

EDUCATION IS NOT A SCAM: EXPLORING OVERSEAS OPPORTUNITIES AND INVESTING BACK HOME

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Abstract

Education has long been regarded as the cornerstone of personal and societal development. Education has the transformative power to drive personal and societal growth and development. Nelson Mandela defines education as the most powerful tool with which you can change the world. Being educated is having a broad perception and the ability to apply different knowledge, skills, and values in life. It would be erroneous to hastily consider a person as educated for merely attending school or acquiring certificates; it is more than that. Thus, the impact of education is for a safer, healthier, more prosperous, and environmentally sound world. These impacts are enormous and can't be comprehended at a glance. There are erroneous discussions that education is a scam in Nigeria, considering the happenings across all spheres of human endeavours in Nigeria. Hence, in this paper, we are going to explore the impacts of education on human development, also efforts will be made towards changing the orientation and narration that education is a scam, more so, discuss its relevance to National development.

Introduction

Education is an act of acquiring and imparting knowledge, the dissemination of life by the living to the living, learning, and improving one's reasoning for a mature life. Education has long been regarded as the cornerstone of personal and societal development. Education has the transformative power to drive personal and societal growth and development. Little wonder Nelson Mandela defined education as the most powerful tool with which you can change the world. Being educated is having a broad perception and the ability to apply different knowledge, skills, and values in life. This is why it would be erroneous to hastily consider a person as educated for merely attending school and acquiring certificates. The "importance of education (is) for a safer, healthier, more prosperous and environmentally sound world and social, economic, and cultural progress, tolerance and international cooperation; personal and social improvement... and as a promoter of development" (Buchert, 1995) suffices for why education is considered a human right.

However, in recent years, skepticism has grown, with some individuals questioning the value of education, particularly in economies where job opportunities for graduates are

limited. The phrase "education is a scam" has gained traction in some circles, particularly among the young demographic who feel disillusioned by the challenges of not securing employment after years of study. While concerns about the disconnect between education and economic realities are valid, dismissing education as a scam overlooks its profound benefits. In other words, notwithstanding the realities of Nigerian society and the prevalent notion of education being a scam, higher education offers and opens opportunities that other endeavors may not offer. This is not an attempt to undermine the opportunities in areas of informal education. The opportunities in education account for the high level of applicants for higher education in diaspora.

For Nigerians, education remains one of the most effective means of socio-economic mobility. Many aspire to study overseas to gain access to high-quality education, global networking opportunities, and enhanced career prospects. However, beyond personal benefits, Nigerians who study abroad can play a critical role in national development by investing their knowledge and resources back home. Nigerians in diaspora, including those pursuing further studies, contribute largely to the development of the nation, especially with regard to diaspora remittance, knowledge and skill exchange. This essay explores the value of both formal and informal education, debunks misconceptions about its relevance, and highlights the significance of reinvesting in Nigeria's economy and development.

Understanding Formal and Informal Education

There are two kinds of Education: formal (which is acquired in a school with a well-defined curricula) and informal (which is acquired in homes and other places other than an organized system like a school; it sometimes deals with learning of skills). A School system offers one the opportunity to learn the foundation, essential and unavoidable skills for life, and it provides better choice and opportunities for those who want to be great in their careers, especially those that require professional certification.

1. Formal Education: The Traditional Pathway

Formal education follows a structured system, including primary, secondary, and tertiary levels. It is regulated by institutions such as schools, colleges, and universities, with curricula designed to provide academic and professional knowledge. Studying abroad enhances access to formal education systems that emphasize research, innovation, and technological advancements. For instance, universities such as Oxford, Harvard, and MIT rank among the top institutions globally, offering unparalleled academic and professional training (QS World University Rankings, 2024).

Despite the significance of formal education, Nigeria's system has faced persistent challenges, including inadequate funding, outdated curricula, and frequent industrial actions by university staff unions. These challenges push many students to seek

alternatives abroad, with the Nigerian Economic Summit Group (NESG) estimating that the country loses over \$1.5 billion annually to educational tourism (NESG, 2023).

2. Informal Education: The Alternative Pathway

Informal education refers to non-traditional learning methods outside of academic institutions. It includes vocational training, apprenticeships, self-learning, online courses, and industry-based mentorship. Many successful individuals have leveraged informal education to build careers, especially in entrepreneurship, technology, and the creative industries.

For instance, many Nigerians have acquired IT skills through informal learning platforms such as Coursera, Udemy, and YouTube. A growing number of Nigerian software developers trained through informal coding boot camps like Andela have gained employment in multinational tech firms without a university degree (TechCabal, 2023). Informal education provides an accessible and cost-effective alternative for individuals seeking practical skills in high-demand sectors.

Some Importance of Education

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1). Open Doors to Career Scope: The more educated a person is, the more skills and knowledge the person empowers himself/herself with. This implies that the chances of unemployment decrease when a person is educated thereby giving rise to more desirable job opportunities.

2). Encourages Community Giving: Again, the more educated a person is, the more opportunities within his/her disposal. This gives rise to the need to give back to the community. This could be achieved financially through sponsorship of empowerment schemes and civic engagement (your rights and your responsibilities as citizens).

3). School Helps You Develop Critical Problem-Solving Skills: it is pertinent to ask the question: how does a person make independent decisions? As one grows older, he/she encounters lots of challenging situation, for example, the person starts staying alone, paying bills, looking out for your loved ones etc The person also begins to think what to do to expand his/her business if actually one exists. Someone once said "*onye ma ihenamaghiakwukwona- adiegwu; ma Onye ma- akwukwonamaghiihena-eyiegwu.*" Education helps one to learn the skills to dispassionately and critically analyse situations and problems thereby arriving at solutions.

4). School Helps Train Highly Specialized Professionals: This is one way by which our Medical Personnel, Lawyers, Engineers, and others, become professional to help our communities, countries, nations out. Education is critical to the training of

professionals who handle the technical aspects of our wellbeing both as a person and as a nation. One must be taught in the right domain by the right professors and with other learners. This is an undeniable reason that school is a critical institution for our society to thrive.

The Value of Overseas Education

1. High-Quality Learning and Exposure

Studying abroad provides access to world-class education systems, modern research facilities, and exposure to diverse learning methodologies. Unlike Nigeria's struggling education sector, foreign universities offer well-funded programs, enabling students to specialize in emerging fields such as artificial intelligence, renewable energy, and biotechnology.

Additionally, international education fosters cross-cultural experiences and global networking. Students interact with diverse professionals, expanding their career opportunities beyond Nigeria's borders. This international exposure makes them more competitive in the global job market, as employers often seek candidates with international experience (World Bank, 2022).

2. Higher Earning Potential and Career Growth

Graduates from international universities often enjoy higher earning potential compared to their locally trained counterparts. A study by the World Bank (2022) revealed that individuals with overseas degrees earn 25% to 40% more than those educated domestically. Furthermore, countries such as Canada, the UK, and the US offer post-graduation work permits, allowing students to gain international work experience before returning home. This advantage equips them with globally competitive skills that enhance their career prospects.

3. Bridging the Gap Between Formal and Informal Learning

One major advantage of overseas education is the integration of formal and informal learning. Many universities now offer skill-based certifications, industry projects, and entrepreneurship incubators alongside academic programs. For instance, students pursuing engineering degrees can take online coding courses or participate in boot camps, thereby bridging the gap between traditional education and practical skills. The ability to combine structured education with self-directed learning ensures that Nigerian students abroad remain adaptable to evolving job markets.

Debunking the "Education is a Scam" Narrative

The belief that education is a scam can be traced to the rising and alarming rate of youth unemployment and poor remuneration of many certificate holders in various fields of endeavour, especially in the Nigerian society. It is this disillusionment that follows

years of joblessness after graduation and not the lack of import of education that gave rise to the mass adoption of education being a scam. Debunking this erroneous notion of “education as a scam” cannot be successful without:

1. Addressing the Employment Crisis

The belief that education is a scam stems from high unemployment rates among graduates. According to Nigeria's National Bureau of Statistics (NBS), the youth unemployment rate stood at 42.5% in 2023 (NBS, 2023). However, the issue is not the irrelevance of education but the misalignment between academic training and job-market demands.

To address this, there must be a stronger emphasis on market-driven education, where institutions collaborate with industries to design relevant curricula. Additionally, young people should embrace informal learning opportunities to supplement their academic qualifications, making them more employable.

2. The Rise of Entrepreneurship

Formal education is not solely about securing jobs; it also fosters critical thinking, innovation, and entrepreneurship. Many Nigerians who studied abroad have returned to establish successful businesses. For example, Dr. Ola Brown, the founder of Flying Doctors Nigeria, combined her formal education in the UK with practical healthcare knowledge to improve emergency medical services in Nigeria (Brown, 2022).

Similarly, informal education has produced successful entrepreneurs such as Aliko Dangote the Africa's richest man, who learned business management through mentorship rather than a university degree. This highlights the importance of both formal and informal learning in achieving economic success.

3. The Rise of Fraud, Cybercrimes and Money-making Rituals

The many illegal approaches to maneuver and acquire things to live life in a fast lane is a bane to education. Both formal and informal education now suffers in the hands of the new found social vice namely fraud, Cybercrime etc. This menace has been baptized and nick-named severally in an attempt to promote the phenomenon and reduce the guilt inherent in partaking in it. Many individuals especially Youth partake in this misnomer, out of economic stagnation and frustration. It is on this note that such things like 'Yahoo', 'Yahoo-plusexacerbate. Many Nigerian youths go extra miles to secure their grounds in this fraudulent activities by getting involved in other evil and demonic rituals for money making. Many pledge allegiances to deities and involve themselves in other rituals and rites like 'Okeite', 'Nneite' to mention but a few. These deities claim their lives in the long run when they fail in any way to keep all their rules. This has made many Nigerian youths to be uninterested or less interested in education.

Investing Back Home: The Role of the Nigerian Diaspora

1. Financial Contributions and Economic Growth

Nigerians in the diaspora play a crucial role in the country's economic development through remittances and investments. The World Bank (2023) reports that “remittances from Nigerians abroad reached \$23.4 billion, surpassing foreign direct investment (FDI) inflows” (World Bank, 2023). These funds support families, small businesses, and infrastructure development.

2. Knowledge Transfer and Skill Development

Beyond financial contributions, the diaspora contributes significantly to knowledge transfer. Many Nigerian professionals who studied abroad return home to train young talents, establish startups, and introduce global best practices. For example, Nigerian fintech startups like Flutterwave and Paystack, founded by returnees with overseas experience, have transformed the digital payments sector (TechCabal, 2023).

Similarly, in healthcare, professionals trained abroad have contributed to advancements in medical technology and hospital management, improving Nigeria's healthcare system.

3. Infrastructural Development and Job Creation

The Nigerian government has introduced initiatives such as the Diaspora Investment Summit to encourage professionals abroad to invest in the country. Many Nigerians have invested in real estate, technology, and manufacturing, creating jobs and boosting local economies. PwC (2023) reports that diaspora investments account for 30% of real estate transactions in major Nigerian cities, addressing the country's housing deficit (PwC, 2023).

Conclusion

Education is not a scam; it is a crucial tool for personal and national development. Both formal and informal education play significant roles in equipping individuals with the skills needed for success. While formal education provides structured learning and credentials, informal education complements it by offering practical skills and industry experience.

For Nigerians, overseas education presents immense opportunities, including higher career prospects, international exposure, and entrepreneurial potential. However, the true value of education lies in reinvesting knowledge and resources back into Nigeria's development.

To maximize the benefits of education, Nigeria must reform its academic system, integrate vocational and informal learning, and create a conducive environment for returning professionals. By doing so, the country can harness the potential of its educated workforce and diaspora to drive sustainable development and economic growth.

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THE USE OF MULTI-MEDIA TECHNOLOGY IN TEACHING AND LEARNING HISTORY AND INTERNATIONAL STUDIES IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract

Events and developments around us in recent times point to the fact that we are now in a technology-driven world, where efficiency and high productivity in any facet of our national life are made possible by the application of technology. The education system all over the world has received a great face-lift with the introduction of multi-media technology, which has become widely used to create engaging and interactive classroom teaching and learning as well as online studies in different fields of academic discipline. Multimedia technology, when fully introduced in the Nigerian education system, will radically improve teaching and learning in different subject areas by incorporating diverse media formats like internet, video, audio, text, images and computers to enhance learning and pedagogical skills. The integration of multi-media technology in teaching and learning of History and International Studies in our tertiary institutions will ensure the accommodation of students and lecturers with diverse learning and pedagogical needs, respectively, and make learning more dynamic and more virtually appealing. Thus, this paper which seeks to examine the use of multi-media technology in teaching and learning History and International Studies in Nigerian tertiary institutions will be treated under the following subheadings- multimedia technology in perspective, multi-media technology in Education, the use of Multi-media tools in teaching and learning History and International Studies, impacts of multimedia technology in teaching and learning of History and International Studies and challenges and prospects of multimedia technology in teaching and learning History and International Studies. The paper sees lecturers' resistance to change from traditional method of teaching to an innovative method propelled by multimedia technology as one of the challenges facing the adoption of multimedia technology in studying History and International Studies. It suggests among others, that lecturers in the above department should engage in professional development programs to update their knowledge in the use of multimedia tools in handling classroom teaching and learning process.

Keywords: Multi-media, technology, teaching and learning, History and International Studies, tertiary institutions.

Introduction

The fact that the world is rapidly changing and adjusting to a new order of technology-mediated activities, where impossibilities are transformed into possibilities overnight and difficult tasks are handled with unprecedented rapidity, cannot be gainsaid. Technology has significantly enhanced our methods of teaching and learning in various academic disciplines within our educational institutions. In many developed countries today, technology has offered favourable opportunities to both students and lecturers to improve on their learning and teaching outcomes in history and international studies through efficient application of various multimedia tools.

Multimedia technology can reform and revitalize teaching and learning of history by incorporating multiple and diverse technological tools like ICT, videos, images, animations, audio, etc that help make teaching and learning more interactive and effective (Agbesanya, Folorunso & Odulami, 2024). Multi-media tools, when effectively handled by competent lecturers, can make teaching and learning of history and international studies in tertiary institutions more appealing to students and with an enhanced academic performance (Hillis, 2010). One, however, wonders whether the above applies to teaching and learning of history and international studies in tertiary in Nigerian tertiary institutions. Observation has shown that most lecturers in most departments of History and International Studies are still unwilling to integrate the use of multimedia technology in their classroom lecture delivery, while those willing to integrate it lack the basic knowledge, skills, and resources to do so.

Teaching and learning of History and International Studies will be made highly effective efficient, interactive and engaging when various multimedia tools are integrated into its ineffectual traditional instructional approach to teaching and learning of History and International Studies by incorporating multiple media formats like texts, video, audio, images and so on, to enhance both students learning experiences and lecturers pedagogical skills.

It is indeed very unfortunate and regrettable too, that most sectors of our nation's economy, particularly the educational sector, are very slow to respond to the need to introduce the use of multimedia tools to enhance their current operational status. Similarly, most departments of History and International Studies tertiary institutions in Imo State, such as, Alvan Ikoku Federal University of Education, Owerri and Imo State University, Owerri, have not shown willingness or marked interest to integrate the use of multimedia tools into the study. Besides, some of the lecturers have continued to express the view that the

cost of integrating multimedia tools into the study is too high. Some lecturers lack the basic skills required to handle such tools in classroom teaching and learning. None of these excuses is sufficient to warrant their present cold feet in adjusting to the paradigm shift in modern pedagogy based on the use of multimedia technology. But however, one thing that is crystal clear and cannot be easily swept under the carpet of biased and hasty analysis, is that the current clamour for the use of multi-media technology to enhance teaching and learning of History and International Studies in Nigeria's tertiary institutions came at a time when the course of fading in its academic beauty, leading to losing its savour among students and, so, is in dire need of advancement, and its lecturers in need of professional and career development. Thus, this paper considers it germane to examine the use of multimedia technology in teaching and learning History and International studies in Nigerian tertiary institutions.

Literature Review

Multi media technology has been defined in different ways by different scholars from different academic disciplines. Similarly, several scholars have also expressed their views about the relevance of multimedia technology in education and other fields of human endeavours.

Adulrahaman et al (2020) see multimedia as a combination of more than one media type, such as text, symbols, images, pictures, audio, video, and animations, usually with the aid of technology to enhance understanding or memorization. Multimedia technology includes interactive computer-based applications that allow people to communicate ideas and information with digital and print elements (Learn.org, 2025). Mayer (2021) defines multimedia technology as an instructional delivery that involves the use of VCD/DVD or PowerPoint or 16mm film, which are combined with still pictures, text, graphics, motion pictures, background sound as well as some narrations to enhance learners' understanding of concepts. Bartsch (2019) sees multimedia as involving the use of two or more different types of instructional media in presentation.

Similarly, multimedia technology is described by Pullashi and Sellappan (2016) as a relatively new word in digital technology, which has to do with the merging together of several different mediums, such as texts, graphics, animation, video and sound into one whole subject for the production of fruitful outcomes for its end users. The essence of multimedia technology is to make communication more organized, more efficient, more effective, more interactive and clearer than ever before.

The common features shared by all their definitions is that multimedia technology involves the combination of various digital tools such as texts, sounds, videos and graphics to disseminate information to different audience for their better understanding. It is a digital technology that is based on the combination of many digital tools to achieve its objectives.

Multi-media technology is described by Ogbomwen, Abdullahi and Kolo(2021)as one of the ground-breaking technological innovations in the contemporary digital age. They further remark that it is a technology that combines diverse media to generate texts, graphics, images and sounds which are creatively blended into one presentation to come up with a formidably programmed and effective teaching and learning environment Multi-media technology, which has Computer Assisted Learning at its center, has been rated by researchers as the most appropriate medium for upgrading the conventional instructional teaching method towards improving the learning outcomes of students (Oluwatoyin, Olujoke& Baba, 2022). Thus, multimedia technology as an instructional aid becomes the framework of this discourse.

Multimedia Technology in Education

The application of multimedia technology in teaching and learning process offers educators the opportunity for interactive study and effective dialogue with the students in comparison with traditional methods of teaching which may lack such interactivity and effectiveness. The education sector generally has witnessed tremendous transformation given the integration of different computer software, internet, graphics, text, video, sound, MP3, MP4, animation, and so on, to handle classroom instructional delivery. Multimedia are designed to support learning with toolsthat allow learners to process information both in verbal and pictorial forms (Abdulrahman et al, 2020).

Multimedia tools like PowerPoint/Google Slides are placed high in education because they allow teachers/lecturers to create visually appealing presentations with multimedia elements like images, videos, and audio. Similarly, smart boards/interactive whiteboards, when used by teachers/lecturers, guarantee dynamic presentations, annotation, and students' participation through touch screen interactivity (Google links). Another important platform used in education is Canva. Canva is used to create engaging presentations, videos, and other media for various educational purposes (Google links).

Flipgrid is another multimedia tool that works with Google Classroom, which allows teachers/lecturers to create “grids” to facilitate video discussions. This tool is described as super cool for hybrid or e-learning environments. It allows students and lecturers to record videos of themselves answering questions. It provides an effective online platform for faceless interactions. In each grid, which looks like a message board, teachers or lecturers can pose questions called “topics” and their students can post video responses (Arinzona State University Prep Global, 2024).

Another multimedia tool that can be used in education is “pear deck learning”. This is a digital tool for education that enables teachers/lecturers to assess students' progress, offer real-time feedback, and provide differentiated instruction and gamified practice to keep students engaged and excelling (Arinzona State University Prep Global, 2024). The use of Piazza to support organized discussions online and questions and answers that students can access at any time has helped significantly inequipping teachers/lecturers with the best tools in the Edu-tech space to foster collaboration. Piazza is an efficient question and answer platform that is used to maximize time and help students learn by leveraging the power of community (Arinzona State University, Prep Global, 20204).

Edzupple and Nearpod are digital apps that allow teachers/lecturers to create interactive lessons, quizzes and simulations. Similarly, digital app like Google Classroom can help lecturers organize grades, teaching materials, and attendance (Google Links).

The Use of Multimedia Tools in Teaching and Learning History and International Studies

The use of multimedia tools in teaching and learning History and International Studies can greatly enhance students' understanding, improve their retention and aid their engagement in diverse learning styles, which ultimately leads to improved learning outcomes.

The use of virtual field trips can be used to recreate historical sites and events, providing students the opportunity to experience history firsthand through virtual tours and simulations. Audio and video resources, which embrace documentaries, interviews and historical recordings, can be used to add an auditory dimension to history lessons, helping the students to visualize the past more vividly (Google Link). PowerPoint or Google Slides can be of great help to history and international studies lecturers and students in presentations of lecture

topics and notes of different volumes, seminar presentations and classroom lesson delivery in combination with images, videos, and audio. The computer as an electronic machine, can accept large historical data, process the data and generate meaningful results (Ezike & Egbule, 2015). Today, computer applications in the department of History and International Studies can assume the form of Computer Managed Instruction (CMI) or Computer Assisted Instruction (CAI). The students are guided by a computer as they embark on any chosen topic in history and international studies so as to ensure that they learn effectively and ultimately achieve the desired instructional goals.

Platforms such as canva, podcasting, Edzuzle Piazza can be used by lecturers and students to communicate digitally, allowing anyone to create audio files and post them in the internet for others to download (Imroz, 2023). Film clips from movies or TV shows can be used to teach students of history and international studies relevant topics in the discipline, thereby making the study more appealing and interactive. In the same vein, interactive maps or online maps make historical events and migrations to appear seemingly real and more convincing as well as help students to appreciate spatial dimensions of history (Google Link).

An important platform like Storybird provides students and lecturers with the avenue to create, share, and discover historical stories and relevant pieces of information through art and writing. It provides different art styles and themes for story writing and composition which are shared to an online community that also comments instantly on the story or narrative works (Arinzona State University Prep, Global, 2024). Zoom conferencing and google classroom can equally be used for distance and online conferences and studies on history and international studies.

Virtual museums and field trips are digital tools which create online replicas of physical museums and field trips to allow students of history and international studies to explore diverse historical sites and artifacts from different places in the world (Google Link). Multimedia tools, online interactive maps and timelines allow students to access and analyze information in an appealing way. Interactive maps employ the use of zooming, panning and laying to make data become seemingly real in a chosen geographical setting. Interactive timelines help students of history and international studies to explore historical events or proves in chronological and sequential order (Google Link).

Impacts of Multi-media Technology in Teaching and Learning History and

International Studies

The use of multimedia technology in teaching and learning History and International studies can tremendously enhance students overall performance as well as lecturers' pedagogical skills in the course. Efficient and effective integration of multimedia resources such as videos, audios, graphics, animations and interactive quizzes can help illustrate complex concepts better than traditional methods (Odey, Okafor, Eneji& Ekpenyong, 2024). The intriguing features of multimedia technology, such as diversity, interaction and integration enable students and lectures to have unlimited interaction and access to diverse pieces of information using digital and print elements.

Multimedia technology imbues verbal classroom instruction with animation and dynamic images using visualization technology, which ultimately enhances expression and comprehension (Guan et al, 2018). Multimedia makes lesson delivery easier, more efficient and effective than the traditional method. It not only facilitates and sustains students' interests in the lessons that are being delivered, but also increases their productivity and retention rate. It has a modernizing influence over ways and manners contemporary teaching and learning are being carried in all fields of educational endeavours in general and History and International studies in particular. Fisher (2015) corroborates the above when he observes that multimedia has the potential to transform or modernize the way that education is delivered.

It creates room for differentiation and individualization in teaching and learning. This is in line with what Imroz (2023) describes as the multimedia capacity to guarantee “self paced learning”. Multimedia with its ever available resources online, allows students of history and international studies to learn at their own pace based on their individual background, experience and needs.

Multimedia caters to diverse learning styles. Most students of History and International studies may find multimedia tools helpful to their chosen learning preferences, such as learning with auditory, visual or kinesthetic formats. Multimedia presents study materials in various formats and ensures a more inclusive learning environment (Imroz, 2023).

It provides both lecturers and students with timely and unrestricted access to the latest or most current information, study materials, theories, approaches to historical enquiries, issues and developments them intellectually up-to-date in a rapidly changing world.

Multimedia technology has impacted hugely on History and international studies, its students and lecturers through its inherent capacity to guarantee global exposure and visibility. It helps both students and lecturers to get connected to fellow-students and colleagues in different parts of the globe. Their various contributions to academic can equally be made known to the global community through multimedia facilities.

Multimedia facilities equip the course content with flexibility helping lecturers to adjust easily to different approaches, add new information or remove the ones they feel are not relevant from the content. In other words, it helps lecturers become developers of their own curriculum based on the socio-cultural and academic needs of their students, (Oyawale&Familugba, 2021).

Greater satisfaction and collaboration are achieved among both lecturers and students of History and International studies via the use of multimedia facilities. The opportunity to teach and learn history and international studies based on one's own pace, style and needs, provided by multimedia resources lead both lecturers and students to greater satisfaction. Besides, it provides them with common platforms for collaboration of academic efforts as well as cross-fertilization of intellectual ideas.

Challenges and Prospects of Multimedia Technology in Teaching and Learning History and International Studies

It is, indeed, very unfortunate that in this age, where almost every facets of life in many nations is technology-driven, the adoption of multimedia technology in teaching and learning in Nigerian tertiary institutions in general and history and international studies in particular, is still constrained by a number of challenges. Some of these challenges include;

1. Epileptic power supply in Nigerian tertiary institutions: The problem of epileptic and erratic power supply in Nigerian society is becoming a norm and has affected every institution, including tertiary institutions. Without regular and reliable power supply, nothing meaningful can be achieved by any sector, especially productive and educational sector where power is needed to operate machines and multimedia facilities. In most departments of History and International Studies, few electronic gadgets like laptops, computers, projectors and so on, lie unused because of lack of power supply. This is a serious challenge confronting the adoption of multimedia tools in teaching and learning history and international studies in Nigerian tertiary institutions today.

2. Resistance to Change: Another challenge is lecturers' resistance to change

from the traditional method of teaching to an innovative method propelled by multimedia technology. A good number of lecturers of history and international studies find it difficult to adjust to the current paradigm shift from traditional teaching methods to technology-driven instructional methods powered by computers, internet, video clips, audio virtual disks, animation, electronic dictionaries and e-libraries, and so (Makdee, Boontaring&Puttasomsri, 2003).

3. Lack of computer skill/computer illiteracy: It is heartrending to note that most students and lecturers in history and international studies lack basic knowledge of computers and this constitutes a colossal impediment to their willingness and ability to integrate multimedia facilities in their classroom instructional delivery.

4. High cost of accessing and implementing multimedia tools: The cost of purchasing different multimedia tools like computers, laptops, smart phones, projectors and so on, as well as the cost of internet connection, e-libraries, digital and print elements, different internet apps, are too high to afford by most departments of history and international studies and their school management committees/boards.

5. Lack of Visionary Political Leadership in Nigeria: The mother of all problems facing Nigeria as a developing country in Africa today is a lack of visionary political leaders. It takes a visionary leader to prioritize educational development in a nation's development programs. Education is the least funded sector in Nigeria and this is affecting the ability of the country and its educational sector to adopt multimedia technology in teaching and learning in tertiary institutions. Nigerian leaders have not shown concrete interest in the nation's technological development as well as digitalization of tertiary institutions, let alone in lecturers' capacity development in the use of multimedia tools in classroom teaching and learning process. Their efforts, resources and visions are geared towards their second term bids or retaining of political offices in subsequent elections.

6. Lack of Maintenance Culture: Most departments of history and international studies and their school management boards lack the culture of regular maintenance, repair and servicing of available few multimedia facilities they have in their departments, hence they get spilt quickly and become dumped as obsolete and non-functional.

With the current change and adjustment to technology-driven instructional delivery methods in schools in the global arena, Nigerian schools, especially,

tertiary institutions have no choice than to key on to the compelling demand for change.

Similarly, Nigerian government and stakeholders in the education sector should also take proactive action to ensure that the above challenges are urgently addressed. This will help to create room for successful adoption of multimedia technology in teaching and learning in Nigerian tertiary institutions since multimedia facilities, according to Ojindah, Wordu and Gorden (2017), influence instructional processes and facilitate teaching and learning in education. In the light of the above, multimedia technology has great prospect for qualitative teaching and learning of history and international studies in Nigerian tertiary institutions.

Conclusion

Multimedia technology is an innovation in modern digital technology. It has significantly contributed to the improvement of ways of doing many things in our society today. It has facilitated access to qualitative education in many parts of the globe, although our case in Nigeria is different because of leadership neglect of educational sector and its consequent poor funding, a situation that has made multimedia technological devices to be alarmingly inadequate in our tertiary institutions. The above challenges and others notwithstanding, the use of multimedia tools has the capacity to promote and broaden knowledge of students and lecturers who are the implementers of courses curricula, especially as it affects history and international studies. No doubt, access to multimedia resources could stimulate changes and fashion out a conducive learning environment and make learning of history and international studies more impactful and responsive to the localized and specific needs of students. The earlier multimedia technology is adopted in teaching and learning history and international studies in our tertiary institutions, the better.

Suggestions

In order to ensure that multimedia technology is successfully integrated into the study of history and international studies in Nigerian tertiary institutions, this paper makes the following suggestions as the way forward.

- I. Lecturers in the department of history and international studies should engage in professional development programs to update their knowledge in the use of multimedia tools in handling classroom teaching and learning process.

- ii. The government should endeavour to improve the state of power supply in Nigerian tertiary institutions to enable them engage in effective and efficient use of multimedia facilities in teaching and learning. This will help departments of history and international studies to successfully harness few multimedia resources at their disposal for regular classroom instructional delivery.
- iii. Lecturers should stop resisting change from traditional method of teaching to the modern methods characterized by the use of diverse multimedia tools.
- iv. Students of history and international studies should engage in computer training to enable them master the use of multimedia facilities in personal and group learning process.
- v. Political leaders in Nigeria should change their current attitude towards education adequately to enable technological devices to promote teaching and learning.

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COLONIAL ADMINISTRATION, ETHNIC DENSITY AND ETHNIC MARGINALIZATION IN NIGERIA'S FOURTH REPUBLIC: A STUDY OF THE IGBO ETHNIC GROUP

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Abstract

From the 2006 Nigerian census figures used by the government for budget planning and policy making, the Igbo ethnic group in South East among the major ethnic group in Nigeria due to her numerical strength has become a minority ethnic group in Nigeria. This trend in ethnic density of Nigeria especially the Igbo ethnic group is detrimental as population largely determines who gets what in Nigeria especially when it comes to elections and resource Control. Currently the Igbo ethnic group is facing marginalization of all sorts due to the population density of Igbo ethnic group. This study is aimed at investigating how colonial administration led to the negative trend in ethnic density of Nigeria that led to the marginalization of the Igbo ethnic group in Nigeria's fourth republic. The study made use of Post-Colonial Theory as a framework of analysis. The methods for this research is as follows, ex-post facto research as its research design; content analysis as its analytical technique; secondary source as its data collection base. Hence all data collected were qualitatively synthesized thoroughly to ensure coherence and objectivity. Result showed that, colonial Administration led to the negative trend in the Igbo ethnic density that led to the marginalization of the Igbo in Nigeria through population census manipulation, slave trade, alien religion, cultural domination in Igboland and destruction of Igbo economy. The study recommended among others that: Igbo political elites should improve the economy and standard of living of people in South East by establishing industries, free education, free health care, electricity, and other social amenities to encourage the Igbo ethnic group outside South East to come back to their states.

KEYWORDS: Colonial Administration, Ethnic density, Population, Majority group, Minority group, Population census, De-facto, De-jure, Ethnic Marginalization.

Introduction

The importance of population in any democratic state like Nigeria cannot be overemphasized as population largely determine who gets what in Nigeria's politics. Thus, the Population in Nigeria majorly determines who get the position of

president, who holds any political position and who gets government projects and programmes. Thus, any political party that wants to win an election or get anything from the federal government must work on its population. Instead of this, political parties in choosing their presidential candidates considers which part of the country the person comes from (North or South), the religion of the person (Christianity or Muslim) with the view of getting much population to win the polls; hence some part of the country are perceived to be more populated than others. More so, some religious groups are perceived to be more populated than others. Chigbo (2001) asserts that the concept of population Census had been completely politicized since 1959, when a conscious attempt was made to use it in the determination of the number of seats in the House of Representatives; its inclusion in the constitution gave some sections of the country undue advantage in the federal politics of Nigeria. Eze (2017) observes that the use of census data for the allocation of political and economic power, including the distribution of socio infrastructural amenities, remains at the root of census data manipulation and disfiguration in the country as such the exact population remains questionable.

From the foregoing, the Igbo (South East Nigeria), comprising of Abia State, Anambra State, Ebonyi State, Enugu State & Imo State, classified among the 3 major ethnic groups in Nigeria during the pre-colonial Era, colonial Era and partly post-colonial era due to her numerical strength, has become a minority group in all ramifications. Agbase (2003) notes that some Nigerian scholars distinguished between majority and minority groups not just on the basis of number but also in terms of perceived socio-political disadvantages that some Nigerians are said to be subjected to. Thus, from the 2006 population census figures which is the official population statistics used by the government in budget planning and policy formulation, the Igbo ethnic group in south east geopolitical zone had the lowest population figure and presently in Nigeria the Igbo are crying over marginalization in Nigerian politics. According to Nwankwo (2000) in Uduma (2015), marginalization has become an Igbo bedmate; in fact, it is now in the state of alienation and exclusion. According to Uduma (2015), the marginalization of Ndigbo is so intense that no Igboman, however good his credentials is can today expect to command nationwide acceptance as a leader in the government and politics of Nigeria. This means that; the Igbo in South East geo-political zone has become a minority group in Nigeria either weighed from population or perceived socio-political disadvantage. This is worrisome and necessitated this study. From the foregoing, this paper argues that the marginalization of Igbo ethnic group in Nigeria's fourth republic is as a result of Igbo ethnic density/ population which were affected negatively by colonial administration. Thus, the study saw it as a lulu to investigate the colonial factors behind the negative trend in Igbo ethnic density in post-colonial Nigeria that led to the marginalization of the Igbo.

Objectives of the Study

The broad objective of this study is to examine colonial administration, ethnic

density, and ethnic marginalization with specific reference to the Igbo ethnic group. Specific objectives are to:

1. Examine the influence of colonial administration on Nigerian ethnic density in the Fourth Republic
2. Identify the ways colonial administration affected Igbo ethnic density in Nigeria's fourth republic
3. Examine the influence of population in the attainment of the Igbo presidency agenda in the fourth republic

Research Questions

From the objectives of this study, the researcher poses and seeks answers to the following questions:

1. How did colonial administration influence Nigeria's ethnic density in the fourth republic?
2. In what ways did colonial administration affect Igbo ethnic density in Nigeria's fourth republic?
3. How did Igbo ethnic density in Nigeria affect the attainment of Igbo presidency agenda in the fourth republic?

Conceptual Clarification

The Concept of Colonial Administration

Colonial Administration (Colonialism) is the overall policy of establishing and maintaining colonies, territories, and people held in an interim relationship to another state by Europeans (Egwu, 2013). Okpata (2004) notes that colonial rule in Africa is the culmination of a living process of European-African connection, which dates back to the period of the slave trade; primarily, colonial incursion started with the slave trade and later moved on to trade in goods when European nations brought about rivalry amongst the countries of Europe. According to Ocheni and Nwankwo (2012:4), Colonialism is the direct and overall domination of one country by another based on state power being in the hands of a foreign power (for example, the direct and overall domination of Nigeria by Britain between 1900-1960). The first objective of colonialism is political domination. Its second objective is to make possible the exploitation of the colonized country (Ocheni & Nwankwo, 2012).

Ethnic Density/ Population

Ethnic density is the residential concentration of one racial or ethnic group (Becares, Dewey & Das-Mushi, 2018). The concept of population has been defined in many ways, biology defined population as all organisms of the same group or species, which live in a particular geographical area and have the capability of interbreeding. In sociology population refers to a collection of humans. Population is the number of people in a city or town, region country or world; population is actually determined by a process called census (Chigbo, 2001). Chambers 21st century dictionary defined

population as all the people living in a particular country, area etc. Ferrus and Winso (2010) define population as a collection of individual of a single species of organisms spatially or temporally isolated from other such group. In some cases populations are geographically contiguous but exhibit gradual genetic variation across their range (clinal variation).

Population is the total number of people as a race, group, country, community, village town who are in a particular geographical location or spread around the globe. Thus population can be de facto or de jure. It is de-facto when it has to do with the number of race, group, country, community, village and town present in a particular place at a particular time and de-jure when it has to do with the number of race, group, country, and community, village town who are both present and those who are in proxy. The study of the human population is called demography. The population of a particular people is known through the conduct of a population census. Population of people changes from time to time as a result of birth rate, death rate, migration and emigration. The population of Nigeria for instance, as shown in the population census figures in 1952/53 was 31.12 million and as at 1962/63 it changed to 55.67m 2006 census has it as 144 and by now it is estimated to be 170 million. The population of a people is very important as it helps the administrators of the group involved in planning and that is why census is conducted to know the total number of people in a place at a given time.

The Concept of Marginalization Burton and Kagan (2005) assert that marginalization is a slippery and multi-layered concept. Marginalization can take place at the global level, national level and societal level. Communities can be marginalized from the dominant social order. Similarly, ethnic groups, families or individuals can be marginalized within localities. Verma and gayathri (2014) assert that the concept of marginalization rests on the principle of exclusion where certain set of people or community are deprived from their right due to endogenous and exogenous factors. The endogenous factors vary from gender, ethnicity, linguistic to race while exogenous factors include poverty, geographic location, lifestyle etc. Marginalization entails exclusion from fulfilling full social lives at individual, interpersonal and societal levels. Marginalized people have relatively little control over their lives, and the resources available to them are limited. They may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited, and they may develop low self-confidence and self-esteem (Burton & Kagan, 2005).

Marginalization is the deprivation and exclusion of a group or individuals from sharing or taking part in what is collectively owned by all. Marginalization could occur in all facet of life. In Nigeria, most ethnic groups have cried out for marginalization. Thus in Nigeria, both the majority and minority ethnic groups do cry out for marginalization. The case of the Igbo, Nigeria Delta, Ibibios, Hausa, amongst others are

very good example. Omemma (2019) submits that since its conception as a multinational state, Nigeria has been plunged into a miasma of marginalization and the consequent clamour for the restructuring and self-determination marginalization and discrimination have become dynastic in the Igbo dominated area of the south east in particular and the southern part of the country in general (Anyagwu&Okika, 2024).

Theoretical Framework

The theoretical framework of this study is post-colonial theory. According to Parsons and Harding (2011: 2), Post-colonialism theory asks for justice: it seeks to speak to the vast and horrific social and psychological suffering, exploitation, violence, and enslavement done to the powerless victims of colonization around the world. It challenges the superiority of the dominant Western perspective and seeks to re-position and empower the marginalized and subordinated “Other” (Smith, 2007). It pushes back to resist paternalistic and patriarchal foreign practices that dismiss local thought, culture, and practice as uniform, “barbarian,” and irrational (Dussel, 2000). It identifies the complicated process of establishing an identity that is both different from, yet influenced by, the colonist who has left. Proponents of the theory include, Edward Said, Frantz Fanon, Gayatri Spivak amongst others.

This theory is apt for this study because the study asks for justice: it seeks to speak to the vast and horrific social and psychological suffering, exploitation, violence and enslavement done to the Igbo ethnic group during colonialism that led to the marginalization in this fourth republic. Thus this study traced the colonial factors that affected the population of the Igbo ethnic group which is the main cause of the marginalization they face in post-colonial Nigeria and particularly the fourth republic.

Research Methods The methodology for this research is as follows: ex-post facto research as its research design; content analysis as its analytical technique; secondary source as its data collection base, thus. The researcher made use of university libraries, different public and private libraries, and other government archives; internet/websites were visited for data collection. All data collected were qualitatively synthesized thoroughly to ensure coherence and objectivity.

Colonial Administration and Ethnic Density in Nigeria

Ethnic density or the population of people in any geographical area, is determined through “Population census”. Thus, through the population census, the ethnic density of Nigeria today was established by the colonial master in favour of the North. According to Ota and Ndubuisi (2025:454),

British paternalism towards Northern Nigeria was responsible for manipulating census figures in the North's favour during the colonial era. The hidden agenda was to ensure the perpetuation of the North's domination of Nigerian politics, given the fact that National Assembly

seats then (and even now) are allocated according to bogus population figures. In the end, census figures in Nigeria have remained controversial and have at various times, threatened the very existence of the country. The North has continued to claim numerical superiority over the South.

The reason for the manipulation of census in favour of the North by the colonial is simple, the hatred they developed for the Igbo ethnic group and their paternalism towards the north. Obiajulu (1995) asserts that with the racial suppression of Igbo by the white, the Igbo question suggest a social order very unpleasant and retrogressive to the self realization of the Igbo race. According to Ota and Ndubuisi (2025:454), the British colonial regime never hid its hatred for the South, especially the Igbo. The simple reason is that it took the British about twenty years to conquer and pacify Igboland and other groups in the south-eastern part of Nigeria. This was not the case in Yorubaland and Hausaland, where the conquest was achieved with minimal resistance. Okonjo(1974) submits that the fierce resistance by the Igbo and their neighbours against British colonial penetration and occupation of their territory earned them the sobriquet of being an ungovernable people by the British. From the foregoing, the colonial masters conducted the first population census in Nigeria and introduced all manner of corrupt practices in order to favour the North. Emezue (1998) submits that the first population census in what is today called Nigeria was conducted in 1866 in Lagos. This was soon after the British had annexed Lagos and converted it into a colonial territory. Subsequent headcounts were conducted in the colony between 1868 and 1871, and after that, every ten years. Thus, there were census enumerations in 1881 and 1891 in Lagos (Ota & Ndubuisi, 2025).

In 1911, the colonial masters made the first attempt to have a population census covering the whole of Nigeria. At the end of the exercise, a population of eight million, one hundred and fifteen thousand, nine hundred and eighty-one (8, 115, 981) was ascribed to the Northern Protectorate, while the Southern Protectorate (including Lagos) was given a population of seven million, nine thousand and four hundred (7,009, 400million). The total population was thus put at 15,125,381. For instance, the provincial administrators in the North made their own estimates and disagreed with the figures returned by the Acting Governor of the North (Okoroafor, 1982; Ota & Ndubuisi, 2025). Another census exercise that was conducted by the colonial administration was in 1921. The result of the 1921 census was doctored to favour the North as usual. Thus, the North had a population of nine million, nine hundred and ninety thousand, three hundred and fourteen (9, 990, 314), while the South had eight million, three hundred and sixty-eight thousand, five hundred and twelve (8,368,512) (Emezue, 1998). According to Ota and Ndubuisi (2025:454), the 1921 census-taking was also controversial because the exercise was not done simultaneously in both the North and South, and in the cities and rural areas. The exercise was spread over two

months in the rural areas whereas it lasted for just a day in the cities. It has been argued that because of the tabulation errors noticed in the figures returned, a decision was taken to inflate the returns of indigenous populations in the urban areas by five percent and in the rural areas by ten percent (Sklar, 1965; Emezue, 1998).

In 1931, another population census was planned to cover the whole country but the exercise later covered some areas for some reasons. According to Ota and Ndubuisi (2025:454), the reasons for this is Aba Women's War of 1929, global economic recession of 1929 which reduced the revenue available to the colonial government, and the locust invasion in the North. Thus, the 1931 census was restricted to Lagos in the South and five cities and two hundred and one villages in the North. The figures put the national total at nineteen million, nine hundred and twenty-eight thousand, one hundred and seventy-one (19,928,171), with the Southern province (including Lagos) having a total of eight million, four hundred and ninety-three thousand, two hundred and forty-seven (8,493,247) and the North having eleven million, four hundred and thirty-four thousand, nine hundred and twenty-four (11,434,924) (Ota & Ndubuisi, 2025 ; Emezue, 1998). From the census result above, there was geometric population growth in the North and arithmetic population growth in the South. Thus, the population of the North increased by over a million (1,436,610) within a decade, while that of the South increased with just a hundred and twenty-four thousand, seven hundred and thirty-five (124,735). There was no official explanation for this “miracle” (Ota & Ndubuisi, 2025).

From the foregoing, the colonial government domesticated the culture of census manipulation in favour of the North and this culture has been upheld in the post colonial Nigeria. Thus, the corrupt practices exhibited by the colonial administrators have been multiplied in all population census conducted in Nigeria after the colonial era to equally favour the north. This is majorly because the colonial masters made the north to believe that their population is more than that of the south. Beke (2006) notes that any census which suggest that the population of the Southern states is larger than that of the Northern states will certainly be unaccepted and dismissed as looked or inflated by Southern politicians e.g the 1962 census result was cancelled on this context and even the officers in charge of the census body was dismissed by the government. Mackintosh (1964) asserts that with the release of the 1962 census figure, it became clear that the provisional figures of the South outnumbered those of the North. The figures of the East was particularly criticized by the other regions, the political implication was a shift in the balance of power in favour of the South. Chigbo (2001) submits that as a result of the unaccepted figures from the South by the North the then federal minister of economic development. Alhaji Waziri Ibrahim of the Northern people's congress recommended that a verification exercise be conducted. This verification exercise which took place in the North gave them extra 8.5 million people but the figure was promptly rejected by other regions.

Okonkwo (1994) observes that the 1962 census figures showed an increase of 71% over the 1953 figures in the east. The figures of the west also increased significantly by 39 percent while that of the North and Lagos increased significantly by 30 percent and 200 respectively. Thus, the 1962 census was canceled because the South was more than the North and due to other irregularities that followed the census. Based on this another census was conducted in 1963. Chigbo (2001) states that having reached a unanimous decision to cancel the 1962 census, a new national head count was slated to take place between the 5th and 8th November, 1963. After the 1963 census the census board announced an interim report on February 24, 1964 which gave the north 53.4%, (29,777,985 of the figure) East 22.6% (12,388,646), west 18.5% (10,278,500), Mid-west 4.5% (2,33,337) and Lagos 1.0% (678,352) of the census figure which totaled to 55,653,821. From the above the North was favoured and this led to agitation especially by the East. Okpara (1964) observes that the result of the census was hotly contested by many eastern especially the then premier of the East, Dr. M.I. Okpara. He declared that the announcement had disclosed an inflation of such astronomical proportions, adding that the figures obtained, taken as a whole were worse than useless. Chigbo (2001) notes that the then prime minister in charge of federal ministry of economic development Allaji Waziri Ibrahim despite the serves of protest against the figures quickly released the result without consulting the regional premiers. He went further to state that it was these figures that formed the basis for the delimitation of constituencies in the December 1964 elections. The population census was used because it favoured the North. In 1991 another census was conducted with a total no of 88.5 millions, it was also contested as it favoured the North but despite the inconsistency it was used as official document of the government. Currently, the 2006 census is been used now by government not because it is generally accepted but because it favoured the North. The result of the 2006 census as published by National Population Commission is as follows:

GEO-POLITICAL ZONE	POPULATION	PERCENTAGE(%)
North East	18,984,299	13.5%
North central	20,369,956	14.5%
North West	35,915,467	25.6%
South East	16,335,55	11.7%
South south	21,044,081	14.7%
South west	27,722,432	19.8%
Total population	140,431,790	100%
Total north	75,269,	722 53.6%
Total south	65,102,068	46.4%

Source: National Population Commission (NPC, 2006).

From the 2006 population census report shown above, one can see that the population of the Igbo has the lowest population figures. Thus, from the population

figure, South-East (Igbo states) had 16,335, 55(11.7%) followed by North-East with 18,984, 299(13.5%), North-Central followed with 20, 369, 956(14.5%). The next is South- South with 21,004, 081(14.7%) followed by South-West with 27, 722, 432(19.8%) and the highest figure is North-West with the population of 35, 915, 956(25.6%). The world in general and Nigeria in particular are using the above figures as accepted Nigerian population figure. The implication is that the world has accepted that the Igbo which is among the 3 major ethnic groups by its numerical strength during pre- colonial era, colonial era and partly post-colonial era has become minority group. From the foregoing, the colonial masters are the major determinant of Nigeria's ethnic density as it is in the census figures and beyond, especially the density of Igbo ethnic group. Thus, there are other means colonial masters used to reduce the population of the Igbo in Nigeria outside manipulation of population census.

Colonial Factors Responsible for the Negative Trend in Igbo Ethnic Density in Nigeria's Fourth Republic.

Colonial administration in Nigeria did not favour the Igbo ethnic group. Ota and Ndubuisi (2025:454) argue that the reason is because of Igbo resistance to colonial rule. To get their pound of flesh the colonial masters decided to reduce the Igbo ethnic density in Nigeria to allow perpetual marginalization of the Igbo ethnic group. Thus, colonial administration affected the Igbo ethnic population in Nigeria negatively through the following:

Population Census Manipulation

Through population census manipulation, the colonial masters reduced the actual number of the Igbo ethnic group in Nigeria have been reduced to nothing just to favour the north. According to Ota and Ndubuisi (2025:454), the manipulation of census figures in Nigeria began during the colonial era. Due to the manipulation of population census which was learnt from the colonial masters, census figures in Nigeria have remained controversial and have at various times, threatened the very existence of the country. The North has continued to claim numerical superiority over the South. The disdainful and arrogant disposition of the Fulani-led Northern Nigeria political oligarchy to other Nigerians on account of this portends enormous danger to national integration (Pierce, 2006). From the foregoing, the actual ethnic density of the Igbo in Nigeria cannot be ascertained as population census is manipulated to favour the Hausa/Fulani ethnic group. Thus, what is used as the population of the South-East geopolitical zone is not the actual figure but a fudged figure.

Slave Trade in Igbo Land

The Igbo in the Atlantic slave trade became one of the main ethnic groups enslaved in the era lasting between the 16th and late 19th century. Located near indigenous Igbo territory, the Bight of Biafra (also known as the Bight of Bonny), became the principal area in obtaining Igbo slaves. An estimated 14.6% of slaves were taken from the Bight of Biafra between 1656 and 1900, the third greatest percentage in

the era of the transatlantic slave trade, the Igbo were dispersed to colonies such as Jamaica, Cuba, Haiti, Barbados, the colonies in the future United States, Belize, Trinidad and Tobago among others (https://en.m.wikipedia.org/wiki/Igbopeople.atlantic_slave_trade).

Orji (1987) observes that the Igbo ethnic group was among the exported slaves to Europe and the America. Although the total number of Igbo people who were enslaved is unknown, estimates based on the 18th and 19th century records and the record work of P. Lovejoy, can give some insight into the magnitude of the slave trade in Igboland. The estimates indicate that out of 850,000 slaves from the Biafran hinterland who landed safely overseas. From 1640 to 1800, about 75% or 637,500 of them were from Igboland. Onyegiri (2005) asserts that the first significant trauma that the Igbo culture witnessed was the slave trade. From the figures given by John Adams and English slaving captain, quoted by Isiche at Bonny, it would appear that between 1510AD when the first slaves were transported to new world barring slave trade, at least 5,672,500 Igbo were forcibly carried off their fatherland on slavery. Okere (2005) asserts that so many were transported in the most inhuman conditions across the Atlantic. The trauma of the lucky ones who survived it was to enter into a life of hard labour, chattel slavery unknown in our cultures; those who didn't survive perished like flies, unwept and unknown and we are told that over the 300 years of the slave trade they were in millions dumped into the sea to die if they were too sick. The survivors of the middle passage were clubbed into submission and at times into a martyr's death for freedom. Today many people equate the slave trade of the black man to the holocaust, but in some ways, it was worse (Okere, 2005). The slave trade reduced the population of the Igbo in Nigeria to the barest minimum; thus, the Igbo are spread outside Nigeria as a result of the slave trade, reducing the population of the Igbo in Nigeria, and that is one of the reasons that made the northerners appear more in number whenever a census is conducted.

Alien Religion in IgboLand

The religion introduced in Igboland in Nigeria by the white man is another factor affecting the population of the Igbo in Nigeria. The whiteman, after the abolition of slave trade resorted to the use of religion to achieve her interest. Thus, the introduction of the two alien religion in the northern and southern part of the country. Kukah (1999) observes that the story of Islam and Christianity in Nigeria differs significantly in terms of the historical and cultural experience of Nigeria, with the way both religions arrived, they sought to assert themselves by dislodging the traditional religion of the communities with which they interacted by offering their people new gods as a basis of moral legitimacy. He argued that the attitudes of the missionaries of these religions sowed the seeds for their subsequent politicization in Nigeria. Thus, the white man introduced Islam in the Northern Nigeria which allows a man to marry up to four (4) wives and Christianity that permits a man to marry only one wife in Igboland and other southern Nigeria just to clamp down on Igbo population since population determines who gets what in Nigerian politics. Eteng (2008) observes that African polygamous

marriage was indirect opposition to the Christian religion monogamous system of marriage which was introduced with European contact. He also notes that men who have accepted Christianity were now marrying one wife as an indication of belonging to a higher culture and for social change. He further asserts that Catholic celibacy became an accepted norm. Today, many Igbo catholic priests, reverend brothers, and reverend sisters are not married, talk more give birth, while the Imam in the North is practicing polygamy. Outside the practice of celibacy by some catholic faithful, many other denominations in Christendom practice monogamy. All were aimed at reducing the population of the Igbo ethnic group to favour the North in Nigerian politics.

The introduction of the two alien religions by the white man has affected the Nigerian population density, especially the Igbo ethnic group through religious crises. Thus, many Nigerians, especially Igbo, have been killed during religious crises across the nation. The Igbo are killed in the North and across the country on religious bases without any remorse whatsoever, and the worst of it all is that the bible will tell the Igbo to fold their hands and wait for God to fight for them. Ikenah-Metuh (1994) asserts that Nigeria has recorded very bizarre experience in the domain of religious violence. Some of the prominent examples include those of the Kasuwan Magani in 1980, Zango Kataf and Gure-Kahugu in 1987, Kafanchan and Leru in 1987, Ilorin and Jere in 1989, Tafawa Belewa in 1991, Zango Kataf in 1992, amongst others (Eniola, 2010). In the year 2000, many killings were recorded from religious disturbances; an estimated 3000 people lost their lives in a clash between Muslims and Christians in Kaduna (Sulaiman, 2016). According to Olukorede (2002:8), there was a reprisal attack in Aba, Abia State and about 450 persons were killed. In all religious crises between Muslims and Christians in Nigeria, countless lives have been lost. Worthy of note is that the Igbo ethnic group is mostly killed during the religious crises as they mostly practice Christianity.

Moreso, Islam is a religion that uses war (Holy war) to get converts thus, the Jihad war in 1804 by Uthman dan Fodio was aimed at getting members for the Islamic religion in Nigeria, while Christianity, which was introduced in Igboland, abhors war. The implication of using war to get members is that the opposite religion will be killed at any resistance. The major aim of introducing Islam which uses war to get convert and Christianity that abhors war and uses persuasion to get converts is to reduce the number of the Igbo ethnic group just to favour the north in Nigerian politics since democracy is a game of number.

Western Education in Igbo Land

Western education is another causative factor that affected ethnic density in Nigeria especially Igbo ethnic group. Nweke (2008) notes that modern education was first introduced in the southern part by the Christian missionaries who were confronted with the challenge of penetrating the hinterland through evangelism. He further asserts that the people of Southern Nigeria accepted the missionaries and it led to the establishment of churches and mission schools in many areas in the region as from the

1840's to 1960s and after independence. From the foregoing, the introduction of Western education affected the population density of Igbo ethnic groups in many ways. First, some people who are up to the age of marriage will not marry in the quest to attain a certain educational level before they venture into childbearing. Even in making choices for marriage, Igbo people now consider whether the person acquired Western education or not. In most cases, the bride price of those who acquired a western education are heightened, thereby scaring men who are of the age to marry. This practice is detrimental to Igbo population as it affects child bearing which increase population, hence the effect of Western education on Igbo population.

Secondly, the Igbo now value Western education more than any other thing that they migrate to acquire Western education. The most unfortunate thing is that when the Igbo go abroad to acquire a Western education, the white man does not allow them to come back due to their intelligence and industrious nature. In other words there exist brain drain of the Igbo race and the reduction of Igbo population in Nigeria. The case of Dr. Philip Emeagwali, who made a significant contribution to software development, is a good example. Moreso, Western education introduced cultism in the Nigerian educational system, and this has claimed lives of many Nigerians across Nigeria, including the Igbo race. Every time in the news, there are cases of cultism across universities in Nigeria and even on the street as cultism are found in all parts of Nigeria. Nweke (2008) noted that one of the problems of modern education is student cultism. He is very right because cultism has led to the death of many Nigerians, including the Igbo race.

Western Education was brought by Christian missionaries who were confronted with challenges of penetrating the hinterland through evangelism (Nweke, 2008). The above assertion from Nweke shows that Western education in Igboland was used as an instrument by the white man to achieve his aim of penetrating the land and favouring the North in Nigerian politics. Thus, Western education in Igbo land and Africa at large is an instrument of colonialism or neo-colonialism. Through Western education, the white man made many Igbo in Nigeria flee to their land, work for them, and never return to Nigeria.

Cultural Domination in Igbo Land

Colonial administration affected the ethnic density of Nigeria, especially the Igbo ethnic group, through cultural domination. Thus, the replacement of Igbo culture with whiteman's culture have affected the Igbo population negatively as imbibing white man's culture has led to high migration of Igbo to Western countries and other parts of the world, as Igbo are scattered all over the world. When the white man arrived, he discovered that culture will be an obstacle to his interest which include making Africa a market where he sales his finished goods and where he can get raw materials and humans to produce, he decided to brain wash, intimidate and humiliate Africans to abandoned their culture as Obi-Ani (2004) asserts that the European colonial rulers

realized that a thriving African culture would someday or later cast off their exploitative and domination of Africa and resorted to despising Africa's cultural values through intimidation, and humiliation. Onyegiri (2005) also notes that the Igbo were one tribe in Nigeria least able to resist that cultural change.

The Igbo are trapped as the white man brainwashed them, intimidated them, and humiliated them to abandon their culture, which they did. Obiajulu (1995) observes that Igbo people, as victims of cultural domination, are simply reacting and adjusting to the features of the capitalist social system, which now form part of its periphery. From the foregoing, the Igbo population has drastically reduced since their culture was shortchanged to that of Western culture. The likeness for the Western culture they embraced has led them to even seek opportunities to become Western citizens. Thus, they took the risk of going through deserts and other illegal means to Europe. People now take their wives to Europe to give birth so that their children will become citizens of European countries, and they will grow up and become citizens in the European countries. Moreover, the likeness for whiteman's culture made the Igbo to embark on "Ego mbute" which has made many Igbo in recent times to flee abroad. Igbo now go to Malaysia, South Africa, European countries among other countries in order to make money to mimic white man's culture in terms of building, cars, dressing etc, thereby reducing the population of Igbo in Nigeria.

Divide and Rule System of Administration and the Nature of Nigerian Politics

Colonial masters created disunity in Nigeria through the divide-and-rule system deployed during colonial administration. This act is the major factor responsible for the nature of Nigerian politics in the post-colonial era. Thus, Nigerian politics is characterized by ethnic chauvinism, disunity, agitations, and violence, which have led to many deaths of the Igbo. Nwobashi (2014) asserts that the persistent lack of unity among Nigerian political elites and the absence of strategic elites and the dominance of segmental elites have made Nigeria a violent state since colonial times. He further stated that Separatist agitations serve as a ready instrument in hands of a section of Nigerian elites who always turn to this ethnic phenomenon when they are disadvantaged in the contestation for national power and resources. Boka (1982) earlier asserts that, eight other separatist agitations in the post independent Nigeria exist. First, the revolt of Isreal Adaka Boro, who on 23rd February 1966, declared the southern part of the country of the present Rivers, Bayelsa and Delta State "the Nigerian people's congress" second, the counter camp of 29th July, 1966 was code name "Arabia" third, on 27th May 1967 the consultative assembly announced its decision to establish an independent state called the republic of Biafra among others.

The activities of the aforementioned groups, have led to riot, wars and the death of many. Worthy of note is that the major ethnic group that is been killed across the country is the Igbo. The Igbo have been killed during the war, during the Kano riot, Kaduna, Python Dance, the counter coup of 29th July 1966, among others. Feron (2006)

asserts that Most of the victims of the political violence were Igbo. Obinoyo (2007) letter observes that the killing of the Igbo and looting of their property in other parts of the country, especially in the North at the slightest provocation even when the issue is not caused by the Igbo ethnic group led to agitation by the Igbo. For instance in 2006, riots weretriggered by Denmark cartoon in which many Igbo people were attacked and killed by angry Muslim youths of the North come to mind. Nwobashi (2014) asserts that the civil war claimed the lives of about one million people and displaced many people. This nature of Nigerian politics has a colonial background as the colonial masters created disunity in Nigeria through the divide and rule policy deployed during colonial administration.

Destruction of the Igbo Economy

The Igbo population has been affected negatively through the destruction of the Igbo economy by the metropolitan bourgeoisie, who linked the Igbo economy in particular and Nigeria at large with the capitalist system. This act destroyed the Igbo economy and underdeveloped it. The implication on Igbo population is that people reduced the number of children given birth to in the recent time as opposed to the number of children given birth to in the pre-colonial times when the Igbo economy was still good .in the pre-colonial era, most Igbo gave birth to 10 children and some polygamous families gave birth to more than 10 and still the economy in pre-colonial era sustained the population. In the post-colonial era the economy of the Igbo cannot sustain a man as it were in the pre-colonial times talk more sustaining their children. Thus, many have resorted to giving birth to only one child; the highest range may be 3-5 children as a result of the bad economy. The economy has affected the number of children given birth to in Igbo land negatively as a result of colonial masters linking the Igbo economy to the capitalist system. Chukwu (2015) observes that the Igbo economy like most economies world over started as a local phenomenon. It was organized in three major sectors, namely, agriculture, non-agricultural production, and trade. All these sectors prospered in the pre-colonial period, taking care of the needs of the people at the local, village group and Igbo national levels. The economy began to face threats and challenges since the inception of European influence in the area from the 17th century onwards. For instance crushing roles of slave trade, colonialism and the associated problem of importation of European made goods did not augur well with the economy.

The destruction of Igbo economy and the linkage of Igbo economy to whiteman's capitalism made the Igbo ethnic group to scatter across the world in search of greener pasture. Thus, the Igbo's are scattered over the world for economic reasons. Economic activities of Igbo people have affected their population density in Nigeria. Onyegiri (2005) states that, today the Igbo ethnic group cannot be described as occupiers of a piece of earth's terrain of specific geographical location. Their readiness to travel and tenacity of purpose, especially when seeking employment, have carried many of them far beyond their native environment. The linkage of the Igbo people's economy to the capitalist system has reduced the Igbo population as the people who

destroyed the Igbo economy planned it just to suppress the Igbo. The Igbo in pre-colonial times practiced polygamy and non-restriction of child birth, which made the Igbo population grow geometrically in the pre-colonial Era, and still their economy sustained them. Presently in post-colonial Igboland, though people practice monogamy, which expunged polygamy from Igbo culture, which the white man's religion introduced in Igbo land during the colonial era, the economy cannot sustain them.

Igbo Ethnic Density and Igbo Ethnic Marginalization

The Igbo Ethnic group, since the fourth republic, has been crying out over the issue of marginalization. Since 1999 (the beginning of the fourth republic) till 2019, the Igbo have not been neither the president nor vice president of Nigeria, the Igbo have been victimized in Nigerian politics as they are been killed at any provocation, as Fearon (2006:5) observes that most of the victims of the political violence were Igbos. Obinoyo (2007) also notes that the killing of the Igbo and looting of their property in other parts of the country especially in the North at the slightest provocation even when the issues is not caused by the Igbo; was among the grievances of Igbo people that gave rise to agitations. Other grievances of Igbo nations that made them felt marginalized includes the non establishment of federal institutions popularly parastatals, international airport, industries, seaports in Igbo States when compared to other states of the country, the abandonment of federal roads in the region, the dredging of river Niger to serve as a seaport for the southeast, the under representation of the Igbo in top political positions, non creation of states in south east as they have less states when compared to other parts of the country, the use of quota system to slow down the pace of educational attainment of the Igbo among others (Fearon, 2006; Obinoyo, 2007; Nwobashi, 2014).

The feeling of marginalization has led to specialist agitations in Igbo land hence the formation of movement for the actualization of sovereign state of Biafra by Chief Relfh Uwazuruike. On the 13th September, 1999. Nwobashi (2014) submits that occurrence of separatist agitations in Nigeria is a direct result of the deprivations and exclusions of some ethnic groups by various successive administrative in Nigeria. Other scholars like Abbert (2002:311), Ihunna (2002), Uwalaka (2002) Mbaugwu (2004), Opata (2004) among others argue that separatist agitations occur because of the failure to equitably distribute the national resources and position of government among the ethnic nationalities in the country.

From the forgoing, it has been argued that the marginalization of the Igbo is partly as a result of the divided and rule system of the colonial masters that created hatred among the Ethnic group in Nigeria. Also speculated is that the first coup of 1966 led by an Igbo junta major Kaduna Nzogwu with the intension of sanitizing the Nigeria system which later was conceived as Igbo coup due to the outcome of the coup, thus the coup was successful in the North achieved little success in the west and failed totally in the East. Since after the coup the Igbo's have been the victim of Nigerian politics as even

the counter coup of July 29 1966 was targeted at Igbo people. Hence the Massaca of the Igbo in 1966 counter coup. The declaration of civil war by Ojukwu is another factor argued that led to Igbo marginalization especially when it comes to becoming the president of the country and holding of key positions in the country due to fear and speculation that making an Igbo man a president may lead to dividing the country. Thus, since after the civil war only Alex Ekwueme of the Igbo have been the vice president of Nigeria and from 1999 till date the Igbo have not been allowed to be the president nor vice president. Far from all the speculations, the main factor responsible for the marginalization of the Igbo ethnic density in Nigeria as colonial administration reduced the population of the Igbo ethnic group in many ways just to favour the north in Nigerian politics. The table below will help in understanding the impact of population on the Igbo ethnic marginalization.

Table 2: Two major political parties and the president/vice presidential Candidates' elections in the fourth republic 1999- 2023

Winning party of president/vice presidential candidate	Geo-political zone	Political Party	Runner party president/vice presidential candidate	Geo-political zone	Political Party
Oluseguobasanjo	South West	PDP	Olufallae	South West	AFOAPP
AtikuAbubakah	North East	PDP	umarushinkata	North	AFOAPP
2003					
OlusegunObasaj	South West	PDP	Mohamed Buhari	North west	ANPP
	North EAST		Chuba Okadigbo		
Atuku/Abubaka				South East	ANPP
2007					
UmarumusaYaradua/	North West	PDP	Mohammed Buhari	North west	ANPP
goodluck Jonathan	South south		Ume-Ezeoke		
				South East	ANPP
2011					
Goodluckjonathan	South South	PDP	Mohammed Buhari	North west	CPC
NamadiSambo	North west		Tuned Bakere		
				South West	CPC
2015					
Mohammed Buhari	North west	APC	Goodluck Jonathan/	E. South. South	PDP
YemiOsibanjo	South West		Namadisambo		
				North west	PDP
2019					
Mohammed Buhari	North west	APC	Atiku Abubakar	North East	PDP
YemiOsibanjo	South west		Peter obi	South East	PDP
2023					
Bola Amed Tinubu	South West	APC	Atiku Abubakar	North East	PDP
KashimShettima	North West		IfeanyiOkowa	South south	PDP

Source: Compiled from INEC released election candidates from (1999-2023)

From the above table one can see that all major political parties that has Igbo vice candidate came second. Again none of the major political parties had ever choosing the Igbo as their presidential candidate. In 2007 and 2011 president Buhari choose Igbo people namely ChubaOkedigbo and Ume-Ezeoke as vice president and that made him to lose elections. In 2015 he choose a running mates from south west including 2019 and he won the elections. The reason for this is simple. The population of the North -west and south west joined together are more than that of South East and North-West. Thus, in the fourth republic the Igbo, South East geopolitical zone has the least number with 16,335, 55 (11.7%) as seen in the 2006 population census. Judging with the 2006 census result the Igbo is the minority in the country. That is majorly the reason behind the denial of Igbo presidency. The Igbo have much population but the problem with them is that they are scattered all over the world due to colonial influence.

Conclusion

The Igbo ethnic group is facing marginalization in Nigeria's fourth republic due to its population that was negatively affected by Colonial Administration. The colonial government through many ways reduced the Igbo ethnic density in Nigeria to favour the North knowing full well that Nigeria practices democracy which is a game of numbers where the majority will always have what they want. Nigerian politics is characterized by winner takes all, loser loses all. Centrifugal practice is dominant in Nigerian politics than centripetal when it comes to resources control. Thus anybody that have any political position in Nigeria at the federal level seems to favour his ethnic group and not the entire country and since 1999 the Igbo have not held the position of the president to favour their group and this is why they felt marginalized as other parts of the country have had the post and favoured their people.

Colonial Administration had negatively effect on the Igbo ethnic density/population through population census manipulation by the colonial government, slavery (slave trade), cultural domination, religion amongst others. The white man's culture introduced many things in Igboland that dealt with the Igbo population negatively. Thus, the establishment of industries that produces harmful chemicals that are detrimental to people's health and by implication reducing the life expectancy of people, introduction of guns, which was used to kill many during wars, introduction of monogamy, celibacy and even the introduction of contraceptive in Igboland were all geared toward suppression of the Igbo as population determines who gets what when and how in Nigerian politics. This suppression is just for the interest of the white man to be actualized. Apana and Shobharam (2015) assert that the white missionaries suppressed and oppressed the Igbo tribes through their new religion. Obiajulu (1995) collaborated this when he asserts that with the racial suppression of the Igbo by the white, the Igbo question suggest a social order very unpleasant and

retrogressive to self-actualization of Igbo race. The Igbo should be aware of these strategies deployed by white man to reduce her population in Nigeria so as to make her perpetually marginalized in Nigerian politics. When this is done, the interest of the white man will be jeopardized and population of the Igbo will appreciate and the Igbo ethnic group in Nigeria will have a say in the national politics.

Recommendations

To improve the Igbo ethnic density/population which led to marginalization of the Igbo ethnic group in Nigeria, the following were recommended:

1. Igbo political elites should improve the Igbo economy and standard of living of Igbo living in South-East by establishing industries, free education free health care, electricity and other social amenities to encourage Igbo outside South-East to come back to their states and invest in South-East, thereby increasing Igbo ethnic density/ population in Nigeria.
2. Igbo indigene in South-East should avoid communal crises, investing outside Igboland as this will help to increase the Igbo ethnic density in Nigeria and help them to have a say in Nigerian politics.
3. Igbo political elites should stop the use of separatist groups, riots and other violent means that can lead to death of Igbo citizens in South-East and embrace dialogue. This will help to improve the population of the Igbo and make them have their say in Nigeria politics.
4. Igbo Abroad and outside South-East should always return during population census and general elections. This will make the population of the Igbo in South-East to improve in the census result and equally help the Igbo to win some political positions at the federal level.

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REPOSITIONING LINGUISTICS AND LINGUISTS IN NIGERIA'S TERTIARY INSTITUTIONS FOR MAXIMUM PRODUCTIVITY AND NATIONAL DEVELOPMENT: THE PSYCHOSOCIAL IMPLICATIONS

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Abstract

Linguistics is the scientific study of human language or a systematic inquiry into human speech, including methods of acquisition, the units, nature, instructions, modifications, and the relationship between human language. Language is an important aspect of human life. It is that which makes interpersonal communication and relationships possible in any given environment. No doubt, the quality of human life and socio-economic development in every society depends on the quality of communication among its people. The study of linguistics should, be accorded a high premium in Nigeria's tertiary institutions, especially now that the nation is grappling with myriad issues of national development. Lecturers and students in this field of academic endeavour need to be motivated for maximum productivity and excellent academic performance, which ultimately impacts our national development. Lack of relevant instructional materials, textbooks, internet facilities, hostile learning environment, poor remuneration, and lack of welfare packages for lecturers have continued to contribute to a sharp decline in the quality of teaching and learning of linguistics in our tertiary institutions. Thus, this paper titled "Repositioning Linguistics and Linguists in Nigeria's Tertiary Institutions for Maximum Productivity and National Development: the Psychosocial Implications" examines, among others, linguistics and its current status as an academic discipline in Nigeria's tertiary institutions. Factors responsible for the decline in the quality of teaching and learning of linguistics in Nigeria's tertiary institutions and how to reposition linguistics and linguists in our tertiary institutions for maximum Productivity. The study found, among others, that the volume and quality of research on the indigenous Nigerian languages are declining in Nigerian tertiary institutions. It recommended, among others, that the government and tertiary institutions' management should join forces with the National Institute for Nigerian Languages (NINLAN) and Linguistic Association of Nigeria (LAN) to improve the volume and quality of research on the indigenous Nigerian languages.

Keywords: Linguistics, Linguists, Maximum productivity, Nigeria, national development, psychosocial implications.

Introduction

Language is not only an important aspect of human life but also a fundamental feature that distinguishes humans from other living things on Earth. The ability to communicate in a particular language conveyed a distinctively humanizing trait in the earliest human societies. Ewurum and Umelo (2020) lend credence to the above when they remark that language serves all humanistic purposes and is God's gift to humanity. Uyanne and Motanya (2013), as, cited in Ewurum and Umelo (2020), describe the gift of language as the single human trait that marks us all genetically, setting us apart from the rest of life. Man is naturally a social animal, and language is an instrument of communication with others in society. Through the instrumentality of language, man identifies and makes findings about his environment. Human beings would have been at a loss without language. Life in an environment without language and communication would be boring, drab, awkward, prosaic, and problematic, and no individual will be able to achieve personal goals, fulfillment, tangible progress, and happiness in such an environment. Language helps immensely in solving the ever-increasing problems of human existence (Ewurum & Umelo, 2020). Man's ability to communicate efficiently and meaningfully with others in his environment is tied to language. Thus, language becomes so crucial in our daily life and affairs that it should be well organized and systematically studied to make it more productive and hitch-free in our environment, hence the emergence of this field of academic study called Linguistics.

Linguistics is the scientific study of human language or a systematic inquiry into human speech, including methods of acquisition, the units, nature, instructions, modifications and relationship between human languages (Tiav, 2013). The scientific study of language in Linguistics is actually the foundation on which other disciplines are built because language makes the transfer and acquisition of knowledge possible (Tiav, 2013). As Nwachukwu (2006) in Tiav (2013) observed, the knowledge of language is knowledge in its totality. Language is the vehicle for the transmission of knowledge that helps humans plan, instruct, and evaluate academic programs. Individuals achieve educational, socioeconomic, political, and cultural development through their interaction with government agencies, through various media in the languages that the individual best understands (Olaoye, 2013).

It is regrettable, however, that we cannot harness the benefits of language in the transmission of knowledge in any field of life, when the scientific study of language (Linguistics) is endangered in our tertiary institutions and society in general. Linguists-lecturers and students in linguistic studies have not been accorded the needed motivational support for maximum productivity and excellent academic performance, which ultimately culminate in national development. Production of sound and well-grounded linguists in our nation depends on the quality of linguistic studies in our tertiary institutions. Sound and well-grounded linguists are the bedrock of sound and qualitative communication in all human societies. No doubt, the quality of human life and socio-economic development in every society depends on the quality of communication among its people.

In light of the above, some of the factors responsible for the decline in the quality of teaching and learning of linguistics in Nigeria's tertiary institutions should be urgently addressed by the government and tertiary institutions to reinvigorate and reposition it, especially now that the nation is grappling with myriad issues of national development. Linguistics and linguists, when properly repositioned in our tertiary institutions, can contribute significantly to proffering solutions to our ever-increasing problems of national unity and integration, as well as national development in Nigeria.

It is against this backdrop that this paper seeks to examine “repositioning linguistics and linguists in Nigeria's tertiary Institutions for maximum productivity and national development: The psychosocial implications.

Statement of the Problem

Although Nigeria's diverse linguistic heritage occupies a place of prominence in our national development as well as cultural, economic, socio-political, and educational scheme of things, the scientific study of languages has not been accorded its rightful place in our tertiary education system. Linguistic studies suffer neglect and different forms of setbacks in our tertiary institutions. Observation has shown that linguistics is one of the academic disciplines that enjoys little or no patronage from the government and tertiary institutions in recent times. Linguists, too, are hardly accorded recognition in Nigerian tertiary institutions, let alone in the general society. This is so because they have not been seen as those who have something worthwhile to offer or contribute to our national development. This situation has continued to impinge on the study and development of Linguistics in Nigerian tertiary institutions.

Moreso, most departments of linguistic studies in most tertiary institutions are not properly and adequately equipped to provide students with the basic techniques of linguistic analysis as well as practical tools for communication in the global village. What really can be done to improve the study of linguistics in our tertiary institutions? How do we encourage linguists to put in more effort for maximum productivity? The paper sees these challenges as problems that should be addressed with a sense of urgency so that linguistics and linguists can be repositioned in Nigeria's tertiary institutions for maximum productivity and national development.

Objectives of the Study

The general objective of the study is on repositioning linguistics and linguists in Nigeria's tertiary institutions for maximum productivity and national development: The psychosocial implications. Specifically, the study intends to:

1. Examine the current status of linguistics as an academic discipline in Nigerian tertiary institutions.
2. Highlight factors responsible for decline in the quality of teaching and learning

of linguistics in Nigerian tertiary institutions.

3. Highlight the place of linguistics in Nigerian national development.
4. Examine how to reposition linguistics and linguists in our tertiary institutions for maximum productivity.
5. Investigate the psychosocial implications of repositioning linguistics and linguists in Nigeria's tertiary institutions.

A Brief Look at Linguistics and Its Current Status as an Academic Discipline in Nigeria's Tertiary Institutions

Linguistics is simply defined as an academic discipline that is concerned with the systematic investigation of the properties of particular languages as well as the characteristics of language in general. The linguists focus their greatest attention on investigating the processes of language development as well as how human languages are formed and applied to different areas of human life. In various tertiary institutions where there are fully established departments of linguistics and language studies, linguistics and communications or whichever name applicable, special studies and research are centered on specific branches of linguistics such as sociolinguistics, psycholinguistics, structural linguistics, computational linguistics, dialectology, and comparative linguistics.

The aim of departments of linguistics in Nigerian tertiary institutions include, among others;

To give the student a scientific approach to the study of language in general, to introduce him to modern linguistic theory –descriptive as well as historical and comparative – and to enable him to undertake the scientific analysis of a language(Omachonu&Wakawa, 2011, P 96).

The first university to establish a department of linguistics and Nigerian languages (now African languages) was the University of Ibadan in 1962. Other premier universities, like Ife, Nsukka, and others, later followed suit in establishing departments for the study of Linguistics and indigenous Nigerian languages. These departments were ardently involved in the study of core linguistic courses in phonetics, phonology, morphology, syntax, and semantics through which a lot of intellectual breakthroughs and advancements have been made in the study of the structure of some indigenous Nigerian languages (Omachonu &Wakawa, 2011). In recent times, many contemporary tertiary institutions in Nigeria have successfully opened up functional and viable departments of Linguistics for the study of indigenous Nigerian languages, awarding degrees in Bachelor of Arts (BA) Linguistics, Master of Arts (MA) Linguistics, and Doctor of Philosophy (Ph.D) Linguistics.

Indigenous Nigerian languages are captured in the study map of these linguistics

departments found in our tertiary institutions. Nigeria has over 525 indigenous languages, three (Igbo, Hausa, and Yoruba) of which are the major ones or the national languages. Other ones spoken at regional levels include Ibibio, Efik, Isoko, Edo, Tiv, Fulani, Idoma, Ijaw, Kanuri, Kamwe, Urhobo, Ukwuani, Nupe, and Gbaayi languages.

Today, observation has shown that Nigeria currently suffers from a sharp decline in the use of indigenous languages at home, schools, offices, and in business areas. Similarly, the volume and quality of research on the indigenous Nigerian languages are declining in Nigerian tertiary institutions (Omachonu & Wakawa, 2011). There are little or no significant efforts made by the government to encourage research and development on Nigerian languages in the universities through the provision of research grants and language development funds, as well as the award of scholarships to deserving students of linguistics and Nigerian languages. Currently, linguistics has remained a victim of skewed perception by the general public and those within academia as a course meant for female students and the academically dull ones. It is also perceived as a course that lacks bread-baking potential for students after graduation and therefore cannot afford them adequate opportunity to compete favourably in the labour market with graduates of other courses in the faculty of humanities/Arts. Thus, only a few or an insignificant number of students apply to study the course in our tertiary institutions today.

Departments of linguistics in most universities in Nigeria today could best be described as a weeping department, entrapped in the constant battle for relevance, which makes it to change its name from time to time, add new areas of study outside core linguistic courses, just to shop for students and their parents patronage as well as recognition and acceptance by the general society (Obiego & Eke, 2021). This is an ugly trend that needs to be reversed with a high sense of urgency in our tertiary institutions to reinvigorate linguistics and linguists enfeebled by the challenges replete in the ever-changing world in which our tertiary institutions operate.

Qualities of a Good Linguist

A linguist is simply described as a language expert with the inherent capacity to analyze and aptly explain linguistic phenomena in the languages spoken by people around him or her. He is the language doctor with the requisite skills to handle speech pathology in society. As one highly interested in issues that concern human languages, how they are structured and used by their speakers in practical contexts as well as their relationship with other languages (Tiav, 2013) he must therefore pose the following questions.

- i. Versatility: A good linguist is supposed to be versatile in knowledge of linguistic phenomena in the languages he handles. This will enable him to cultivate a well-balanced attitude of mind in which a problem is viewed from as many different angles as possible (Tiav, 2013).
- ii. Adaptability: A good linguist is always ready to adjust to changes in methods

and ecological realities of the learners' environment in a rapidly changing world in which we are. He needs to be able to teach linguistics effectively amid constantly evolving challenges, changing curriculum, and practices are requirements (Rogers, 2024).

- iii. **Dedication to Duty:** A good linguist is engrossed in his immediate social responsibilities, which Tiav, (2013, p 11) describes as:
 - (i) Presenting as clearly and truthfully as possible the linguist's part of cultural education and
 - (ii) Training specialists whose peculiar point of view can contribute towards contemporary solutions to social, environmental, and government problems.
- iv. **Acquisition of Useful Knowledge:** He must be ready to acquire knowledge very useful for the evaluation and management of human languages cum other social problems (Tiav, 2013).
- v. **Must be equipped with motivational strategies:** As a teacher or a lecturer of linguistics, he must be well versed in how to motivate students to learn linguistics with interest and zeal, even when the learning environment is the contrary. Motivation is an important factor in learning. To motivate is to make or instigate (Rosemberg, 2010). Teachers' motivational strategies, according to Oleabhiele (2020), are techniques that promote the individual's goal-related behaviour. They are instructional interventions applied by the teacher to elicit and stimulate students' motivation.
- vi. **Acquisition of Useful Skills:** A linguist must undergo basic training in the areas of collection and analysis of language data in compilation and interpretation of dictionaries and in verbal communication, both oral and written (Tiav, 2013). Such training will equip the linguist for qualitative classroom delivery and ultimately for the production of well-qualified student linguists in society.

Factors Responsible for Decline in the Quality of Teaching and Learning of Linguistics in Nigeria's Tertiary Institutions

It is, indeed, regrettable that the quality of teaching and learning of linguistics in Nigeria's tertiary institutions is declining rapidly in recent times. Most departments of linguistic studies are ill-equipped for effective and impactful teaching and learning of Nigerian indigenous languages, some of which are becoming extinct. As observed by Udoh (2021), many Nigerian indigenous languages are getting moribund, endangered, and extinct. With the extinction and disappearance of some of these endangered languages, valuable sources and important links for linguistics, historical, anthropological, as well as social reconstruction and interpretation are lost. Blench (2012), in Udoh (2021), in line with the above remarks that Nigeria is said to have the

largest number of threatened languages in Africa.

Today, many factors are responsible for the decline in the quality of study of linguistics in our tertiary institutions, some of which are:

- (I) Lack of relevant instructional materials: There are dearth of relevant and current instructional materials for teaching linguistics, such as textbooks, internet facilities, language laboratory, tape recorders, reliable source of power, television sets, and other teaching aids.
- (ii) Poor remuneration and lack of welfare packages for lecturers: Lecturers of linguistics in most tertiary institutions are poorly paid, and are hardly given any welfare packages as an incentive for motivation and commitment to service. They are poorly motivated due to the low premium placed on the subject by the government (Obiego& Eke, 2021).
- (iii) Lack of well-grounded Lecturers: Most of the lecturers of linguistics are not well-grounded in content and methodology, as well as modern pedagogical approaches to teaching and learning linguistics (Indigenous languages).
- (iv) Lack of Fund: In recent times, funding for Nigerian languages programmes has declined, while attention and funding are diverted to science-based and technology-oriented courses believed to have the capacity to drive the nation's development to greater heights.
- (v) Lack of Orthography/Proper Codification of the Languages: Most indigenous languages lack symbols that are used to represent sounds, which are individually represented by letters and collectively by an alphabet. This simply means that they lack the spelling system of languages or are yet to have well well-developed method of writing letters for spoken sounds and rules for spelling as well as for writing tones (Udoh, 2021). Similarly, most of these languages too are not yet codified as to have standardized models for status planning. These all constitute a grave impediment to their study in our tertiary institutions.
- (vi) Problem of Interferences: Interference, according to Adewuyi, Bernard and Adewuyi (2015), implies the interplay between two languages to produce a different variety. This is to say that there will be the emergence of a new form of language that is a mixture of the two, which is not clearly expressed from the listener's point of view. Interference takes place mostly at the semantic, phonological, and grammatical levels of languages.
- (vii) Lack of linguistic lecturers: In most tertiary institutions today, there are only a few lecturers of linguistics. The few lecturers available in the institutions of higher learning are overburdened with many responsibilities and academic workload,

as seen in the number of courses being handled by each of them. This invariably impinges on their efficiency and the quality of their performance in teaching and learning of indigenous languages in our tertiary institutions.

How to Reposition Linguistics and Linguists in Our Tertiary Institutions for Maximum Productivity

To reposition linguistics and linguists in our tertiary institution for maximum productivity requires that certain practical steps be taken. Some of these practical steps include;

- (I) Provision of adequate and relevant instructional materials: Instructional materials such as pictures, videos, radio, television, tape recorder, textbooks, software and visual aids, play a tremendous role in teaching and learning indigenous languages of Nigeria in tertiary institutions by providing opportunities for learners to understand content, apply learning procedures and develop communicative capacity.
- (ii) Adequate remuneration and provision of welfare packages for Linguistics Lecturers: Lecturers who are well paid as well as given some welfare packages to ease them of some social, financial, and related burdens will certainly perform better or be more productive than those who are not exposed to such favourable conditions of service. According to research carried out by Amalu (2013), teachers' perception of their financial remuneration has a significant influence on their role performance effectiveness. Obi's (1980) research in Amalu's (2013) showed that conditions of service, financial remuneration, reward, praise, and recognition are important motivators in teaching effectiveness. He remarks that poor and delayed salaries can hinder the role performance effectiveness of teachers because that will make them think negatively about their job. When lecturers of linguistics are adequately paid and timely too, and when they are given fringe benefits, such as car loans, residential house loans, quality health insurance, research grants, government subscribed e-library and wifi, fund for excursion, seminars, and conferences, provision of good and well furnished offices, and so on, their productivity will invariably improve.
- (iii) Employment of well-qualified linguistics lecturers: The quality of inputs of universities, the quality of the qualitative level of graduates, the quality of the scientific research, and the quality of community-oriented programs depend on the efficacy of teaching staff. The use of well-qualified lecturers with high capabilities in their areas of specialization plays an enormous role in enhancing the quality of university outputs (Kareem, Mahdi & Alameedi, 2023). According to research conducted by Sokoli and Koren (2017), lecturers are the individuals who are responsible for improving the mindsets and lives of students. These well-qualified lecturers with the most advanced and informed level of education are

necessary to ensure the production of seasoned linguists as well as advanced research in indigenous Nigerian languages. Besides, the government should employ an adequate number of lecturers to handle linguistics and Nigerian languages in our tertiary institutions.

- (iv) Codification of indigenous Nigerian languages urgent step should be taken to ensure standardization and development of a norm or model for most indigenous Nigerian languages. Properly managed and sustained orthographic traditions should be fashioned out for some of our indigenous languages to make possible their literary development. The orthography of a language, according to Udoh (2021) refers to the symbols for sounds, which are represented individually by letters and collectively by an alphabet. It has to do with the spelling system of language, where spelling is the method of writing letters for spoken sounds. These indigenous Nigerian languages should be made to have a spelling system if they must continue to exist and be relevant in the modern scheme of things. Thus, various departments of linguistics in our tertiary institutions should stand up to this very responsibility by synergizing with the National Institute for Nigerian Languages (NINLAN) and Linguistic Association of Nigeria (LAN) to ensure the continuous existence and development of a motley array of our indigenous languages. They should work together to ensure proper orthographic development and the real codification of these indigenous Nigerian languages. Empowering and repositioning these indigenous languages means empowering and repositioning linguistics departments and linguists as there is no linguistics and linguists without indigenous languages.
- (v) Through periodic retraining and updating of linguistic studies lecturers with latest theoretical approaches and innovations in the field of linguistics and language development as well as changes in the curriculum. Organization of periodic workshops, seminars and conferences for the lecturers will boost their efficiency in this field of study (Nigerian languages) as well as empower them with the pedagogical skills to cope with innovations in language teaching and learning (Adewuyi, Bernard & Adewuyi, 2015).

The Place of Linguistics in Nigerian National Development

Linguistics plays a pivotal role in a nation's socio-economic, cultural, educational, political, religious, and technological development. The scientific study of languages to ensure their effective communication and application to practical issues of life is the central concern of linguistics. The linguists explore the country's extreme linguistic fragmentation and diversity to foster inter-cultural, inter-ethnic, inter-regional, and international cooperation among people. Linguistic studies promote qualitative language, which is said to be a catalyst in educational development, an important index of national development (Olaoye, 2013). It ensures the preservation of

people's indigenous languages or mother tongues, as they are commonly called, through the development of their orthographies, syntactical standardization, vocabulary and spelling reform as well as translation through the use of lexicographic strategies, which are said to be accelerators of national development (Olaoye, 2013).

Language is very important in a societal quest for development because people need to share their diverse ideas, experiences, emotions, and interact among themselves to harmonize their goals and pursuits in their environment for meaningful results. Language is fundamentally a system of conceptualization, which facilitates thinking, planning, and determines action for the individuals (Abubakar & Usman, 2017). Crystal (2003), in Abubakar and Usman (2017), states that language is a purely human and non-instructive method of communicating ideas, emotions, and desires through voluntarily produced symbols. National development is, so to speak, the end product of ideas, emotions, and desires communicated via language. The various indigenous languages of Nigeria, which sometimes appear to be potent instruments for the nation's dismemberment, when properly explored, can enhance our national unity, integration and development (Olatunde-Ojo, Enighe & Ogidi, 2022).

The Psychosocial Implications of Repositioning Linguistics and Linguists in Nigeria's Tertiary Institutions

There is no doubt to the fact that when linguistics and linguists are properly repositioned, they will be empowered and equipped to function optimally in our tertiary institutions in particular and in the larger society in general. This means that the perceived cracks in the wall of linguistic studies and research in Nigeria, which make students and the general public have a poor perception of the discipline, have been taken away (Emenanjo, 2007). Repositioning linguistics and linguists will allay the fear and anxiety that loom large in the minds of people in society about the possibility of imminent extinction of most indigenous Nigerian languages (Ayenbi, 2014). It imbues hope and confidence in the linguists and other stakeholders in linguistic studies that their dream for the study of languages and linguistics in Nigeria is achievable, via launching an academic revolution that will reshape and refocus the course and progress of linguistics in Nigerian tertiary institutions (Omachonu & Wakawa, 2011).

Repositioning linguistics and linguists pave the way for effective language planning and policy which play a vital role in national building by promoting a common language that unites citizens and facilitates communication (Udoh, 2021). The psychosocial situation in which many youths and growing persons are averse to using their mother tongues for communication at home, in schools, churches, and in society will be brought under control. This is to say that there will be a change in their communication pattern as they will be willing to favour and identify with the prevailing linguistic attitudes of their immediate surroundings (Oyetade, 2001).

Both students and lecturers in Department of Linguistics and Nigerian

Languages will begin to place value on the discipline and the department itself, teach, learn, and study the course with motivation and pride, as well as with the conviction that their future is bright after graduation as linguists. Indeed, repositioning linguistics and linguists will bring to an end the psychosocial situation of acute shortage of well trained lecturers that discourages and hampers effective teaching and learning of linguistics in our tertiary institutions (Owolabi & dada, 2012).

Summary of Findings:

The study found that the volume and quality of research on the indigenous Nigerian languages are declining in Nigerian tertiary institutions. Lack of relevant instructional materials, poor remuneration, and lack of welfare packages for lecturers were identified among some of the factors responsible for the decline in the quality of teaching and learning of linguistics in Nigeria's tertiary institutions.

The study also found that repositioning linguistics and linguists in our tertiary institution for maximum productivity requires practical steps which include, among others, the provision of adequate and relevant instructional materials such as pictures, videos, radio, television, tape recorders, textbooks, software, and visual aids. The study found that linguistics and linguists contribute to national development by ensuring effective communication of ideas, emotions, plans, visions and desires on which national development is built.

It also found that repositioning linguistics and linguists will allay the fear and anxiety that loom large in the minds of people in the society about the possibility of imminent extinction of most indigenous Nigerian languages

Conclusion

Language is one of the vital and indispensable socio-psychological endowments of man by God, which gives him an edge over other homosapiens, help him to plan, organize and execute tasks with ease and in a well-coordinated manner in his environment. It is based on its overwhelming importance in human life that scholars thought its systematic study necessary in our tertiary institutions. Its scientific study in tertiary institutions is known as linguistics and those who study/studied linguistics are called linguists.

The study of linguistics and Nigerian languages has been submerged in different kinds of challenges that threaten the quality of its teaching and learning in our tertiary institutions. Most indigenous Nigerian languages are not codified; they lack orthographic tradition and are at the brink of extinction. Linguistics and linguists are not motivated to take care of the above challenges. This necessitates the need to reposition linguistics and linguists in Nigeria's tertiary institutions for maximum productivity and national development.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. The government and tertiary institutions' management should join forces with the National Institute for Nigerian Languages (NINLAN) and Linguistic Association of Nigeria (LAN) to improve the volume and quality of research on the indigenous Nigerian languages as they are declining in Nigerian tertiary institutions.
2. The government and tertiary institutions' management should take urgent steps, such as provision of adequate and relevant instructional materials, like pictures, videos, radio, television, tape recorder, textbooks, software and visual aids, to ensure that departments of linguistic studies in our tertiary institutions are properly and adequately equipped to provide students with the basic techniques of linguistic analysis as well as practical tools for communication in the global village.

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INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) AS A FUNCTIONAL PEDAGOGICAL TOOL FOR TEACHING AND LEARNING OF FINANCIAL ACCOUNTING IN SECONDARY SCHOOLS IN IMO - STATE

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Abstract

This study explored Information and Communication Technology as a functional pedagogical tool for effective teaching and learning of Financial Accounting in Secondary Schools in Imo State. The study employed a descriptive survey design as it is appropriate for a descriptive study. *The population of the study comprises all the 915 financial accounting students found in all public secondary schools offering financial accounting in Imo state.* The sample of the study was two hundred and seventy-four (274) financial accounting students drawn from six (6) public senior secondary schools offering financial accounting in Imo state using proportionate stratified random sampling to ensure adequate representation. Two research questions and four hypotheses were raised to guide this study and were analyzed using mean and standard deviation, hypotheses formulated were tested at 0.05 level of significance using z-test statistic. The instrument for data collection was a researcher-developed questionnaire titled "Role and Use of ICT resource Questionnaire" (RUICTRQ). The findings

revealed that majority of the listed ICT resources were not available for teaching financial accounting in public secondary schools in Imo State, epileptic Power supply, lack of ICT resources, lack of internet connection and teachers' resistance to ICT integration are the major challenges of effective utilization of ICT resources in teaching financial accounting in public secondary schools in Imo State and Government should ensure regular supply of electricity for effective use of ICT resources. And the government should provide alternative power supply for effective use of ICT resources. ***The study recommends among other things that the*** government should ensure regular supply of electricity for effective use of ICT resources for teaching financial accounting. **Keywords:** Financial Accounting, ICT, Pedagogical tool, Teaching and Learning.

Introduction

The introduction of new Information Technologies and Communication (ICT) has resulted in major structural and functional changes in education. The creation and distribution of electronic learning and remote learning courses has resulted from the introduction of new technologies, adding a new dimension to the provision and content of education (Belias, 2013). Technological innovation and sophistication have long been regarded as essential components of economic and social growth. Information and Communication Technology (ICT) is an instrument par excellence that a nation can rely upon to bring about self-reliance in an educational system. Therefore, there is the need to integrate ICT into teaching and learning.

ICT has been considered a priority in global education and Nigeria is not left out. ICTs are the technologies used in conveying, manipulation and storage of data by electronic means, they provide an array of powerful tools that may help in transforming the present isolated teacher-centered and text-bound classrooms into rich, student-focused, interactive knowledge environments. According to Kreijnsa, Van-Acker, Vermeulend, and Van-Buuren (2014) ICT are set of tools enabling, supporting, and reinforcing educational reform. Incorporation of ICT in the classroom directly affects students' academic performance. The educational field has been influenced by ICT, which has explicitly influenced instructional process and research (Evey, Joseph, & Asinde, 2010). The application of ICT in education has become an indispensable tool in global economic transformation and integration. The global knowledge now comprises diverse technologies featuring computer networks. The development of ICT particularly for teaching and learning purposes and ICT in education includes the adoption of general parts of ICT in the instructional process (Okoro & Ekpo, 2016). The utilization of ICT in teaching is a pertinent and practical method for providing education to learners that will enrich them with the required abilities with regards to the world of work. It offers a totally new and advanced learning environment for learners. The incorporation of ICT in instructional process is a medium in which methodologies and pedagogical theories might be able to be implemented. The use of digital technologies in schools can help foster the digital competence individuals need to seize the benefits brought about by new technologies. Some students may fail to use technology or to use

it satisfactorily because they have different levels of motivation or dispositions towards technology than other peers .

The Federal government of Nigeria in the National Policy on Education recognizes ICT as a product of technological change and as an innovation in education. It is in this view that Computer Education was introduced as an integral part of ICT in the Nigerian educational system. The main purpose was for acquisition of computer literacy and computer skills that are needed in all facets of human life in the 21st century. ICT is very useful in the area of learning, business management practices and accounting especially. The accounting curriculum needs ICT not only as tools for communication but also tools for teaching and learning as well as in carrying out researches. Competence in ICT is one of the most crucial factors in the knowledge-based economy, whereby newly emerging professional accountant must possess sufficient ICT knowledge and skills; due to the persistent use and indispensability of ICT in the business world.

Financial accounting is the most popular subject that students offer among the vocational elective subjects. It is a subject of study that assists in keeping adequate records of personal, business and corporate organizations activities with a view to achieving proper accountability and planning. Financial accounting is tremendously important to the economy of Nigeria, as it provides a solid foundation for the training of future accountants, managers and entrepreneurs. Financial accounting is evidence of responsibility in any human endeavor, be it in business, politics and medicine, among others, because every individual, irrespective of his class requires the knowledge of accounting to meet his day-to-day activities (Adeoye, Sheriff, & Owie, 2019). Ndinechi and Obidile (2013) defined Financial Accounting as the knowledge and skills acquired to record, analyze, interpret and summarize financial data in any business establishment. Financial Accounting as a vocational subject was introduced to senior secondary schools to equip students with accounting competences for employability, self-employment, and as a foundation for post-secondary education (FRN, 2013). Financial Accounting is the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision-making (Asaolu, 2012). Accounting is concerned with the collection of financial information, analysis, interpretation and communication of this information to the interested parties. Thus, information gathering, analysis and dissemination are very vital components of accounting and ICT has helped in accelerating the pace. ICT has touched every profession, vocation or occupation and has impacted positively in ways of doing things in organizations and society at large. Electronic accounting is of immense benefit which has brought about speedy, timely and efficient information processing which is very significant for day-to-day accounting and reporting as well as decision making.

The availability of digital technology in schools can assist students develop the digital

skills they will need to take advantage of the new technologies' advantages. The integration of ICT into accounting teaching and learning aims to improve students' thorough understanding of the subject. Students will increase their capacity to relate what they've learned in the classroom to problems in the computerized workplace and in real life, improve social connections, and achieve personalization in learning, all of which will improve the efficacy of teaching and learning (Arquero & Romero-Frias, 2013; Jebeile & Abeysekera, 2010; Turner, 2011). Ukata and Kalagbor (2015) recommended using spreadsheets, database management, and automated accounting as ICT-based instructional techniques in schools for Financial Accounting and Commercial courses.

However, with the immense benefit ICT has to offer in the teaching of financial accounting in secondary school there are still road blocks to the full realization and actualization of its impact in the classroom. Lack of skills is a notable problem facing secondary education in the country. Nigeria does not only lack information infrastructures; it also lacks the human skills and knowledge to fully integrate ICT into secondary education. To integrate information and communication technology (ICT) in secondary schools in Nigeria, the need for locally trained personnel in application software, operating systems, network administration and local technicians to service and repair computer facilities. In Nigeria also, most secondary school teachers lack the skills to fully utilize technology in curriculum implementation hence the traditional chalk and duster approach still dominates in secondary school pedagogy. Information transfer using ICT is minimal or non-existence in secondary schools in Nigeria .

Teachers' competence is a prerequisite for effective learning of ICT skills in accounting. Most of the accounting teachers are not computer literate and as such cannot impart the necessary ICT skills. Thus, the dictum, *nemo datquod non habet*, which means that one cannot give out what one does not possess, applies here. The on- going wave in digital and information revolution demands that an accounting teacher must join the race if he wants to remain relevant in this information age. Isaiah and Wagbara (2019) stated that one of the challenges of information and communication technology (ICT) methods of communication (mail and newsgroups) maybe intimidating or awkward to use for some students. Some students even see the use of information communication technology (ICT) as boring, uninteresting and unattractive for their learning activities. Yusuf and Jaafar, (2018) recognized the need of addressing new technology issues in accounting. They urged the government to assist in the provision of required software and ICT-enabled equipment for successful Financial Accounting teaching in schools.

Statement of the Problem

Financial accounting is a branch of business education that teaches students real accounting skills and information. However, the poor financial accounting performance of students in senior secondary schools is concerning, because it leads to youngsters engaging in a variety of social vices. Many reports have shown that students'

performance in Financial Accounting has been worrisome. The productivity and profitability impact of Financial Accounting cannot be overemphasized in any organization, either profit-making or not-for-profit ones. Factors contributing to the effective teaching and learning of Financial Accounting in secondary schools are; school infrastructure, school facilities, quality of teachers, teaching methods.

To this end adequate and appropriate technology should be fully integrated into the teaching and learning of financial accounting for the development of skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in this information age. Also, ICT software improves the use and maintenance of accounts books which are: Cash books, fees registers, and petty cash and receipt books. In view of this, this study seeks to investigate the availability and utilization of ICT Resources in teaching and learning of financial accounting in public secondary school in Imo state.

Research Questions

The following research questions were posed to guide the study;

1. What are the ICT resources for teaching and learning financial accounting in public secondary schools in Imo state?
2. What are the ICT resources frequently utilized for teaching financial accounting in public secondary schools in Imo state?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

Ho₁ There is no significant difference between male and female on extent of the role of ICT resources for enhancing teaching and learning of financial accounting in public secondary schools in Imo state.

Ho₂ There is no significant difference between male and female on the challenges of effective utilization of ICT resources in teaching financial accounting in public secondary schools in Imo state.

Methodology

This study was a survey, carried out ex-post facto. *The population of the study comprises all the 915 Financial Accounting students found in all public secondary schools offering Financial Accounting in Imo State.* The sample of the study was two hundred and seventy-four (274) financial accounting students drawn from thirty (30) public senior secondary schools offering financial accounting in Imo state using proportionate stratified random sampling to ensure adequate representation. The instrument used for data collection is a researcher self-developed questionnaire titled “Role and Use of ICT Resource Questionnaire” (RUICTRQ). It has two (2) sections. Section A obtained information on the personal data of the respondents, while section B comprised 30 items in six (6) clusters and contained information on Role and Utilization of ICT resources in secondary schools in Imo State.

The collated data were analyzed using the statistical packages for the social sciences (SPSS, V.23). Percentage scores, Mean and standard deviation were used to answer research questions while, the z-test statistic was used to test hypotheses at 0.05 level of significance.

Results

Research Question One

What are the ICT resources available for teaching financial accounting in public secondary schools in Imo state?

The result of the analysis is presented in table. 1;

Table. : ICT resources available for teaching financial accounting in secondary schools in Imo State

ICT Resources	A	%	NA	%	Total
Desktops/Laptops	184	67.15	90	32.85	274
Modems	92	33.58	182	66.42	274
Interactive Whiteboard	08	2.92	266	97.08	274
Projector	69	25.18	205	74.82	274
Scanners	29	10.53	245	89.42	274
Mobile devices (Smartphone, iPad, Tablets)	192	70.08	82	29.92	274
Router	23	8.39	251	91.61	274
Educational Software	10	3.65	264	96.35	274
Web boards	15	5.47	259	94.53	274
Video games	26	9.48	248	90.52	274
Digital cameras	86	31.39	188	68.61	274
Photocopiers	159	58.03	115	41.97	274

Table.1 revealed the ICT resources available for teaching financial accounting in public secondary schools. Item 1 reveals that **184 (67.15%)** of respondents stated desktop/laptops were available while **90 (32.85%)** said it was not available. **92 (33.58%)** of the respondents stated that modems were available while **182 (66.42%)** said modems was not available. Also, **Interactive whiteboard which is one of the major tools for accessing materials online and teaching were reported available only by 8(292%)** of the respondents while **266 (97.08%)** of the respondents affirmed that they were not available. On the availability of Scanners **29** which made up **(10.53%)** of the respondents reported that the device is not available while **245 (89.42%)** of the respondents revealed that scanners is not available.

Mobile devices (Smartphone, iPad, Tablets) and router were reported available by 192 (70.08%) and 23 (8.39%) respectively whereas 82(29.92%) and 252 (91.61%) of the respondents revealed that Mobile devices (Smartphone, iPad, Tablets) and router were not available. Educational Software for instruction, Web boards and video games were revealed to be available by 10 (3.65%), 15 (5.47%) and 26 (9.48%) of the respondents respectively. While 264 (96.35%), 259 (94.53%) and 248 (90.52%) of the respondents reported that Educational Software for instruction, Web boards and video games were not available. Digital cameras for instruction and photocopiers were reported available by 86 (31.39%) and 159 (58.03%) respectively whereas 188 (68.61%) and 115 (41.97%) of the respondents revealed that Mobile devices (Smartphone, iPad, Tablets) and router were not available. Conclusively it can be deduced that majority of the listed ICT resources were not available.

Research Question two

What are the ICT resources frequently utilized for teaching financial accounting in public secondary schools in Imo state?

The result of the analysis is presented in table. 2;

Table 2: Frequently utilized ICT resources for teaching financial accounting in public secondary schools

ICT Resources Frequently Utilized	SA	A	D	SD	$\bar{x}$	Dec.
Computers/Laptops are frequently utilized in teaching financial accounting in my school	142 (568)	81 (243)	31 (62)	20 (20)	3.25	A
Modems are frequently utilized to connect to the internet for academic purposes	52 (208)	12 (36)	114 (228)	96 (96)	2.07	R
Interactive Whiteboard is frequently utilized for teaching financial accounting in the school	06 (24)	02 (06)	36 (72)	230 (230)	1.21	R
Projectors are frequently used for teaching financial accounting	32 (128)	31 (93)	102 (204)	109 (109)	1.94	R

Scanners are frequently made use of in the class	12 (48)	19 (57)	121 (242)	122 (122)	1.71	R
Mobile devices (Smartphone, iPad, Tablets)	162 (648)	56 (168)	35 (70)	21 (21)	3.31	A
Routers are frequently utilized in the school for academics	23 (92)	21 (63)	121 (242)	109 (109)	1.84	R
					2.19	

Table 2 shows the *frequently utilized ICT resources for teaching financial accounting in public secondary schools*. Items 1 revealed that 142 with a mean score of 3.25 of the respondents strongly agree that Computers/Laptops are frequently utilized in teaching financial accounting in my school. Item 2, 3 and 4 shows that 6, 32 and 12 out of the total population with accompanying mean of 2.07, 1.21 and 1.94 respectively which are lesser than the criterion mean of 2.5 reported that modems, interactive whiteboard and Projectors are not frequently utilized to connect to the internet for academic purposes. Item 5 shows that 12 (1.72) respondents out of the entire sample revealed that Scanners are not frequently made use of in the class. Item 6 revealed that 162 with a mean score of 3.31 of the respondents strongly agree that Mobile devices (Smartphone, iPad, Tablets) are frequently utilized in teaching financial accounting. Lastly, item 7 shows that 109 respondents with a mean of 1.84 revealed that routers are not frequently utilized in the school for academics. Conclusively majority of the available ICT resources are *frequently utilized for teaching financial accounting in public secondary schools*.

Hypothesis One

There is no significant difference between male and female on extent of the role of ICT resources for teaching and learning of financial accounting in public secondary schools in Imo state.

The result of the analysis is presented in table 3;

Table 3: z-test Analysis of Difference between Mean Scores of male and female students in Imo state on the extent of availability of ICT resources for teaching financial accounting

GENDER	N	$\bar{x}$	σ	Z-Cal.	Df	Z-Crit	Decision
MALE	108	2.26	.015	1.25	673	1.96	Accept
FEMALE	2.29	166	.021				

Table 4.7 shows z-test analysis of difference between mean scores of male and female students in Imo state on the extent of availability of ICT resources for teaching financial accounting. The table shows that the mean score and standard deviation of the response of male and female teachers are; 2.26, 0.015, 2.29 and 0.021 respectively. Calculated value of the test of significance (Z_{cal}) = 1.25 and the critical (Z_{crit}) value = 1.96. since the calculated value is less than the critical value, the null hypothesis is accepted, which implies that There is no significant difference between male and female on extent of availability of ICT resources for teaching financial accounting in public secondary schools in Imo state.

Hypothesis two

There is no significant difference between male and female on the challenges of effective utilization of ICT resources in teaching financial accounting in public secondary schools in Imo state.

The result of the analysis is presented in table 3;

Table 3 z-test Analysis of difference between Mean Scores of male and female students in Imo state on the challenges of effective utilization of ICT resources in teaching financial accounting

GENDER	N	$\bar{x}$	σ	Z-Cal.	Df	Z-Crit	Decision
MALE	108	2.15	.055	1.10	673	1.96	Accept
FEMALE	166	2.19	.051				

Table 3 shows z-test analysis of difference between mean scores of male and female students in Imo state on ICT resources frequently utilized for teaching financial accounting. The table shows that the mean score and standard deviation of the response of male and female teachers are; 2.15, 0.055, 2.19 and 0.051 respectively. Calculated value of the test of significance (Z_{cal}) = 1.10 and the critical (Z_{crit}) value = 1.96. since the calculated value is less than the critical value, the null hypothesis is accepted, which implies that there is no significant difference between male and female on the challenges of effective utilization of ICT resources in teaching financial accounting in public secondary schools in Imo state.

Discussion

The findings of this study showed that Majority of the listed ICT resources were not available for teaching financial accounting in public secondary schools in Imo State. This implies that the unavailability of the much needed ICT resources for teaching financial accounting will hinder the students to know and understand some accounting concept such as the use if spreadsheet for computing data and balancing account. The finding of the study is in agreement with Hart, Emeli, and Okorogba (2016) who determined on the availability and utilization of ICT facilities and materials in teaching and learning in Isaac Jasper Adakarboro College of education, Sagbama, Bayelsa state. And revealed that most ICT facilities listed in the options were not available in the institution.

The finding of the study is also in agreement with Apagu and Wakili (2015) who examined the availability and utilization, the benefits and challenges of ICT facilities in teaching and learning vocational and technical education in Yobe state technical college. The study revealed that ICT facilities were lacking in technical colleges. Teachers and Students exposure to ICT facilities was low.

The findings of the study showed that Majority of the available ICT resources are *frequently utilized for teaching financial accounting in public secondary schools. The finding of the study is in agreement with Ameen, Adeniji, and Abdullah (2019) who investigated the assessment of Teachers' and Students' level of utilization of ICT tools for teaching and learning mathematics in Ilorin, Nigeria. The findings revealed amongst others that; mathematics teachers and students frequently utilized ICT tools for teaching and learning mathematics respectively*

However, the finding of the study is not in agreement with Apagu and Wakili (2015) who examined the availability and utilization, the benefits and challenges of ICT facilities in teaching and learning vocational and technical education in Yobe state technical college and revealed that teachers and students exposure to ICT facilities was low.

Conclusions

Based on the discussions made from the findings of the study, the following conclusions were made: The role of ICT resources in enhancing teaching and learning of financial accounting will improve students' performance both in internal and external assessment. It will also stimulate their interests in learning and equip them to be self-reliant.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should ensure regular supply of electricity for effective use of ICT resources for teaching financial accounting.
2. Government should provide alternative power supply for effective use of ICT resources.
3. Cheap and reliable internet data should be made available for teaching financial accounting in public secondary schools in Imo State.
4. government should increase the funding of education sector to cater for ICT programme in public secondary schools and there should be periodic training for teachers on ICT computer skills acquisition
5. Infrastructural facilities such as the computer laboratory and ICT resources should be provided in the schools for effective teaching of financial accounting.

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