detect lies based on eye blink rates using the Haar cascade algorithm. (Soumya Barathi, 2020) designed a lie detection system by analyzing facial microexpressions using principal component analysis.

## **AI-Powered Lie Detection: Concept and Working**

AI solutions for deception detectors operate by processing multimodal data to detect signs of deception. These systems use machine learning algorithms to analyze inputs from multiple sources, including visual, audio, and text features, which significantly enhances lie detection accuracy, achieving an accuracy of 99 % (Sun C. et al, 2023).

## **Technologies**

Recent developments in machine learning and computer vision have led to AI systems being capable of analyzing micro-expressions, vocal patterns, and behavioral cues. These systems aim to detect deception and assist border control officers (Liao, H.; Zhao, W.; Zhang, C.; Dong, W., 2022).

**Computer vision:** This technology analyzes visual data to detect micro-expressions and facial cues associated with lying. Models like ResNet-18 have been used to classify facial expressions such as fear, aiding in lie detection. Micro-expression analysis has become an extremely powerful tool and influential tool in the domain of understanding human emotions and motives. This very brief but powerful subtle facial expression, lasting for less than half a second, can actually reveal underlying deeper feelings that can be signs of stress, lying, or discomfort, feelings that people endeavor to conceal or mask from others. With recent advancements in artificial intelligence, particularly in the fields of machine learning and computer vision, there has been improvement in the capacity to recognize and analyze this method. Studies have shown that AI algorithms can achieve accuracy of over 85% in detecting microexpressions, significantly surpassing the average human accuracy of around 47%(Li, X.; Hong, X.; Moilanen, A.; Huang, X.; Pfister, T.; Zhao, G.; Pietikäinen, M.,2018). A lot of improved, advanced AI algorithms that are incorporated into systems today are capable of handling high-resolution images captured by state-of the art cameras and can identify even slight facial movements that may occur with great accuracy. However, there are technical limitations, including the need for large, labeled datasets, which are scarce due to the

difficulty in capturing micro-expressions, and challenges in processing high-frame-rate video data in real time, as well as the complexity of integrating multiple streams of data such as optical flow and enhanced visual magnification to improve recognition accuracy (Liu, J.; Li, K.; Baolin, S.; Zhao, L., 2020).

**Natural Language Processing (NLP)** is a machine learning technology that gives computers the ability to interpret, manipulate, and comprehend human language. AI tools trained on language models, such as BERT, have been developed to identify lie statements, achieving accurate results. Vocal analysis is a very interesting field of research that fuses the study of Natural Language Processing (NLP) and advanced speech analysis techniques. These carry out a thorough analysis of several crucial aspects of spoken communication, including characteristics such as voice pitch, quality of tone, and any hesitations while speaking. All of these may be essential pointers that can indicate whether there is dishonesty in what the speaker is trying to convey. Certain technical criteria must be met to successfully implement this system. There must be the use of high-quality audio recording equipment, sophisticated signal processing algorithms, and computer resources that can perform real-time processing. Conducting an in-depth analysis of these unique vocal characteristics allows advanced artificial intelligence to pinpoint subtle yet significant changes and complex speech patterns, which may prove that an individual is not wholly honest with what they are asserting or stating. However, there is a need to employ noise mitigation measures and create a controlled recording environment. In addition, integrating advanced techniques in speaker recognition can significantly enhance system robustness against this external disturbance (Mahadeva Prasanna, S.R.; Sinha, R.; Das, R.K.,2022). The following academic paper (Sternglanz, R.W.; Morris, W.L.; Morrow, M.; Braverman, J.,2019) is a thorough review of the many techniques used in detecting deception, among which is vocal analysis. This work integrates findings from a wide range of studies to give insightful information about both the effectiveness of these techniques and their limitations when used in the field of lie detection.

**Machine Learning and deep learning:** Machine learning is a branch of Artificial Intelligence that allows computers to learn from data and obtain skills to work on a task without being programmed solely for it. Machine learning algorithms produce a so-called model, a general representation of the patterns in data. Each row of the dataset is an individual, while the column is a feature. Deep learning is a subset of machine learning that represents knowledge as a tree-like structure, building complex and specific representations over simpler and broader ones. It focuses on training artificial neural networks inspired by the human brain's structure and functioning. Convolutional Neural Networks (CNNs) and Recurrent Neural Networks (RNNs), including Long Short-Term Memory (LSTM) networks, are used. In deep learning, Enhanced Recurrent Neural Network (ERNN) with fuzzy logic has been proposed for deception detection.

## Methodology

### Data collection and Training

There are many different approaches to lie detection in videos, including uni-modal approaches such as audio, text, video (micro-expression), and multi-modal fusion of audio, text, and videos. Although a multi-modal approach would be able to use the most amount of information to detect deception in real-world situations, we often need to detect lies in real-time, and thus a micro-expression-based visual-only approach is worth exploring.

Detecting lies in videos with facial expressions requires several key building blocks, including recognizing human faces, identifying the face that we are interested in detecting lies from (in videos where more than one human face is present), recognizing the micro-expressions not immediately visible to the human eye due to the short duration of appearance and subtle facial muscle movements, and finally using time series of data to detect lies. The outcome will be a model that detects a time series of facial expressions on the target human face and uses the expression vector to categorize the video as either a lie or a truth statement.

### Dataset and Features

There are two datasets required for learning this task. The first is faces labeled with corresponding expressions. The second is video clips of humans telling the truth/lies. To train the expression recognizer, we use FER-2013 (“Learn facial expressions from an image”) available on Kaggle. The training set contains 28,709 examples, and the test set contains 3,589 examples. Each image is cropped to contain only the human face and is labeled using numbers 0-6, which stand for 0 - Angry, 1 - Disgust, 2- Fear, 3-Happy, 4 -Sad, 5-Surprise, 6- Neutral.

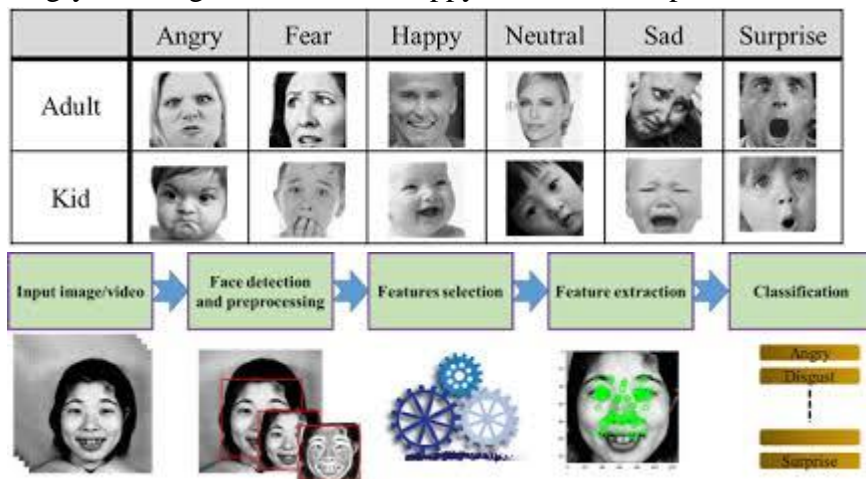


Fig 1: Image

For the video clip data, we are using a labeled video clip set consisting of 60 truths and 61 lies, which is the same dataset used by a previous paper, “Deception detection in video”, in AAAI 2018(Zhe et al 2018). The average video is about 2 minutes in length, and all video files are kept in MP4 format with a frame rate of 30 frames per second. Only the person making a statement is visible in each video.

#### 4.0 Findings

Modern computer vision approaches, especially deep learning and machine learning models, have shown vital progress in recognizing and analyzing micro-expression. Current deception detection using micro-expression and computer vision achieves accuracy rates ranging from 70% to 90%, depending on factors like dataset quality, feature extraction method, and algorithm efficiency. Polygraph tests, compared with micro-expression analysis offers non-invasion, real-time, and less intrusive approach; however, polygraphs still outperform micro-expression in controlled environments, particularly in detecting nervousness-related lies.

#### Results and Discussion

**Using LabVIEW Vision Assistant and a CNN-Based classifier, an accuracy of 75% to 88% was obtained for lie detection. When combined with Support Vector Machine for classification, 70% to 80% was achieved due to SVM's limitations in handling deep learning features. High-speed cameras improved micro-expression accuracy by 10% when compared to standard webcams. LabVIEW's real-time processing capabilities allowed for micro-expression analysis in 50 to 100 ms per frame, making it suitable for live detection. Delays were observed when handling large datasets, particularly when integrated with deep learning.**

#### Conclusion

The integration of LabVIEW and computer vision for lie detection reveals promising results, particularly in controlled environments. The system obtained real-time analysis with accuracy up to 88%, but faced limitations like false positives; environmental differences and processing speed remain. Future recommendations could focus on deep learning integration, optimized processing, and multi-modal analysis for improved reliability.

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## DEATH AS A METAPHOR IN BEN OKRI'S *INFINITE RICHES*

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### **Abstract**

*This paper examines death as a metaphor in Ben Okri's *Infinite Riches*. The narrated events start from Okri's award-winning novel, *The Famished Road*, and *Infinite Riches* concludes it. Death dominates the text, and the study identifies the meanings and kinds of death and then confirms it as a significant carrier of meanings. A close reading of the novel shows the intricate linkage between human stories and experiences, and national narratives. Okri uses death(s) of individual(s) to interrogate the postcolonial African nation. The study uses postcolonial theory as its theoretical framework, and this helps to establish the novel's response to questioning the Western hegemony of death. The text conceptualises death in Africa as a link between the living and the dead. The conceptual metaphor Okri uses here questions the earlier Western meaning of death as an end of existence, and life beginning of it. Okri uses this metaphorical style to present the positive image of the African worldview and way of life.*

**Keywords:** *Death, Metaphor, Postcolonial, Africa, Ben Okri*

### **Introduction**

*Infinite Riches*, having been in circulation since 1998, and owing to numerous praises of the author's style of writing, which is said to have succeeded in elaborately communicating a complex view of Africa, the novel's particular artistic elements have not received exhaustive critical attention. In essence, death, which is unarguably one of the recurrent motifs in the text, has not been studied in-depth. Scholars through the ages have endeavoured to grapple with the concept of death; what it refers to, and its significance. The study of death has been approached or viewed through different modes. This paper, therefore, examines death as a metaphor in Okri's *Infinite Riches*(1998). That is, the study focuses on the narrative style that portrays the different meanings and kinds of death in the novel and what these images have on the formulation and final understanding of the postcolonial African nation. Postcolonialism appropriates the discourse of colonisation in different ways. It deals with the issues of political and cultural independence of former colonies and their people, the issue of crisis of identity and its myths among the colonised, social and linguistic alienations, and the question of language in general. It also rejects the notion of grand narratives and offers radically decentred subjects. The writer selected in this study has conspicuously demonstrated this in his writing. In addition to different aspects of language abrogation and appropriation, postcolonial writings also appropriate distinctive use of allegory and magic realism as stylistic strategies. It means that Postcolonial African writers have the tendency to use their creative modes to express or reflect postcolonial realities in their nations, and Okri is

not an exception. He has used his creative prowess to expand the African worldview. His style of writing has generated a lot of arguments among critics and scholars; this study seems to add to this by using death as a metaphor in Ben Okri's *Infinite Riches* (1998).

However, to have a robust and vivid clarification of the contention of this paper, it will be of great importance to review and discuss the synopsis of the text. Mamudu, C.O (2001) posits that;

*Infinite Riches* has striking intertextual similarities with *The Famished Road*. Like the latter, Okri employs the same characters, style, setting, and similar incidents in *Infinite Riches*. It is a novel that matches the standard of *The Famished Road* and *Songs of Enchantment*. Sherida Morley of the BBC Radio accordingly describes him as “one of our greatest living writers” and *Infinite Riches* as “a wonderful book”(p.80).

Mamudu (2001) goes further to say that “*Infinite Riches* is arguably a sequel to, or a continuation of, *The Famished Road* and *Songs of Enchantment*. The novel is, accordingly, presented as volume three of *The Famished Road* cycle. It borders on the same themes, concerns and viewpoint(s) of the earlier novels”(p.88).

The novel is indeed the last book of Okri's trilogy that begins with *The Famished Road*. It continues the story of Azaro, the abiku child, who sees into the spirit world. Also, the struggle between the political parties-the Party of the Rich and the Party of the Poor- over who takes the mantle of power once the colonialists have granted the colony its independence continues unabated. This underscores the nefarious activities of the political elite; the brutality of the people by both police and the thugs of the political parties; the discrimination of the people by people and parties, and the humongous corruption of political parvenus against the beggary lives of the people. In this story, set at the point of independence of no particular African country, Okri shows that the current political gimmicks, shenanigans, thuggery, and corruption began at the second birth of the new continent. It is that part of the umbilical cord that remained in the belly of the continent, whose decay had sprung forth foul, greed-laden, and disreputable leaders. This is also the time that the media became the grand-illusionists for government into reality, or, into fantasy, fiction into reality, at will.

The story started when Azaro's father, Black Tyger, was arrested for a death he knew nothing about. “Who can be certain where the end begins? said Dad, shortly before he was arrested for the murder of the carpenter (Okri, 1998,p.5). His wife embarked on a demonstration to first look for where he had been kept and then seek his release. Together with seven other women folks of her kind, they moved from one police station to the other, setting prisoners free, until they found him in a near- moribund state and got him released. Through this medium, Okri discusses how the educated elites of Africa ride on the back of the struggles and death of ordinary people, mostly the unskilled and uneducated, by associating with them on the peripheries of their struggle, after which they betray them and appropriate for themselves their victory. When the eight women embarked on their quest to release Black Tyger, they were met by a group of educated women who, afraid of the blows and blood that result from such heated demonstrations, sought to replace the incendiary march with an organised, sanitised one, which was incapable of penetrating the administration's thick skin. More so, after rejecting this proposal and achieving victory, they- the educated women- found a way of appropriating the credit for themselves by conniving with their allies in the media

and getting pictures splashed in all newspapers. This behaviour became the new class system after the attainment of independence in most African nations, where those who struggled for independence were mostly different from those who assumed the reins of power. This is the platform upon which the paper intends to explicate death as a metaphor in the selected text. However, the paper is structured as follows: meaning of death, death and its kinds: a metaphor, metaphor and African worldview, and conclusion of major findings. The theoretical framework that would be used in the analysis of this paper is postcolonial literary theory. According to Jean-Pierre Durix, in Oko (2010), “literature is anchored on a particular moment, and the writer is often conditioned by his environment”(p.3-4). Equally, Ogude, S. E (1991) believes that “...there is a sense in which every literary work is a response to a definite historical and socio-political condition” (p.29). Other scholars like Joanna Maciulewicz (2017), Ayo Kehinde (2004), and Oko Eze (2010, 2020), also share the same view. Therefore, this study is anchored in postcolonial literary theory.

### **Meaning of Death**

This study focuses essentially on the metaphorical meaning of death in literary works, particularly fiction. Death and literature enjoy a close relationship. Death is a secret, mysterious event, and no doubt a painful reality in the life of an individual. Its mystery makes it impossible for one to know how it feels, what it entails, what it truly means, and what response to accord to it, for all closeness one can get to it is by watching others die. Therefore, literature has become a springboard for man to treat his fear with meaningful assumptions. Skelton (2016) reiterates that there are basically three ways to view death in literature. These ways range from the author’s explication of personal experiences on death; the use of literature to structure our thoughts on death; and the use of death as a literary device, which is the main burden of this paper. It should be reiterated that literature has become a platform for people to have an encounter with the experience of death by allowing them to put their feelings and imaginations on death to writing. Hakola and Kivisto, in Kosgei (2017), reiterate that “apart from watching others die, writing has opened avenues into an understanding of this phenomenon” (p.2).

More so, death can be seen as a theme in literature, and writing of this nature revolves around two things. The first is the actual inexistence of an individual, which can be viewed as physical death. Popa and Hanganu(1979) also see death as “a transition to another mode of being, or as something that puts an end to the nothingness of life, as a necessity that is total and irreversible”(p.33). The other is the emotional pain that is left on the part of the bereaved, which can be seen as emotional death. This could be seen as the effect of losing a loved one.

This paper does not basically portray death as a theme, but rather as a style. In most cases, (2017) attests that “death as a style is used as a commentary on the state of events in a society generally to ridicule play-ups of systems in the society in question” (p. 9). This occurs when the concept of death in literature takes more than thematic preoccupation, and becomes stylistic. In most cases, writers use such tropes as this to criticise evil in the society (ies) they write from, or about. Using this mode to portray death, it communicates deeper meaning that many would not take seriously if it had been stated vividly. As a symbol, therefore, death gains a metaphorical status, which this paper seeks to analyse. This study takes death as a metaphor in the selected novel.

## **Death and Its kinds: A Metaphor**

As a style, death ceases to refer only to physical nonexistence, but takes into consideration other kinds and portraits that are characteristic of death. Some of these forms include physical, spiritual, psychological, emotional, and moral death, respectively. When these forms of death appear in a work of art, they call for analysis into what they stand for in the society in question, as these forms of death mean different things in different contexts. The paper will not be overburdened by explicating the forms of death mentioned above; physical and psychological deaths are used as springboards to the analysis of the selected novel. In the novel, these forms of death are parts of the narrative. These deaths are used to interrogate a certain aspect of the society. In essence, the deaths have been used metaphorically. Death is analysed as a metaphor in the study, particularly as representative of the African nation.

David Punter (2007) defines metaphor as the act by which “one thing stands in for another”(p.2). In metaphors, two things that have no direct relationship are equated to each other, so that characteristics of one object, which is the source, are transferred onto another, which is the target. Metaphor, in essence, consists of comparing two unequal things that would ordinarily have no uniform ground of understanding. In the selected text, metaphor is used extensively; the death, killing, and dying of characters are equated to the havoc of a dying African nation. Characters themselves are symbols of the African nation, as most characters in the novel are going through different socio-economic and political struggles. In the end, most characters are presented as living in fear, haunted, horrified, and dying. That the characters in the novel are representatives of the African nation is no mistake or coincidence.

Okri explores how issues like violence, corruption, assassination, and disillusionment are presented through pauperised and disparaged characters like Azaro’s family, among others in the novel. More so, analysing the different kinds and features of death in the novel further opens an understanding that is not limited to human experience, as it makes it possible to conceptualise the general socio-political realities of the African nation. Physical death is taken to mean biological death. Many scholars have come up with different definitions of physical death, as noted by Kosgei. This form of death expresses a time when one ceases to exist corporally. It also means to permanently disappear; to lose components of life, or “when the body expires, and there is cessation of all function”(18). Physical death is a natural occurrence that must happen to all living beings, rendering them biologically mute. There are notable examples of physical deaths in the novel, and these deaths are blended into the narrative. The events of the novel started with the arrest of Black Tyger for a death he knew nothing of, that is, the death of the Carpenter. The death of the Carpenter is one of such deaths that pervade the world of the novel. This scene is captured thus;

‘Who can be certain where the end begins?’ said Dad, shortly before he was arrested for the murder of the carpenter. ‘Time is growing,’ he added. ‘And our suffering is growing too. When will our suffering bear fruit? One great thought can alter the future of the world (Okri,1998.p.5).

Okri blends this to show how people are killed in postcolonial African nations by the political elites, and attributes the killing to innocent citizens. The story presents Africa as itself dying, something that happened earlier than any physical deaths. The death of the Carpenter, as presented in the novel, is caused by violence during political rallies and reflects innumerable deaths that have happened in postcolonial Africa's history. The Carpenter's death is described most clearly in the text, with the reader moving side by side with the narrative voice. This is unlike all other deaths that are reported in the novel. This presents the African nation as a postcolony. Mbembe(1992) affirms that in a postcolony, "living is no longer subject to morals, and individuals are forced to devise whatever means that are available to them for living. Survival becomes paramount, and people have to adapt so that they may live" (p.4). It also sheds more light on the question asked by Black Tyger, that is, "when will our suffering bear fruit" (Okri, 1998.p.5). This accounts for the action of Black Tyger, among others in the novel.

As has been reiterated, there are legions of physical death in the novel. It is hard to ignore the place of physical death in the story as it arguably forms the platform upon which the narrative rests, generating other kinds of death. As stated earlier, the features of death present in the novel are somewhat related. Viewing from a psychoanalytic platform, many of the physical deaths discussed earlier have, in a way, affected either the victims or the executioners psychologically. In the text, these psychological disturbances affect characters by way of dreams, haunting, or even fear that deter them from time to time. The excerpt below actually captures it thus:

Then, as if he had woken into sleep, Dad brushed past me, muttering something about seeing things for the first time. He went out of the room. For a moment I was confused. Then I went out after him. It was very strange, and the thought scared me, but it seemed as if Dad simply stepped out of our door, and out of reality. I went back to the room and waited for him. While I waited, it occurred to me that Dad had been talking from his sleep. I had entered another of his dreams (Okri, 1998, p.9).

Most characters in the novel have spent an entire lifetime dreaming from a past that they realise is always ahead of them, so that even when they sleep, the voices that ring in their heads are frustrating enough. More so, the effect of physical death is the manifestation of all other forms of death mentioned in this paper. Having considered some forms of death as they relate to this study, it is pertinent at this juncture to turn our lens on how Okri uses death in the novel to project the African worldview.

### **Death and the African Worldview**

Scholars and critics alike are of the view that writers worldwide adopt different modes of communicating social meaning. The modes enable them to articulate and represent individual and group identities, ideologies, prejudices, emotions, attitudes, and social relations. In the novel under consideration, Okri adopts death as a tool for sharing the socio-political situation in his country, Nigeria, and Africa in general. However, Okri uses death to project the African ideologies and identities. It is unarguable in this paper that there are different meanings of death. Okri uses death(s) of individual(s) to question the postcolonial African nation. Postcolonial discourse helps to establish the novel's response to questioning the Western hegemony. The text conceptualises

death in Africa as a link between the living and the dead. This contrasts the Western meaning of death as an end of existence, and life as the beginning of it. It is also what Kamalu (2017) shares in one of his articles; he captures it thus:

...Okri's fiction on abiku, the three participants occupy three different spaces/levels of existence: Ade exists in the ethereal space; Dad/Mum occupies the terrestrial space; while Azaro floats between the two spaces, thereby representing a conflation of the ethereal and terrestrial spaces. Thus, there is a conversation between (i) the spirit (the dead, represented by Ade); (ii) the half-spirit-half human (represented by Azaro; and (iii) the human (represented by Dad/Mum), with the middle character (Azaro) mediating the conversation. Temporally, Ade represents the past; Dad/Mum the present; while Azaro represents the interspace between the past and the present that enhances the continuum of existence (Kamalu, 2017.p.47).

The above viewpoint by Kamalu aptly sheds more light on the contention of this paper. Likewise in *Songs of Enchantment*, there is also a dialogue involving Azaro, Ade, and Dad. The beginning of the dialogue is between Ade and Azaro, but Dad later joins in the dialogue thinking that Azaro is conversing with him. This is the scene where Azaro affirms that Ade would come into the room and sit beside him with a sweet smile on his face. The excerpt below captures the dialogue between Azaro, Ade, and Dad:

Your father is right. About what? I asked. What? Dad asked. Everything is alive, Ade continued. Some things can make a stone cry. Like what? What? Dad asked again. Many things, Ade ventured. A dry wind, a dying bird, the death of a nation, the birth of a witch, the laughter of angels, the songs of the devil, the dreams of a toad, the piss of a goat, the serenity of a tyrant, the destruction of a people's history,...the dream of the dead (Okri,1993.p. 262). (Emphasis mine).

This dialogue actually shows that human beings and spirits can have a conversation. It captures the interpenetration of regions that are found in African cosmology (Kamalu, 2017). Instead of this, it has been affirmed that Africa has different levels of existence. The death of an individual can be seen as a platform for the dead to continue the journey to other regions of the cosmos. In *Infinite Riches*, the deaths of some characters are significant and metaphoric. Their deaths serve as a medium to interrogate the African worldview and the postcolonial disillusionment in Africa. In order to have robust discussions in this segment, occasionally, reference shall be made to earlier works in Okri's trilogy. This is because events and deaths of some characters in these novels, more importantly, *Infinite Riches*, can actually aid our deconstruction of the postcolonial African experience. For instance, in *Songs of Enchantment* (1993), the Carpenter, Ade's father, is killed by the thugs of Madame Koto, but his corpse is not buried. "The eagle vanished and a fountain of blood, thin and clear, burst from a vein in Ade's father's neck as one of the men stabbed him in the throat"(p.212). Oko (2020) equally affirms that "these lines share similar features with some of the political incidents in Nigeria" (p.4). He goes further to say that Ade's father agitates for the killing of his son, Ade, and he is equally murdered by thugs of Madame Koto. The deaths of Ade and his father are all metaphors for the failed leadership in Nigeria, nay Africa. The death of Ade is like one of the founding fathers of the Nigerian nation who fought for the unity and stability of

the country but was cut short by death (Oko, 2020.p.3). There are also some events in *The Famished Road* that liken Nigeria as “near death state”. Azaro in this scene captures it thus:

He saw our people drawing in poverty, in famine, drought, in divisiveness and the blood of war. He saw our people always preyed upon by other powers, manipulated by the Western world, our history and achievements rigged out of existence. He saw the rich of our country; he saw the array of our politicians, how corruptible they were, **how blind to our future**, how greedy they became (Okri, 1991,p. 492, my emphasis).

This underscores that Nigeria (Africa) has leaders who do not seek her stability; rather, they are interested in self-aggrandisement. They keep on acquiring wealth which they cannot use after all. “... how blind to our future”(p. 4), which depicts the near death of the nation and its epileptic status in policy formulations and implementations.

As reiterated above, Okri uses death in this text to counter the Western hegemonic view of death. In Africa, it is a journey and equally a means of livelihood, not necessarily an end to one's existence. It is a pathway or medium with which we communicate with our ancestors, who operate in different cosmos. Madame Koto has been seen by many critics as an embodiment of the neo-colonial masters. She is an enchantress of the ghetto. Her negative propensity is displayed in the way she oppresses the poor, especially Dad and Azaro in the narrative. Her death in the novel was welcomed by the people of the ghetto, especially Azaro's family. The deaths in the earlier novels have been attributed to her handiwork. It is aptly captured by Oko(2010) that “Madame Koto constitutes one of the impediments to the smooth growth of a promising community. Ade, Azaro's spirit-child friend, attempts to eliminate Madame Koto, who represents political tyranny, oppression, and domination” (p.5). This actually supports the view and contention of this paper that considers death as a metaphor. Her death was a welcome development among the people of the ghetto. When Madame Koto died, the people were not surprised by her death. The narrator (Azaro) makes it clear that nobody in the ghetto cried for her, apart from the blind old man. Even the people were banished from the night four days after her death. Azaro captures it thus: “On the fourth day after Madame Koto's death, we were banished from the night. The hypocritical wailing of the blind old man mystified us. But nothing astounded us as the rewriting of lives by the power of the era”(Okri,1998.p.344).

In the excerpt above, Azaro uses it to capture the mood and attitude of the people of the ghetto. It can also be said that Okri uses this to reiterate the change and end of the oppression in Africa. The people in the ghetto did not believe how things in their lives had changed after the death of Madame Koto. “We began to distrust things. When the blind old man wept about the untimely death of Madam Koto, we merely took him for a dream that we could not agree upon”(Okri,1998.p.348). This shows that her death was unbelievable among the people of the ghetto because of her evil propensity on them.

In this novel too, Okri(1998) made us understand that death is cultural. In the African worldview, death is seen as people's way of life. “He was thinking: ‘People's experience of death is cultural’; ...” ( p.360). In this narrative, people have experienced the deaths of different people, and these deaths have become an aspect of their lives. It seems in the narrative that Africa is a place where

human lives are not valued, and Okri uses it to portray failed leadership, nepotism, and disillusionment in Africa. As a result of poverty and penury, people use the death and burial of an individual as a means of livelihood. This excerpt captures this view;

[T]he highest paid mourners in the land had been assembled. They took over the blind old man's weeping. They wept and wailed and threw themselves dramatically on the ground at crucial moments. When they wailed for a while, hurled themselves to large quantities of fried guinea fowl, stewed rice, bake plantain and beer. They ate and drank voraciously (Okri,1998.p.362).

This has been vividly corroborated by Kehinde (2004) thus;

The postcolonial African writers portray the ordeals of the ordinary citizens of their societies who wallow in abject poverty and tattered penury.... They depict their continent as a society characterised by misery, squalor, oppression, diseases and overcrowding (p.97).

This is what Okri has aptly used his imaginative prowess to depict in the above excerpt.

However, death can also be likened to an interface between the living and the dead. It is a platform with which the living use to connect with their ancestors or the dead. During burial, people use the occasion to connect with their loved ones who have departed long ago. Okri uses the death of some characters in the novel to shed more light on the African worldview concerning death. In this paper, it is believed that death is not an end but a continuation of life because there are different regions of the cosmos. One leaves a particular region of the cosmos to continue his existence. Some events in the novel attest to this;

We heard that several funerals were taking place for Madame Koto simultaneously in different parts of the country. There were funerals in deep creeks, in remote villages, on hilltops, and in the original home of the great black rock. The biggest funerals took place in her secret palace (Okri, 1998, p.352).

Okri uses the event above to show that there are different regions of the cosmos. As stated earlier in this paper, death is a means to connect the living and the dead. This is clearly elaborated by the event that happened during the burial of the enchantress of the people (Madame Koto), and Okri captures it thus:

[T]hen began the round of entreaties. Addressing the regally seated Madame Koto, the women and the cultists prayed to her to pass messages on to their ancestors, and to intercede for them in the world of spirits. Childless women prayed to be pregnant. Men whose businesses weren't doing well asked for success.... They addressed all their claims and their problems, their fears, to Madame Koto, whom they saw as their advocate in the powerful realm of the dead (Okri,1998.p.373).

Okri affirms from the above excerpt that there are different realms in the universe, and one of such is "the realm of the dead"(Okri,1998.373). The author uses this event of the burial of Madame Koto to reveal and expound on the chain of communication that exists between the living and the

dead. He also stated vividly that “Madame Koto listened to their supplications with the solemn air of her impassive greatness. She absorbed all their concerns into her death”(Okri,1998.p.373). This shows that Madame Koto, though dead, was still listening to their requests. What is presented therefore in this novel is a communication that exceeds the natural form of interpersonal communication that exists in the Western worldview. It confirms that in Africa, there is a thin line between the living and dead, and this, among others in the novel, captures the African worldview.

### Conclusion

This paper has critically considered and examined death as a metaphor in Ben Okri’s *Infinite Riches*(1998). It is revealed in the study that death dominates the text, and the paper identifies the kinds and meanings of death and then confirms them as significant carriers of meanings. The deaths of Ade and the Carpenter, as alluded to in this paper, are symbolic and metaphoric. It portrays how people are killed daily in African society without anybody interrogating the causes of these deaths. It has been affirmed that Okri, through his narrative, is interested in common people in the society. Madame Koto is a metaphor for the heartless, greedy, and cruel ruler of the nation. She can further be seen as the woe and disillusionment of independence; and her death marks the end of oppression and tyranny in our society. It shows that death is inevitable; that is, no matter how high or low that you are placed in society, it will be your lot one day. It is also observed in this study that death is conceptualised as a link between the living and the dead. Therefore, Okri uses this metaphorical style to portray the positive image of the African worldview and way of life.

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## NAVIGATING THE COMPLEXITIES OF LANGUAGE TRANSFER, WHICH INVOLVES CHALLENGES IN TRANSLATING ENGLISH TO THE NUPE LANGUAGE

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### ***Abstract***

*Translating English to the Nupe language poses significant challenges due to linguistic, cultural, and structural differences between the two languages. This qualitative study investigates the complexities of language transfer, highlighting the challenges faced by translators, linguists, and Nupe language experts. The findings reveal linguistic differences, cultural nuances, limited resources, tone and context complexities, and idiomatic expressions as major challenges. The study recommends the development of translation guidelines, training for translators, creation of translation tools, and promotion of cultural exchange programs. This research contributes to the understanding of language transfer complexities and informs strategies for improving communication and cultural understanding between English-speaking and Nupe-speaking communities.*

**Keywords:** *language translation, English-Nupe language, linguistic differences, cultural nuances, language transfer complexities*

### **Introduction**

Language translation is a multifaceted and intricate process that involves transferring meaning, context, and cultural nuances from one language to another. It requires a deep understanding of the linguistic, cultural, and structural complexities of both the source and target languages. When translating English, a foreign language, to Nupe, a Nigerian native language, the challenges are compounded by the significant linguistic, cultural, and structural differences between the two languages. The Nupe language, spoken by approximately 1.5 million people in Nigeria, has a unique grammatical structure, vocabulary, and idiomatic expressions that differ significantly from English. Moreover, the cultural context in which the Nupe language is spoken is rich in traditions, customs, and values that may not have direct equivalents in English. Therefore, translating English to the Nupe language requires more than just linguistic proficiency; it demands cultural sensitivity, contextual understanding, and a deep appreciation of the nuances of both languages. Despite the

importance of accurate and culturally sensitive translation, the challenges involved in translating English to the Nupe language have not been extensively explored. This research aims to investigate the challenges involved in translating English to the Nupe language, highlighting the complexities of language transfer and the need for culturally sensitive translation strategies. By examining the linguistic, cultural, and structural differences between English and Nupe languages, this study seeks to contribute to the development of effective translation strategies that promote accurate communication, cultural understanding, and mutual respect between English-speaking and Nupe-speaking communities.

### Literature Review

Language translation is a complex process that has been extensively studied in various fields, including linguistics, anthropology, and communication studies. Previous studies have highlighted the importance of considering linguistic, cultural, and contextual factors to ensure accurate and effective translation (Bassnett, 2014; Venuti, 2012). However, the specific challenges of translating English to the Nupe language have not been extensively explored.

### Linguistic Factors

Research has shown that linguistic differences between languages can pose significant challenges in translation. For example, the Nupe language has a complex tone system, with three tones and a neutral tone (Krupa, 1966). This tone system can affect the meaning of words and phrases, making it challenging to translate from English, which does not have a similar tone system. Additionally, the Nupe language has a subject-verb-object word order, which can differ from the subject-verb-object word order of English (Krupa, 1966).

### Cultural Factors

Cultural differences between languages can also pose challenges in translation. The Nupe culture has unique customs, traditions, and values that may not have direct equivalents in English. For example, the Nupe people have a strong tradition of respect for elders, which can affect the way language is used (Nadel, 1942). Translators must be aware of these cultural differences to ensure that translations are accurate and culturally sensitive.

### Contextual Factors

Contextual factors, such as the purpose and audience of the translation, can also affect the translation process. For example, a translation of a medical text from English to Nupe may require specialized vocabulary and terminology that is not commonly used in everyday conversation (Krupa, 1966). Additionally, the level of formality and politeness required in the translation may vary depending on the audience and purpose of the translation.

### Empirical Review

Several studies have investigated the challenges of translating English to African languages. For example, a study by (Adegbija, 2001) examined the challenges of translating English to Yoruba, a Nigerian language. The study found that linguistic differences, cultural differences, and contextual factors all posed significant challenges in translation. Another study by (Kaschula, 2001)

investigated the challenges of translating English to isiXhosa, a South African language. The study found that the lack of standardized terminology and the complexity of the isiXhosa language posed significant challenges in translation. Despite these studies, the specific challenges of translating English to the Nupe language have not been extensively explored. This study aims to contribute to the existing literature by investigating the challenges involved in translating English to the Nupe language, highlighting the complexities of language transfer and the need for culturally sensitive translation strategies.

### Research Method

This study employed a qualitative approach, using a case study design to examine the challenges of translating English to the Nupe language (Yin, 2014). The case study design allowed for an in-depth examination of the challenges faced by translators, linguists, and Nupe language experts.

### Data Collection

Data were collected through three primary methods:

1. In-depth interviews: Semi-structured interviews were conducted with 10 professional translators, linguists, and Nupe language experts to gather information on the challenges they face when translating English to Nupe (Kvale, 2007). The interviews were audio-recorded and transcribed verbatim.
2. Text analysis: A total of 20 translated texts from English to Nupe were analyzed to identify linguistic, cultural, and structural challenges (Fairclough, 2013). The texts were selected from various sources, including books, articles, and websites.
3. Participant observation: The researcher observed five translation sessions to observe the challenges translators face in real time (DeWalt & DeWalt, 2011). The observations were recorded in a field notebook.

### Data Analysis

The data collected through interviews, text analysis, and participant observation were analyzed using thematic analysis (Braun & Clarke, 2006). The data were coded and categorized into themes, which were then analyzed to identify patterns and relationships.

### Challenges

The study revealed several challenges involved in translating English to the Nupe language, including:

1. Linguistic differences: The Nupe language has a complex tone system, grammatical structure, and vocabulary that differ significantly from English (Krupa, 1966).
2. Cultural nuances: Nupe culture has unique customs, idioms, and expressions that require careful consideration during translation (Nadel, 1942).
3. Limited resources: The scarcity of trained translators, linguistic experts, and translation tools for the Nupe language hinders the translation process (Adegbija, 2001).
4. Tone and context: Nupe language relies heavily on tone and context to convey meaning,

which can be challenging to translate accurately (Krupa, 1966).

5. Idiomatic expressions: Nupe language has idiomatic expressions that may not have direct equivalents in English (Kaschula, 2001).

## **Structural Demonstration of Basic Translation from Nupe to English**

### Parts of Speech in Nupe (Bagun Eganzhi)

According to Manarakis (2017), the parts of speech in Nupe are categorized as follows:

1. Eye: Noun
2. Beye: Pronoun
3. Boji: Verb
4. Bebojin: Adverb
5. Epela: Adjective
6. Yekan: Preposition
7. Kpoti: Conjunction
8. Ekufi: Interjection

### The Adjective (Epela)

In Nupe, adjectives typically follow the noun they modify, contrasting with English, where adjectives precede the noun. In plural constructions, the plural marker "zhi" is applied to the adjective rather than the noun.

Examples:

- Kungu wuncinko – big box
- Eza bokun – white man
- Eza bokunzhi – white men

Special Cases:

In specific contexts, the plural marker "zhi" may be omitted. For instance:

- Kpata eza nana zhi – all these people (Here, "zhi" marks plurality, but it is sometimes optional.)
- Eza o – they are good (The adjective "eza" already implies plurality, making "zhi" unnecessary.)
- Titi-titi – implies more than one (The plural marker "zhi" is entirely dropped.)
- Ndocizhi – sometimes (Here, "zhi" indicates plurality but is not always required.)

## Kinds of Adjectives (Dozhin nya Epela)

According to Blench (2009), adjectives in Nupe can be classified into two types:

1. Pure or Simple Adjectives: Basic descriptive words, e.g., bokun (white).
2. Predicate Adjectives: These function both as verbs and adjectives, such as wangi (good) and ge (to be good).

## Characteristics of Predicate Adjectives:

- No Plural Marking – They do not take the plural marker "zhi."
- Function as Verbs – They can act as verbs when paired with a noun or pronoun, without requiring a copulative verb.
  - Example: Bida wancin (Bida is large), Wun ge (It is good).
- Formation of Abstract Nouns – By reversing the syllables or reduplicating a monosyllabic word, abstract nouns can be formed, carrying the same meaning as the predicate adjective.

## Verbs in Nupe (Bebojin)

Verbs are fundamental in Nupe for expressing actions, states, and events. Unlike English, which often uses the same verb for multiple meanings, Nupe differentiates between copulative and existential concepts with distinct verbs.

### Copulative Verbs in Nupe:

Copulative verbs connect the subject with additional information, such as a noun or adjective. The most commonly used copulative verb in Nupe is *yi*, applicable to all grammatical persons and numbers.

Examples:

- Nana yi kata min – This is my house.
- Kpata a yi egi minzhi – They are all my children.
- Min yi tishi a – I am their chief.

### Intransitive Verbs in Nupe:

Some Nupe words inherently convey the meaning of "to be," eliminating the need for a separate copulative verb.

Examples:

6. Bagi nana gboka – This man is strong.
7. Ezi wuncin tsoba – That town is near.
8. Kara u zhi dokun – His loads are many.
9. Wun bifo saranyi – He is very weak (literally: he is weak very).

## Verb Structure in Nupe

Many Nupe verbs consist of two components, which separate when an object is inserted. The object and any modifiers are placed between the two verb parts.

### Adverbs (Bojin zhi)

Adverbs in Nupe often end with "-nyi," similar to the English suffix "-ly."

Example:

- Karanyi – Gently

### Prepositions in Nupe

According to Banfield (1915), Nupe has a limited set of prepositions. In many cases, the meaning of the verb already implies the preposition, making its explicit use unnecessary.

Example:

- Emi mi tsoba Bida – My home is near Bida (The verb "tsoba" already implies proximity, so no separate preposition is needed.)

Common Prepositions:

- Ya – for
- Ebo – because
- Ko – instead

Note: The second part of "ebo" ("bo") must be placed at the end of the phrase or sentence.

### Conjunctions (Kpoti)

Conjunctions are used to connect phrases and sentences. They may appear after pronouns or replace them.

Examples:

- Yi da dzuko, yi ci le u ye baga o – We went to the market and saw him there.
- Wun ku enya zhi dan dozhi, wunci tinya – He collected things together and went out.

Conditional Conjunctions in Nupe:

- Wun a yi ke – If it is
- Ku a keba – Put them together
- Afe de – Except
- Ku egan ya emin o – Voice out

### Interjections (Ekufi)

Many interjections in Nupe originate from Arabic and have been integrated into daily speech.

Examples:

- Madala (from "Alhamdu lillahi") – Praise be to God; also means "that is right" or "good."
- Hakika/Akika – Truly
- Labuddi – No doubt
- Acing a – Exactly
- Wun a ge – It's alright
- La illah – An expression of great surprise, derived from Islamic tradition.

## Nouns and Rules in Nupe (Eye Be Ganmin Nya Nupe)

### Definition of Nouns - Eganyekpe Eye

According to Banfield (1915), a noun is a word used to name:

- A person or animal – Eza koman Nyakungi
- A place – Eba
- A thing – Enya
- An idea – Yeman

### Pronunciation of Nupe Nouns - Kendo wo a yi Eye Nupe o na

Non-native speakers may notice variations in the pronunciation of Nupe nouns compared to their written forms. This is due to the unique phonological characteristics of the language.

Examples of Nouns in Nupe are:

<b>Names</b>	<b>Animal</b>	<b>Places</b>	<b>Things</b>
<b>Awushe-Aisha</b>	<i>Shigi</i> -dog	Bida	<i>Tasa</i> -bow
<b>Mawo-Grace</b>	<i>Dangi</i> -cat	Mokwa	<i>Evo</i> -plate
<b>Mana-Happiness</b>	<i>Dagba</i> -lion	Kogi	<i>Takada</i> -book
<b>Wusabolo-Hafsat</b>	<i>Doko</i> -horse	Kwara	<i>Ekagi</i> -pen
<b>Tifin-Aliyu</b>	<i>Etsu</i> -rat.	Lapai	<i>Sanwo</i> -handset

## Nupe Nouns: Descriptions, Pronunciation, and Usage Rules

### Nupe Noun Descriptions

- Eza – Person or human being
- Eza – Red soup
- Eya – Canoe, used on water
- Eya – Friend, someone you relate with
- Ebi – Knife, used to cut
- Ebi – Kola nut
- Kara – Load, a heavy object
- Kara – Found in water
- Kara – Wall, used to fence a house
- Zongun – Mat, used for rest
- Kata – House, where valuables are kept
- Kata – Umbrella, used for protection from rain or sun
- Tu – To build
- Emi – Home, place to live
- Emi – Oil, used for cooking
- Doko – Horse, used for riding
- Nna – Mother
- Nda – Father

### Nupe Noun Pronunciation

Yiyi nya Eye Nupe o Pronouncing Nupe nouns can be subtle and context-dependent:

- Eza (person) is often pronounced as za, though the initial e is distinctly heard when spoken slowly.
- The Nupe word for "welcome," kube-ebo e', is typically pronounced as ku be 'ebo e.

#### Important Note on Pronunciation

Enya gonyi wo tswa mini Yiyi o na

- The written form of Nupe words, such as 'ebo, preserves their original full pronunciation.
- Native speakers articulate these words fully when speaking slowly and deliberately.

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#### Rules Governing Nupe Nouns

Ganmin na dan yiyi eye o na Nupe nouns do not have formal classifications, but certain rules structure their usage to ensure clarity.

##### 1. Absence of Articles

- Nupe lacks definite or indefinite articles, but the word ndoci functions similarly in specific cases.
- Examples:
  - Nda bagi be – A man came.
  - Wun ya mi enya ndoci – He gave me something.

##### 2. Adjective Placement

- In Nupe, adjectives always follow the noun they modify, unlike English, where adjectives precede the noun.
- Examples:
  - Eza bokun – A white man.
  - Bishe tetengi – A small fowl.
  - Bagi guwo – Ten men.

##### 3. Possessive Suffixes

- The suffixes -tso or -nyatso indicate possession, meaning "the possessor of" or "one who has something."
- Examples:
  - Emitso – Householder.
  - Dokotso – Horse owner.
  - Zonguntso – Mat owner.
  - Bishetso – Fowl owner.
- Merchants selling specific goods are often identified this way, e.g., guzhiatso (groundnut seller).
- The word Tsoci merges the suffixes -tso and -ci, meaning "lord" or "master."

##### 4. Gender Rules in Nupe

- Nupe pronouns do not distinguish gender, but specific words indicate gender for common nouns:
  - Nda – Father
  - Nna – Mother

- Bagi – Man/Boy
- Nyizagi – Woman/Girl
- For animals, -eba denotes a male, while -yiwo indicates a female.
- Examples:
  - Bishe eba – Cock (male chicken)
  - Bishe yiwo – Hen (female chicken)
  - Doko eba – Stallion (male horse)
  - Dobina eba – Male date (palm tree)

## 5. Number Rules in Nupe Nouns

### Plural Markers

- According to Banfield (1915), the plural marker in Nupe is zhi.
- Examples:
  - Bagi zhi – Men
  - Ndazhi – Fathers

### Numerical Adjectives as Plural Markers

1. When a numerical adjective qualifies a noun, it implies plurality.
2. Examples:
  - Eza – Person
  - Guwo – Ten
  - Eza guwo – Ten men
  - Bagizhi – Men (plural form of bagi)
  - Enya dokun – There are many things.

### Pronouns in Nupe

#### 1. Singular Pronouns (Beye Gbogi Zhi)

- Mi – I, me
- Wo e – You
- Wun e – She, he
- Eba – Him
- Yita – Her
- Wun – It
- Nana – This

#### 2. Plural Pronouns (Beye Kama)

- Yi – We, us
- Ar – They, them
- Nya – Their
- Wuncin – That
- Nanazhi – These

### 3. Possessive Pronouns

#### Singular

- Nya mi – My, mine
- Nya wo e – Yours
- Yita u – Hers
- Eba u – His
- Wun yi – Its

#### Plural

- Nya yi – Ours
- Nya ba a – Theirs

### 4. Reflexive Pronouns

#### Singular

- Mitso – Myself
- Wotso – Yourself
- Wuntso – Himself, herself

#### Plural

- Yitso – Ourselves
- Yetso – Yourselves
- Atso – Themselves
- Example: Manuela praised herself for achieving good grades.

### 5. Intensive Pronouns

#### Used for emphasis:

- Singular: Myself, yourself, himself, herself, itself
- Plural: Ourselves, yourselves, themselves
- Example: I saw Brad Pitt himself at the mall.

### 6. Reciprocal Pronouns

#### Used to show mutual actions:

- Common Reciprocal Pronouns: each other, one another
- Examples:
  - Yaba and Tifin support each other.
  - They compete with one another when they go clubbing.

### 6. Indefinite Pronouns

#### Indefinite pronouns refer to people or things in a non-specific manner.

- Kpata – All
- Ganfi – Half
- She – Full
- Gun – Complete
- Gangari – Completely
- Ndoci – Another / Some
- Ndondon – Any

- Zandondo – Anybody / Anyone / Each / Everybody / Everyone
- Nyadondo – Anything / Everything
- Gani – Both
- Ko – Either / Neither
- Degi – Few
- Danyi – Many
- Zando a – Nobody
- Nyando a / Ade a – None
- Nyado a – Nothing
- Ade a – No one
- Nini – One
- Kama – Several
- Zandoci – Somebody / Someone
- Nyadoci – Something

Examples:

- Many believe that Gana exists, but nobody can prove it. (Zandondo kpegan Gana danbo, ama de ze wunwo na.)
- No one can be certain if Katsan really exists, but only a few question whether Kashi is still alive.

(Ade ze ganwo gan Katsan danbo na, anma sashi zhi duwan ko Kashi yi dan rayi o.)

The indefinite pronouns in these sentences do not refer to a specific individual but rather to people or things in general.

#### 7. Demonstrative Pronouns

Demonstrative pronouns function as noun markers, "pointing" towards specific nouns.

- Nana / Nna – This
- Wuncin – That
- Nanazhi – These
- Wuncinshi – Those

Example:

Demonstrative Pronouns in Nupe

- That woman attends Gainesville College. (Nna wuncin jin Gainesville College.)
- "That" specifies which woman. (Wuncin la u ze nna wuncin yin a.)
- The woman attends Gainesville College. (Nna wuncin jin Gainesville College.)
- Question: Which woman? (Nna kici o?)
- Answer: That woman. (Nna wuncin.)

#### 8. Interrogative Pronouns

Interrogative pronouns are used to ask questions.

- Zhiya o – Who?
- Nya zhiya o – Whom?
- Nya zhiya o – Whose?

- Kici o – Which?
- Ki ya o – What?

Examples:

- Who is going on vacation? (Zhi e lo efa o?)
- To whom will the teacher give an "A"? (Zhi man nya ya 'A' nya o?)
- What are you doing? (Ki wo e jin o?)

Adjectives (Epela zhi)

Adjectives in Nupe and English

An adjective is a word that describes or modifies a noun or pronoun. In English, adjectives typically come before the noun.

Examples:

- The smart student earned an "A".

Adjectives can also appear after linking verbs.

Example:

- I feel happy. (Mi e wo ma.)

Comparative Forms of Adjectives

For most adjectives with one or two syllables, the suffix -er is added to form a comparison.

Examples:

- Wancin gan – Greater
- San gan – Faster
- Gboka gan – Stronger

For adjectives with more than two syllables, the word "more" is used to indicate comparison.

Example:

- He was more intelligent than his sister.

Adverbs (Bebojin zhi)

Adverbs and Conjunctions in Nupe and English

An adverb is a word that modifies a verb, adjective, or another adverb.

Examples:

- The teacher carefully graded the homework.  
(Carefully describes the action verb "graded.")
- Tommy was extremely enthusiastic about doing his homework.  
(Extremely modifies the adjective "enthusiastic.")
- Yanko ran out of the classroom very quickly.  
(Very modifies the adverb "quickly.")

Conjunctions (Kpoti zhi)

Conjunctions function as connectors in a sentence, linking words, phrases, or clauses. There are three types of conjunctions:

1. Coordinating Conjunctions

In English, there are seven coordinating conjunctions, often remembered using the mnemonic FANBOYS.

- Ya – For
- Be – And
- Ko – Or / Nor
- Anma – But
- Bedzo – Yet
- Acin – So

They can be combined with commas to form compound sentences.

Example:

- Dufya yebo nya – Dufya loves to dance.
- Anma Kpansanagi ma de enya a – but Kpansanagi has no rhythm.
- Tswasha eye danba be tun e – Works hard.

A compound sentence consists of two independent clauses joined by a comma and a coordinating conjunction (such as those in FANBOYS).

Example:

- Tosun, enya gbagbangi zhi wen de o – Yet, he still earns low grades.

## 2. Correlative Conjunctions

Correlative conjunctions also connect ideas, but they come in pairs.

### **Examples:**

Conjunctions

#### 1. Correlative Conjunctions

- *Gani ... Be* – Both ... and
- *Ko ... Ko* – Neither ... nor
- *Ko ... Ko* – Whether ... or
- *Ko ... Ko* – Either ... or
- *Wunjin gba u gi a ... Anma be* – Not only ... but also

Example:

Not only am I happy about the grades, but I am also excited that you are learning!

#### 2. Subordinating Conjunctions

- Subordinating conjunctions connect an independent clause (which can stand alone) with a dependent clause (which cannot stand alone).

Common Subordinating Conjunctions:

- after, although, as, as if, because, before, even if, even though, if, since, so that, though, unless, until, when, whenever, where, wherever, whether, while.

Example:

Although the students were tired, they still came to class.

Interjections (Ekufi)

- Interjections express emotions and are commonly found in narratives, interviews, and

spoken English. They can stand alone.

Examples:

- Oh!, Wow!, Ouch!, Oops!, Hey!
- Interjections can be followed by commas (for mild expressions) or exclamation marks (!) for stronger emotions.

Example:

- Oh, we're late for the movie. (*less urgent*)
- Oh! I'm late for work. (*more urgent, emphasizes importance*)

Prepositional Phrases

- A prepositional phrase consists of a preposition followed by a noun or pronoun, functioning either as an adjective or an adverb.

Example:

Manuela, the student from Germany, wrote an excellent paper on the computer.

Verbs

Verbs indicate an action or a state of being. They can be categorized into different types:

1. Action Verbs

- Express physical or mental actions.
- Examples:
  - a) He runs.
  - b) He plays.
  - c) They study.

2. Linking Verbs

- Connect the subject to additional information, such as an adjective.
- Example:

Ricky Martin is beautiful. ("*is*" connects the subject "*Ricky Martin*" to the adjective "*beautiful*")

3. Main and Auxiliary Verbs

- Main verbs can function independently.
- Auxiliary (Helping) Verbs assist the main verb.

Common Auxiliary Verbs:

- *De* – Have, Has, Had
- *Jin* – Do, Does, Did, Done
- *Zhe* – Be
- *Mi* – Am
- *Yi* – Is

- *Ye* – Are
- *Dan* – Was, Were, Being, Been
- *Eboga o* – Therefore
- *Mya* – Will, Would, Might, Shall
- *Mya* – Can
- *Ko* – May
- *Kpaka/Dole* – Must
- *Gonyi* – Ought (to)

### Verbs and Their Types (Ebojin be titi a zhi)

#### 1. Action Verbs (Etun Bojin)

- Also known as dynamic verbs, they express physical or mental actions.
- Example:
  - Kolo runs every day. (*"runs" is an action verb*)

#### 2. Helping Verbs (Bibajinre Bojin)

- Assist in forming the tense, mood, or voice of a main verb.
- Example:
  - The verb "has" functions as an auxiliary verb, assisting the main verb "run" in forming the present perfect tense.

#### 3. Transitive and Intransitive Verbs

- Transitive Verbs
  - Require a direct object to complete their meaning.
  - Example:
    - Yolanda takes aspirin for her headaches. (*"takes" is transitive because it requires "aspirin" as the direct object*)
- Intransitive Verbs
  - Do not require a direct object.
  - Example:
    - Julio swims. (*"swims" is intransitive as it does not need an object*)

### Articles

- Articles modify nouns and indicate whether they are specific or general.

The three articles in English:

- The
- A
- An

### Nouns and Their Types

Nouns are words used to identify people, places, objects, or concepts.

Classification of Nouns:

1. Singular Nouns – Refer to a single person, place, object, or idea.

Examples:

- One apple – *Epuko nini*
- A pencil – *Ekagi nini*
- The book – *Dakagi*

2. Plural Nouns – Refer to multiple people, places, objects, or ideas.

Examples:

- Apples – *Epukozhi*
- Pencils – *Ekagizhi*
- Books – *Dakagizhi*

## FINDINGS AND DISCUSSION

This study investigated the complexities of language transfer in translating English to the Nupe language, with a focus on the challenges encountered during the process. The findings reveal several key issues that translators face when navigating the nuances of both languages.

### Lexical Challenges and Borrowing

The study found that one of the primary challenges in translating English to Nupe is the lack of equivalent lexical items. Many English words, especially technical and scientific terms, do not have direct translations in Nupe. This requires translators to employ creative strategies, such as borrowing, calquing, or descriptive translation, which can sometimes compromise the accuracy and fluency of the target text.

Erizhi Nupe o	Mimanci	Zhimin	Misala na Yaran Hausa	Haran Kalma a	Examples of Borrowing Words in English
<b>jenu</b> (gwata Arabi o, Jin)			kwamiti (daga English, "committee")	English,	slogan (from Scottish Gaelic)
<b>siminti cement)</b>	(gwata Nasara o,		ofishi (daga English, "office")		caravan (from Persian)
<b>zingi</b> (gwata Nasara o, zinc)			rediyu (daga English, "radio")		chocolate (from Nahuatl, Aztec language)
<b>kuranu Quran)</b>	(gwata Arabi o,		hukuma (daga Arabic, "government")	Arabic,	coffee (from Arabic)
<b>fula</b> (gwata Keni o, hula)			kasuwa (daga Arabic, "market")	sukk	kimono (from Japanese)
<b>bori</b> (gwata Arabi o, bawlu)			komputa (daga English, "computer")	English,	safari (from Swahili)
<b>imani</b> (gwata Arabi o, iman)			hoto (daga English, photo)		curry (from Tamil)

<b>liman Imam)</b>	(gwata Arabi o, teburi (daga English, table)	algebra (from Arabic)
<b>jumma Jum'at)</b>	(gwata Arabi o, juma'a (daga Arabic, Jum'at "Friday")	veranda (from Portuguese)
<b>aljanna Aljanat)</b>	(gwata Arabi o, aljana (daga Arabic, aljanat "paradise")	yoga (from Sanskrit)

### Grammatical Challenges and Clipping

The research also highlighted significant grammatical differences between English and Nupe. For instance, the Nupe language has a complex system of suffixes and prefixes that indicate grammatical relationships, whereas English relies heavily on word order. These differences can lead to difficulties in translating English sentence structures into Nupe, potentially resulting in awkward or unnatural-sounding translations.

<b>Erizhi nya Nupe o</b>	<b>Etwagi Zhimin Misalai na Rage Yaran Hausa</b>	<b>Examples of Clipping in English</b>
<b>enyabagi / enyaba</b>	danja / dandalinja "gossip"	mathematics/maths
<b>ezawugi / zawu</b>	gada / gadankaya "lazy"	television / TV
<b>ezasangi / zasan</b>	zaga / zagaye "to turn."	photograph/photo
<b>manwuncinko / manko</b>	kuli / kulikuli "peanut"	professor/prof
<b>enyasanwogi / sanwogi</b>	fada / fadakarwa "to remember/to say."	telephone/phone

### Cultural Challenges and Blending

Furthermore, the study revealed that cultural differences between English and Nupe-speaking communities can pose significant challenges in translation. Idiomatic expressions, proverbs, and figurative language often rely on cultural references that may not be shared between the two languages. Translators must therefore be sensitive to these cultural differences and find ways to convey the intended meaning in a way that is culturally relevant and appropriate.

<b>Erizhi nya Zhin Zhimin Nupe o</b>	<b>Examples of Blending in the English Language</b>
<b>sowunba (sokowun + eba)</b>	smog (smoke + fog)
<b>zantsocinba (enyazantso + ecinba)</b>	brunch (breakfast + lunch)
<b>engupe (English + Nupe)</b>	spanglish (Spanish + English)
<b>kpimba (kpikpepin + eba)</b>	motel (motor + hotel)
<b>kpikpeba (kpikpewa + eba)</b>	televangelist (television + evangelist)

### Conclusions

Translating English into Nupe is a challenging process that demands attention to linguistic, cultural, and structural aspects. The difficulties outlined in this study—such as language differences, cultural subtleties, resource limitations, tone and context variations, and idiomatic

expressions—underscore the importance of employing culturally aware translation approaches, skilled translators, and sufficient resources to achieve precise and meaningful translations.

The findings of this study underscore the importance of contextualizing translation within the cultural, social, and historical contexts of the Nupe-speaking communities. By doing so, translators can better navigate the complexities of language transfer and produce translations that are not only linguistically accurate but also culturally relevant and sensitive.

### **Limitation and Further Research**

Based on the results of this study, the following suggestions are proposed:

1. **Develop culturally sensitive translation strategies:** Translation strategies should be developed in consultation with Nupe language experts and community members to ensure that translations are culturally relevant and sensitive.
2. **Provide training and capacity-building programs:** Training programs should be provided for translators, linguists, and language educators to enhance their skills and knowledge of Nupe language and culture. Provide training and capacity-building programs for translators to enhance their skills and knowledge of the Nupe language and culture.
3. **Develop language resources:** Language resources, such as dictionaries, glossaries, and language learning materials, should be developed to facilitate the translation process and promote language documentation and preservation.
4. **Promote language and cultural preservation:** Efforts should be made to promote language and cultural preservation in Nupe-speaking communities, including language documentation, language education, and cultural programming. Encourage cultural exchange programs between English-speaking and Nupe-speaking communities to promote mutual understanding and respect.
5. **Develop translation guidelines:** Establish guidelines for translating English to the Nupe language, taking into account linguistic, cultural, and structural differences. Create translation tools, such as dictionaries, glossaries, and software, to support the translation process.

### **Future Research Directions:**

1. **Investigate the role of technology:** Explore the potential of technology, such as machine translation and artificial intelligence, in facilitating the translation process.
2. **Examine the impact of translation:** Investigate the impact of translation on communication, cultural understanding, and development in Nupe-speaking communities.
3. **Develop a Nupe-English dictionary:** Create a comprehensive dictionary to facilitate communication and translation between English and Nupe languages.

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## UTILISATION OF THE FRENCH BANDE DESSINÉE AND THE JAPANESE MANGA AND ANIME AS PEDAGOGICAL MATERIALS IN FOREIGN LANGUAGE ACQUISITION IN NIGERIAN SCHOOLS

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### **Abstract**

*Comic books called Bandes Dessinées in French are effective instructional aids in a language class. The Communicative Approach methodology of teaching the French language often employs them as “Document authentique”. The French Bande Dessinée, such as Spirou, Papyrus, and Astérix et Obélix, among others, rivals the Japanese Manga such as Naruto and Sasuke, among others. This paper explores the pedagogical dynamics of these comic books in the acquisition of foreign languages such as French and Japanese in Nigerian schools. The paper identifies problems such as misappropriation of comics as instructional materials and inaccessibility of editions. The paper also recommends pedagogical workshops for teachers and liaison with the linguistic and cultural centres of the foreign languages, as possible solutions to some of the problems.*

**Keywords:** *Bande Dessinée, Manga, Anime, pedagogical material, Nigerian schools.*

### **Introduction**

When we were young, we usually gravitated towards anything that has to do with comic books or cartoons (FluentU, 2019). Even now, recent discovery focuses on making learning fun through the use of cartoons and comics, in this case the French Bande dessinée and the Japanese Manga and Anime. This subject is trending, and the internet is replete with various endeavours of attempting to teach foreign languages through the use of this medium. Currently in Japan, ‘One Piece’, a Japanese Anime and Manga, has over 300 million viewers, while in France, Astérix tops the animation chart (Jessica, 2014; Houy, 2019). This paper lends its voice to the use of this medium in foreign language acquisition in Nigeria. Already there is an ongoing project to theorise the

learning of language through Manga. The theory is known as the ‘Soft Power Pedagogy’ (Armour, 2011).

### **Definitions of terms employed**

For clarity in this paper, contextual definitions of the terms employed are rendered as follows:

#### **Bande Dessinée**

Grove (2010) defines Bande dessinée’ as “French language mixture of images and written text that together form a narrative.” They are comics that are originally in the French language, and abbreviated as BD. They are mostly created for readership in France and Belgium. Popular examples are Astérix, Les Aventures de Tintin, Spirou et Fantasio, Lucky Luke, and Papyrus among so many others.

#### **Manga and Anime**

Manga is essentially a Japanese comic book or graphic novel made in Japan, or created by a person using the Japanese language and adhering to a method developed in Japan in the 19<sup>th</sup> century. Manga cuts across the young and older generations as a genre. In scope, Manga has gone beyond Japan to become an Asian heritage. They are sometimes influenced by the West in theme and style. Anime is hand-drawn and computer-generated animation that is originally from or linked to Japan. It is usually the animated version (cartoons) of the most popular Manga, but is not limited to Manga. (Yamamoto, 2023; Lent, 2015; Gravett, 2004)

#### **Pedagogical Materials**

Eboh (2005), quoted in Inyang-Abia (1988), as defining pedagogical materials to be:

All the resources which may be used by the teacher or learner, in isolation or in combination formally or informally, to facilitate the acquisition of knowledge, skills or values. These included messages, people, materials, devices, techniques and the environment.

#### **The communicative method/approach**

This method was introduced in the early eighties, and it is the most recent. It is arguably the most effective and beloved, in the sense that it combines all the strengths of the former methods and none of their weaknesses. The method allows for occasional translation via gestures and guesses; it downplays rigorous grammatical rules, allowing the learners to discover the rules for themselves. It employs the use of various audio-visual materials earlier mentioned, and ultimately focuses on the learner’s need to communicate, rather than forcibly construct endless incoherent grammatical sentences. It dwells more on meaning than structure, allowing learners to

communicate first before mastering grammatical rules. With this method, learners can acquire proficiency faster with fewer linguistic inhibitions. Commenting on the efficacy of this method, Yekini (2011) observed in Yekini (2004):

This fourth method takes so much into consideration, which allows for simplification while maximising proficiency. It also underplays aspects of language that had served as obstacles in previous methods.

### **Documents Authentiques**

These are print or audio-visual materials that are not pre-fabricated for use in the classroom, but are used as pedagogical aids for the facilitation of learning (Centre for French Teaching and Documentation (CFTD), 2004; Onimole, 2000).

### **Nigerian schools**

In the context of this paper, Nigerian schools mean both public and private schools, from nursery to tertiary levels of education.

The inadmissibility of comic books and cartoons as serious academic resources and references has shortchanged academia and deprived it of access to these great sources of information and knowledge. The growing spirit of the ‘brave new world’ is breaking down barriers and removing limitations in the modes and means of carrying out research in contemporary times. One such is the consideration of cartoons and comic books as texts, albeit meta-texts. Not so long ago, social media also made its incursion into academia as valid and acceptable sources of literary references in serious writings and oration. Before now, materials fabricated for pedagogy such as realia, print and audio-visual aids are common in language classes. The use of comic strips or animations that were not intended for the classroom as instructional materials was unheard of. Until recently, when *Bande Dessinée* (BD) such as *Astérix*, *Les Aventures de Tintin*, *Spirou et Fantasio*, *Lucky Luke* and *Papyrus* among so many others, started appearing as instructional aids in language classes. Likewise, *Mangas* and *Animes* too became increasingly favoured as language learning resources all over Japan and beyond. Among such *Mangas* and *Animes* are *One Piece*, *Golgo*, *Detective Conan*, *Doraemon*, *The First Step*, *Naruto*, and *Sasuke* among others (FluentU, 2019)

This paper looks at the implications of employing comic books in the teaching of the French and Japanese languages. It explores the gap created through the wrong methodology of using comic books as teaching aids, and the gap created by limiting language teaching only to pre-fabricated teaching materials/aids. “Documents Authentiques” have to their advantage the element of surprise, adventure, curiosity, and innovation compared to the teacher’s usual or traditional instructional materials. They create a sense of uniqueness and reality in the teaching of language

in the classroom. They add authenticity and validity to the teaching, since the materials were not initially conceived for the classroom.

These instructional aids in the language class often include the *Bande dessinée* or comic strips, which combine graphic features that are pleasing to the eyes and are easy to read. People would often read or study materials just because they are illustrated in cartoon forms. This quality of comic books makes it a favourite as a teaching aid in a language class. Various French and Japanese websites and social media platforms, such as the Japanese MOFA and French Teacher Carlito on YouTube, employ comic strips and cartoons to pass across information or teach the populace.

### **Approaches Communicative and Soft Power Pedagogy as viable Teaching Methodology**

Where a tutor lacks the proper approach to teaching the language, a learner can easily lose interest, get discouraged, and eventually drop out of the proficiency class. Various methods over the years have been experimented with in order to obtain the best result. From the traditional method of the Middle Ages to the contemporary and more effective communicative method or approach, a balance has been struck. The erstwhile impediments that made language appear difficult to learn, such as the “No Translation” and the “No Mother Tongue” policy of the Direct Method of teaching, have been underplayed. Also, the incessant structural and grammatical drills in language learning have been circumvented. Now, with the combination of Audio-visual aids and the unrestricted communication between the teacher and the learner, a beginner can attain mid-level proficiency in no time. The challenge of ascertaining the right methodology in language acquisition lies in the domain of the instructor. Yekini (2011) posits:

The place of the teaching methodology cannot be Overemphasized, since learners feed mostly off the teacher’s competency to teach. The preparedness of the teacher must meet with the learner’s Readiness. The pedagogic aura of the teacher must meet his prowess and ability to impart effectively via a time tested and result trusted methodology.

There is an ongoing project to theorise the use of Manga and Anime as teaching methodology in language teaching and learning. William Spencer Armour of the University of New South Wales, Sydney, Australia looks into the pedagogy of language through comic books such as Manga. He identifies Manga and Anime as great resources for “curriculum designers, material developers and classroom teachers” (Armour, 2011).

Through Manga and Anime, learners could learn intermediate-level Japanese. This methodology improves learners’ reading, listening, and speaking proficiencies. The methodology aims at increasing learners’ vocabulary scope by associating sounds and images, which triggers speech acts. The use of grammar skills is also taught through this methodology (Institute for the International Education of Students, 2019). This method of teaching Japanese also employs ‘Role-

plays', just as the Approche Communicative calls it "Jeu de rôles". They also share features such as conversation practice and fixation via repetitions of sentences in dialogues. Approche Communicative also focuses language acquisition through "Les Quatres Compétences" which are the four basic language skills: Expression Orale (E.O)/Oral Expression, Expression Écrite (E.E)/Written Expression, Compréhension Orale (C.O)/Oral Comprehension, and Compréhension Écrite (C.E.)/Written Comprehension (Centre for French Teaching and Documentation (CFTD), 2004). Both French and Japanese languages use similar methodologies to teach these linguistic competences.

Many foreigners have mastered Japanese speaking through exchange programmes, Manga, and television programmes. Also, Manga and Anime are very effective resources for foreigners to learn the Japanese language. Testimonies abound on the ease with which readers of Manga comics and watchers of Anime pick up the language. Since Manga have more pictures than words, mimesis makes it easier to teach Japanese. This makes it a perfect tool for teaching Japanese to language learners. Textbooks use more words than pictures to teach language, which could be tiring and difficult. In recent times, language learning textbooks adopt the incorporation of comics and animation (C.D. Rom) in their teaching methodology, and among such textbooks for the learning of the French language are Nouveau Sans Frontier, Studio 100, Café Crème, Tempo and Panorama, among others. Many of the textbooks are authored with the consciousness of the "Couleurs Locales" [local colours], and the African reality and peculiarities in mind. Following the huge success of the illustrated text "Le Petit Nicolas" ["Little Nicholas" in Europe and the United States], the comic character created by René Goscinny and Jean-Jacques Sempé (1994) has been adapted into a French language teaching methodology globally.

Manga's acceptance by both the younger and older generations make it socially compliant with both age groups. Manga uses short sentences that carry illustrations of speech acts. Bande dessinée also uses what is called "Acte de Parole" [Speech Act]. This simplifies communication into simple words and expressions, while downplaying the rigorous grammatical rules that characterize language classes. In addition, Manga uses Furigana, a reading aid that facilitates correct pronunciation of words. Although it is often used for young Japanese learners, it is very helpful for foreigners. For Anglophone learners of French as a Foreign Language [Français Langue Étrangère (FLE)], language teachers also employ a type of furigana, in the use of phonetic elements to aid reading or pronunciation of words. The curriculum for French language proficiency acquisition developed by the CFTD, which employs "Acte de parole" in Approche Communicative, targets easier mastery of beginners without the habitual language acquisition impediments.

Moreover, the stories in the comic books and animations are quite interesting and engaging; hence, readers of all ages enjoy them and learn vocabulary from them.

FluentU (2019), an online language learning site, uses Manga and Anime as language teaching resources. It prescribes six easy steps to learning Japanese through the use of manga. FluentU

advises that the learner familiarizes themselves with an entire Manga book. Secondly, the learner searches for Japanese vocabulary in the Manga. Thirdly, taking reusable notes as the Manga is read. Fourthly, rereading the Manga with better understanding due to the taken notes. Fifthly, reading the Manga without notes and finally allowing some time to pass and re-reading the Manga book again (without notes).

### **Benefits of Bande Dessinée and Manga to the teaching of indigenous Nigerian languages**

The aim is to render language learning easier and fun; the Institute for the International Education of Students (2019) and FluentU (2019) agree with Armour (2011) on this. Armour foregrounded the contest of efficacy between text-based learning resources and those that use Manga and Anime. In the use of Manga and Anime in a language teaching class, Armour identifies authenticity, the rapport of the teaching material (Manga or Anime) with the learning of the language by learners, especially as not all Manga or Anime are designed for the classroom. He highlighted the construction of the identities of the learner and the teacher via the use of Manga, since foreigners relate differently to language learning experiences. Soft Power Pedagogy as a methodology is used to teach both language and culture (Armour, 2014).

### **Recommendations**

In light of the ongoing, the following suggestions are given as recommendations for easier language acquisition and proficiency through the use of Bande Dessinée (BD), Manga and Anime:

1. African educators and researchers should pick up the challenge to develop language teaching methodologies and theories that account for African realities and peculiarities, just like researchers like Armour (2011).
2. Since indigenous Nigerian Comic books and Cartoons exist, an incorporation of the use of comics and cartoons into the indigenous language teaching methodology is suggested. The world is discovering more effective language teaching and learning resources in this era of New Media. As text-based language learning textbooks are fast becoming obsolete, Nigerian curriculum designers, material developers, and teachers are therefore encouraged to upgrade to this method.
3. Parents should encourage their children to learn foreign languages such as French and Japanese through the reading of Bande Dessinée and Manga comics, and the watching of anime, rather than seeing these resources as mere entertainment.
4. Language learners of all ages and levels should consider comics and cartoons as resources that facilitate language learning, and should therefore take advantage of them.
5. Curriculum and teaching materials developers, teachers, and learners should be careful and intentional in their choice of Manga and Anime. In order to avoid unnecessary cultural conflicts and shocks, adequate knowledge of Manga and Anime is required by the language teacher. Armour (2011) cited such challenges in the conversation between a French learner of Japanese and her indigenous Japanese teacher.

## Conclusion

A paradigm shift is necessary in the language teaching and learning methodology in Nigeria, and the use of Bande Dessinée and Manga comics could be the means to achieve this. Positive, remarkable results in this methodology of teaching language across the world, from Japan to Europe and the United States, are a testament to its effectiveness. All language learning actors and stakeholders in Nigeria are expected to key into this innovation and improve language learning efforts in the nation. Moreover, multimedia resources are available in print and audio-visuals, even on the internet. Material support abounds on the net for the endeavour of upgrading the language learning methodology to include BD, Manga and Anime.

However, as much as the peculiarities of foreigners often clash with the perks in foreign languages, curriculum and teaching materials developers, teachers and learners alike should be careful in the choice of comics and cartoons adopted as instructional aids in language classes.

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## ASSESSING THE ROLE OF TETFUND INTERVENTION IN VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA

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### **Abstract**

*TETFund is an intervention agency set up by the federal government to provide additional funding to the public tertiary institutions, with the main objective of applying funds for the renovation, reconstruction, and consolidation of tertiary education in Nigeria alongside project management. The paper is aimed at examining the role of TETFund intervention in vocational and technical education in Nigeria, and also evaluates the impacts of the interventions in reducing the problems disturbing vocational and technical education in Nigerian tertiary educational institutions. TETFund intervened in vocational and technical education programs in tertiary educational institutions in Nigeria through funding, project facilitation, as well as staff training and development. Therefore, through TETFund intervention, the Federal Government of Nigeria is gradually tackling the problems of inadequate facilities for learning, teaching, and research in Nigerian tertiary educational institutions. The role of TETFund Interventions in vocational and technical education has positively impacted the infrastructure, teaching and learning equipment, instructional materials, and human development in all of the technical schools and others. Consequently, the management of TETFund, tertiary educational institutions, and politicians need to give maximum support to the agency so as to operate in accordance with the rules and regulations governing the agency without any kind of selfish interference.*

### **Introduction**

Education is the process of training a person to understand himself, other people around, his environment, and the ways different things happen in society so as to help the individual to achieve his goals through the maximum use of his senses. Balogun (2010), as reported by Okolocha and Baba (2016), described education as a light; without it, the world would be in darkness. In other words, education can be described as all the efforts of the school, parent, and the society to produce a successful individual in the society by going through a step-by-step training. A successful person in society is an individual that fulfilled the goals of education by becoming useful to himself, other people around him, and the society in general. According to Okolocha and Baba (2016), education unlocks the development of personal and national potentials of citizens or a country and serves as a basis for scientific, modernity, and technological advancement. Therefore, the universal aim of education is the ability to make an individual think critically and act creatively.

Vocational and technical education in Nigeria has its roots back to the pre-colonial period when it started to witness missionaries' intervention. The missionaries, in their efforts to provide training in vocational trades and teacher training to the Africans, establishing institute for the first time

Hope Waddell Institute Calabar and later other technical colleges across the regions. Vocational and technical education, however, witnessed active government interventions in terms of policies, facilities, personnel, and material resources.

At the tertiary level of education, the Federal Government in 1993 established the Education Trust Fund (ETF), which was later in 2011 converted to the Tertiary Education Trust Fund (TETFund). The agency was given the responsibility to oversee the monitoring of the tertiary system of education in Nigeria and provide support to upgrade Nigerian tertiary education.

### **Vocational and Technical Education**

Vocational and Technical Education (VTE) plays a vital role in developing the economy, technology, education, security, and political and moral development of any nation. According to Ebeten and Usoro (2017), vocational and technical education is the bedrock of technological, industrial, and economic breakthroughs in all Countries of the world. Prioritizing and promoting the vocational and technical education system by the world's developed countries is what made their economy, technology, and politics succeed.

Key areas, fields, and programmes regarded as vocational and technical include:

#### **1. Engineering and Technical Trades**

These fields focus on manufacturing, maintenance, and technical operations.

- i. Electrical/Electronic Technology: Electrical installation, wiring, and maintenance; electronics repair, solar PV installation, and telecommunications.
- ii. Mechanical Engineering Trades: Auto-mechanics, diesel mechanics, machine operation, Computer Numerical Control (CNC) machining, and Mechatronics.
- iii. Welding and Fabrication: Arc welding, gas welding, metal fabrication, and panel beating.
- iv. Refrigeration and Air-Conditioning: Servicing and installation of cooling systems.

#### **2. Building and Woodwork Trades**

These trades focus on construction and infrastructure development.

- i. Building Construction: Bricklaying, block laying, concreting, floor tiling, and plastering.
- ii. Wood Trades/Carpentry: Carpentry and joinery, furniture making, and upholstery.
- iii. Drafting/CAD: Computer-Aided Design (CAD) for architecture and product design.

#### **3. Vocational and Creative Arts**

These areas focus on service-oriented or craft-based skills.

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- i. Hospitality and Culinary Arts: Cooking, catering management, bakery, pastry making, and hotel/restaurant management.
- ii. Fashion and Design: Fashion design, dressmaking, garment making, and textile technology.

- iii. Beauty Therapy and Cosmetology: Hairdressing, skin care, makeup artistry, and nail services.
- iv. Fine and Applied Arts: Painting, decoration, and graphics.

#### **4. Business and Information Technology (IT)**

These programs prepare individuals for office and digital roles.

- i. Business Studies: Bookkeeping, office administration, and accounting.
- ii. Information Technology: Computer repair, networking, GSM/mobile phone repair, coding, website design, and cyber security.
- iii. Marketing and Sales: Retail management and digital marketing.

#### **5. Agriculture and Allied Fields**

Focus on mechanized and productive farming techniques.

- i. Mechanized Agriculture: Operations and maintenance of agricultural machinery.
- ii. Livestock Production: Poultry farming, fishery, and beekeeping.
- iii. Horticulture: Landscaping and plant management.

Therefore, Nigeria and other underdeveloped countries can only develop if proper attention in terms of human and material resources is given to educational institutions to promote the vocational and technical education system of the countries. According to Usman (2012), training, acquisition, and utilization of relevant skills by the people are indispensable for economic growth and national development. Through effective engagement in vocational and technical education, the society would have a very conducive atmosphere for living and enhancement in the society's level of participation in socioeconomic development of the country.

The National Educational Research and Development Council (2013) stated that the ability of Nigeria to realize the vision of becoming one of the 20 largest economies in the world by the year 2020 is largely dependent on the capacity to transform the youth into highly skilled and competent citizens through vocational and technical training. Also, the National Policy on Education (2004) described vocational and technical education as the aspects of the educational processes that involve general education, the study of technologies and related sciences, as well as the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic and social life. Okoh (2000) agreed that vocational and technical education is that part of the total experience that an individual learns successfully how to carry out a certain occupation, which involves the development of skills, knowledge, and attitudes required for success in the occupation. Additionally, the Federal Ministry of Education (2007) described vocational and technical education as the system of education that has a specific relation to working life and is also closely related to but not identical with the concept of vocational and technical training, which tends to focus on learning specific skills that are required in particular

workplaces. Once again, Olaitan (1992) sees vocational and technical education as a process of getting people ready and keeping them ready for the types of services needed.

Vocational and Technical institutions have the responsibility of producing a variety of technical manpower to guarantee a technological base for the 21st Century in Nigeria. These institutions are also expected to liaise with industries to ensure the relevance of their curricula and to introduce new courses in response to the socioeconomic needs of the nation (FRN, 2013). Vocational and Technical Education cannot achieve its objectives without the engagement and support of the private sector as well as capable citizens who develop interest in different skills acquisition and development. Collaboration between technical institutions and industries in terms of students' industrial training (attachment), excursion, exhibition, and staff training, among others, helps the schools towards proper implementation of the curriculum. In a recent development, the Federal Government of Nigeria has approved free education on vocational and technical programs in all government secondary schools across the nation. As stated by Okeke (2025), the Federal Government has announced that students at the federal and state technical colleges of Nigeria will henceforth enjoy free tuition fees, feeding, and accommodation as part of its efforts to support the technical and vocational education and training initiative (TVET).

### **NBTE and Vocational Education in Nigeria**

The National Board for Technical Education (NBTE) is the primary Federal Agency regulating Technical and Vocational Education and Training (TVET) in Nigeria. Established in 1977, it oversees polytechnics, monotechs, and vocational institutions, focusing on curriculum development, accreditation, and producing skilled manpower. NBTE ensures training meets industrial standards to enhance employability and economic growth.

National Board for Technical Education (NBTE).

### **Key Aspects of NBTE and Vocational Education:**

- **Mandate and Scope:** The NBTE regulates all vocational and technical institutions outside universities, focusing on middle-level manpower production.
- **Accreditation and Standards:** It sets minimum standards and accredits programs in Polytechnics, Colleges of Agriculture, and vocational training centers.
- **Curriculum Development:** The Technical Trades Division (TTD) of the NBTE designs and updates curricula in collaboration with industry stakeholders to align with market needs.
- **National Skills Qualification Framework (NSQF):** The NBTE drives the implementation of NSQ in Nigeria, establishing standards to recognize skills acquired in both formal and informal sectors.

- **Recent Initiatives:** The NBTE is heavily focused on transitioning to digital learning, implementing Open Distance and Flexible e-Learning (ODFeL) in vocational education.

NBTE ensures vocational training aligns with the National Development Plan by creating a competent workforce for industries such as agriculture, ICT, and engineering.

National Board for Technical Education (NBTE).

### **TETFund and the Tertiary Institutions in Nigeria**

The Federal Government of Nigeria provided different agencies with the aim of establishing proper management of the tertiary system of education in the country. Some of these government agencies established to supervise the monitoring of the tertiary system of education are the National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), and the Tertiary Education Trust Fund (TETFund). TETFund is an intervention agency that was established under the Education Tax Act No 7 of 1993 and amended by Education Tax Act No 40 of 1998, as Education Tax Fund (ETF) with the aim of improving the quality of education in Nigeria. As reported by Ogunde (2011), TETFund came into existence in 2011 after it metamorphosed from the Education Trust Fund (ETF), which was established in 1993. Therefore, TETFund replaced the Education Trust Fund (ETF) in 2011 and was charged with the responsibility of providing all necessary support to not only universities but to all government tertiary institutions in Nigeria and also to ensure that the tertiary institutions meet their desired goals. TETFund is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of applying funds alongside project management for the rehabilitation, restoration, and consolidation of Tertiary Education in Nigeria (TETFund 2013).

TETFund generates its income from the two percent (2%) education tax paid by the assessable profit of companies registered in Nigeria and some special grants from the government as its sources. The education tax is collected by the Federal Inland Revenue Service, and then TETFund administers and disburses the fund to the federal and state tertiary educational institutions in the country and also monitors the projects executed with the funds given to the beneficiary institutions. Such projects should be specifically for the provision and maintenance of:

- Essential physical infrastructure for teaching and learning;
- Instructional material and equipment;
- Research and publication;
- Academic Staff Training and Development;

TETFund distributes education tax collected to public tertiary educational institutions in Nigeria through intervention on academic staff training and development (ASTD). TETFund intervention in this area involves disbursement of funds for sponsorship of teaching practice, conference attendance, and sponsorship for local and international study for master's and doctoral degrees. In

his words of satisfaction on the activities of the TETFund, former President Muhammad Buhari once described the interventions of TETFund as the catalyst for achieving the desired knowledge based economy for Nigeria, not only remained apt but a tacit endorsement of an earlier held view that the vision that informed its establishment, is not only profound but wholesome and the most welcomed change in the education sector (Leadership Newspaper 2018). In a recent development, TETFund in a circular dated 24<sup>th</sup> March 2025, addressed to heads of the beneficiaries tertiary educational institutions across the nation has announced the implementation of the TETFund scholarship for academic staff (TSAS) intervention allocation with some changes in the area of local scholarships as result of the suspension for the foreign scholarship component due to the rising costs of foreign training caused by inconsistent exchange rate. According to the circular, TETFund has given updated guidelines on the approved fields of study and authorized educational institutions for the local scholarship program.

### **The Role of TETFUND Intervention in Vocational and Technical Education in Nigeria**

Despite the important roles that vocational and technical education play in national development, the system is still experiencing numerous challenges in the tertiary institutions of Nigeria. Examples of these challenging issues are inadequate funding, lack of personnel and material resources, outdated equipment, and poor electricity supply, among others. As a result, vocational and technical education programs in the tertiary institutions of Nigeria have hardly made an impact on the youth, and the desired goals of the program are yet to be achieved. In relation to that, Bogoro (2019) stated that lack of necessary facilities for teaching, learning, and research is one of the key reasons for the incessant strike actions by the Academic Staff Union of Nigerian Universities (ASUU) and the Academic Staff Union of Polytechnics (ASUP), and this situation had literally crippled tertiary education system in Nigeria.

Government efforts toward solving the problems of tertiary educational institutions across the country resulted in the establishment of TETFund. According to Bogoro (2019), worried about the challenging issues in tertiary educational institutions in Nigeria and in the quest to revamp the tertiary education in the country, the federal government set up the Tertiary Education Trust Fund (TETFund). In order to enhance the quality and standard of education, particularly at the tertiary level, the TETFund was primarily established to ensure adequate funding to the tertiary institutions as a prerequisite in providing quality and standard education background for people by solving the problems (Muhammad 2012). Therefore, TETFund was considered to be the alternative means of funding the tertiary institutions by the government, and these contributed toward amelioration of the challenging issues of tertiary institutions in Nigeria. The role of TETFund Interventions in Nigerian tertiary institutions, particularly vocational and technical education, has positively impacted the infrastructure, teaching and learning equipment, instructional materials, and human development, among others. These also had a positive impact on vocational and technical education in Nigerian tertiary educational institutions.

TETFund came at a time when vocational and technical education in tertiary educational institutions had suffered many years of neglect by some government policies, which contributed

to the decay of institutional facilities, equipment, and poor infrastructure. Many policies have been put in place to address the aforementioned problems in Nigerian tertiary educational institutions. Therefore, the Federal Government, through TETFund interventional measures, is gradually tackling these problems in the tertiary institutions and in the vocational and technical education system in particular. Vocational and technical education, among other areas of specialization in different tertiary institutions, has benefited from these interventions of the TETFund. On the other hand, at the lower level of education, basic and senior secondary education is also benefiting from the TETFund intervention fund in the areas of providing ICT centers in some primary and secondary schools in Nigeria. According to Ogunde (2011), the major task of TETFund has been in the areas of distributing and monitoring funds among tertiary institutions in the country, but the agency takes other responsibilities for funding lower levels of education within the country. Over the years, TETFund has strategically intervened in key areas of academic needs in tertiary institutions, some of which are physical infrastructure, academic staff training and development, research, publications, laboratory and library development (Bogoro 2019).

The areas of TETFund intervention in tertiary educational institutions of Nigeria are categorized into three different areas, which include

- i. Funding
- ii. Projects facilitation
- iii. Staff training and development

Therefore, through these areas, TETFund intervened in vocational and technical education programs in government tertiary educational institutions. These three key areas are drawn based on the analysis of the activities of the agency, and these are the basic key responsibilities of the agency. Vocational and technical education programs, like other fields of education, benefited from TETFund intervention in the areas of:

**i. Funding:** TETFund interventions assisted in reducing the financial challenges in tertiary educational institutions of Nigeria, and that impacted positively on vocational and technical education programs in schools. The TETFund mode of disbursement of funds to the tertiary educational institutions in Nigeria is organized as follows: normal intervention, library intervention, teaching practice, staff training and development, research grant, publication of journal, conference attendance, publication of scholarly manuscript, and entrepreneurship development (TETFund 2014). All these areas of TETFund intervention allocation have positively impacted vocational and technical education programs in Nigerian tertiary educational institutions. The intervention has improved the international ranking of public tertiary institutions in the country and has continued to have a great impact in tertiary institutions and beyond (Bogoro 2019).

**ii. Project Facilitation:** Project facilitation is another way of intervention by the TETFund through which the agency assists tertiary educational institutions in the facilitation of projects that are being carried out with a zero exclusion ratio in monitoring and ensuring project execution. The agency

also monitors projects to ensure that they are qualitative and effective in contributing to the administration of the tertiary educational institutions. TETFund intervention is based on certain criteria to ensure the standard of projects. Therefore, the provision of quantitative and qualitative projects that are up to standard is an important role that has positively impacted vocational and technical education programs in tertiary educational institutions in Nigeria. Apart from the provision of infrastructure commonly used in schools such as lecture theaters, laboratories, halls, offices, hostels, as well as the provision of good water, electricity, and internet, vocational and technical education programs benefited from additional technical structural facilities such as workshops, studios, galleries, among others.

TETFund projects facilitation program assists tertiary institutions in facilitating projects that meet the criteria of the National University Commission (NUC) and the National Commission for Colleges of Education (NCCE). The criteria laid down by these agencies are to ensure that the institutions provide available and adequate facilities such as classrooms, laboratories, studios, workshops, libraries, office spaces, galleries, among other things that cater for the running of programs in the institutions. The main objective of TETFund project execution in the tertiary educational institutions in Nigeria is to add value to teaching, learning, research, and community development among the institutions. Facilities in teaching and learning, according to Ogunode (2023), help educational personnel in the discharge of their respective schedule of duties in schools.

### **iii. Staff Training and Development:**

Staff training is the act of upgrading the capacity of workers on recent developments in service to keep them updated as well as to meet the requirements of service. According to the United Nations Committee on Human Resources Development (2009), personnel resource development is a procedure of empowering workers by developing their capabilities so as to improve their abilities to perform well in their service to humanity. Academic staff in the tertiary educational institutions are exposed to the current update practices of their respective fields through the role of TETFund intervention in staff training, which is mainly concerned with academic staff. Ogar (2012) stated that most academicians demanded that the activities of the TETFund in terms of human capital should be extended to non-academic staff. With reference to all these, the role of TETFund intervention in staff training and development has positively impacted vocational and technical education in Nigerian tertiary educational institutions.

### **Problems and Solutions of Vocational and Technical Education in Nigeria.**

Vocational and Technical Education (VTE) in Nigeria faces severe challenges, including inadequate funding, obsolete infrastructure, and a shortage of qualified instructors. These issues result in poor training quality, negative societal perceptions favoring white-collar jobs, weak industry linkages, and high youth unemployment, hindering technological and economic growth. (ERIC – 2025)

**Key Problems of VTE in Nigeria:**

**Inadequate Funding:** Insufficient government investment leads to poorly maintained facilities, lack of modern equipment, and poor remuneration for staff, causing brain drain.

**Lack of Infrastructure/Facilities:** Most technical institutions lack modern workshops, laboratories, and functional ICT tools necessary for practical skill acquisition.

**Shortage of Qualified Teachers:** There is a dearth of skilled, experienced vocational teachers, and in some cases, unqualified instructors are employed.

**Negative Societal Perception:** Vocational education is often viewed as a second-class option for less academically talented students, creating apathy among youths.

**Outdated Curriculum:** The curriculum often fails to align with current industrial demands and modern technological advancements, rendering graduates unemployable.

**Weak Industry Partnership:** Lack of collaboration between technical institutions and industries limits opportunities for student internships (SIWES) and practical training.

**Erratic Power Supply:** Inconsistent electricity undermines practical training and the use of technical machinery in laboratories.

These bottlenecks prevent VTE from fulfilling its role as a driver of self-employment and sustainable industrial development in Nigeria.

**Solutions to the Problems of Vocational and Technical Education in Nigeria:**

Solutions to vocational and technical education (VTE) challenges in Nigeria include substantially increasing funding to upgrade facilities and modernize workshops, revising curricula to meet industry standards, providing consistent staff training, and fostering stronger public-private partnerships for apprenticeship opportunities. Improving staff welfare is also crucial.

**Key Solutions for Revamping VTE in Nigeria:**

**Enhanced Funding & Infrastructure:** The government must allocate more funds to upgrade vocational workshops and laboratories, and provide modern, functional equipment to replace obsolete facilities.

**Curriculum Realignment:** Revise the VTE curriculum to focus on practical, industry-needed skills rather than theoretical knowledge, ensuring it is competitive, flexible, and relevant to the modern labour market.

**Strengthening Public-Private Partnerships:** Encourage partnerships with industries for student industrial work experience schemes (SIWES), ensuring training environments match professional workplaces.

**Staff Development and Welfare:** Provide training, workshops, and better incentives for technical teachers to prevent brain drain and ensure high-quality instruction.

**Empowering Entrepreneurship:** Focus on cultivating self-employment skills within vocational programs to reduce youth unemployment.

**Improved Quality Assurance:** Establish strict quality control mechanisms to evaluate vocational training centers and ensure they adhere to standards. (ERIC – 2025)

### **Recommendation.**

- i. Special consideration by the TETFund in terms of structures, materials, and equipment should be given to vocational and technical education programs in the tertiary institutions due to their practically oriented nature.
- ii. TETFund should be organizing exhibitions for the vocational and technical tertiary institutions in Nigeria to present their talent and creativity to the general public, and the best works should be awarded.
- iii. The recent changes in local scholarship intervention to the academic staff of government tertiary educational institutions that outlined the approved fields of study and authorized universities by the TETFund should be modified to include all vocational and technical-related courses, as well as increase the number of authorized universities for the intervention in Nigeria.
- iv. The registered companies in Nigeria should increase their donation from 2% to 2.5% of their assessable profit paid as education tax through the Federal Inland Revenue Service due to economic challenges and the rising cost of things in Nigeria.

### **Conclusion.**

The establishment of TETFUND came as a result of the huge number of problems surrounding the educational system in the tertiary educational institutions of Nigeria. Lack of necessary facilities for teaching, learning, and research is one of the key reasons for the incessant strike actions by the Academic Staff Union of Nigerian Universities and other academic staff unions. These situations in Nigeria, according to Bogoro (2019), had literally crippled the tertiary education system, which put Nigerian universities, colleges of education, and polytechnics among the worst centers of tertiary education in the world. Therefore, the federal government set up the Tertiary Education Trust Fund (TETFund) with the hope of revamping the tertiary education system in the country. Almost all the government tertiary educational institutions in Nigeria felt the presence of (TETFund) intervention in one way or the other. Despite all these developments, vocational and technical education programs in the tertiary educational institutions in Nigeria are still in a state of coma technologically when it comes to the teaching methods of the 21<sup>st</sup> century that recommend the use of modern technological instructional materials, equipment, and facilities.

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## STATE OF GOVERNANCE AND MANAGEMENT IN FEDERAL COLLEGES OF EDUCATION IN NIGERIA

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### Abstract

*The governance and management of Federal Colleges of Education (FCEs) play a crucial role in shaping the quality of teacher education and educational development in Nigeria. This keynote address examines the current state of governance and management practices in Nigeria's FCEs, analyzing their institutional structures, operational challenges, and potential solutions. The research highlights significant issues including political interference in appointments, financial mismanagement, inadequate infrastructure, and inconsistent quality assurance processes. The governance structure, overseen by the National Commission for Colleges of Education (NCCE), involves multiple stakeholders but faces challenges in maintaining institutional autonomy and effectiveness. The study identifies key obstacles such as dwindling enrolment levels, insufficient funding, poor monitoring systems, and staff welfare concerns, while proposing comprehensive recommendations including government financial interventions, strengthening institutional independence, improving financial accountability, enhancing quality assurance procedures, and developing better infrastructure. These findings suggest that addressing these governance and management challenges is essential for improving the quality of teacher education and achieving Nigeria's broader educational objectives.*

**Keywords:** *Governance, Management, Federal Colleges, Challenges, Solutions*

### Introduction

Governance and management style usually dictate the rate of success or failure of any institution, even those owned by government. Although a trajectory of the administration of Federal Colleges of Education (FCE) in Nigeria over the years will reveal laudable efforts of the Federal Government of Nigeria (FGN) in the administration of her Colleges of Education, however, in the wake of these laurels lie also antithetical testimonies of mal-administration.

Differentiating between the terms governance and management, the Marlborough Chamber of Commerce New Zealand (2023) made these distinctions: “Governance is the process of making and enforcing rules, regulations and policies. Management is the application of those rules, regulations and policies.”

Moreno and Sulasula (2023) enumerated certain expectations from those who will govern or carry out administration of government-owned universities and colleges. These include “clear governance structures, transparency, accountability, stakeholder engagement, strategic resource allocation, performance management, faculty involvement, visionary leadership, and collaborative partnerships.”

Over the years, the FGN has established clear educational policies, objectives, rules and regulations guiding teacher education in the nation. It has gone on to apply these via various government-owned regulatory and supervisory bodies such as NCCE and TETFund. These bodies have gone on to implement the policies and objectives of teacher education in the Federal Colleges of Education, while building human capacity and infrastructure at the behest of the FGN.

This keynote focuses on the mechanism of governance and the antecedent challenges, with the aim of proffering solutions to them. It foregrounds issues on administration and the concomitant challenges bedevilling the FCEs. Challenges such as low enrolment, funding, and monitoring, among others, are impediments to the development of the colleges. Similarly, lack of support from stakeholders also contributes to the derelict situation of some colleges.

The keynote also dwells on panaceas for the ailing quarters mentioned. It leverages on the support of the FGN, and the goodwill of willing stakeholders in remedying the problems and developing teacher education in the nation.

### **The State of Governance and Management in Nigeria's Federal Colleges of Education**

The effectiveness of teacher education and overall national educational development in Nigeria is significantly influenced by the governance and management of Federal Colleges of Education (FCEs). These institutions are essential in preparing qualified educators for primary and secondary schools. However, their performance has been affected by issues such as political interference, financial mismanagement, inadequate infrastructure, and quality assurance concerns. This study analyzes the governance structures, management practices, challenges, and suggestions for enhancing FCE administration in Nigeria, based on existing research.

#### **Governance Structure in Nigeria's Federal Colleges of Education**

The governance of FCEs in Nigeria involves various regulatory bodies and institutional management structures. The National Commission for Colleges of Education (NCCE) serves as the primary regulatory agency, ensuring compliance with national education policies and quality assurance standards (Education et al., 2009). Other key governance entities include governing councils, college management teams, and the Federal Ministry of Education.

#### **National Commission for Colleges of Education (NCCE)**

Established by Decree No. 3 of 1989, the NCCE regulates all colleges of education in Nigeria. It is responsible for curriculum development, program accreditation, and maintaining national educational standards (Ibrahim et al., 2022). The commission plays a vital role in overseeing academic quality and financial management.

### **Governing Councils**

Each FCE has a Governing Council responsible for policymaking, financial oversight, and strategic planning. The council comprises representatives from the government, professional bodies, and academic stakeholders. However, the effectiveness of governance has been questioned due to political influence in council member appointments (Odeh & George, 2023).

### **College Management Teams**

The Provost leads the administration of each FCE, supported by the Registrar, Bursar, Librarian, and Directors of various academic programmes. This team is responsible for daily management, academic administration, and staff welfare (YUSUF et al., 2018).

### **Management Practices in Federal Colleges of Education**

Effective management in FCEs is crucial for ensuring quality teacher education, financial accountability, and institutional efficiency. Key management areas include financial administration, curriculum implementation, quality assurance, and human resource management.

### **Financial Management and Funding**

FCEs receive funding primarily from the Federal Government, along with revenue from student fees, research grants, and donations. However, financial mismanagement, corruption, and non-compliance with public procurement laws have hindered efficient resource utilization (Olutide Bamidele et al., 2019). Many institutions fail to comply with the Public Procurement Act of 2007, leading to inefficiencies in infrastructure development and service delivery.

### **Curriculum Development and Quality Assurance**

The NCCE develops and regularly reviews the curriculum for FCEs to meet national education goals. However, political interference in curriculum decisions has been reported (Ibrahim et al., 2022). Periodic accreditation processes ensure adherence to standards, but inconsistencies in policy implementation have created challenges (Odeh & George, 2023).

### **Human Resource Management**

Staff recruitment, promotion, and professional development are critical management functions. However, issues such as poor remuneration, inadequate training, and job dissatisfaction have affected staff performance (YUSUF et al., 2018). Political interference in staff appointments undermines merit-based selection processes (Ibrahim et al., 2022).

### **Student Participation in Governance**

Students have a limited role in institutional governance. Research suggests that increasing student involvement in quality assurance management can enhance institutional effectiveness (Okpa et al., 2020). However, student unions and representatives often have minimal influence on key administrative decisions.

## **Challenges in FCE Governance and Administration**

### **Low Enrolment Level**

Dwindling enrolment is a major albatross around the necks of colleges of education in Nigeria. There is an inability of the colleges to generate enough students due to apathy towards the Nigerian Certificate in Education. The situation is so adverse that, to mitigate it, the Dual Mandate Act was enacted to allow Federal Colleges of Education to run NCE and degree programmes concurrently, thereby attracting a larger pool of aspirants (Oweh, 2024).

### **Insufficient Funds and Financial Mishandling**

Consequent upon dwindling enrolment levels, the colleges' Internally Generated Revenue (IGR) is also low. Despite governmental allocations, funding remains inadequate due to insufficient funds emanating directly from students' enrolment. It is worthy of note also that delayed disbursements, dishonesty, and poor fiscal management pose challenges to the development of the colleges. Research indicates that numerous institutions fail to comply with financial regulations, leading to resource squandering (Olutide Bamidele et al., 2019).

### **Governmental Meddling**

A primary governance issue is the influence of politics in selecting governing bodies, principals, and high-ranking officials (Ibrahim et al., 2022). This frequently results in ineffectiveness, preferential treatment, and suboptimal choices.

### **Substandard Facilities and Educational Resources**

Many FCEs face issues with deteriorating classrooms, outdated laboratories, and insufficient library amenities. The scarcity of contemporary educational resources negatively impacts student achievement (Tunde, 2022).

### **Accreditation and Quality Control Concerns**

While accreditation is vital for upholding educational standards, inconsistencies in assessment and approval processes have been observed (Odeh & George, 2023). Some institutions struggle to fulfill accreditation requirements due to insufficient infrastructure and trained personnel.

### **Inadequate Monitoring and Assessment Systems**

The Tertiary Education Trust Fund (TETFund) is tasked with providing financial support and overseeing institutional projects. However, studies suggest that ineffective evaluation mechanisms and corruption hinder the impact of TETFund initiatives (Uwguanyi et al., 2023).

### **Employee Well-being and Job Contentment**

Poor working conditions, irregular salary payments, and limited professional growth opportunities have resulted in low staff morale. Research emphasizes the need for effective stress management strategies among academic and administrative personnel (Yusuf et al., 2018).

### **Suggestions for Enhancing Governance and Administration: Financial Interventions by Government and Stakeholders**

At this juncture, we should talk about the Federal Government's intervention in the scholarship of students, through the Student Loan initiative called NELFund, which is an effective way of encouraging enrolment and boosting teacher production in the Nation (Ozibo, 2025). There is also talk of paying NCE students special stipends to encourage enrolment and larger production of teachers. Already, the stigma around the low-income level of the teacher contributes to the dwindling number of teachers and NCE students. Help can also come from highly placed individuals who are stakeholders in teachers' training education in the country. Such individuals could assist in paying school fees, providing upkeep, infrastructure, and learning materials to students. Hence, the management of colleges could reach out to such well-wishers in their communities for assistance.

### **Bolstering Institutional Independence**

Decreasing political interference in appointments and decision-making will improve institutional efficiency. Governance structures should be modified to grant more autonomy to FCEs.

### **Improving Financial Responsibility**

FCEs should implement transparent financial management practices and ensure strict adherence to public procurement laws (Olutide Bamidele et al., 2019). Government funding should also be increased and distributed promptly to avoid delays in project implementation.

### **Enhancing Quality Assurance Procedures**

Regular accreditation and monitoring of academic programmes will ensure compliance with national standards. Increasing student involvement in quality assurance processes can also enhance institutional effectiveness (Okpa et al., 2020).

### **Allocating Resources to Infrastructure and Learning Materials**

The government should prioritize infrastructural development in FCEs to provide modern learning facilities (Tunde, 2022). Collaborations with the private sector can also help address funding shortfalls.

### **Improving Staff Welfare and Professional Growth**

Regular training programmes, competitive salaries, and career advancement opportunities should be provided to academic and administrative staff. Implementing effective stress management strategies will improve staff productivity (Yusuf et al., 2018).

### **Reinforcing Monitoring and Evaluation**

TETFund and other regulatory bodies should adopt more effective monitoring frameworks to track fund utilization and ensure compliance with educational policies (Uwguanyi et al., 2023).

### **Conclusion**

Governance and administration in Nigeria's Federal Colleges of Education are crucial for achieving quality teacher education. While governance structures such as the NCCE and Governing Councils exist to ensure accountability, challenges such as political interference, financial mismanagement, poor infrastructure, and accreditation inconsistencies impede institutional effectiveness. Strengthening institutional autonomy, financial transparency, quality assurance, and staff welfare will significantly improve the governance and administration of these institutions. Addressing these challenges is essential to developing a robust teacher education system that supports Nigeria's broader educational and economic objectives.

### **Recommendations**

Recommendations for enhancing governance and administration in Nigeria's Federal Colleges of Education:

- Strengthening Institutional Independence
- Reduce political interference in appointments and decision-making
- Improving Financial Accountability
- Increase government funding and ensure prompt distribution to avoid project implementation delays
- Enhancing Quality Assurance Procedures
- Conduct regular accreditation and monitoring of academic programmes to ensure compliance with national standards
- Increase student involvement in quality assurance processes to enhance institutional effectiveness
- Allocate resources to Infrastructure and Learning Materials
- Develop collaborations with the private sector to address funding shortfalls
- Improve Staff Welfare and Professional Development

These recommendations focus on addressing the major challenges identified in the governance and management of Federal Colleges of Education in Nigeria, with the ultimate goal of improving the quality of teacher education in the country.

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